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LIAJA

Library and Information Association of Jamaica

Bulletin
2007-2008



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Library and Information Association of Jamaica

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This issue of the Bulletin follows the
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volumes (25-20) \$ 1,200, volumes (19-15)\$900. Back issues. Available at reasonable prices.

Editorial

This issue of the *LIAJA Bulletin* requires few editorial comments and little introduction. Suffice it to say, it celebrates 59 years of publishing by LIAJA and contains 5 divergent academic research papers.

In the first paper Salmon compels us to revisit the contentious and generally little understood topic of copyright. She highlights the issues to be considered by libraries as they begin to digitize their collections pointing out what is permissible under the law.

The second paper, which is by Taitt, from the UWI, St. Augustine Library, highlights a very critical aspect of library work, that of cooperation. The results of a study of cooperation among the four theological libraries in Jamaica show that cooperation is driven by geography, strong links between parent institutions, the use of CDS-ISIS software as a common platform and a vibrant College Library Information Network (COLINET). The study also highlights certain barriers to cooperation such as finance, the small number of research students in the colleges, the use of incompatible software and denominationalism.

Newman's paper on the abuse of library material at the UWI and UTech Libraries will assist colleagues in their quest to ameliorate the long-standing and widespread problem of material abuse in their libraries. Factors which contribute to abuse of library material, the characteristics of abusers, and the effects of the abuse on library services are discussed. Strategies to combat the problem are also explored.

Harris is very instructive as to how researchers can improve their output. She argues that research cannot be totally value free, as, regardless of the research method being employed, values enter the process at every stage. Researchers should be cognizant that the interference of values can either enrich or weaken their study. The latter result can be avoided by the application of various forms of triangulation which offer validation, confirmation, cross checking, diversity and richness. Admittedly, the final product of such applications will still not be value free since they too are prone to the influence of values, but at the least they should result in outcomes that are richer, more positive and well rounded.

The last paper, which is by Nicholas, is a comprehensive evaluation of the Annotto Bay multipurpose community telecentre and is, perhaps, the first study of its kind in Jamaica. It assesses the management, its offerings and the ways the telecentre is meeting the information needs of the community. Its

finding will be instructive for the improvement of the centre and for use by other centre managers in Jamaica and wider a field.

We also include the remembrance of Amy Robertson presented at her funeral by Dr. Hazel Bennett not only because of what it tells us about our esteemed colleague but also because of rich information it provides about the history of our profession in Jamaica as well as our Association.

We hope that the papers in this issue will be of interest to a wide cross section of LIAJA's membership and will help our colleagues and the general public who support our publication to better understand some of the current trends and issues in the profession and some of the strategies that can be employed to deal with these in their quest for excellence.

We wish to thank all our reviewers who found the time to provide comments and recommendations regarding papers submitted and the members of the Research and Publications Working Party, Myrna Douglas, Sasekea Harris, Verna George, Myrtle Harris, Keron Witter-Thomas, Pauline Nicholas, Stephanie Wright-Grant and especially Margarette Pearce and Barbara Gordon and Judy Rao for their work with contributors. Well done, Keron, Sesekea, Pauline and Mark-Shane Scale for getting out the *News*.

We wish to thank those persons and their organizations who gave financial support. We were particularly grateful to Emma Williams of Emerald – this is the first time we have had financial assistance for the bulletin from outside of Jamaica.

Of course, there could be no *Bulletin* without our contributors so we thank them and hope that they will continue to send us articles and inspire others to follow their example. Now that we have been able to put this issue to bed, we look forward to receiving papers for the 2010 *Bulletin* which will celebrate LIAJA's 60th anniversary. You should all want to be part of that!

Evadne McLean
Evadne McLean

Judy Rao
Judy Rao
Editors

President's Acceptance Speech

*Given by David Drysdale at the President's Dinner
Saturday, February 3, 2007, at Terra Nova Hotel*

The Challenge of Leadership in our Professional Association

Madame Chairman, distinguished members of the noble profession of librarianship, colleagues, friends and well-wishers – a most pleasant good evening to you.

