Library and Information Association of Jamaica

LIAJA

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Bulletin
2005 – 2006

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Contents

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Editorial

Although we were unable, once again, to meet the annual publication schedule of the LIAJA Bulletin, of which I will say more below, I hope you will agree with me that this issue was worth waiting for. The articles cover a wide range of subjects, and their authors range from experienced writers from within and outside of the profession and the island to young members being published for the first time.

As usual we begin with the Addresses of the Presidents. These are followed by an article by David King, who for many years taught at UWI, and may have taught some of you, in the department now called Language, Linguistics and Philosophy. He first presented the material in this article at a LIAJA workshop, "Writing and Getting Published", held in June 2004. The purpose of the workshop was to encourage members of the association to write and, more specifically, to write for the Bulletin. The workshop was well attended but unfortunately it did not seem to encourage people to submit articles. Mr. King has since worked on the material, giving it a greater slant for LIAJA members. It is hoped that when you see the article in print and have more time to absorb its contents, we will see the results we had hoped for on its first presentation and we will have no shortage of articles for future Bulletins.

The article by Leona Bobb-Semple and Rosemary Runcie deals with cataloguing an area of librarianship not much covered in the Bulletin and is, therefore, very welcome. It discusses the importance of and issues in name authority control, describes recent international and regional developments and argues for shared authority work.

John Aarons, now the Government Archivist, worked for many years at the National Library. He is therefore eminently qualified to bring to us an account which documents the transition of the West India Reference Library into the National Library of Jamaica and the accomplishments of the new institution in its first year of operation.

The following two articles are by young writers, recent graduates of the Department of Library and Information Studies. Natalee Deir reports on her research into the effectiveness of the Internet policy at Manchester Parish Library. Mathew Blake discusses some of the initiatives that have been developed in an attempt to address current issues associated with scientific communication. We welcome them and hope that their inclusion here will encourage others to emulate them.

Although it is some time since Mr. Ingram's book was published and it has already been reviewed by others elsewhere, it seemed to us that we should try to persuade Dr. Rouse-Jones to review it for the Bulletin for a number of reasons. First, for those who are unfamiliar with Dr. Rouse-Jones, she is the University Librarian of the University of the West Indies and Campus Librarian at St. Augustine and a historian. Because she has similar credentials to those of Mr. Ingram we considered her to be the ideal person to review the book. Secondly, we would like to make book reviews a regular feature of the Bulletin and we thought this was an excellent way to start. Thirdly, we have rarely been able to include items by librarians from elsewhere in the Caribbean so we thank Dr. Rouse-Jones for agreeing to do this and hope other Caribbean librarians will follow suit.

We conclude with Gloria Salmon's memories of Gloria Clarke, whose sudden and untimely death shocked the Jamaican library community.

As promised, I want to return, briefly, to the challenges of bringing the Bulletin to you. We cannot publish unless we have articles, indeed the Research and Publications Working Party cannot function without articles, it cannot meet to discuss nothing. We had many promises, but few deliveries. Fortunately those articles we did get were considered to be suitable for publication. Then we had difficulty soliciting advertisements to cover the cost of publication. Money is just not forthcoming. Perhaps the next Research and Publications Working Party might be able to find ways of dealing with these perennial problems.

Finally I would like to thank those persons who volunteered to join the Working Party in 2004 and 2005; even if you were not called upon, your interest was appreciated. I would also like to thank the members of the Editorial Board. To those who helped in any way with this issue of the Bulletin, but particularly Norma Amenu-Kpodo, Co-chair of the Working Party; Ouida Lewis, who, among other things, worked hard to secure funding; Prof. F. Durrant; Prof. D. Douglas; Barbara Gordon; Magarette Pearce and Evadne McLean, many thanks for your support. I must also commend and thank Evadne McLean for her continued effort with the difficult task of putting out LIAJA News.

Judy Rao
Editor

Library and Information Association of Jamaica (LIAJA)

President's Acceptance Speech

Given by Pamela Blake at the President's Dinner, February 13, 2004
at Knutsford Court Hotel

I am truly honoured and humbled by the trust placed in me to lead this august association for one year. I wish at the beginning to thank you for this trust and to pledge that we, the 2004/2005 committee, will give of our absolute best to this project. Indeed we follow in the footsteps of many formidable presidents and we cannot afford to drop the ball.

I pause to promise you that this presentation will not be a long one, but I must tell you about this incident; it happened at a week-long conference, it could have been ACURIL. The room was packed and the chairs were hard, quite unlike these chairs supplied by Knutsford Court Hotel. When the three hour presentation was over, a young man was only too glad to get to his feet. Turning around he noticed a couple picking up cushions they had brought to sit on. Pointing to the cushions, the young man asked "Foresight?" "No" replied the gentleman "hindsight." (With apologies).

Our Roots Go Way Back

Our association, as most know, was established in 1949. Our mission statement speaks to the provision of leadership in the development and promotion of resources in the library and information profession and that is in order to facilitate access to and the use of information for national growth. Now, fifty-five years later, we have grown, grown to include three sections, six working parties and with our partnership with local, regional and international partners we have achieved much. But, much more needs to be accomplished. We will have to chart new beginnings and therefore it cannot be business as usual.

We live in a changing and dynamic world where the only constant is change. We cannot, therefore, remain predictable and risk losing the connection with our customers – the library and information community, in particular, as well as the rest of society.

Today the knowledge based market and the knowledge based economy is part of our life. We must, therefore, seek ways to connect, to respond to the challenges of the new economy. What can we do? What is our role in the growth and development of society? Specifically, what initiatives will we pursue during 2004 to deal with some of our problems such as:

- inadequacy of connectivity to customers
- inadequate support for events
  and there are others.

Our focus for 2004 will, therefore, be on:

1. Membership. Membership now stands at approximately two hundred. The Department of Library and Information Studies at Mona has graduated over six hundred persons and there are also graduates from other institutions practicing in Jamaica. Why are not more of these persons members of LIAJA? Is there a disconnect between words and action as viewed by the potential membership? We must ensure that the benefits of membership are seen and felt. This leads me to focus number two.

2. The establishing of a competitive advantage, re-packing and branding. We need to re-package and brand our organization, we need to analyse and re-position ourselves. How do we do this? Internally we know where our strengths are and what weaknesses exist. We will have to turn these weaknesses to strengths. We will neeed to utilize the opportunites that exist and even turn the threats (real or imagined), to our existence, to our advantage.

Our last executive meeting discussed, with much excitement, the possibilities of a number of new projects which will facilitate and assist in our quest for branding and it is not a Holy Grail – it is achievable. You know it all ties in. Changing perceptions concerning the profession, the association and its role, the importance and contribution to growth and development will also lead to increase in membership and facilitate increased contribution to our country's development.

While we continue to offer professional advice, to lend books and other material, we are reminded of the visitor to Mark Twain's house who, it is reputed, remarked upon the great number of books, many of which were piled about without any adequate provision for them. "You see" Twain explained "it is so very difficult to borrow shelves."

Ladies and gentlemen, it is on some of the foregoing that we can build our brand, a perception, an idea. We are known for our efficient services and as we continue to deliver, to underline all these with our writings, our logo, colour and perhaps a slogan we will, in essence, reposition ourselves, and, in fact there is a nexus between this and the fulfilment off our mission. We can all identify with a "just do it" or "nobody dot better" or even "producing statistics for the nation", lets start the process tonight.

Thank you. God bless you.

Library and Information Association of Jamaica (LIAJA)
President's Acceptance Speech
*Given by Prof. Fay Durrant at the President's Dinner, January 29, 2005
at the Mona Visitor's Lodge, UWI.*

Changing Paradigms in the Information Age in Jamaica

It gives me great pleasure to address you as the President of the Library and Information Association of Jamaica for the year 2005/2006. I thank all those who supported my nomination and ask for your collaboration and participation in the implementation of this year's programme of activities within the Association. I especially want to thank the members of the Executive Committee of 2004 /2005 who worked diligently over the year to move the Association further along.

My introduction to LIAJA (then the Jamaica Library Association (JLA)) began in 1968 when I had just returned from doing my BLS degree at the University of Toronto. I attended my first Annual General Meeting and was elected Honorary Secretary of the Association. I served three years in this position, and certainly found it a very fulfilling responsibility. In the role of secretary I was able to learn about the range of libraries and librarians which compose what is now LIAJA. For the same period Stephney Ferguson was the Honorary Treasurer. As we traveled to meetings in Montego Bay, Port Antonio, Moneague and other locations, we were able to interact with members of the association and to make plans for activities such as the international conference on Libraries and the Challenge of Change which was held in 1972.

I would like to recognize especially the work and accomplishments of the Honorary Members – Mr. Kenneth Ingram, Dr. Joyce Robinson, Prof. Daphne Douglas, Mrs. Hazel Bennett, Dr. Leila Thomas and Dr. Pippa Fray - who contributed so much to the development of the Association.

Certainly we have seen a number of developments since then and I think that the members of our association have been able to work in anticipation of overcoming several of the challenges which have presented themselves. We know, however, that change is constant, and in the library and information field there have been a number of revolutionary changes in the past thirty years.

Of course the advances in information and communications technologies are the most obvious, but in addition there are the changing paradigms which influence our work. The technologies impact on the way in which education is delivered. For example, we now have, at the DLIS, a course in records management taught over the Internet and another course with three way video conferencing linking a class at DLIS with the University of Toronto and the University of Michigan at Ann Arbor.

Some of the new paradigms change the role of the users. People who used to be, and may still be called "information users" can and should have much more say in the development of information systems and services and the feedback from their "information seeking behaviour" provides guidance on the way in which systems are updated and redesigned.

Reducing "information overload" is now not only the concern of the reference librarian but also of anyone who is bombarded with multiple sources of information which need to be selected. The practice of information literacy is now therefore recognized as a topic for study not only by librarians, but also by individuals in schools, universities and in all other arenas.

Issues such as ownership of intellectual property and copyright have also come to the fore as there is greater recognition of the value of information in gaining on the competition in public and private activities. The growing recognition of the role of information as evidence in the various stages of the business cycle is also influencing the expansion of the profession and the range of activities required.

Within today's increasingly knowledge-based, innovation-driven economies, the intellectual property system is described by WIPO and others as "the key to wealth creation" as it provides an incentive for enterprises and individuals to create and innovate and provides a fertile setting for the development of, and trade in intellectual assets.

Intellectual property rights have gained currency among artistes in Jamaica and there is more awareness now than a decade ago. But in spite of that, more needs to be done. Librarians must bring into sharp focus the balance that must be struck between the publishers' rights and community access. Issues which we must deal with are the rights of fair dealing, the first sale rule and the compulsory licensing of works. All these issues are critical for our national libraries and institutions of learning, as we seek to strike the necessary balance between encryption rights and the rights of access to use a work for research and the further development and refinement of ideas.

The convergence of the information professions was evidenced in our consultation with employers and graduates as part of the review of the Department of Library and Information Studies. The findings indicate that, in practice, there is increasingly in business and government, a merging of what used to be isolated jobs into unified information centres.

To achieve advances in policies which contribute to the development of libraries, librarians have an important role to play inn the formulation of policy at national and regional levels and we must act now. New rules of engagement have to be found and we must have a say in how they are formulated.

As we enter 2005 we find ourselves in an environment which is constantly changing. The regional efforts towards the CARICOM Single Market and Economy (CSME), the globalization of trade and services throughout the world and the liberalization of services including telecommunications have had an important impact on the way organizations function.

How can this library association make a difference in this changing regional and global environment?

LIAJA's responses can begin by ensuring that our members have the knowledge and experience to initiate and support information policy formulation and be able to put these policies into practice to the advantage of their communities.

In general terms, library associations are created to enable members to share knowledge and experiences, new developments and efforts, improve the welfare of the members, professional cooperation and networking, and LIAJA is no exception.

I see LIAJA as an important vehicle in the development of the library and information profession in Jamaica, and I know that we can continue the advances made over the years.

The association was established in 1949 and its stated mission is to "provide leadership in the development and promotion of resources in the library and information profession in order to facilitate access to and use of information for national growth".

Since its establishment, LIAJA has forged important linkages among its personal and organizational members and has demonstrated several of the attributes expected of a good organization. There has also been important participation in regional and international activities and LIAJA's representation has always been top-class.

We find that LIAJA:

- links its members into a national network with regional and international linkages;
- maintains currency regarding developments in the field and provides opportunities for professional development in new areas; and
- works towards influencing policy changes; e.g. World Summit on the Information Society (WSIS) position.

I am sure that everyone can identify several benefits gained from being a member of LIAJA. Certainly our meetings, workshops and seminars have enabled us all to meet and network, to learn about common experiences and to undertake collaborative activities. Our sections and working parties have also enabled members with similar interests to interact and to implement joint activities.

In looking at the library associations functioning locally, regionally and globally, we see that the successful ones establish programmes and services which involve people in their work and keep them interested in, and supportive of, activities. I look forward to the involvement of the membership and this year we will continue efforts to have all members participate in at least one section or working party.

I know that we in LIAJA expect the association to facilitate networking and the exchange of professional knowledge among members, particularly continuing education related to new thinking, developments and methods. Advancing the welfare of its members is often expressed as an expectation of members regarding the role of our association as well as improving the image and status of the profession.

Certainly LIAJA has made progress in these areas and for 2005/6 I propose that we build on the solid foundation already established.

We are all aware that the library and information profession is now subject to constant change. Convergence of what used to seem like separate professions now means that librarians have to be aware of, for example, records management principles and practices, and, at least, the basic issues in mass communications. Changing technologies used in libraries also influence the way we access information and deliver services. The merger of the National Library of Canada and the National Archives of Canada provides an example of the trends in convergence which have impacted the development of libraries.

For this year I propose that we place emphasis on four areas:

- professional development and continuing education in priority areas;
- sharing and documenting experiences;
- development of skills policy formulation and other priority areas; and
- the enhancement of the visibility of LIAJA both within the profession and in the public arena.

I think we can allocate a percentage of time from our regular meetings to periods of professional development and continuing education. John Aaron's presentation to the annual general meeting on strategic information management provides an example of the advantage we can gain from sharing experiences and jointly analyzing new directions.

I would like to take greater advantage of the information and communication technologies which we have available and to have more continuous interaction across the national membership. I think we can use email and e-groups to have more interaction between the executive committee and the membership and within sections and working parties. The committee meets once per month during the year and will be able to provide regular information to the membership on the activities being implemented.

The input of the membership on the priority areas of skills development will be a vital part of ensuring that the programmes developed match the needs and capabilities of the membership. At the Annual General Meeting we had two suggestions for areas of professional development: the report of the Education Task Force was suggested by Hermine Salomon, Librarian, University of Technology; and copyright issues affecting libraries was suggested by Winsome Hudson, Executive Director of the National Library. I expect we will be able to mount sessions covering each of these topics.

I am sure we will have a stimulating year and I encourage you to participate in the activities of the regular meetings, the sections and the working parties.

Writing For Publication: A Multi-Stage Process

David E. King

Lecturer in the Department of Language, Linguistics and Philosophy (Retired)

Introduction

The material in this article was first presented under the title: "Writing for Publication: A Multi-Stage Process" at a Library and Information Association of Jamaica (LIAJA) workshop on "Writing and Getting Published" held on the UWI, Mona Campus, on June 10 & 15, 2004. The article is aimed primarily at library and information professionals working in public, school or specialized libraries in the English-speaking Caribbean and seeks to encourage the inexperienced writers among them to write, and to write well, not only for themselves but for their professional and academic colleagues as well. Specifically, it attempts to offer practical advice (from the point-of-view of a university teacher of academic writing) on how to set about writing well-informed and interesting articles suitable for publication in the LIAJA Bulletin.

The article takes the reader through what is generally accepted today as the four stages of the writing process: Prewriting, Drafting, Revising and Proofreading with specific reference to library and information professionals. It deals at greatest length with Prewriting, the first and the most critical stage in the writing process, and emphasizes as well the importance of Revising and Proofreading - the two final stages which are, unfortunately, so often misunderstood and neglected by inexperienced writers, but which are absolutely necessary if the finished product is to find its way into the pages of the LIAJA Bulletin.