It is a distinct privilege and honour to address you as the 57th President of the Library and Information Association of Jamaica (LIAJA). My feeling of pleasure and delight on this august occasion is somewhat tinged with a bit of awe, fear and trepidation. Just reflecting on the names of the stalwarts, the icons of the profession, who grace the Presidents Board ahead of me, and to think that I am now being asked to be in their company, is enough to give anyone cold feet. So you can perhaps forgive me if I sound a bit like Kermit the Frog trying to give a speech.

At this juncture, I would like to pause to salute our distinguished librarians who have led the Association over the years. Your excellence in leadership and outstanding contribution to the development of the profession in Jamaica has led us to where we are today. As a small developing country, we can be proud to say we have produced some of the most outstanding librarians who have displayed excellence in leadership locally, regionally, and internationally.

I am proud to be a member of this profession with so many stalwarts. And I am happy to know that this evening we will be recognizing one of our own outstanding librarians with the award of Librarian of the Year. I look forward with keen anticipation as to who the winner will be!

Let me also specially salute our Immediate Past President, Mrs. Karen Barton, Regional Director, Region 3 of the Jamaica Library Service. Karen, you have done a wonderful job leading the Association during your year as President. You certainly impressed us with your cool, calm and collected style of leadership, getting the work done without much fuss, fanfare or friction with anyone. Well done, Madame President, you have set a fine example for me and have made the pathway to my presidency that much easier.

Colleagues, when I was first elected to the Executive of LIAJA as 2nd Vice President in 2005, I soon realized that my presidency would coincide with CWC 2007 being held here in the Caribbean for the first time. Those of you who know me well know that I

am a cricket fanatic! So, in years to come, it will be so easy to remember the year I became President of LIAJA – the year that we hosted the World Cup of cricket! All the best to the West Indies in their hunt for a third hold on the coveted trophy.

Colleagues and friends, tonight I want to share some thoughts with you on the topic of **Leadership**. These are based on the ideas of Peter F. Drucker, the universally known writer, thinker and lecturer. But I will also throw in my own ideas on this important topic, putting a local spin and a personal perspective on the subject. I also want to make a few comments on the importance of cultural awareness in our society, and the impact of reading in this regard.

What is leadership? One writer, R.J. House, defines it as “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members.” Organizationally, leadership directly impacts the effectiveness of costs, revenue generation, service, satisfaction, motivation, engagement, and sustainability. In this presentation I want to focus on leadership as it relates to the workplace, whether small or large organizations, and also within groups or associations such as ours. According to Drucker, successful leaders know what needs to be done for their organizations.

What Needs to Be Done

Successful leaders don't start out asking, “What do I want to do?” They ask, “What needs to be done?” Then they ask, “Of those things that would make a difference, which are right for me?” They don't tackle things they aren't good at. They make sure other necessities get done, but not by them. Successful leaders make sure that they succeed! They are not afraid of strength in others. In fact they know how to put people more able than themselves into their service. As Library and Information professionals, as leaders in our various organizations, do we know what needs to be done? Do you really know what you are good at and tackle it assiduously? If we are to be successful leaders we must be able to answer in the affirmative.

Check Your Performance

Effective leaders must also know how to check their performance. They write down, "What do I hope to achieve if I take on this assignment?" They put away their goals for six months and then come back and check their performance against goals. This way, they find out what they do well and what they do poorly. They also find out whether they picked the truly important things to do.

Drucker notes that he has seen a great many people who are exceedingly good at execution, but exceedingly poor at picking the important things. They are magnificent at getting the unimportant things done. They have an impressive record of achievement on trivial matters. As leaders, let us not make the same mistake.

Leaders must also communicate in the sense that people around them know what they are trying to do. They are purpose driven—yes, mission driven. They know how to establish a mission. And another thing, they know how to say no. The pressure on leaders to do 984 different things is unbearable, so the effective ones learn how to say no and stick with it.

Prisoner of Your Own Organization

When you are the chief executive, you are the prisoner of your organization. The moment you are in the office, everybody comes to you and wants something, and it is useless to lock the door. They will break in. So, you have to get outside the office at times to get serious work done. That could be at home or having a secret office elsewhere. When you are alone, in your secret office, ask the question, "What needs to be done?" Develop your priorities and don't have more than two. I don't know anybody who can do three things at the same time and do them well. Do one task at a time or two tasks at a time.

How Organizations Fall Down

Make sure the people with whom you work understand your priorities. Where organizations fall down is when they have to guess at what the boss is working at, and they invariably guess wrong. So the CEO needs to say, "This is what *I* am focusing on." Then the CEO needs to ask of his associates, "What are *you* focusing on?" Ask your associates, "You put this on top of your priority list—why?" The reason may be the right one, but it may also be that this associate of yours can persuade you that his priorities are correct when they are not. So, make sure that you understand your associates' priorities and make sure that after you have that conversation, you sit down and drop them a two-page note—"This is what I think we discussed. This is what I think we decided. This is what I think you committed yourself to within what time frame."

Finally, ask them, "What do you expect from me as you seek to achieve your goals?" **Would you not agree colleagues that this is wise advice?**

Drucker also noted the following: Never try to be an expert if you are not. Build on your strengths and find strong people to do the other necessary tasks. But he also warned of the danger of charisma.

Personal Comments on Leadership

Colleagues and friends let me now share with you some of my personal thoughts on this important topic of leadership.

- A good leader is one who can also be led. This calls for humility.
- A good leader must look to **serve** and **not only to be served**.
- Too many local leaders are too full of their own self-importance. They lock themselves away in the ivory towers of the plush offices, far removed from the public and the staff they should be providing guidance and leadership for.
- Leadership is a lonely business. Too many people are afraid to lead. Afraid of unpopular decisions. Afraid of adverse comments or criticisms. Afraid of failure.
- Leaders can not be afraid. Recent survey shows that **over 60%** of staff hate their bosses. Will this stop you from leading?

Leaders can not be lazy. Leadership is hard work. Know how to do the work. But don't do people's work for them. As leader show them how to do it, and then leave. Give people autonomy, space to grow. A chance to develop their own sense of self-worth and importance in doing their jobs.

A good leader is a good conductor. Which instrument do you see the conductor of an orchestra playing?

Leadership is also about making sacrifices. Whether you are getting paid for the job you do or you are simply volunteering as a leader. Volunteerism is a critical component of the success of any organization. In this regard, how well are we doing as an Association?

Over the past year we have faced a lot of challenges in this area, as very few members volunteered to serve on some of the Working Parties. Can we do better this year? Can you volunteer to be the leader of a Working Party?

Let me now turn briefly to another topic, the importance of our library and information professionals being leaders in the development of cultural awareness. As Librarians we are guardians of the various tools and forms of cultural outputs. Culture means a lot to us.

But what do I mean by culture? According to the online reference source Wikipedia: "Culture has been called "the way of life for an entire society." As such, it includes codes of manners, dress, language, religion, rituals, norms of behavior such as law and morality, and systems of belief."

Unfortunately, we live in a society today that is fast losing its sense of values. A society where being loud, coarse and crass, even rude has become the norm. A society in which the media, yes the majority of our radio stations, no longer set the trend in what is a delight to the ear in speech, diction, pronunciation, education, entertainment and culture. But it is our cultural output and expressions that help to define who we are as a people. And friends, I fail to identify with a lot of what I see and hear around me today.

The question is, can we as library and information professionals make a difference as far as culture is concerned? I think so. We need to be more proactive in highlighting what is good, positive and upbuilding for the majority of our people.