The Composing Process

Let us begin, with an overview of the writing (or composing) process. The Commission on Composition of the National Council of Teachers of English (NCTE) outlines the essential principles in the teaching of writing in the following way (The italics are mine):
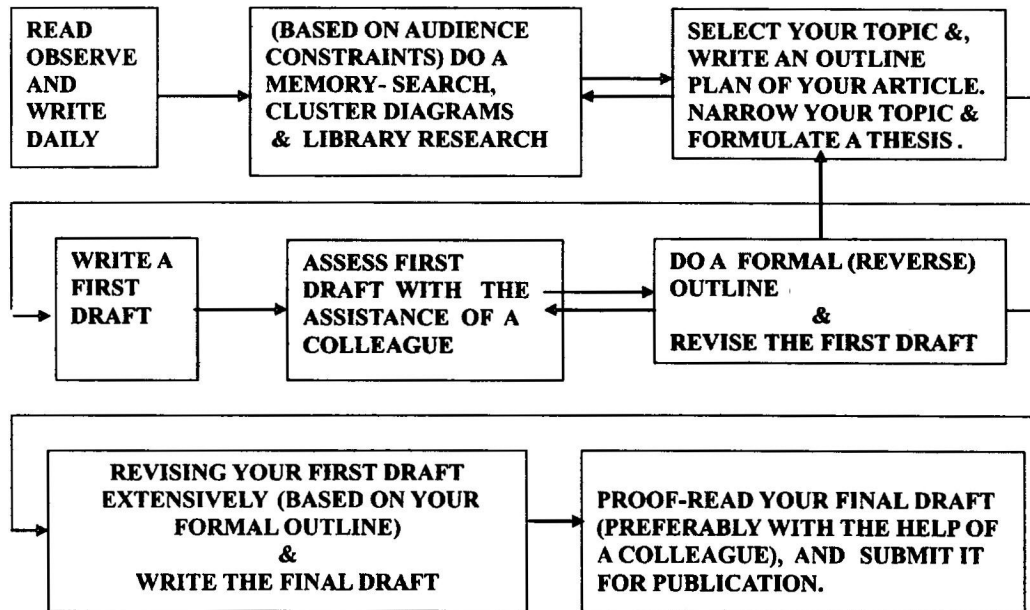
> *The act of writing is accomplished through a process in which the writer imagines the audience, sets goals, develops ideas, produces notes, drafts and a revised text, and edits to meet the audience's expectations. As the process unfolds, the writer may turn to any one of these activities at any time. We can teach [beginning or inexperienced writers] to write more effectively by encouraging them to make full use of the many activities that comprise the act of writing, not by focusing only on the final written product and its strengths and weaknesses. (NCTE, 2003)*

Notice, first of all, that, according to this statement, an effective piece of writing is directed at, and, from beginning to end, constrained by the needs and expectations of the writer's imagined audience (who are, in this case, the readers of the LIAJA Bulletin in Jamaica, in the English-speaking Caribbean, and beyond). That is why, before you start to compose, it is so important that you - the writer - familiarize yourself with back-copies of the Bulletin, so as to get a general idea of the format, length, type of subject-matter, language variety and style that your intended readers will be expecting from you and your article. Notice, secondly, that the act of writing is seen as a process made up of differing stages - usually thought to be four in number - and different activities. In the first, longest and most critical of the stages - Prewriting - you set your overall goals including the thinking up and the thinking through, in your head and on paper (in note form and/or in outline), of a number of fresh ideas out of your own experience as a librarian, and out of your own reading and writing, bearing your audience in mind. This is what is called in the literature 'conducting a memory search' (Berieter and Scardamalia, 1982). In the second stage - Drafting - you set down, in writing, as much as you can of the substance of the entire article, in one sitting, from beginning to end, without bothering to stop to make corrections.

In the third stage - Revision - you, the writer, re-read, re-think and then re-organize the first draft of your article, entirely or in part, (after receiving feedback from a reader whose opinions you trust), adding, deleting and clarifying meaning where necessary, examining the logic and coherence of paragraphs, and, as well, addressing matters of style (especially word-choice) and idiomatic expression. And, finally in the fourth and last stage - Editing and Proofreading - you (the writer) must turn your undivided attention to finding and removing, not only the errors and weaknesses in the revisions you have just made, but, in addition, all the errors in grammar, in the mechanics of writing or in the conventions of academic literary style in the entire text of your article. Newspaper readers see errors in the texts of Jamaican newspapers all the time and listeners or viewers in Jamaica hear radio announcers or television presenters make elementary mistakes from time to time, as they read from a printed copy of a news item, or from a teleprompter. Such mistakes would be unacceptable in academic writing; so you must be sure to proofread the final

draft of your article several times - preferably with the help of a competent proofreader - before you submit it for publication in the bulletin.

The writing process may be represented in the form of a flow chart (Figure 1).

crucial to the success of any writing that occurs later, and it is seldom given the attention it consequently deserves" (106).

Rohman speaks of this stage as "being within the mind and consequently hidden" (107). Later theorists, however,

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┌──────────┐    ┌───────────────────┐    ┌───────────────────────┐
│ READ     │    │ (BASED ON AUDIENCE│    │ SELECT YOUR TOPIC &,  │
│ OBSERVE  │    │ CONSTRAINTS) DO A │    │ WRITE AN OUTLINE      │
│ AND      │──▶ │ MEMORY- SEARCH,   │◀──▶│ PLAN OF YOUR ARTICLE. │
│ WRITE    │    │ CLUSTER DIAGRAMS  │    │ NARROW YOUR TOPIC &   │
│ DAILY    │    │ & LIBRARY RESEARCH│    │ FORMULATE A THESIS.   │
└──────────┘    └───────────────────┘    └───────────────────────┘

    ┌──────────┐   ┌──────────────────┐   ┌──────────────────────┐
    │ WRITE A  │   │ ASSESS FIRST     │   │ DO A FORMAL (REVERSE)│
    │ FIRST    │   │ DRAFT WITH THE   │   │ OUTLINE              │
──▶ │ DRAFT    │──▶│ ASSISTANCE OF A  │◀──│ &                    │
    │          │   │ COLLEAGUE        │   │ REVISE THE FIRST DRAFT│
    └──────────┘   └──────────────────┘   └──────────────────────┘

    ┌───────────────────────────┐   ┌───────────────────────────┐
    │ REVISING YOUR FIRST DRAFT │   │ PROOF-READ YOUR FINAL DRAFT│
    │ EXTENSIVELY (BASED ON YOUR│   │ (PREFERABLY WITH THE HELP OF│
──▶ │ FORMAL OUTLINE)           │──▶│ A COLLEAGUE), AND SUBMIT IT │
    │ &                         │   │ FOR PUBLICATION.           │
    │ WRITE THE FINAL DRAFT     │   │                            │
    └───────────────────────────┘   └───────────────────────────┘
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Fig. 1. The Writing Process

Notice two things. The processes and sub-processes of composing "are hierarchically related and recursive. That is to say, the act of writing any set of words in a composition requires a review of what has already been written" (Hillocks, 71), and this is indicated by the arrows going in opposite directions. Notice also that, although the idea of a sequence of stages underlies it, there are no actual headings in the diagram classifying the boxes as stages. The validity and usefulness of conceptualizing the composing process as a series of recursive stages has been questioned in the literature (Flower 29, 32-33) but there is evidence for doing so in the comments made about their own composing process by many writers over the ages. (See, for example, those cited in this article in the section on revision.)

Stage 1: Prewriting

Pre-writing, for the purposes of this discussion, may be described as the stage in the writing process when the writer assimilates a 'subject' to himself, or herself, and 'discovers' a 'writing idea' In the Project English experiment[1], Rohman explains, "we divided the (writing) process (at the point) where the 'writing idea' is ready for the words and the page: everything before that we called 'Pre-writing'...We concerned ourselves with Pre-writing for two reasons: It is

include in the Pre-writing process, overt activities like 1.1 and 1.2 below, which involve words and the page, but which take place before, and during, the hidden 'groping for' and 'groping towards' the writing purpose and the central idea which is/are taking shape in the writer's mind. Later theorists also include, as Pre-writing devices, 'heuristics' (or practical procedures) for searching memory in order to discover what one really thinks - procedures like the ones in 1.3 and 1.4. below, which I have adapted, for the use of library and information professionals, from a handout I was given, when doing a course on the teaching of writing.

Diagramming (or mapping), formulating a focused, concise and precisely worded statement of your proposed thesis, writing an outline-plan[2] and developing a working bibliography using citation cards[3] are all activities that tend to take place before you start to write your first draft, and therefore must be thought of as part of the Pre-writing process as well.

1.1. Read and write daily

● Keep yourself aware of current issues - both local and foreign (general issues, issues that might affect and/or interest you, personally, and professionally) by

reading newspapers, journals, and browsing the Internet, etc.

- Keep a writing-journal containing your personal thoughts, and feelings about who and/or what led you into this field and what you hope get out of it. Don't show anyone what you write but write at least one page daily. (Be very honest with yourself)

1.2. Make yourself familiar with the journal you hope to publish in

- Before submitting an article to a journal you wish to publish in, read several back copies of that journal (in this case the <u>LIAJA Bulletin</u>) so as to find out the following:
  i. What subjects do contributors to the journal tend to write on?
  ii. How long do articles in the journal tend to be? Is there a word limit?
  iii. Do these articles follow a particular format and/or style?
  iv. What is the editorial policy of the journal?
  v. Is the journal a juried one?

1.3. Find a subject to write on
<u>A Heuristic for Discovering Publishable Writing Topics</u>

A. What was the best newspaper, magazine or journal article on reading, writing, or the new information age that you have read recently? Why did you like it? What was the subject of the article? What other article on the same subject would you (and, most possibly, other readers like you) like to read next? (Photocopy it, making sure to include author's name, publication date, source name and page number)

B. What in your opinion was the worst (i.e. most boring, or useless) article you have read recently? What was it about? Why was it boring?

C. Freewrite[4] for one page on each, in your writing-journal and give what you have written a title. Diagram (map)[2] your ideas.

1.4. Think up and develop your own ideas about it
<u>A Heuristic for Developing and Researching a Writing Idea</u>

A. What you believe you know
   In broad terms, what is it that you already know about the topic?
   i. Write out the title of the article;
   ii. Below the title, list a few things you already know, item by item in short, single statements, on separate lines.
   iii. Try to classify each statement as:

(P) knowledge of a **particular** case or particular cases;
(G) **general** knowledge which you can support with particular cases/ examples;
(O) an **opinion**/ or feeling you can't support.

B. The grounds/basis of your knowledge
   What are the major sources of your knowledge?
   i. Personal observation?
   ii. Hearsay?
   iii. Newspapers, magazines, journals books, the electronic media, the Internet, etc.

C. What you don't know
   What is it you need to (but don't yet) know?
   i. List your questions, problems, concerns.
   ii. Underline the major ones.

D. Finding answers
   Where and how to find answers

i. personal experience (Anecdotal Evidence)
ii. people (Survey research)
iii. books (Library Research)
iv. the Internet
Where and how will you look (given your purpose and audience)?

2. Finding a focus for your article
2.1. Formulating a working thesis - and why you need one

Suppose someone were to ask you the question "Now that you have assimilated your subject to yourself, what is the main idea that you want to communicate to readers of your article?" The sentence you would give in reply is the thesis of your article. Your thesis may state the central discovery you have made about your topic and, without elaboration, identify its implications for the library and information professional, in general or in particular, today or tomorrow.

A good thesis statement may be:

i. A bold, controversial statement
   Some school administrators think that school libraries are places to provide recreational reading resources and store books for rental. This view is outdated.

ii. A call to action
   As long ago as 1963, the late Dr. Eric Williams, Prime Minister of Trinidad and Tobago, addressing the graduating class at UWI, Mona, challenged them to do two things: to defend the national independence; and - what is 'just as important' - to cultivate the habit of reading." We now live, in the so-called ' information age'; and I think it time that we, as library and information professionals, help all our future graduates - both full time and part time - to take up Dr. Williams' challenge.

iii. A question, or questions, that will be answered in the article.
   What is the history of special-interest libraries in the Caribbean? What roles do they play at present and what role ought they to play in the future?

iv. A preview or reflection of the structure of the article
   The Jamaica Library Service today is providing Jamaicans everywhere - both young and old - with easy access to books and to up-to-date information services through public library, book-mobile and postal services .

You need a thesis statement to give your ideas a central focus and to determine the underlying structure of your article.

2.2. Making a formal outline
A formal outline identifies your thesis, and spells out, in logical and hierarchical order, all the major and main points to be used (or which were used) in support of it 2.

Some writers prefer to produce a formal outline before beginning their first draft, while others prefer to start with a simple scratch- (or informal) outline and to make their detailed, formal outline in reverse, so to speak, that is, after having written their first draft). Done in reverse, the outline serves as a check on the logic, and completeness of what they have written, revealing omissions, irrelevancies, illogicalities or repetitiveness that may be present in the first draft of the essay.

Stage 2: Drafting
A first draft is not an outline plan; it is an extended composition. It is a fully developed piece of writing with a beginning, a middle, an end, and, following the final paragraph, a Works Cited page.

The beginning section should consist of one or more paragraphs, one of which contains the thesis statement. The middle should consist of a number of paragraphs in a logically-ordered sequence, or pattern, around a number of points deriving from the thesis - major ones deriving directly from the thesis, and main points deriving indirectly from it, by way of a major point. The reader will expect the writer to discuss each point appropriately using evidence from either the writer's own observations, or the observations of others, and from either print or non-print sources. The concluding paragraph should contain no new points, but, instead, should unmistakably bring about closure to the article.

By definition, the Works Cited page should contain all and only the names and publication details of those works (from print or non-print sources) that you actually cited in your article. That means that if, for example, while writing, you supported a point you were making with a quotation you recalled suddenly and unexpectedly, you must locate the name of the author, the name of the source, and the other publication details, and enter them at the appropriate point in your Works Cited page. Conversely, if, you did not cite from an author listed in your working bibliography, even though you had fully intended to do so originally, you must remove his or her name from your Works Cited list, if it is already there.

Use only evidence which was collected methodically from an impartial and credible source. Cite selectively; and never plagiarize or misrepresent your sources.

Since a first draft is not the final one, there are two things you, the writer, should remember. The first is that it is better to write it quickly concentrating on getting down

There is, however, one more thing that you must do. You must proof-read what you have written, in an effort to locate the remaining errors and/or weaknesses lurking there. This is easier said than done. To illustrate, read this sentence:

FINISHED FILES ARE THE RE-
SULT OF YEARS OF SCIEN-
TIFIC STUDY COMBINED WITH
THE EXPERIENCE OF YEARS.

There are no errors in the sentence. However, what I want you to do is to count the F's in it. Count them only once; do not go back and count them again.

How many F's did you find? Enter the number here: ____. Now turn to the Answer Key at the end of this article, just before the end notes to find the correct answer.[6]

When you proof-read, unlike when are reading normally, you do not focus on what the writer is saying. Instead, you focus on the phrases, words - even syllables or letters - that are on the page in front of you. And this is not normal. According to Jan Madraso;

Proof-reading is a reading skill, but it "involves a deliberate effort to counteract the 'normal' process of reading" (Harris 1987, 464). When we read, we read for comprehension. Our eye movements are rapid, too rapid to see the details within the words - failing to see some words at all (West 1983, 287) … It is not

surprising, then, that simple reading is not an effective proof-reading strategy. (32).

Time managemet, Madraso adds, is vital because you need enough time to read your paper slowly. A general strategy Madraso recommends to improve your proof-reading skills is to have a colleague read the final draft of your article aloud to you. While listening, pay close attention, noting the sections that give the reader difficulty. These difficulties usually signal problems with the text: sentence-structure problems, spelling problems or mechanical problems. Different problems, however, require different strategies.

How good are you at copy-editing and proofreading academic writing (your own or that of others) aimed at satisfying the following constraints?