You would have noticed that there was a deliberate choice of a cultural presentation instead of a guest speaker for this year's President's Banquet. I have a lot of respect and admiration for people like Mr. Richard Derby and the members of his Manchioneal Cultural Group. The work of a group like this should help us to further appreciate the importance of cultural awareness to a society.

I believe that culture is not confined to the loud noise and gibberish masquerading as music that we hear daily. Nor is it the various expressions of "unclean gyrations" which threaten serious spinal, neck and cerebral injuries – popularly called "dutty wine".

As librarians and information professionals let us be the promoters of the rich Jamaican culture in its various forms and manifestations through various extensions activities and outreach programmes. For Book Week or Library Week this year, let us highlight some of the positive expressions of our Jamaican culture.

Let us also see the inextricable link between reading and cultural awareness. Can we make a concerted effort to promote reading activities, story hours, reading fairs and similar activities in our libraries once again?

Too many of our people are not reading. We have reached the stage now where not only illiteracy is a problem. There is also a new problem of aliteracy. What is this?

Aliteracy is the paradox of being able to read, but choosing not to. In America, aliteracy is a growing phenomenon caused by poor reading skills, time pressure, workplace distractions and lack of concentration. Working under pressure or with significant distractions can turn a very literate individual into a highly impatient aliterate user with

minimal attention span and little tolerance for reading of text.

We certainly have a big challenge in promoting reading in an electronic age of "gadgetries", cable television and videos that promote and glorify violence and immorality. Friends the challenge is not insurmountable. Let us give it one more try.

Let me now share with you some of the LIAJA Executive Committee's plans and programmes for the year. Later this month there will be a joint meeting of the outgoing and incoming members of the Executive. This will be followed by a retreat for the Executive Committee in March. Among other things we also plan to:

- Revise our strategic plan
- Procure space for a secretariat
- Renew our membership drive
- Focus on the "I" in LIAJA
- Foster greater cohesion between different sections of the Association.

Friends, colleagues, there are many challenges facing us. Leadership is one of them. But this need not be so. Let us continue to face the challenge of providing quality leadership, whether on the job or as volunteers. Let quality service and quality leadership be the hallmark of all we do. We owe it to ourselves, we owe it to those we serve, and we owe it to our country.

I conclude by thanking all of you my colleagues for your trust and confidence in electing me as President. I look forward to your continued support, suggestions, and assistance as I strive to provide quality leadership for the year ahead.

Let me also thank my employers and colleagues in the Jamaica Library Service for their support. Special thanks to the Director General Mrs. Patricia Roberts for her generous support in hosting all our executive meetings at Headquarters during the past year. I know I can count on you for your support in a similar way this year too. Finally, I thank my family, my wife Ivonne and the girls, for their support and encouragement.

Thank you all very, very much.

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The National Library of Jamaica

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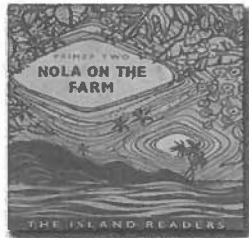


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President's Acceptance Speech

*Given by Marva Bradford at the President's Dinner,
February 2, 2008 at Terra Nova Hotel*

Mr. Chairman, honoured guests at the head table, honorary members, past presidents, colleagues, ladies and gentlemen.

I think I know how Solomon must have felt some 3000 years ago when he was called upon to lead the Israelites. No wonder he asked the Lord for wisdom, knowledge and understanding to lead such a great people. I must tell you that, like Solomon, I have asked the Lord for wisdom, knowledge and understanding to lead this great organization.