- Clarity (of conceptualization), logical soundness and logical coherence (in essay, paragraph and sentence structure : i.e. when and/or how to link sub-units);
- Formal correctness (in Standard English grammar);
- Precision (in word-choice), and appropriateness (in style, tone, usage);
- Consideration (for your reader) and professionalism (by paying scrupulous to attention to the mechanics of writing).

Read this letter published in The Gleaner, September 27, 1991.

UWI's Use of English Course

THE EDITOR, Sir:

The University of the West Indies presently has a requirement that all students of that institution do a course called Use of English. Even if a student passes all other courses and fails this one his/her degree is not granted. The puzzling fact is that a large percentage of all university students fail this course every year. There must be a problem somewhere.

Many students consider the course a waste of time, as it is presently structured. For example, how much do students learn from lectures on library skills? Part-time students hardly even use the library. I hereby propose that the University's Department of English restructure this course to involve ideas on current affairs and essay writing. Students would be more responsive to such a move. Ultimately, there would be less student doing Use of English supplementary exam each September.

I am, etc., /　　　　Student's Name and Address

It is probably difficult for you, as library and information professionals, to ignore the content of the letter, but I urge you to do so - at least for the purposes of this proof-reading exercise. Re-read the letter slowly and number (or underline) any errors or weaknesses you see in the published text bearing the four types of constraints mentioned above, and asking yourself what the reaction of a reader, such as a Personnel Manager of a large commercial bank, is likely to be. Then write a corrected version of the sentence, or sentences, you identified, asking yourself the same question.

A possible corrected version is given at the end of this article.

LIAJA Bulletin is a juried journal. If (in the opinion of the person who reads your article and advises the editor on its merits) your article is worth reading, it will probably be published, provided that there are no errors or weaknesses in it. If, however, there are errors the article will be returned to you to be corrected and resubmitted for possible publication in a later issue.

Answer–key

- *How Many F's Did You Find?*
  There are **six** F's in the sentence.
  Most readers, reading normally, find only three of them.

- *UWI's Use of English Course*
  Published Draft

Students would be more responsive to such a move. Ultimately, there would be less student doing Use of English supplementary exam each September.

Possible Corrected Draft

Students would be more responsive to such a move and[1] consequent[2a]ly, there would be fewer[3a] students[3b] doing the[4] Use of English S[5a]upplemental[2b] E[5b]xamination[6] each September.

Incidentally, the name of the Department involved is the Department of Language, Linguistics and Philosophy, and not The Department of English.

Classification of Errors by Type
1. Struct.: Linking Sentences: coherence[1]
2. Gram.: Word Form[3ab]; Def'nt Art[4]
3. Style: Word choice: wrong word[2ab]; Inappropriateness: abbrev's [6]
4. Mechanics: Capitals (do not indicate the full and proper name of an examination) [5ab]

Endnotes

[1] "Construction and Application of Models for Concept Formation in Writing," U.S. Office of Education Cooperative Research Project. Number 2174.

[2] For a description, with illustrations, of diagramming, (mapping), formulating a thesis, making an informal (scratch) or formal outline, see Ann Raimes. Keys for Writers Part 1. Boston: Houghton Mifflin, 1996 or any recent handbook for writers.

[3] For the recommended procedure (with illustrations) for using note-cards in notemaking, see Hazel Simmons-McDonald, et al. Writing in English: A Course Book for Caribbean Students. Kingston: Ian Randle, 1997. (250)

[4] For guidelines on free (non-stop) writing exercises and suggestions for keeping a diary see Peter Elbow. Writing Without Teachers. Oxford:

Oxford University Press, 1973.

[5] This example is mine - not Sommers' - and reflects my own interpretation of what is being said.

[6] Taken from Paul D. Leedy. A Key to Better Reading. New York: McGraw-Hill, 1969. (15).

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Appendix.   Draft One Checklist
(for use at end of stage two)

Is Draft One Complete?
FORMAT OF ARTICLE

1. Have you formatted your article correctly? Consult past issues of the journal to which you are going to submit your article to ensure that you are following the instructions to authors.

For the LIAJA Bulletin your article should be double spaced with the minimum amount of formatting. (Ed.)

2. Have you placed subheadings in the body of your article?

BEGINNING MIDDLE AND END

3. What is the main purpose of your article? Is it mainly informative- e.g. Is it to report on the progress of a project you are doing (See Enid Brown, "Electronic Reserves in the Main Library of the University of the West Indies" LIAJA Bulletin (2003-2004): 221-25)

OR, Is it to encourage debate and further research on a topic

(See Barbara A. Gordon, "Internet Access Filters and Intellectual Freedom." LIAJA Bulletin (2003-2004): 15-20) OR, Is it persuasive - e.g. Is it intended to urge information professionals to become aware of legislation on copyright and to make representations to their governments if necessary. (See John A. Aarons, "Copyright Issues in the Digital Environment: Challenges to Librarians and Archivists." LIAJA Bulletin (2003-2004): 11-13.

4. Is that purpose stated in your article? If so, where? Normal practice is to state it in your Introduction. This makes it easier for your reader.

5. If your purpose is persuasive, what is your thesis? Is it actually stated somewhere, (or is it only implied)? If so where?

Again, normal practice is to state your thesis - in no more than two sentences - somewhere in your Introduction, to make it easier for your reader. Usually, the thesis is placed at the beginning or at the end of a paragraph, for emphasis.

6. Did you make about there or four major points in the body of your article? Is there a direct logical link between your major points and your thesis? And is the rhetorical movement from one point to another abundantly clear?

Some writers explicitly mark movement from one section to another, and/or movement from major point to another by a verbal link, by means that is, of a single series of transitional words or phrases - like: {"First,..." or "First of all, ..." ---- "Secondly ..." or, "A second point to notice is that ...   ", Thirdly, ...",or, "Third and finally, ..., or, "Finally,... .....". }).

A Warning! Do not use the series: {Another... ,Another ..., Another...}. It is childish and annoying.

7. If your main purpose was expository, did you elaborate on your major points in sufficient detail?

8. If your main purpose was to persuade, did you support your thesis with enough, impartial, methodically-collected, credible evidence?

9. Did you cite from sources which are authoritative, up-to-date and verifiable?

10. Does your concluding paragraph give your reader a sense of closure?

11. Did you include at the end of your article a Works Cited list?

12. If you started writing using only an informal scratch outline, construct a Formal (Reverse) Outline Plan of Draft 1, now that you have completed the task of writing it as a check on the formal completeness and logical cohesion of its underlying structure.

You are now ready to go on to Stage 3.

Resource Sharing in Authority Work:
International Efforts, Regional Realities

Leona Bobb-Semple
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Rosemarie Runcie
Librarian II, Cataloguing Section, Main Library, UWI

What is Authority Work?

The essential purpose of a library's catalogue is to provide access to its collections and the collocative process of authority work is vital to achieving this purpose. It involves establishing headings, distinguishing relationships between headings and documenting the decisions made regarding these headings. For example a cataloguer faced with works written by the author who uses the variations listed below is required to make a number of decisions.

Variations in Personal Author

Angela Cole

Anhela Cole

Tatanka Yotanka

- Is this the same person?
- Has any version of the name been established before?
- If not, what form is to be established based on AACR2R?
- What relationships do the variations have with each other?
- What type of references should be constructed?
- What types of notes should be put in the authority record to support the decisions made?
- Is the surname Yotanka or is it a name in direct order?

The authority record established by the University of the West Indies Library at Mona for the above author is shown below:

Authority Record for Personal Author

100 1 Tatanka Yotanka.

400 1 Yotanka Tatanka.

400 1 Cole, Angela.

500 1 Cole, Anhela

100 – Used form

400 – See references

500 – See also reference

Is this correct? How has the National Library of Barbados treated this Barbadian author? The treatment of the author allows OPAC users at Mona to be able to locate material by the author regardless of the name searched.

Authority work is time consuming and thus costly and as a result it is often ignored by cataloguers. At best card catalogues conceal various inaccuracies, and it is not uncommon for them to have split files of records for the same author, series, title, and subject separated by varying access points and no references as numerous cards require space, time and money. Even where references exist, users often ignore them. On the other hand, online catalogues are able to accommodate unlimited references, they are immediately visible when a search is done, and global changes can easily be made to update and correct records if the cataloguer is consistent and has the available sources for verification. Thus, if authority control is practiced in online catalogues, libraries can offer a more effective service.

The literature makes the distinction between authority work and authority control arguing that they are two separate concepts. The distinction is that authority work begins with the cataloguing of a work and the process of establishing headings, while authority control seeks to maintain the correctness of the catalogue. Mugridge and Furniss define the concepts thus: "authority work is the intellectual effort that is spent during the cataloguing process of establishing or selecting the correct form of heading to be used in a cataloguing record. Authority control is the work that is done post-cataloguing in order to maintain the integrity of the catalog" (Mugridge and Furniss, 234).

Barbara Tillet, Chair of the IFLA Division of Bibliographic Control and the IFLA Meeting of Experts on an International Cataloguing Code (IME ICC) and a strong proponent of authority control argues for access control (Tillett, "International"). This concept has also generated some discussion in the literature. It is seen as the next generation of authority records and is described as records that link "the variant forms of a name without declaring any one as the authorised form and allows the user or library to select the default display form allowing more flexibility in the display" (Barnhart, 2). Here the emphasis is on the user and his or her ability to find in the catalogue the heading that is searched for. This argument underscores the functions of the catalogue as stated in Rule 3.1 of the draft of the new International Cataloguing Code detailed below:

The functions of the catalogue are to enable a user:
3.1 To find bibliographic resources in a collection (real or virtual) as a result of a search using attributes or

relationships of the resources:

3.1.1. to locate a single resource

3.1.2. to locate sets of resources representing

- All resources belonging to the same work
- All resources belonging to the same expression
- All resources belonging to the same manifestation
- All works and expressions of a given person family or corporate body
- All resources on a given subject
- All resources defined by other criteria (such as language, country of publication, publication date, physical format, etc) usually as a secondary limiting of a search result. ("Statement of International Cataloguing Principles", 22-23)

English-speaking Caribbean Participants at the IME ICC 2 Meeting in Buenos Aires, Argentina, August 17-18, 2004.
(L-R) Kazuko Rankine (Trinidad and Tobago), Nel Bretney (Barbados), Rosemary Runcie and Leona Bobb-Semple (Jamaica).

Shared Authority Work

Since the problem with authority work is that it is expensive and time consuming then shared authority work, particularly in today's automated environment, seems to be the answer. A number of national and international initiatives are ongoing in the developed world. At the national level in the United States, the Name Authority Cooperative Program (NACO) and the Subject Authority Cooperative Program (SACO) of the Library of Congress allow participants to create authority data to established standards for use nationally and internationally.

Internationally, a joint authority file the Anglo-American Authority File (AAAF) started in the nineties. Here the Library of Congress, the National Library of Canada and the British Library have implemented a project to merge their authority records in three phases as explained by Danskin. He supports the concept of shared authority work in today's climate whereby libraries working in the same "cataloguing culture" who share the same language, cataloguing standards and publishing industry can strive towards attaining a shared authority file (Danskin, 3).

Work has also begun on the creation of a Virtual International Authority File (VIAF): a joint project with The Library of Congress, Die Deutsche Bibliothek and OCLC to match and link the authority records for personal names in the retrospective personal name authority files of the two libraries. At the international level also, IFLA has been garnering international support for a new cataloguing code and international authority control.

IFLA Meeting of Experts for an International Cataloguing Code

Over forty years ago the first "Statement of Principles" also known as the Paris Principles (1961) was drafted, and approved by the International Conference on Cataloguing Principles with the goal of international standardisation in cataloguing. Now, in the 21st century, IFLA is seeking to prepare a common set of international cataloguing principles based on the 1961 code which would be applicable to

online library catalogues and beyond. The idea is to replace and broaden the Paris Principles to include various types of materials and make it applicable to all aspects of the bibliographic and authority records with respect to library catalogues ("Statement of International Cataloguing Principles", 20). Additionally, this initiative would increase the ability to share cataloguing information worldwide by promoting standards for the content of the bibliographic and authority records (Tillett, "IME ICC Report").

In an effort to achieve this, Barbara Tillet and members of the planning committee have organized a series of regional meetings worldwide. The goal of the meetings is to discuss cataloguing practices globally, work towards the harmonisation of cataloguing principles and a future international cataloguing code. Participants would review and enhance each draft statement resulting from these meetings which will eventually form the new code. It is hoped that by 2007 the new code will be fully drafted and it will replace AACR2R (Guerrini and Tillett, 18-20). The experts planned meetings for Germany 2003, Argentina 2004, Egypt 2005, Korea 2006 and South Africa 2007.

IME ICC 1: European Region 2004

The first Meeting of Experts on an International Cataloguing Code took place in Frankfurt, Germany from July 28 – 30, 2003. Rule makers and cataloguing experts from the European libraries, as many as 54 persons from 32 countries, met to examine cataloguing codes currently in use in Europe and to discuss their similarities and differences to see whether they could develop a common cataloguing code. The outcome was a new statement of cataloguing principles that would apply to the present and the future (Tillett, "IME ICC Report").

The agenda for this meeting began with a look at some background papers (IFLA Cataloguing Principles): on the Paris Principles, ISBD, the Functional Requirements for Bibliographic Records (FRBR) and on a Virtual

International Authority File (VIAF), an overview of current cataloguing code rule making bodies, and the results of the survey of code comparisons with respect to the Paris Principles. Thereafter five working groups were formed to discuss ways to reach closer harmonisation of rules in the areas of:
- Names of personal authors
- Names of corporate bodies
- Seriality issues of when to make a new record
- Multilevel cataloguing multipart volumes
- Uniform titles/GMD's

The report generated from this meeting has been published by IFLA (IFLA Cataloguing Principles) and includes the draft statement of principles, the background papers, the Working Group reports and recommendations. These, as well as follow-up papers from participants and papers suggested in several Working Group recommendations, have been posted on the IME ICC web site at http://www.ddb.de/news/ifla_conf_index.htm. During the course of this initiative, a public online discussion group was formed to hear from others, along with a closed discussion for participants. It is planned that the online discussions will continue. European participants were encouraged to publish articles and give presentations about the draft statement and recommendations. The deliberations from this workshop have also been published as IFLA Cataloguing Principles: Steps Towards an International Cataloguing Code. Muchen: K.G.Saur, 2004.

IME ICC 2: Latin America and Caribbean Region 2004

The second in the series of regional meetings was held at the Universidad de San Andres, Buenos Aries, Argentina, from August 16 – 17, 2004, where 45 invited participants from 20 different countries met to advance the IFLA International Cataloguing Principles. As with the first meeting, the objectives were to examine cataloguing codes currently in use in Latin America and the Caribbean, to discuss their similarities and differences in relation to the 1961 Paris Principles, and to review and possibly approve the 2003 draft "Statement of International Cataloguing Principles" from the European regional IME ICC meeting.

Prior to the meeting, sixty participants from the Americas were engaged in discussions via the IME ICC listserv on current thinking on the given topics. The discussions were conducted in Spanish and English. Participants were given several tasks. They were to:
- Discuss specific recommendations towards an international cataloguing code among the members of each Working Group
- Reach agreement following the meeting on any suggested changes to the "Statement"
- Read several background papers similar to those examined at Frankfurt with a few additional ones

The invited participants from the Caribbean were drawn from Jamaica, Barbados, Trinidad and Tobago, Guyana, Belize, Bahamas, Antigua, Anguilla, Curacao, Dominica, Haiti, Martinique, St. Martin and Suriname and Puerto Rico. These, along with participants from Latin America and the USA, were divided into six working groups focusing on the same topic areas as their counterparts in Europe, except that Working Group 1 (Personal names) was divided into two groups 1A – the Caribbean and 1B – Latin America. Both groups looked generally at the use of personal names in the bibliographic and authority record. Specifically, they were asked to look at:
- Issues surrounding the identification of different entities and how pseudonyms and other names for one or more entities are handled
- What to do when it is not possible to differentiate between names?
- What are the Latin American and Caribbean practices regarding the structure of names?
- What are the consequences of using undifferentiated names for the international sharing of records?

Discussion Prior to Argentina

With regards to the Caribbean, the leader of Working Group 1A began the discussions with a list of questions, which she circulated over the listserv to provide a focus for the issues at hand. Participants were asked to respond to queries related:
- The practice of authority control in their catalogues as regards to name and subject headings
- The authority used for determining these access points, as for example Library of Congress, OCLC or national
- Whether libraries maintained a local authority file
- The use of references in the OPACs and card catalogues.

These questions generated some responses and quite a bit of discussion. The responses regarding authority control fell into two categories: Those from persons who serve their own users only and who have a local authority file which they use for names and subject headings and consult LC when in doubt. The others from members of a cooperative, serving a wider community who are required to use an Authority File which may or may not conform to local usage (Bretney, "Working Group 1A").

The discussion however focused on the choice of entry word for a person being determined by that person's country of citizenship or the language that the person uses.

Issues of Citizenship

Basing the principle on citizenship and country of birth, as one participant pointed out, would present quite a dilemma because that would require more research on the part of the cataloguer (Tillett, "Working Group 1A"). Also, in the

Caribbean, there are persons with dual citizenship as well as naturalized citizens. In the case of the later, argued one participant, agreed usage in the person's country of residence may not be immediately obvious when the language and script of the person's country of birth are different (Bretney, "Working Group 1A"). Another argument was that the criteria for citizenship was confusing, at least in Spanish-speaking countries, and would require that the terms "citizenship" and "nationality" be more clearly defined in a glossary.

Issues of Language
It would seem then, that going with language as presented in the manifestations of works would be simpler. This was not the case however as while the use of language may appear to work for the Spanish language, it may not necessarily be the case in every place where Spanish is spoken. In such countries as the Philippines, Spain, and Latin America, terminology varies because of cultural diversity, and if each country has its own rules for how names are treated this would pose some difficulty for standardization (Tillett, "Working Group 1A"). Yet another participant concluded that it is difficult to have any rigid guidelines for the language criterion on personal headings since national culture and cataloguing practices have an impact on these in the same way that the library's mission does. It might be useful to observe a certain amount of flexibility within the framework of the guidelines in regard to individual cases which depart from the norm such as multilingual national communities with several native languages, libraries in support of the propagation of a national culture in another country and libraries from international organizations with two or more official languages (Arze, "Working Group 1").

The Workshop
The programme in Argentina was an intensive one carried out over a two-day period. Most of the time was devoted to group discussions regarding issues discussed on the listserv, followed by presentations from the leaders of each working group. Participants also worked on the given topic of their working group and prepared recommendations from the Caribbean and Latin American perspectives, after which, the recommendations were compiled and presented to the meeting for consensus.

The participants endorsed the draft "Statement of the International Cataloguing Principles" which came out of IME ICC 1 making only a few additional suggestions. The report generated from the two-day conference and the recommendations of each working group became part of the official meeting report and can be accessed on the IFLA IME ICC Web Site at http://www.loc.goc/loc/ifla/imeicc/groups.html. The chairperson also used the information as part of her report on the

meeting at the IFLA conference the following week. Participants were also charged to make their colleagues aware of these deliberations through publications and well as their national and regional organizations.

Subsequent to the IFLA conference, discussions continued on the IME ICC listserv and have generated: "Recommendations from the IME ICC2 for the International Cataloguing Code Rules and Glossary = Recomendaciones de la IME ICC2 para el futuro Codigo Internacional de Catalogacion y para un Glosario" (Tillett, "IME ICC Recommendations"). Participants were also asked to vote electronically on the recommendations for changes to the Frankfurt Statement which they did and the results were posted at IME ICC2 website: http://www.loc.gov/loc/ifla/imeicc/source/europe-resp_05.pdf.

It is anticipated that the deliberations of this Latin America/Caribbean meeting will also be published by IFLA as those of the IMC ICC1 meeting held in Europe were.

Caribbean Realities
This workshop could not have been held at a more opportune time for Caribbean libraries. A number of libraries in the English-speaking Caribbean are now constructing automated catalogues and some of these are web accessible. Among these are the University of the West Indies Libraries, National Library of Jamaica, Northern Caribbean University Library, University of Technology Library, College of the Bahamas Library, University of the Virgin Islands, National Library Information System (NALIS), Trinidad and Tobago. This augurs well for resource sharing in all areas of library activity, not the least of which is authority control. In the Caribbean, as internationally, national libraries are responsible for national authors and should already have in place authority data. The National Library of Jamaica maintains a file of names of Jamaican and West Indian authors whose works are in their collection. Work should have been started on authority files when national bibliographies were being published in the 70s and 80s. These came out of Jamaica, Barbados, Trinidad and Tobago and Guyana.

Based on information gathered prior to Argentina, it would appear that other libraries in Jamaica do not maintain authority files, whether this is done in libraries throughout the English-speaking Caribbean will have to be ascertained. Authority work has always been a part of the cataloguing routines at the University of the West Indies Library at Mona, Jamaica. In fact a card file for personal and corporate authors of works held by the West Indies and Special Collections was maintained up to the late 90s. With the advent of the OPAC this practice was discontinued. The Library now subscribes to the OCLC authority file on CDROM. This database is based on Library of Congress

authority file. Cataloguers routinely use this database to verify headings for subjects, personal and corporate authors. If the heading is not found for personal and corporate authors one is constructed for usage based on AACR 2R. For the most part this is done for West Indian authors whose works have been published in the region and may not have been acquired by the Library of Congress. The OPAC then creates an authority record for the author/subject/series/ uniform title from the bibliographic record. Cataloguers enhance this new authority record by adding "see" and "see also" references and notes as necessary. We have established a heading for "Dancehall music" for example, as we feel that the headings used by the Library of Congress "Popular music-Jamaica", "Ragga (Music)" do not specifically describe this aspect of Jamaican culture.

Below are some examples of authority records for West Indian personal and corporate authors and headings from the OCLC authority file. These illustrate the complexity of authority work and the verification that is required.

Example 1: Personal Author

053 0 PR9320.9.N5
100 1 Nicole, Christopher
500 1 York, Andrew, |d 1930-
500 1 Logan, Mark, |d 1930-
500 1 Grange, Peter, |d 1930-
500 1 Cade, Robin, |d 1930-
500 1 Nicholson, Christina, |d 1930-
500 1 Gray, Caroline
500 1 McKay, Simon, |d 1930-
500 1 Nicholson, C. R., |d 1930-
500 1 Savage, Alan, |d 1930-
500 1 Marlow, Max
500 1 Grant, Nicholas, |d 1930-
500 1 York, Alison, |d 1930-
500 1 Arlen, Leslie, |d 1930-
500 1 Nicholson, Robin, |d 1930-
663   For works of this author entered under other names, search also under: |b Arlen, Leslie, 1930- |b Cade, Robin, 1930- |b Grange, Peter, 1930- |b Grant, Nicholas, 1930- |b Gray, Caroline |b Logan, Mark, 1930- |b McKay, Simon, 1930- |b Nicholson, C.R., 1930- |b Nicholson, Christina, 1930- |b Nicholson, Robin, 1930- |b Savage, Alan, 1930- |b York, Alison, 1930- |b York, Andrew, 1930-. For works of this author written in collaboration with Diana Bachmann, search also under: |b Marlow, Max
670   His Ratoon, 1962.
670   OCLC 22306934 (gb90-41792): |b 886 field (Nicole, Christopher, 1930- see also Cade Robin, 1930-; Grange, Peter, 1930- ; Gray, Caroline, 1930- ; Logan, Mark, 1930- ; McKay, Simon, 1930- ; Nicholson, C. R., 1930- ; Nicholson, Christina, 1930- ; Savage, Alan; York, Andrew, 1930-)
670   Burning rocks, 1995: |b t.p. (Max Marlow) back flap of jacket (Max Marlow is the pseudonym of writing team of Christopher Nicole and Diana Bachmann)
670   Khan, 1993: |b t.p. (Nicholas Grant) jkt. (pseudonym

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of Christopher Nicole)
670   Contemporary authors online, Nov. 14, 2002 |b (C. R. Nicholson, 1930-; pseudo.: Leslie Arlen; Robin Cade; Peter Grange; Nicholas Grant; Caroline Gray; Mark Logan; Max Marlow (with Diana Bachmann); Simon McKay; Christina Nicholson; Robin Nicholson; Alan Savage; Alison York, Andrew York)
678   b. 1930

This is a very detailed record showing some 15 pseudonyms for the Guyanese author Christopher Nicole who does not allow gender to restrict him in his choice of pseudonym. The Library of Congress call number is provided in the 053 field, the 100 field is the authorised form of the name and the 500 fields are variant forms that can also be used but will be collocated by "see also" references. The 6xx fields are the notes fields that make up the documentation supporting the establishment of this authority record.

In this scenario an author who writes under a variety of pseudonyms is likely to have entries under each pseudonym in accordance with AACR2R. In reality a catalogue will only have an entry if that library owns a book written under a particular pseudonym. A user then searching for one of the other names may not find entries or references under that name unless material is owned by the library. Libraries, as a rule, particularly in card catalogues, would not create references to a variety of pseudonyms and may only create cross references to material that is actually in the collection. According to Tillett's argument for access control mentioned earlier, whatever name the user inputs for Nicole should lead him or her to any work the library has, regardless of the pseudonym used.

Example 2: Corporate Body Name Authority Record

110 20 Edna Manley School for the Visual Arts
410 20 Manley School for the Visual Arts
410 20 E.M.S.V.A.
410 20 EMSVA
510 20 Jamaica School of Art
510 2 Edna Manley College of the Visual and Performing Arts. |b School of Visual Arts
670   Forty years, 1990: |b t.p. (Edna Manley School for the Visual Arts) p. 7 (f. 1950 as the Jamaica School of Art and Crafts; in 1966 name changed to the Jamaica School of Art; in 1987 renamed the Edna Manley School for the Visual Arts)
670   Art contact, June, 1988: |b p. 2 (E.M.S.V.A.)
675   Fifty years--fifty artists, 2000: t.p. (School of Visual Arts) p. 9 (one of the four schools of the Edna Manley College of the Visual and Performing Arts)

In example 2, field 110 is the authorized heading, field 410 the "see" references, field 510 the "see also" references and the 6xx fields are the supporting notes.

In example 3 the classification number is provided in the 053 field, the 150 field is the authorised subject heading with the field 450 being the "see" reference and 550 field being the "see also" references with the 6xx showing the supporting notes.

Example 3: Subject Authority Record

053   BL2532.R37
150 0 Rastafari movement
450 0 Ras Tafari movement
450 0 Ras Tafarian movement
450 0 Rastafarian movement
450 0 Rastafarianism
550 0 Blacks |x Religion
550 0 Cults

Below are some examples of problem headings a West Indian cataloguer is likely to face. In both examples the name of the corporate body has undergone a number of changes. Such changes are common throughout the Caribbean.

How are we coping with these name changes and what provisions have we made in our catalogues to ensure that the user gets the information he or she needs through an adequate cross references structure?

Example 4a: Variations in Corporate Body Headings

Jamaica. Ministry of Labour and Employment.
Jamaica. Ministry of Labour and National Insurance.
Jamaica. Ministry of Labour and Welfare.
Jamaica. Ministry of Labour, Social Security and Sport.

Example 4b: Variations in Corporate Body Headings

University of the West Indies (Mona, Jamaica). Faculty of Arts and Education
University of the West Indies (Mona, Jamaica). Faculty of Arts and General   Studies
University of the West Indies (Mona, Jamaica). Faculty of Humanities and Education
University of the West Indies (Mona, Jamaica). Faculty of Education

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Authority File for the English-Speaking Caribbean
Arising from IME ICC 2 was the recommendation, made by the Working Group 1A: Personal Names, Kazuko Rankine from Trinidad, Nel Bretney from Barbados, Leona Bobb-Semple and Rosemarie Runcie from Jamaica, to create a regionally shared authority file for the English–speaking Caribbean. Cataloguing experts in the Caribbean maintain that many of the terminologies used by the Library of Congress Authority File to describe Caribbean names and subjects do not reflect our culture. The objective therefore, would be to enable us to use names and subject headings that are better understood in this region. With a background rich in folklore and indigenous characters, the Caribbean names should be used as we know them and we need to participate in establishing the appropriate terms. To this end the University Libraries in St Augustine and Mona are seeking to join NACO and SACO so that we will be able to "funnel" suitable headings for Caribbean material. We also hope to form a Caribbean Listserv to discuss authority issues so that ideas can be generated through on-going discussions and consensus formed among the different cataloguing agencies in the region.

If national agencies have already established their authors, we would be a far way in developing a virtual authority file for the region as suggested in the IME ICC workshop.

Some challenges face this development are:
- Many libraries use CDSISIS or WINISIS and not MARC.
- Some library catalogues are not automated
- None of the librarians who attended the IME ICC 2 was from national libraries.
- Many libraries in the Caribbean are not actively practicing authority control

The Way Forward
- Establish a Caribbean listserv
- Establish which libraries in the English -speaking Caribbean have authority files and in what format.
- Determine whether they follow AACR2R guidelines
- Organize a training workshop for establishing authority records
- Lobby ACURIL to make this a regional issue
- Explore the options for hosting this on the Internet

Benefits
- Reduction in the duplication of efforts which will reduce cataloguing costs to libraries in the Region
- Standardization of records in catalogues
- Simplify the creation and maintenance of records
- Enable users to access information in the form they prefer

Conclusion
Cataloguing departments in the developed world budget for authority control because they consider it to be an important function. The proper application of this practice is essential if the integrity of the catalogue is to be maintained and the users' need to access information is adequately met particu-

larly in today's technological environment. International and regional efforts have been ongoing in the goal towards standardisation and harmonization of cataloguing records with the intention that resource sharing will increase through the use of the Internet. It is towards this end that we in the Caribbean region must work together to reduce cost and share common resources. It is a difficult challenge especially because our communities are so widely dispersed and the language and terminology used as access points differ. However, we need to start the discussions so that ideas can be generated and the benefits outlined above realized.

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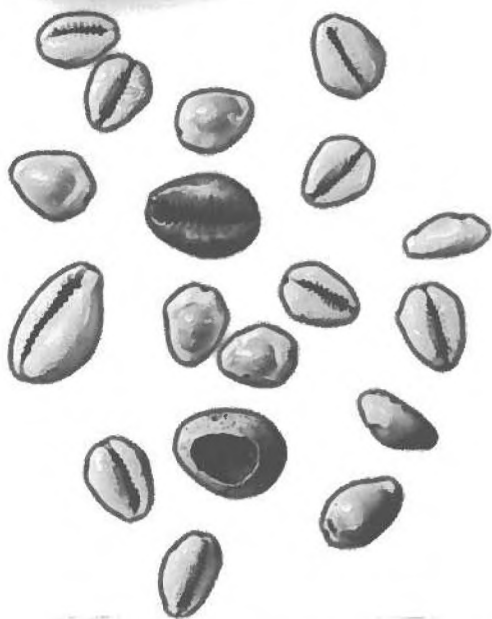
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A Dream Realized: The Establishment
of the National Library of Jamaica

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Introduction

April 1, 2004 marked the 25th anniversary of the establishment of the National Library of Jamaica. It began operations on April 1, 1979 and was based on the collections, services and staff of the West India Reference Library (WIRL) of the Institute of Jamaica. No fanfare or ceremony marked the day twenty-five years ago and very few persons outside the library and information community were conscious of the event or its significance. To many persons it was simply a change of name of the library, and in a decade when 'nationalization' was a part of the governing party's political philosophy, some persons might even have thought that the term 'national' before the word 'library' was in keeping with this new ideology.

However, to the library community, the establishment of the National Library, albeit on a low key, was a significant and long overdue event. Librarians had made representations for years for this development and to many when it occurred it was 'a dream come true'. The beginnings of the National Library, however, did not appear auspicious for several reasons. Firstly, the Library would not be an autonomous institution with its own legal status, an independent board of management and direct sources of revenue, as advocated by the library community, but was to be a part of the Institute of Jamaica. Secondly, Section 5 of the Institute of Jamaica Act of 1978, which provided for the establishment of the National Library, made no provision for legal deposit of materials or for coordinating and maintaining an integrated library and information system which were essential functions of a national library.