Indeed this is truly a great organization. The Library and Information Association of Jamaica has influenced the establishment of the: Department of Library Studies at the University of the West Indies, standards for schools and college libraries. It has produced members who head international organizations, formed strategic partnerships and alliances locally and internationally. Our members and our country have benefited from LIAJA's membership in the International Federation of Library Associations (IFLA), the Commonwealth Library Association (COMLA), the Association of Colleges Universities Research and Institutional Libraries (ACURIL) and the International Association of School Librarians (IASL). Interestingly, IASL was formed right here in Jamaica and the late Amy Robertson was its president for six years.

2008/2009 is a very significant year for the library profession in Jamaica. This year the Jamaica Library Service celebrates its 60th anniversary. If the Library Service celebrates, LIAJA celebrates too. Some 58 years ago Jamaica Library Service employees established the Jamaica Library Association. In the year 2000 the Association's name was changed from the Jamaica Library Association to a more inclusive one – Library and Information Association of Jamaica (LIAJA). This new name is in keeping with the changes that have taken place with careers in the information field.

In this year the University of Technology, Jamaica, celebrates its 50th anniversary and the University of the West Indies celebrates its 60th anniversary. Also in 2008 the Library Association, in partnership with a number of institutions, will host the annual conference of the Association of Caribbean Universities, Research and Institutional Libraries (ACURIL). All these anniversaries and conferences will provide members of this association with opportunities for professional growth and development.

This will assist in fulfilling one of LIAJA's purposes, that of providing continuing education for the members. As we congratulate the institutions celebrating anniversaries, let us grasp the opportunities for personal and professional growth and development.

Side by side with the celebration of anniversaries are the daily challenges that confront us. My customer service training has taught me to see challenges as opportunities knocking on my door. As an association, I am confident that LIAJA is equal to any challenge that stands before us so we will not be daunted.

The absence of a home and permanent address has affected our visibility. A month ago I sent a request to an organization which shall remain nameless. After waiting anxiously for two weeks without getting a reply, I telephoned to enquire about the status of my request. The young lady who spoke to me, said "I have it right here but I didn't know where to send it. Flabbergasted, I exclaimed, "The letter had no address!" And she replied, "No, only a Post Box Number". A post box number is no substitute for an address.

Our first challenge is that of settling in a place called home. At long last LIAJA will have a secretariat. Bits and pieces of our records and documents, which over the years have been tucked away in little corners by obliging members of previous executive committees, will finally be brought together at the Shortwood Branch Library of the Jamaica library Service. The 2008 administration will be reaping the fruits of the labour of our predecessors. For too long, our records and documentation have been compromised because of the absence of a home. But thanks to Mr. David Drysdale, Immediate Past President of LIAJA, and Mrs. Roberts, Director General of the Jamaica Library Service, we will have one soon.

We are a small association not because librarians and information workers are so few but because a small number of librarians and library and information workers are members of the association. This has been an area of concern for various administrations and another of the challenges that we face. For every paid up librarian in the association, there is more than one out there who is not a member.

On that fateful day July 14, 1949 when the Jamaica Library Association had its inaugural meeting, the invitation was extended to librarians, persons

working in libraries and persons interested in libraries to become a part of the association. Our constitution makes provision for these individuals but so far we have not captured their interest. Of the over 300 library assistants working in the nation's libraries, only 6 are members of the Association. And although there are a number of library studies students at DLIS, Mico and EXED only 13 are members. As a first year student at the UWI I can recall Mrs. Sheila Lampart saying over and over "and you must join your professional association" I joined the association as soon as I left university - I don't need to underscore the fact that I am still a member. Ladies and gentlemen of LIAJA, the field is ripe for reaping.

The story is told of a shoe manufacturing company that sent a salesman to some part of Africa to find a market for its shoes. The salesman sent back to say it's pointless because everyone goes about barefooted. Another salesman went out there and sent back good news. Here is an untapped market. No one has shoes. Let us bring in those that are without. There is much opportunity for the growth of the membership.