Also, and of immediate concern, was the fact that the WIRL was in poor shape to assume its new responsibilities as the national library of the country. Years of neglect had left a depleted professional staff and in April 1979 there were only two librarians (Miss Elaine Neufville and the author of this article) while six posts were vacant. As a result of budgetary constraints, the valuable collection was in a state of deterioration. There was little direction as the post of chief librarian had been vacant for a number of years. Staff morale was low and there was uncertainty among the members of staff about the future as it was unclear how, without additional funds and staff, the old WIRL, would be transformed into a national library.

However, in spite of the odds against it, the WIRL was successfully transformed into the nucleus of the National Library of Jamaica. This article presents an account of this process, which represents a unique chapter in the history of library development in Jamaica. It pays tribute to the principal persons involved in the process as it was as a result of their vision and leadership that the National Library was created. Much was at stake in their work, for, as the National Council on Libraries, Archives and Documentation Services (NACOLADS) said in 1977: "The most important and immediate action necessary to launch the national information system is the establishment of the National Library of Jamaica based on the re-structuring and expansion of the West India Reference Library..." (3).

It is not a coincidence that the establishment of NACOLADS and the National Library happened during the decade of the 1970's. This is because these developments flowed from the recommendations of the Exploratory Committee on the Arts appointed by the new government in 1972 to assess the cultural situation in Jamaica and to make recommendations. As part of the process of change, the Institute of Jamaica was reorganized to make it, in the words of its chairman Rex Nettleford, "into a more serviceable and responsive implementation of contemporary Jamaican cultural policy" (110).

It was as a result of this reorganization of the Institute that the National Library could be established because the new Institute of Jamaica Act (1978) made provision for the establishment of the National Library. The Act permitted the Council of the Institute to delegate responsibility for areas of the Institute to boards of management, and "every act done or proceeding taken by a Board of Management ... shall be as valid and binding as if it were done or taken by the Council." The Council appointed a board of management for the National Library and delegated to it responsibility for the operations of the Library. As no other board within the Institute was given such authority, this gave the Library a unique status within the Institute.

The type of autonomy granted to the Board of Management of the Library was in keeping with the government's policy that the Council of the Institute would be the coordinating body for cultural development. It would serve as a 'Council of the Arts' or an umbrella agency for culture with boards of management being directly responsible for the work of the divisions. The National Library was to be the 'guinea pig' in this area with other divisions of the Institute following when they had reached the necessary stage of development.

However, with the change of government the following year, this type of policy was not pursued, as the new government was not in agreement with the Institute Council serving as an umbrella body for cultural development. Although boards of management were appointed for other divisions, they were advisory in nature with administrative responsibility remaining in the office of the Executive Director of the Institute. The relationship between the Library and the Institute therefore has relevance to the history of the Institute and to cultural policy in general, as it represents a model of development which was not pursued.

From West India Reference Library
to National Library

Patricia Dunn has traced the developments which led up to the establishment of the National Library in 1979 (Dunn, 13-16).

She shows that the concept of a national library was not a new one as the country had such a nucleus in the WIRL which for years had been carrying out functions such as collecting locally produced material and publishing a national bibliography based on its acquisitions. NACOLADS, from its formation in 1973, was a strong advocate for the establishment of the national library and stressed the urgent need for this institution in its Plan for a National Documentation, Information and Library System for Jamaica produced in 1977.

However, even before the NACOLADS Plan was drafted, the Institute of Jamaica had been giving serious consideration to the future of the WIRL. In 1976 the Institute invited Dr. Dorothy Collings, who had been the first head of the Department of Library Studies at the University of the West Indies, to "make suggestions concerning possible preparatory actions which might be taken to facilitate the restructuring of the WIRL into the National Library of Jamaica." Dr. Collings carried out her mission in April 1976. In her report she made many valuable recommendations including the importance of the National Library having the necessary autonomy to carry out its work (Collings, 30-32).

In 1976 the Institute appointed an Interim Board of Management for the WIRL, which was intended to pave the way for its conversion into the National Library. A well-known librarian, Miss Norma Segree, was appointed the Chairperson and members included the Mr. K. E. Ingram, then University Librarian, and the businessman Mr. (now the Honourable) Aaron Matalon. The Board was really an advisory body as administrative responsibility for the Library remained with the Institute.

Despite these welcome initiatives of the Institute, the concern of the library community was over the degree of autonomy the Institute was prepared to grant to the National Library for it to operate effectively. After all, the WIRL was the Institute's largest division and, as Rex Nettleford said, "one of the greatest and most valuable treasures not only of Jamaica, but of the entire insular Caribbean" (117). Would the Institute be willing to relinquish control of this entity which played such a central role in helping it to carry out its mission for "collecting and safeguarding the cultural heritage of the country"? This was of crucial importance as the NACOLADS Plan had said that the "effective operation of a National Library makes it imperative that WIRL becomes an autonomous institution as soon as possible" (37).

In 1978 the new Institute of Jamaica Act was finally passed, thanks in part, to the lobbying efforts of NACOLADS and the library profession. The library community was disappointed with the final version of the Act as it felt that it did not provide fully for the effective operations of a national library. Nevertheless the mood was that there was no option but to accept it for at least it paved the way for the National Library to be established.

The Act provided for a Council which would be the governing body for the Institute. Mrs. Joyce Robinson, who had been a member of the Exploratory Committee of the Arts and had chaired its Library Sub-Committee and had later chaired the National Library Working Party for the NACOLADS Plan, was appointed a member of the Council and the first chairman of the Board of Management of the National Library of Jamaica. She served in this capacity until October 1996 when she voluntarily relinquished the position.

The Formation of the National Library of Jamaica

The appointment of Joyce Robinson as chairman was significant for a number of reasons. Firstly, she was the leading figure in public librarianship in Jamaica, and indeed in the Caribbean and had received national and international recognition for her pioneering work as director of the Jamaica Library Service (JLS) from 1957 to 1973. In 1973 she was seconded to head the National Literacy Board – later named JAMAL Movement. Although she was no longer working in libraries, she was an influential figure in library development and played a leading role in NACOLADS, which she had helped to establish and was later to serve as its chairman. A forceful and effective administrator, she was widely respected in government circles and was able to bring credibility to the new organization.

She brought this credibility to library circles as well as to the government and civic society. The JLS could have been uneasy over the role of a national library, as, for over 30 years, it had been the predominant library in the country playing a national role. When the government of the day required advice and guidance on library matters it turned to the JLS. A national library could have changed this. The fact that there was no unease is partly due to the fact that it was a public librarian and one of the architects of the JLS, Joyce Robinson, who was agitating for the establishment of the National Library.

The Council of the Institute appointed a seventeen (17) member Board of Management for the National Library and agreed that its operations would commence on April 1, 1979. The Board, which included persons such as Messrs. K. E. Ingram and Aaron Matalon who had served on the Interim Board of Management of the WIRL, had its inaugural meeting in January 1979. It began a planning process and immediate priorities were to establish a structure for the National Library, recruit a national librarian (which involved preparing a job description and having the post established and advertised) filling the several vacancies which existed and addressing staff issues and concerns.

With effect from April 1, 1979 the Institute of Jamaica transferred to the Board of Management of the National Library the staff, collections and services of WIRL to form the nucleus of the new organization. The Board assumed responsibility for the Library's administration including the budget which was removed from that of the Institute. Mr. Jimmy Carnegie, the Deputy Director of the Institute, who in 1976 had been seconded to act as Director of the WIRL, was appointed to act as National Librarian. The forty-three (43) persons on the staff of the WIRL (from an establishment of 54) received letters from the Chairman of the Institute's Council informing them of their transfer to the National Library. The Chairman of the Library's Board of Management issued to them letters of appointment to the National Library. Their conditions of service were not affected by the change.

The Institute stated that the link between the National Library and the Institute would be through the Library's Chairman who would report on the Library's activities to the Council of the Institute. It had also been agreed that the National Librarian would be an ex-officio member of the Council. (In 1989 the Library's Director was not reappointed to the Council because of its decision that the only member of staff on the Council should be the Executive Director of the Institute). The

Executive Director of the Institute was not originally a member of the Library's Board of Management, but in 1984, in order to improve communication, the incumbent of the position was appointed an *ex-officio* member of the Board.

The Board established four (4) subcommittees to assist in its work – Planning and Restructuring, Finance and Operations, Building and Equipment and Centenary Celebrations. To the Planning and Restructuring Committee, under the chairmanship of Mr. K. E. Ingram, fell the arduous task of recommending an operational structure for the National Library and preparing a job description for the post of national librarian. Fortunately for the Committee, the NACOADS Plan had proposed a structure for the national library which the Committee examined and recommended to the Board for implementation. The recommendation was accepted.

A job description for the post of national librarian was prepared by the Committee and approved by the Board. Input was also received from the JLA as the Board was determined to involve the library community in the discussions regarding the duties of the position. It took some time for the position to be established by the government, but in the meanwhile Mrs. Sheila Lampart, the then Executive Secretary of NACOLADS, was seconded to act as National Librarian in September 1979 as Mr. Jimmy Carnegie had left the Institute and the Library during the summer of 1979.

Mrs. Lampart brought to the National Library the high level of organizational skill she had shown in her substantive position, and under her leadership, systems and procedures began to be developed and implemented. The Library quickly assumed its national responsibilities as in October 1979 it staged its first major public event when it mounted an exhibition entitled "The National Heroes and Their Times". The opening ceremony was historic as a result of the presence of the Hon. Lady Bustamante and the Hon. Edna Manley, widows of two of the country's National Heroes. In May 1980 the Library mounted a major exhibition in honour of the Institute's Centenary entitled "Libraries and Literature" which traced the history of the Institute libraries and paid tribute to six pioneers of Jamaican literature.

The position of National Librarian was finally established and advertised in 1980. Miss Stephney Ferguson, then the Librarian of the College of Arts, Science and Technology (CAST) now the University of Technology, was appointed to the position. She was not called 'National Librarian', however, as during the interview process, one of the interviewees queried the title on the grounds that it could be misleading. The Board took a decision to call the post 'Chief Librarian' until it could examine the title for similar positions in other countries. Finally it decided to use the term 'Director' and this remained in use until the position was reclassified as 'Executive Director' following a management audit in 1999.

Miss Ferguson assumed duties in September 1980 and with her appointment the Library can be said to have come to the end of its formative period as far as its establishment was concerned. The Institute, conscious that the Library needed additional space, had made available areas in the Natural History building on Tower Street. Mr. Vayden McMorris, a board member and an architect, prepared plans to renovate these areas and to link them with the Library building. (For a time the Library actually used one of the rooms to house its accounts section and to hold board meetings). The Library refurbished the former Art Gallery and Lecture Theatre to use for its exhibition and outreach programmes. However, in the mid 1980's, the Council of the Institute reclaimed these areas for its own expansion programme.

Conclusion

The Institute of Jamaica Act of 1978 provided the legal framework for the establishment of the National Library of Jamaica. However, the Council of the Institute of Jamaica under the chairmanship of Professor Rex Nettleford, and with the support of the late Mr. Neville Dawes, the Executive Director of the Institute, made the Library's establishment a reality, by delegating to the Library's Board of Management, responsibility for the Library's operations. The Library's Board under the dynamic leadership of Joyce Robinson was responsible for transforming the WIRL into the National Library and for articulating a vision for the Library's future based on the NACOLADS Plan. As chairman of the Planning and Restructuring Committee, Mr. K. E. Ingram played a crucial role especially through his work in participating in, as well as overseeing, the preparation of the job description for the position of national librarian and in helping to define the priorities of the National Library.

The Board of Management, in its plans and activities, retained the confidence of the Institute's Council and Administration by ensuring that they were kept fully informed of developments taking place. Regular reports, for instance, were submitted to the Council. This set a pattern of cooperation and mutual respect which have been hallmarks of the relationship between the Institute and the Library over the years. The *modus operandi* reached between the Institute and the Library in 1979 enabled the Library to establish itself on a firm foundation and to demonstrate that it could conduct its affairs effectively and efficiently. The end result of this was the recommendation by the Council of the Institute to the government in 2000 that the National Library be granted full autonomy. This process is presently underway as a National Library Law has been drafted. Hopefully, it will soon be passed and the National Library will be able to embark on a new chapter in its history.

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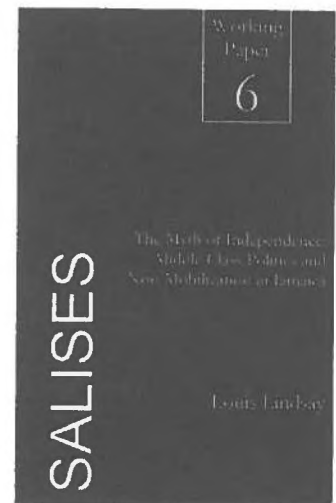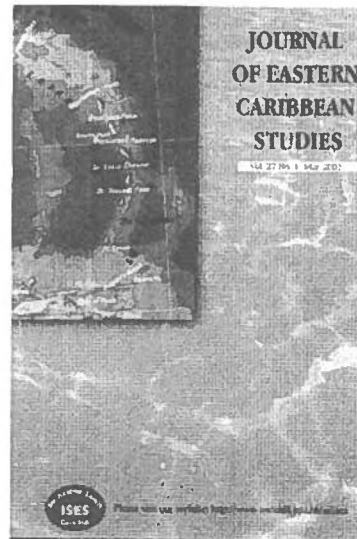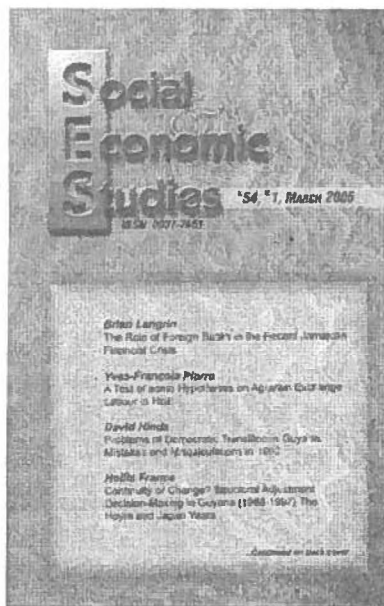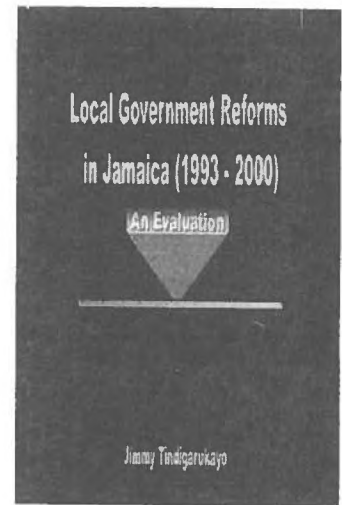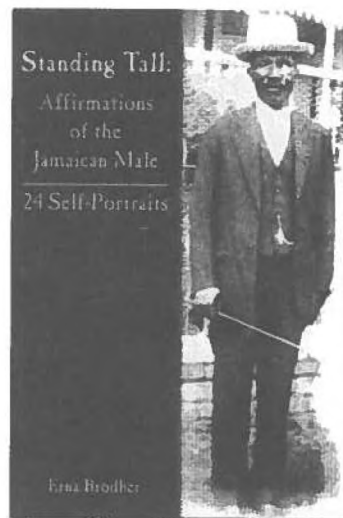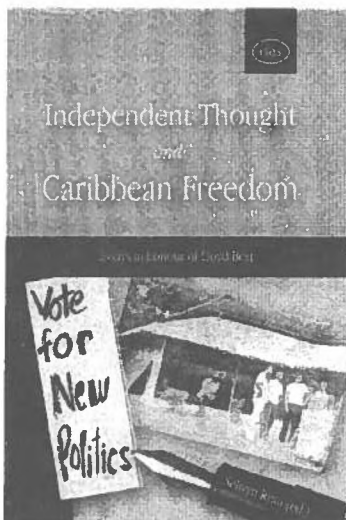
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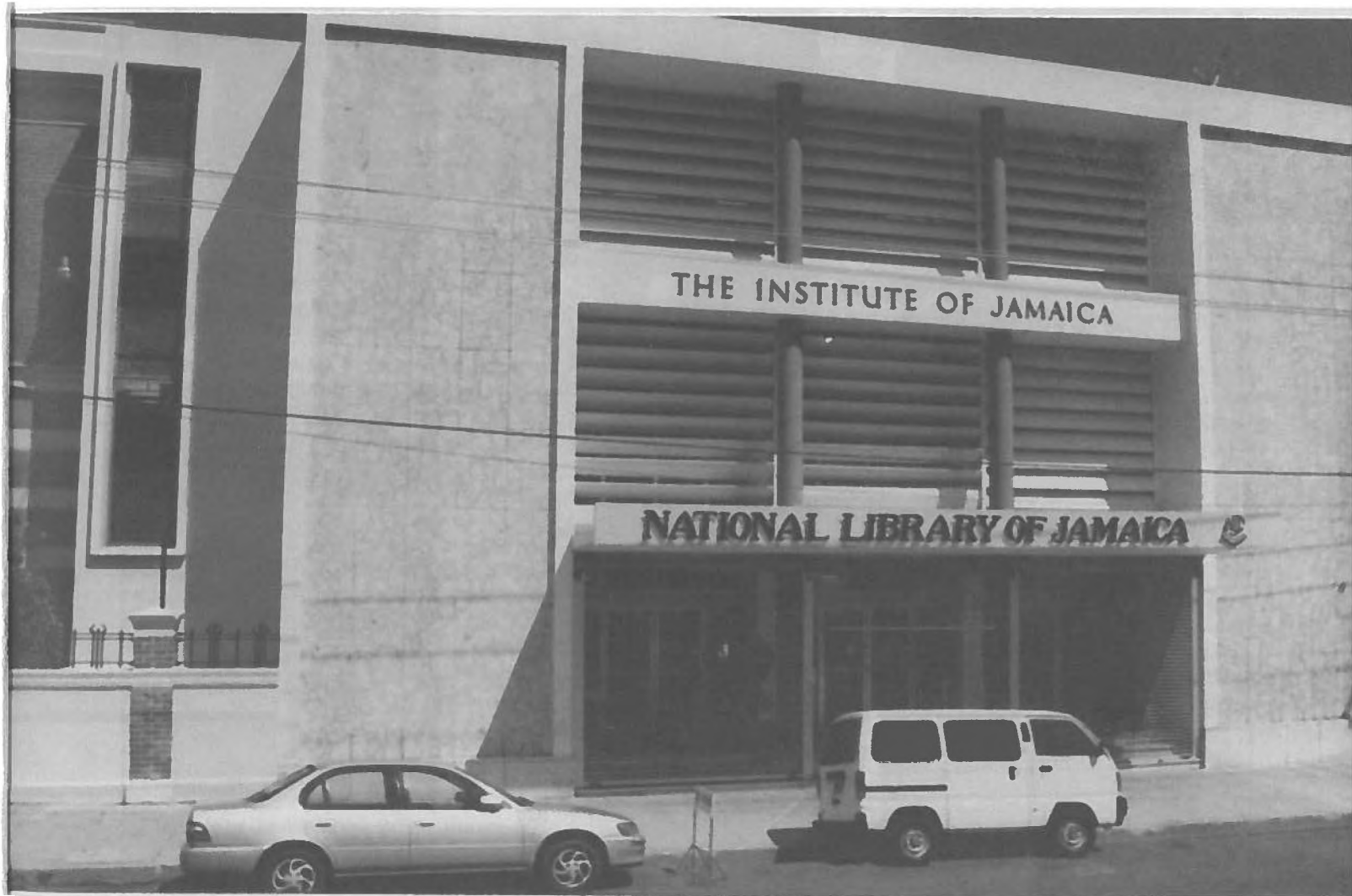
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Evaluating the Effectiveness of the
Internet Policy at Manchester Parish Library

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Introduction

Since the widespread provision of Internet access services in libraries, policies to govern Internet use have become a necessity. Recent research has shown that Internet access, like all other services of the library, requires a policy to ensure efficiency and to fulfill the users' needs and the library's mission.

The provision of Internet access poses many challenges, especially in public libraries where there are different categories of users with different information needs and different information seeking behaviours. Due to the nature of the Internet and the issues involved in its access provision, many libraries have formulated an Internet access policy, commonly referred to as an acceptable use policy (AUP), to provide guidance for the management and use of public access services (Gordon 15).

Good Internet access policies are challenging to write. However, they can be effectively written if consideration is given to the moral, ethical and legal issues associated with the provision of Internet access services (Gordon 15). They can also be effectively written if the users of the services, the nature of good policies and policy-making strategies of other libraries, and Internet access control methods and their use in relation to the mission of the library are considered.

The Manchester Parish Library, which began providing Internet access services in 1999, has formulated a set of rules and regulations (See Appendix) governing the use of the Internet at the library (Minott). Even though these rules and regulations are not part of a formal policy formulated by the Jamaica Library Service (JLS) headquarters, they serve as a guide to the many users of the Internet facilities. The set of rules and regulations has been formulated to create efficiency in the library's Internet access service, but how effective is it in satisfying the users' needs and fulfilling the mission of the library?

Literature Review

According to the literature, public library patrons comprise members of the general public. They are library members, non-library members, casual users, overseas visitors, employed persons, unemployed persons, students, parents and children (Turner and Kendall). They use the Internet mainly for e-mail purposes, to find information about specific subjects, to visit specific websites and for recreation and browsing (Turner and Kendall). Some users see the Internet as a tool, a toy or a place where they go (Spectrum Management and Telecommunications).

The most discussed issues in the development and implementation of Internet access policies were found to be hardware and Internet connection costs; access to offensive materials; freedom of access to information in relation to the library's mission; methods of access control; users' needs; and staff assistance. It has been found that most libraries use some method to control Internet access, and that these have been effective in the respective libraries in which they were implemented (Estabrook and Lakner).

Overall, the literature shows that the demands of users and problems faced by the public library are increasing as Internet access services in libraries become more popular among users.

Data Presentation and Analysis

The following data was collected over a four-week period, during which an interview was conducted with the Senior Librarian of the Manchester Parish Library and questionnaires were administered to the Internet users in the selected sample as they came to use the library's Internet access service. The population studied was five hundred and thirty-two (532) persons from the general public who use the Internet access service at the Manchester Parish Library. Thirty (30) of the most frequent users were randomly selected for the sample and were each asked to complete a questionnaire.

Summary of the Interview with the Senior Librarian

The purpose of the interview with the Senior Librarian of the Manchester Parish Library was to find out about the issues involved in the provision of the Internet access service at the library and in the development of the Internet rules and regulations/Internet access policy. It was also aimed at finding out the contents of the library's Internet access policy, the issues involved in its implementation and its effectiveness in controlling users' access to the Internet.

It was found that the Manchester Parish Library began offering Internet access services to the public on September 6, 1999. This service was an initiative taken by the library and was modeled on the Internet access service at the St. James Parish Library. Initially, there were only two computers for the Internet service, but in 2000, six more were donated by Grace Remittance Services and the Chicago Concerned Jamaicans. In providing this service the librarians had to consider a number of issues. They had to consider the length of the session so that all who wanted to use the service could be accommodated. There was also concern about the amount to be charged per session. They wanted to offer the service free but they had to consider Internet connection costs and hardware and software maintenance as

well as accommodation for the large number of persons who were expected to "bombard" the library to make use of the service if it was free.

Following the implementation of the Internet access service at the library, an Internet access policy/Internet rules and regulations was formulated to ensure the efficient running of the service. To develop this policy, the librarians at the Manchester Parish Library looked at the content and nature of Internet access policies of other libraries, both local and international, and looked at possible problems that could arise in the service.

The original Internet access policy contained general Internet access guidelines, notes on the use of the Internet, child safety on the Internet, the Internet access rates, notes on how the computers should be treated and how the information from the Internet should be used.

When implementing the Internet access policy, the librarians had to think of ways to make it known to users. It was decided that brochures with the Internet service rules and regulations should be given to users and that a copy of the policy could be placed on the walls of the computer room and on the computer desks.

The Internet access policy implemented has been effective in controlling what users view on the Internet and how they treat the computer equipment. However, some Internet users express their dissatisfaction with some of the rules and regulations, such the restriction on the use of personal diskettes and the inability to download files from the Internet and to view any site they wish. These complaints however, according to the Senior Librarian, are normally taken and addressed promptly, and the Internet access policy revised as necessary (Minott).

Findings from the Internet Users' Questionnaires

The questionnaire was aimed at finding out the demographic details and library registration status of participants, their use of the Internet, their satisfaction with the library's Internet access service, their awareness of the library's Internet rules and regulations and their overall view of the library's Internet access services.
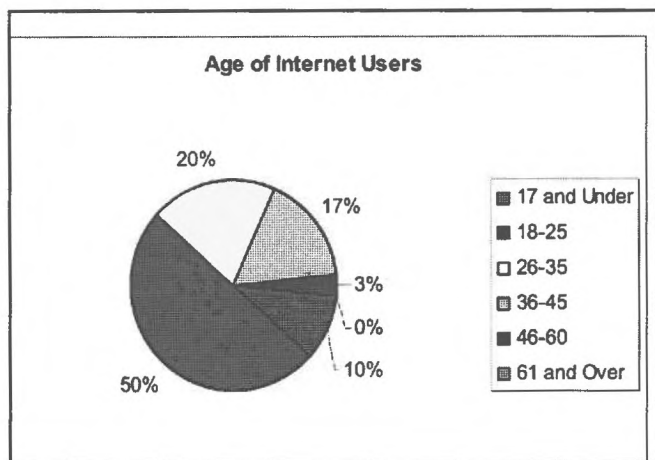

Fig. 1. Age of Internet users

Most of the Internet users were found to be between the ages of 18 and 25, representing fifty percent (50%) of the respondents. Twenty percent (20%) of the respondents were between the ages of 26 and 35, seventeen percent (17%) were between the ages of 36 to 45, ten percent (10%) were 17 yrs and under and three percent (3%) were between the ages of 46 and 60 (See figure 1). None of the respondents was 61 years and over. In contrast, senior citizens are the fastest-growing age segment of the Internet community in the United States (Media Awareness Network).

Sixty-three percent (63%) of the respondents were females and thirty-seven percent (37%) were males. More females than males tend to make use of the Internet access services at the Manchester Parish Library. In contrast, the findings of Supriya Singh show that in the United States and Australia, men and women use the Internet in nearly equal measure and in Japan, India and China, men continue to dominate Internet use. Singh's study however focused on gender differences in the use of the Internet at home as seen from women's perspectives.

Of the thirty (30) respondents, fifty-one percent (51%) were students, thirty-three percent (33%) were employed and three percent (3%) were unemployed. The remaining thirteen percent (13%) were three missionaries and there was one volunteer. None of the respondents was retired.

Most of the Internet users were found to be students and employed persons, who may need the service to complete their assignments and job-related tasks respectively, as well as to communicate with others and conduct business transactions.

Of the thirty (30) respondents, fourteen (47%) were registered members of the library and sixteen (53%) were not. This finding shows that the library's Internet access service not only attracts members of the library but non-members as well. A similar observation was made in a study at Chester Library in the U.K. (Turner and Kendall). Some of the Internet users may not want to use other library services like borrowing books; they may just want books to consult at the library as a research tool or may just want to use the Internet services for which they do not need to be members of the library.

Only seven percent (7%) of the respondents used the Internet service everyday. Forty percent (40%) used it every week and twenty percent (20%) used it every month. Two respondents used it twice a month. The remaining thirty-three percent (33%) used it even less frequently like when necessary and thrice per year.

These results could indicate financial constraints on the part of the Internet user or the inability of some of the users to use the computers efficiently. The respondents who used the Internet services whenever necessary were mainly students who may have assignments to complete from time to time.
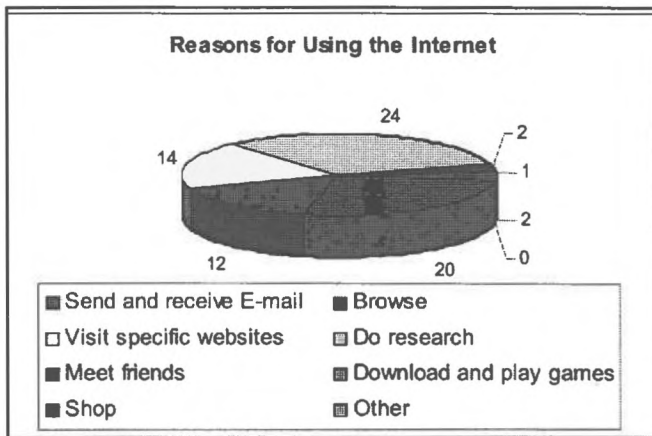
Fig. 2. Reasons for Using the Internet

Of the thirty (30) respondents, twenty-four (24) used the Internet to do research, twenty (20) used it to send and receive e-mail, fourteen (14) used it to visit specific websites and twelve (12) used it to browse. Of the same thirty (30) respondents, two (2) used it to shop, two (2) used it to meet friends. One (1) used it to download and play games in spite of the library's Internet access rule against downloading files from the Internet (See figure 2).

Doing research and sending and receiving e-mail are the most popular use made of the Internet amongst respondents. This could be due to the prudence of the users in spending money for what can be helpful to them, or it could be what they prefer to do on the Internet.

Similar to the trends in the literature, the findings show that the library's users use the Internet for a variety of reasons, research and web-based e-mail being the most popular. Most of the users who are students mainly use the Internet for research purposes. This may be because some students and parents see the Internet as a tool and as valuable for school work.

Sending and receiving e-mail tends to be the leading reason for using the Internet by observed in the literature. This may be because e-mail has become the more popular way of communicating with relatives and friends as well as in business.

Of the thirty respondents, twenty-three (77%) were satisfied with the cost of the library's Internet access services and seven (23%) were not. Most of the respondents were comfortable with the cost of Internet services at the library, which could be as a result of the competitive Internet access rate set by the library compared to that of its competitors.

Most respondents were satisfied with the length, half an hour, of the session to access the Internet. Sixty-three percent (63%) were satisfied and thirty-seven percent (37%) were not. This probably indicates that they are able to complete their tasks in a timely manner, especially those who are proficient in using the computer.

Of the thirty respondents, twenty-one (70%) preferred staff help when using the Internet service, eight (27%) did not and one (3%) preferred staff help sometimes. As in the literature, some users think staff provides help and guidance and some feel safer with staff supervision. Those who do not prefer staff supervision may want to view offensive materials on the Internet. With this strong preference for staff help, staff monitoring of Internet access can be very effective.

Fifty-four percent (54%) of the respondents were satisfied with the length of time it takes to connect to the Internet, forty-three percent (43%) were not satisfied and three percent (3%) were satisfied sometimes.

With improvements made to the speed of the computers, the users who know they were much slower may feel satisfied. But those who may not know that the computers were previously slower may be the ones who are not satisfied. Also, the users who are not satisfied may be those who are accustomed to faster computers and Internet connection and may be impatient when the computers are not as fast as they want them to be.