Apathy amongst some of our members is another of the maladies with which we are challenged. The association operates on a very simple organizational model, which, in the words of Charles Batambuze of COMLA, "over commits members of the executive". LIAJA's activities are carried out by part-time volunteers, mainly members of the executive. These individuals are faced with dual pressures from their jobs and their association; consequently they sometimes fail to fulfil aspirations of the association and members expectations. How can we counteract that? What is the antidote?

Our members need to show more interest and put more work into their association. We need more members who are enthusiastic and willing to work. LIAJA needs members who are more interested in making things happen than asking what happened.

Jesus Christ, in observing the volume of work to be done and the few people volunteering to do it, said, "The harvest is truly plentiful but the labourers are few. Pray ye that the Lord of the harvest may send labourers into his vineyard". LIAJA members, the association is our vineyard, we are the labourers required. Let us take up the challenge, put in the required effort and make LIAJA a dynamic organization, an organization which every librarian and information worker wants to proudly claim as his own.

Technological advances have swamped us. We are inundated with new technology daily. The new inventions and developments are coming at us so rapidly that we can barely keep our heads above the water. But we must make inroads. It is imperative therefore that we become comfortable with the new technologies because our clients are using them. They are making demands on us that require that we be familiar with the technology. As your professional association, LIAJA has the responsibility to provide avenues which will assist you, its members, to meet the challenges of change, become technologically savvy and never let any of us be afflicted with the virus called technophobia. So when we ask what you would be interested in - answer us. Help us to help you.

LIAJA has a very narrow resource base. Our financial responsibilities are many. We are dependent on dues and fund raising activities. We need our members support in any fund raiser. Therefore, when we schedule a seminar, a work shop or a conference we want to see you. Your attendance has a two fold benefit, you will gain knowledge and your association will receive needed monies, the needed funds.

In her presidential address at our 50th anniversary Hermine Salmon challenged us to redefine our goals, rethink our strategies, re organize our operations and reposition our association to be a more dynamic force in the cultural, social and economic life of our country. We can do that and more. Let us see our challenges as opportunities for change.

In 2008 I am appealing to each member, to each library and information worker present

1. Commit yourself to bring in at least one new member,
2. Volunteer to serve on at least one project
3. If you are not hearing from the executive give us a call
4. Support the meetings
5. Attend a training session
6. Support our fundraising activities

The late Amy Robertson in her congratulatory message on the Association's 50th anniversary wrote. "Our profession is as vibrant as our association is perceived to be. Let us make it strong." This statement is true today as it was then.

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Where life unfolds

Copyright Issues Involved in Digitization of Print Collections

Frances Salmon, *Head, West Indies and Special Collections Section,
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Introduction

Digital technology has impacted on many areas of library services. E-books, e-journals and e-reserves have become a part of new services offered by libraries worldwide as the library profession embraces the possibilities offered by digital technology.

From their inception, libraries have had as one of their main duties the preservation of recorded knowledge. The development of technologies which have simplified and facilitated copying of library material has provided librarians with tools for preservation and dissemination of knowledge. However, copying is one of the main rights conferred on an author by the copyright law and digitisation is classified as copying.

In an article published in 1993, Bennett portrays the library and copyright as two institutions which had their genesis in the eighteenth century and which are still as relevant today as they were three hundred years ago (87). Copyright, according to Bennett, regulates two things "proprietary rights in the marketplace for information and public interest in knowledge" (87). On the other hand libraries have helped in the dissemination of knowledge by allowing free access to material in their collections. They have also facilitated the preservation of printed material.

Library circulation of books and other printed material does not infringe copyright because the library, as owner of a legitimate copy, is free to use it in whatever way it wants (Ang 383). However, digitisation threatens to disrupt the equilibrium between the library's services and the protection of writer's copyright.

Hirtle points to a problem intrinsic to digitization in that the electronic formats become obsolete, thus necessitating recopying (1). Therefore once an item has been digitized, there will be an ongoing need to copy into newer formats as obsolete copies become inaccessible.