Of the thirty respondents, seventeen (57%) were aware of the library's Internet access policy and thirteen (43%) were unaware. These figures could mean that current Internet users are not effectively informed of the policy, or that they are reluctant to read the set of rules and regulations that are placed on the walls and desks in the computer room. These figures could also mean that some respondents could not be bothered to answer the follow-up questions that required more than a *yes* or *no* answer.
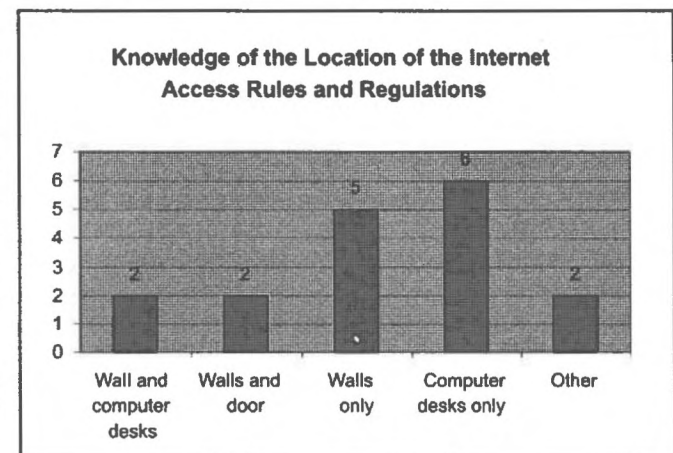
Fig. 3. Knowledge of the Location of the Internet Access Rules and Regulations

Most of the respondents who were aware of the library's Internet access policy knew at least one of the locations where the Internet rules and regulations are placed (See figure 3). Out of the seventeen respondents who knew where these rules and regulations were located, six (35%) said they were placed on the computer, five (29%) said they were placed on the walls of the computer room and two (12%) said they were placed on the doors and walls. One (6%) respondent said that they were almost everywhere and one (6%) that they were in a document on the Internet. The respondents who were the most correct were the two (12%) who said they were placed on the computer desks and walls.

The library's Internet access rules and regulations are

located on the walls of the computer room and on the computer desks. This is similar to the practice at the Mt. Lebanon Public Library (Richey, 20). At each desk, these rules and regulations are visible to users. Most users were aware of the ones on the desk, but a considerable number of users were unaware of them. The persons who do not know where the rules and regulations are may be those who just want to complete their work on the computer as quickly as possible without reading anything they may regard as unnecessary.

Of the seventeen persons who responded to the question asking them what they liked about the library's Internet rules and regulations, seven (41%) thought they were reasonable, five (29%) thought that they were straightforward, one (6%) thought they are simple and easy to understand, two (12%) that they maintain standards for users and two (12%) did not like anything about them.

The respondents' views are varied but most of them think the rules and regulations are reasonable and straightforward. The contents of the library's Internet access rules and regulations may fit with the morals and standards of those who think they are reasonable. Those who think these rules and regulations are reasonable may also be comparing them to those of other Internet services or may be able to abide by all the rules without being inconvenienced.

Of the nine respondents to the question of about what they disliked about the library's Internet rules and regulations, five (56%) disliked the inability to use their personal diskettes in the computers, two (22%) thought that the rules were too rigid, one (11%) thought the text of the rules and regulations was too small and did not readily draw the users' attention to it and one (11%) did not like anything at all about the rules and regulations. The respondents' main discomfort was the inability to use their personal diskettes in the computers.

Because of the risk of infecting the computers with viruses, the library prohibits the use of personal diskettes in the computers. Users either have to buy diskettes from the library and use them there (leaving them at the library until they are finished using them) or be deprived of saving anything. The respondents who want to use their personal diskettes may have their work on them which they want to continue at the library.

Of the twenty-six persons who gave their overall view of the library's Internet access service, one (4%) thought that the service was excellent, six (23%) that it was good and four (15%) thought it was "O.K." Three respondents (12%) thought the customer service was good, one (4%) found the Internet access and printing rates to be cheap, one (4%) thought the service was user-friendly, one (4%) thought it reliable and one (4%) thought that enough time was given to complete tasks on the computer. Of the same twenty-six respondents, two (8%) thought the service was helpful, one (4%) thought it necessary, one (4%) found it is easily accessible and one (4%) thought it was fair. Two (8%) respondents found the service effective, five (19%) found it efficient and one (4%) respondent thought it was of an acceptable standard.

On the other hand, three (12%) respondents thought the service needed improvement, one (4%) that it needed better customer service and one (4%) that better help was needed from staff to do research effectively. Five (19%) respondents thought that more computers were needed, one (4%) that more software should be provided, four (15%) found the computers too slow, one (4%) thought there were too many technical problems with the computers and one (4%) that payments of Internet access and printing should be done in the same room where the Internet is accessed.

The respondents' views of the library's Internet access service varied widely. However, most of the respondents were grateful for the Internet access service but wished to see improvements that would make them more satisfied. It is also observed from the findings that most of the discomforts stemmed from the Internet access service itself and not from the Internet access policy.

Conclusions and Recommendations

As with any other service, Internet provision in libraries needs policies to guide access. Such policies, recent research has shown, help to ensure efficiency and to fulfill the user's needs and the mission of the library. Since the initiation of the Internet access service at the Manchester Parish Library, there has been a policy in place to guide the users.

The researcher was interested to know how effective this Internet access policy at the Manchester Parish Library is and further wanted to stimulate policy-makers in the JLS to formulate a formal, standardized Internet access policy applicable to the entire JLS network, and incorporate it into the mission of the public library network. The researcher, therefore, first solicited information from both the Senior Librarian of the Manchester Parish Library and the users of the library's Internet access service.

When the responses of both the Senior Librarian and the Internet users were combined, it could be seen that the Internet access policy at the library has been effective in controlling what users view on the Internet and how they treat the computer equipment. However, to make this policy more effective, the librarians at the Manchester Parish Library could address the concerns of the users in the findings and look at how other libraries in the JLS and libraries abroad deal with such concerns and model them.

I recommend that more effective virus protection be placed on the computer systems and personal diskettes allowed. The considerable number of persons who dislike the rule that prohibits personal diskettes indicates that the issue needs to be addressed with the users' needs in mind. Users may want to continue the work that they started elsewhere or may want to use the information saved on a diskette as reference or as a guide to what they would be continuing or starting to work on at the library. Users may want to take home that which they have accumulated at the library to continue to work on it. A newly bought diskette may not be of much use to them as they cannot take it home until they have finished using it at the library.

I recommend that in the revision of the library's Internet access policy, representatives from the community be involved. I think they should have an input as allowed by libraries such as the Mt. Lebanon Public Library (Richey, 20), as they are the ones mainly using the service. They should be able to communicate how changes would affect them and thus allow the library to meet their local needs in the revision process.

I also recommend that an Internet access policy be formulated and incorporated into the mission of the JLS to serve the entire network, including a statement that the policy will be revised annually or when necessary. It is hoped that the findings of this paper will stimulate and aid the JLS towards this end.

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Appendix. Rules and Regulations for Internet Use at Manchester Parish Library

GENERAL GUIDELINES

Library computers may be used by any member of the public. Users are limited to half an hour per session depending on availability. Nominal rates are charged (displayed in the library).

The computer may be used for the following:
i)   Accessing the Internet
ii) Sending and receiving e-mail
iii) Accessing library owned CD-Roms
iv) Word processing

Personal use of computers is not allowed. Readers must be fully competent with word. Processing as no assistance will be provided. Users who are not fully competent to use the Internet or CD-Roms must make an appointment with staff who will assist.

The following will result in suspension of computer privileges:
i)   misuse and abuse of the computer equipment
ii) using the Internet to view pornographic material

The library is in no way responsible for the use to which the information acquired through the service is put.

USE OF THE INTERNET

To use this facility, a person must show valid identification and complete a form which will help us to monitor the use of this service for further development.

PLEASE NOTE

E-MAIL accounts are not available through the library. Due to security reasons down-loading of files is not allowed

There is no filtering or censoring on the system. The library cannot be held responsible for any inappropriate of offensive information displayed.

The library cannot guarantee that information found through the Internet is accurate, authoritative or factual.

Staff has been trained to evaluate sources and can assist you to find accurate sources of information efficiently.

The library assumes no responsibility for any direct or indirect damages, arising from its connections to the Internet.

CHILD SAFETY ON THE INTERNET

While the library staff will monitor the display on the screen in the Children' Library, parents or guardians are responsible for Internet information selected and or accessed by their children.

Parents are encouraged to discuss the use of the Internet in relation to family values and boundaries and to monitor their children's use of the Internet.

RATES

The rates listed below are to cover costs incurred for the maintenance of equipment, toll and electricity charges only:

Adults $50.00 per half hour or part thereof;

Students in uniform or upon production of Identification-$40.00;

E-mail $50.00 to send or receive;

Printing Text from CD-Roms or Internet-$10.00 per page;

Printing Graphics/Graphics and Text-$20.00 per page;

NB: All students must be supervised by a member of staff

Rates are subject to change

Rates do not represent a resale of information found on the Internet

The Impact of Information Technology on the Scholarly Communication System

Mathew Blake
Librarian, Jamaica Tourist Board

Introduction

Information technology (IT) has significantly affected the scholarly communication system, especially over the last twenty years, with the main impact being the creation of the World Wide Web in 1990.This new development by the European Organization for Nuclear Research in facilitating the seamless communication and exchange of ideas between researchers worldwide is the ultimate representation of Bacon's seventeenth century development. Bacon and his followers established the scholarly communication system because they believed that sciences could be enhanced greatly if there was a system of information sharing among experimenters.

The scholarly communication system is a four step process:

(i) the creation of scholarly information;
(ii) dissemination of this information to colleagues for
(iii) review to establish accuracy, authenticity and discussion;
(iv) publication in the scholarly journal; and
(v) preservation for future use by information professionals.

This process has remained virtually unchanged since Bacon and it is the accepted and respected route of recognition for scholars the world over.

IT, while not changing the sequence of activities, has caused many changes to take place at each stage. While these changes mainly relate to speed and efficiency, the spin-off issues have not been easy to deal with especially by information providers such as libraries. IT and especially the Internet have affected output levels, quality and user need for this kind of information which directly affects library budgets and preservation activities. To get a better understanding of the effects of IT on the process, each step will be looked at. After this examination, issues affecting the scholarly communication generally will also be looked at and comments made about some of the initiatives being developed to address them.

The Impact of IT on the Creation of Scholarly Information

At the first step, information creation, the impact of IT is most obvious. Prior to IT, reports were prepared with little or no electronic processing. This meant that the process of documentation, informal peer review and production of the actual report was woefully tedious and time consuming. Reports took months and possibly years to be published after research was done which made relevance a major issue.

With the use of electronic devices capable of automatic reproduction, the computer, and now the facility of the Internet, these problems are now issues of the unremembered past giving way to a far more efficient and cost effective present. Scholars are now able to quickly gather review literature, use it to build research, disseminate it to their colleagues using email, instant messaging or shared network facilities allowing for quick evaluation and modification. The entire first step now takes only a fraction of the time it used to take.

The Impact of IT on the Dissemination of Scholarly Communication

In this phase, where materials are disseminated officially to peers and review persons, again the Internet has revolutionized the process bringing unimaginable speed and efficiency to it benefiting the entire scholarly community. Before the Internet, multiple copies of these documents would have to be made and delivered using either expensive mail courier systems or the post which was often very slow. This process extended the time for actual publication and if modifications were necessary, then publication could take a number of years.

The use of IT has again significantly affected this process, allowing for services such as e-mail, web conferencing, secured chat rooms and instant messaging to be used in the delivery of reports and subsequent modifications. Researchers can now communicate with reviewers almost instantaneously and carry out any modifications necessary thus allowing their research to be published in the shortest time.

The Impact of IT on the Publication of Scholarly Communication

It is at this stage that the convenience provided by the electronic version is most obvious and appreciated by the scholarly community. While some scholars are still cautious about the use of electronic versions, generally they are becoming more acceptable to the community. Some concerns cited are the quality control of peer reviews, stability of citations, similarity of the functions provided by both formats and equality of status with print for academic tenure, promotion and advancement. The use of technology has seen an explosion of electronic publications as the print versions are less desired. Economy, fullness and ease of use are some of the advantages provided by the electronic version but the speed at which the documents can be delivered is a major advantage wooing users to its use.

This speed however has been a source of serious concern

for information providers such as libraries. Libraries, the traditional providers of this type of information, are now facing increased competition from commercial providers with their greater financial resources. Chief among the concerns expressed by librarians are that commercial providers are interested only in providing access to reports when they are commercially viable, and give no thought to preservation for future use. While this is a cost issue and not necessarily the fault of IT, it does provide the vehicle through which this problem has come into their world.

The Impact of IT on the Preservation of Scholarly Communication

The area of preservation, the final stage, has been the domain of libraries over the years. IT has increased tremendously the speed with which these resources are created, their attendant cost and the difficulties libraries face to acquire, process and preserve them. This stage of the process is most significantly affected by cost, copyright issues and the life cycle of the electronic journal published in commercial databases. In addition, the fact that libraries do not actually own and store the content of the journals licensed to them, warrants that new models of preservation must be developed. Another concern is changing technology platforms which pose other serious preservation challenges. This end stage is most critical; unless it functions properly the continuity of the cycle and the advancement of knowledge will be severely hampered.

The Scientific Community's Response to Current Issues in the Scholarly Communication System

While IT is affecting the scholarly communication system considerably, and in some areas negatively, it is also now being looked at as a vehicle through which other problems affecting the system can be solved. Problems such as monopolistic control of the system of communication by commercial publishers, the manipulation of copyright agreements, the need for scholars to publish in recognized journals and the inability of libraries to acquire journals due to increasingly higher prices might now find their solution in the use of IT.

At the heart of these problems are the scholarly journal, commercial publishers, access by libraries and scholars, and IT. While there are a number of IT aided solutions being developed and used, a full appreciation of their intended achievements necessitates that some background information be given.

According to an essay arising out of a national meeting of interested parties, during the 1960s and 1970s the number of higher education institutions aspiring to research status was increasing. With this increase, the quantity of research produced came to exceed the capacity of the scholarly publishing apparatus. Recognizing that a bottleneck existed, commercial publishers came to play an important role and absorbed an increasing share of the market with the broad support of higher education institutions, scholarly societies and faculty ("To Publish").

Transferring the production and distribution functions of publication from the academic community and learned societies to the commercial sector allowed for an enormous and needed increase in capacity; existing journals expanded and new journals were introduced to accommodate a growing quantity of research in increasingly specialized domains. Writers, including Dealy and Fyffe, explain that initially these arrangements with commercial publishers worked well. Individual scholars gained an increased number of outlets for the dissemination of their work; universities and scholarly organizations found themselves relieved of a set of production activities they were not well disposed to perform; and commercial publishers gained a new client base to augment their business.

At the outset, the arrangement with outside publishers seemed to be the solution to the entire problem and a bold and positive step forward. The true winners were in fact the commercial publishers. Universities found themselves reeling in the grip of rising prices from an industry that shared few of their fundamental values. While members of the university and college faculties regarded publication as an exchange of free goods, the handful of publishers who were coming to control access to and utilization of intellectual property saw opportunity for enlarged profits ("To Publish").

The principle of requiring authors to assign copyright to a publisher had been standard even before commercial publishers had come to control so much of the industry. Because they do not conceive of the publication as providing direct financial benefits to themselves or their institutions, most scholars seeking the publication of their research have willingly agreed to what, on the surface, appears an inconsequential stipulation.

Scholars and their institutions, having already paid the cost of producing the research in terms of administrative, informational and infrastructural costs, are now being asked by commercial publishers, to pay exorbitant prices for the editing, production, and distribution that they carry out. While some costs refer to the functions they carry out, the larger and fastest growing portion consists of the margin commercial publishers seek as profit. The constraints to the flow of scholarly information result not just from the prohibitive pricing but also from the restrictions that commercial publishers seek to impose on the kind of use an individual faculty member can make of his or her own published work thorough copyright stipulations (Chadorow, 2).

In response to these developments, a number of initiatives have been, and continue to be developed to combat the rising problems being experienced by the scholarly community. The ALA, through its ACRL division, developed a number of strategies, which were published in March 2004, to be used as an overall guide to its scholarly communication initiative (Association of College & Research Libraries).

Some of these initiatives are the development of competitive journals, including the creation of low-cost open access journals that provide direct alternatives to high-

priced commercial titles. One example is Scholarly Publishing and Academic Resources Coalition (SPARC). This coalition has undertaken to publish electronic journals that will compete directly with commercially published ones. This competition is expected to hit at publishers prices and as such publications are usually less than twenty percent of commercial publisher's costs.

SPARC is also active in the development of the web based database of full text bioscience research journals called BioOne. This non-profit venture involving public and private organizations is another attempt to save the scholarly community from the serials crisis that it now confronts. To augment these developments some scholars are also refusing to provide services such as editing and refereeing for overpriced commercial journals and instead have decided to give their services to professional societies.

These initiatives seem at present to be sending a message to commercial publishers and it is hoped that their effects will be positively felt. However publishing is an expensive affair and libraries and universities do not possess the resources to carry out this function. With the aid of IT some aspects such distribution have become much easier, but outlays for salaries for editors and referees and for other technical aspects still have to be borne. These will pose a serious challenge to the already shrinking budgets of libraries. Dealy et al, in examining the problem, conclude that libraries should be funded better so they can continue providing the information best produced by the commercial publishers and that if institutions that believe the scholarly information is worth producing, believed it was worth disseminating, they would do so (Dealy et al).

Another critical strategy is that of developing open access institutional and disciplinary repositories and the negotiating of publishing and copyright, and fair use agreements. These should allow authors to retain the right to self-archive their peer-reviewed publications in these open access repositories as well as maintain standards that facilitate efficient access to content in other open repositories.

This strategy is aimed at bringing the authors' work more under their control and allowing for the spread of information to their peers. Scholars generally do not seek personal gains from their publications but instead rely on feedback from the field, number of research citations, approbation of peer review and prestigious journal placing for satisfaction. This satisfaction cannot be realized if the scholarly community is unable to review the work of colleagues. It is therefore important that these initiatives go forward and achieve success; if not total success, then enough to increase access by scholars.

While these actions may bring more access to the academic community there is still the issue of the scientific culture with which to contend. Scholars have long had other means of publishing their reports. However the scholarly journal has been the medium for the last three centuries and is still the culturally acceptable and respected route. While avenues such as conferences have long been available,

recognition only comes from being published in a recognized journal and as such no other means will do.

Another approach to this problem is to reduce the requirement that there must be a specific number of articles in a tenure portfolio. It is argued that the importance should be placed on the quality of articles and not the quantity. This should reduce scholars' need to publish thereby reducing their dependence on commercial publishers and the slow cycle ("To Publish"). This might not work very well as the number of disciplines that are publishing and the emergence of new ones coupled with the speed of the Internet makes it difficult to slow the process. According to Chadorow, the solution might lie in the selective collecting of reports which best deal with the areas of study being engaged in (Chadorow, 90).

Another strategy being presented is that of developing models and practices that will preserve scholarly information in electronic format for future use. This will encompass the implementation of public policies to ensure fair use of scholarly information in electronic format and the implementation of public policies that protect the rights of libraries to provide acceptable terms for users and reach reasonable economic terms in licensing electronic information.

These strategies will be most difficult to effect as all will need money and a great deal of it. Commercial publishers have the financial might to absorb these costs and as such will end up winning these battles not because they have a better case, but purely because they can afford it. Libraries are advised to practice their well honed selection skills of "just in time" rather than "just in case" acquisition (Dealy et al.).

Another initiative that can be used to complement the strategies is that of library cooperation as being practiced by library consortia and other groups. These initiatives can be used to leverage the library's position more powerfully against commercial publishers. According to the national meeting of interested parties, in 1998 over $680 million was spent by research libraries in North America alone in the acquisition of scholarly journals. If all libraries traded as one unit, their voice would be much stronger.

Other initiatives include Project ELVYN, a research project funded by the British Library Research and Development Department (BLR&DD) in cooperation with the Institute of Physics Publishers (IoPP), to look at how publishers and libraries can work together to provide an electronic version of a printed journal. There is also Project ELSA (Electronic Library SGML Applications) which is carrying out research into the use of documents in libraries which have been marked up in SGML (Standard Generalised Markup Language) format. The project will construct an electronic store of documents which will take the form of a server on a network. Client computers will be able to access the material on the server, download it and make it available to libraries and end users for use and manipulation.

Some other projects designed to assist in this endeavor are:

- DALI (Document and Library Integration) which worked to develop, pilot and evaluate a service for multimedia document delivery over SR within a library-based infrastructure
- DECOMATE a digital library project intended to build a generic system which would allow for the delivery of copyright materials in electronic form
- WebDOC a service for access to a large collection of electronic documents provided by international publishers and libraries in the Netherlands and Germany
- Ejournals Projects a co-operative effort among academic libraries with interest in facilitating access to electronic journals. Links to several other ejournals projects.

While there are many other strategies and principles that are being supported, these seem to be the most pressing at this time with the outstanding one being how to bring under control the rising cost of the scholarly journal and reduce the control now being enjoyed by commercial publishers. These issues will not be solved overnight but with the increased use of IT, cooperation within the scholarly community and vigorous national advocacy, much can be gained.

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Book Review

Manuscript Sources for the History of the West Indies with Special Reference to
Jamaica in the National Library of Jamaica and Supplementary Sources in the West Indies,
North America, the United Kingdom and Elsewhere. Compiled, edited and in part described
by K. E. Ingram. Kingston, Jamaica: The University of the West Indies Press, 2000.

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The first point to be made about this work is that its author is an expert in the field and undoubtedly the best person to produce such a volume. The work under consideration is in fact the fourth monograph by the prodigious Jamaican bibliographer, historian and former University Librarian of The University of the West Indies, Kenneth E. Ingram. Ingram's professional career as historian and librarian has been outworked in the major repositories of West Indian manuscripts and source materials in Jamaica: the West India Reference Library of the Institute of Jamaica which was to become the National Library of Jamaica and the West Indian Collection of the then University College of the West Indies. He is therefore intimately acquainted with the holdings of these repositories.

It is Ingram's prior works, together with his intimate knowledge of the coverage of similar publications, as well the gaps in the field, which propelled him to produce this new work. It supplements the three earlier works done by Ingram himself in 1975, 1976 and 1983 respectively. These three volumes documented manuscript holdings relating to the Commonwealth Caribbean in North American (United States and Canada) and Jamaican repositories. The volume under discussion is also supplementary to a 1973 volume authored by Peter Walne which listed similar sources held in repositories in the United Kingdom.

The book opens with an introduction written by the author himself in which he explains, in great detail, everything that the reader would need to know in order to make maximum use of the work. For example, Ingram alerts his reader to the fact that this companion volume does not repeat any of the entries recorded in his earlier work. Thus the reader knows at once that there is no duplication with sources which he may have consulted from Ingram's earlier volumes. The author also goes the proverbial extra mile and indicates which sources he examined and which he did not. This information has the potential to assist the reader, especially the seasoned researcher who always has an eye out for fresh evidence.

The author explains in his Introduction that the work was written, firstly to record and describe some 2320 manuscripts or manuscript collections, with a focus on Jamaican sources, the large majority of which have not been recorded elsewhere. Whereas Ingram's earlier works and Peter Walne's volume list materials in Canadian, United States and the British (England, Scotland, Wales, Northern Ireland and the Republic of Ireland) repositories, the majority of the entries in this volume describes materials held at the National Library of Jamaica (NLJ). Thus the volume also has an institutional focus in that it documents the hitherto unrecorded holdings of the National Library of Jamaica, thereby extending the bibliographical coverage of the primary source materials held in this important repository. The volume therefore will go a long way towards completing the documentation of manuscript sources for the study of West Indian history.

Ingram however, also includes in the volume, relevant unrecorded materials held at other repositories in Jamaica, the wider Caribbean (Barbados and Trinidad) and even further afield, the United States, the United Kingdom, New Zealand and South Africa. The other Jamaican repositories whose holdings have also been included are: the Library and Documentation Centre of The University of the West Indies, Institute of Social and Economic Research (now named for Sir Arthur Lewis); the West Indies and Special Collections of the Library at UWI, Mona; the Jamaican Archives in Spanish Town; and a private collection.

The Introduction also highlights certain collections because of their unique coverage. One such body of material which is described in the introduction is the Fischer Collection of documents on the Haitian Revolution. Other collections are singled out for special mention in the introduction because of the subject coverage. For students and researchers interested in institutional history attention is drawn to the Nuttall Collection, an invaluable source for religious and educational history and the Letter-books of the Curators and Secretaries of the Institute of Jamaica which documents, inter alia, Frank Cundall's tenure as Librarian and Secretary of the Institute of Jamaica from 1891 to 1937. Mention is also made of collections which would be of relevance to those interested in contemporary literature and the arts.

The work's usefulness is further enhanced by the fact that the scope of coverage in so far as the West Indies is defined, is much broader than in previous works. Ingram has drawn attention to the fact that whereas previous volumes tended to concentrate on the Commonwealth Caribbean and Jamaica, this volume includes sources related to the Hispanic and Francophone Caribbean (Cuba, Haiti and the Dominican Republic) and other countries outside of the English-speaking Caribbean.

The author himself personally examined all the materials listed from the NLJ. Furthermore, he has marked with an asterisk all the entries for materials from other repositories which he did not examine personally. This would give the researcher a better perspective from which to decide upon the usefulness of the entry for his work. Ingram also draws attention to the miscellaneous nature of the records: legal and business records as well as sources to support the study of politics, society, history, as well as other human interest topics relating to the region.

The layout of the material in the book is logical and this makes it very 'user-friendly'. It is divided into four major sections. Part A is a List of Manuscripts arranged by country and then by repository within each country. This is an extremely useful arrangement for a researcher as it facilitates searching of relevant materials held at individual repositories.

Parts B, C and D cover Untraced Manuscripts; Supplementary Information to Related Sources and Addenda with Indices. Parts B, C and D could have benefited from a brief explanation at the beginning of the sections, although some relevant explanations are given within the specific entries for the Untraced Manuscripts. The single alphabetical index to all names, subjects, publications and titles of manuscripts provides a very useful additional access point to the content of the volumes. The Addenda with its own index seems to be a kind of "lagniappe" or as the note with the Addenda Index indicates, these references were "unintentionally omitted."

Generally, Ingram's writes in an extremely clear readable style. The information given for each record varies in length, but this is to be expected. With Ingram's track record, the user has the assurance that each entry gives as much information as was available to the author. Ingram also provides useful supplementary information: List of Abbreviations and List of Repositories, arranged by country. These add value for the reader.

The Citation by the Public Orator of the Mona Campus of The University of the West Indies noted that Ingram's guides have been extensively used and that they make "good bedside reading." This latest volume, which has already won the Book Industry Association of Jamaica Award for the best academic book in the year it was published, will undoubtedly stand alongside the earlier volumes. Ingram's work will continue to serve as a beacon, guiding the research journey and scholarly output of present and future generations of scholars and researchers of Caribbean studies. And even when the archival and special collections materials are subjected to the developments in information and communications technology, Ingram's work will undoubtedly aid the process.

Memories of a Friend and Colleague ...
The Late Gloria Clarke

By Gloria E. Salmon

Gloria Clarke and I met, for the first time, in May 1957, when she joined the Jamaica Library Service (JLS) as a Junior Assistant. By leaving the Resident Magistrate's Court, Sutton Street, where she had been employed up to that time, she relinquished the idea of a legal career. Nevertheless, the legal training, which she had acquired up to that point, was always evident in the measured approach and logical thinking she utilized in her undertakings during the subsequent years.

Gloria climbed the professional librarianship "ladder" steadily, working in positions of increasing responsibility in several departments in JLS Headquarters and many of the thirteen parish libraries. Ultimately, she was appointed Deputy Director (the position now re-named Senior Director) and served in that capacity until her retirement in May 2002.

During her 45 years of service with the JLS, she travelled extensively throughout the island, going into the nooks and crannies of each parish. She served in the Schools Bookmobile Service and the parish libraries bookmobile units to establish school libraries, book centres and branch libraries; as well as to foster, among all age groups, a love of reading for pleasure, information and the broadening of personal horizons. As librarian in charge of each parish library to which she was assigned, she paid special attention to ensuring effective administration and good worker-management relations. Her participation in community activities was excellent.

She began her professional training in librarianship through a work-study prgramme which enabled her to sit the British Library Association's preliminary examinations in Jamaica. Her perseverance and obvious ability were rewarded with the offer of a Jamaica Library Board scholarship to facilitate further study abroad. She did not accept the scholarship, however, but paid her own way the Liverpool Polytechnic, England, where she successfully completed the requirements to become an Associate of the Library Association (ALA). In later years, she accepted a Jamaica Library Board Award to visit libraries in the United States of America.

The JLS benefited greatly from her professional knowledge and exemplary personal qualities and, as a past

Director recalls: "She served with dedication, distinction and commitment. She was always alert in identifying gaps where they existed and unobtrusively filled them. That was her unique forte."

During her various appointments to parish and regional positions, Gloria boarded with families that continued to be her lifelong friends. She often became the adopted "auntie" and mentor of the children of those families, and always encouraged them in their educational pursuits. She took keen interest in the children of her colleagues - rejoicing at their birth, interested in their successive growth stages, aware of the dates of their various examinations, and revelling in their achievements.

A genuine "people person", Gloria was also committed to staff development and not only assisted with internal training programmes, but also encouraged staff members to qualify themselves for advancement within the system through other avenues.

Having been involved with the building and extension of several parish libraries, she developed a special interest and expertise in the design of library buildings. She shared this expertise by teaching the design of library buildings to architectural students at the College of Arts, Science and Technology (now the University of Technology, Jamaica). She also gave valuable advice to libraries outside the JLS system, and was particularly thrilled that, with the architectural insights she had gained, she was able to design her own house and, more recently, the Rector's office at her church – Spanish Town Methodist Church.

Despite her indisputably calm, graceful demeanour and quiet charm, Gloria was a disciplinarian. Delinquent staff could always expect her firm admonishments and remedial action concerning their late-coming or inappropriate workplace dress and behaviour.

Firm in her convictions, she did not easily change an opinion or decision that she was convinced was valid. Nevertheless, her heart and mind were always in the right place and, as one of her colleagues expressed it, "Gloria had a shrewd sense of humour and a very intense sense of fair-play…".

She was a "walking encyclopaedia" on the personalities who had used JLS libraries or who had attended various library functions over the years. She also served as an authentic map of Jamaica, having travelled the length and breadth of the island and knowing where every little district or town was located. These two characteristics greatly assisted in identifying persons who would serve as guest speakers or panelists at various library sites, or directing drivers to delivery points within the Service.

In addition to her achievements at JLS, Gloria made her mark in other organizations. She accepted nomination to serve as President of the Jamaica Library Association, now the Library & Information Association of Jamaica (LIAJA). She performed with distinction in this capacity and, in the year of her presidency, successfully coordinated the planning and implementation of the programme to celebrate the 25th anniversary of the International Association of School Librarians (IASL). She was a foundation member of the Association of Librarians in the Jamaica Library Service (ALJALS), serving on its Executive, as its President and always supporting, guiding and assisting in all its programmes and activities. She also served as Deputy Chairperson of the Retired Members Section of LIAJA; a member of the Adult Learners' Week Committee of the Jamaican Council for Adult Education (JACAE); and as a committee member for various voluntary bodies including her church. She was a staunch Methodist, and volunteered her time unstintingly for church work.

Honoured in 1980 by the Institute of Jamaica with the award of its Centennial Medal for her many years of dedicated service as a librarian, Gloria also received JLS Long Service Awards on the occasion of the Service's 21st, 30th and 50th anniversaries. She was also a recipient of the Presidential Medal of LIAJA and the ALJALS Award for Distinguished and Dedicated Service to that organisation.

A farmer's daughter, Gloria retained a love of the soil in addition to her professional accomplishments. She delighted in her garden. Her luxuriant flowers and fruit trees were testimony to her well-developed skills in that regard and gave her great joy. She shared with us her happiness in planting each of her flowering plants, shrubs and trees; and eagerly distributed the fruits of her efforts to friends and colleagues. She would seek us out wherever we were to deliver her bag of goodies – ackees, black mangoes, otaheite apples … and more.

Our memories of her kindness, her thoughtfulness, her wise advice and encouraging words, in a variety of circumstances, will be cherished by all of us, her friends and colleagues, as long as we are alive.

Gloria has answered the call of our Heavenly Father, she would not want us to mourn her departure indefinitely. Let us, therefore, treasure our happy memories of her and be thankful that she touched our lives in so many positive ways.

May her soul rest in peace and light perpetual shine upon her.