The issues and challenges faced by libraries as they begin to digitize their collections are not new to librarianship. What is new is the ease with which copies may be transmitted and the ability to alter digitized material. In addition there is no deterioration in copy quality so that fifth generation copies, unlike analogue copies, show no signs of deterioration. A library may acquire digital items or it may generate copies of material already in its collection. E-books and journals are usually licensed to the library. The library does not

own these items but has an agreement with the vendor for access to the items. This is a relatively new area of service and questions of ownership and the ability to archive and copy items into the library's permanent collection arise. The approach to digitization of an item would vary depending on whether the copies were for library preservation or they were to satisfy a user's request. If the library intended to provide service via a network or the Internet this would be classified as broadcast or distribution and would be a further infringement. It appears that libraries would have to curtail or alter some of their services when dealing with digital material or negotiate licensing agreements for such uses.

Economic Rights

Under the copyright law printed material would include "literary, dramatic, musical or artistic work" (Section 6 (a)). The law confers economic rights on creators of these categories of works. These include the exclusive right to copy, issue copies, perform, broadcast and exhibit their work. These printed works may include illustrations and photographs, which are categorized as artistic works. Copyright for artistic works in published printed material may be held by a person other than the author of the printed work.

Moral Rights

In addition to economic rights, the creator has moral rights which are inherent in the work. These rights include the right to be identified as the author, the right to object to derogatory treatment of the work, the right to privacy of photographs and films. These rights last for the full duration of copyright. The right to protection against false attribution lasts for twenty years after the right holder dies.

The typographical arrangements would be another category of copyright which may reside in the same work. This is the publisher's copyright and lasts for twenty-five years from the end of the calendar year in which the work was published.

Before digitization takes place, the librarian must determine:

- a) whether the work is in the public domain
- b) if the work is under copyright, how many persons hold copyright in a work.

Consequently, before a library undertakes any digitisation programme, there are several issues which must be addressed, both technological and legal.

Technological issues would include choice of computer software, computer storage and network connectivity. The library must also decide what services would be offered. Some of these decisions would have implications for the legal issues to be addressed.

The original owner of copyright is the creator, who may sell, assign or otherwise pass the ownership to another party. The library must establish who the current owner(s) are. Moral rights remain with the creator.

The library must establish whether the law permits the library to digitize items in its collection and whether the purpose for which the digitization is being undertaken is covered by the law.

Copyright does not reside in the format of the work, but in its intellectual content so that every unauthorised copy made is an infringement of copyright (Warren and Adman 146). Thus reformatting which is a regularly advocated method of library preservation would be difficult without repeated requests for permission to copy. However, the law designates specific libraries which are permitted to make copies for preservation and supply copies to other libraries provided they fulfil certain conditions. Copyright issues which have been brought to the fore by digitisation include:

- a) Ownership and moral rights
- b) Access
- c) Copying
- d) Fair dealing

Type of Library

The law stipulates the exceptions under which libraries may make copies. Prescribed libraries have been identified in the Regulations and include the Jamaica Library Service, National Library of Jamaica, libraries of the University of the West Indies, libraries in educational institutions, parliament or other government libraries. There are several exceptions which apply to prescribed libraries (First Schedule Part A). In the absence of permission or a licence, libraries in for-profit institutions may make copies only in circumstances which fall under the general exceptions. Prescribed libraries may make copies for preservation, as replacements for copies in the collection and provide copies to other prescribed libraries.

The first consideration for a library when digitizing would be whether the material was in the public domain. Most material found in libraries would fall under copyright. Copyright includes a time limit for material before it goes into the public domain. The time limit varies from country to country. However, once the library has established that material is in the public domain there are no limits to copying. If it falls into one of the categories stipulated under the law then

copyright law would apply. Material would have to be original literary, dramatic, musical or artistic in nature. Since this discussion deals with a print collection it would satisfy the requirement of being in tangible format.

Purpose of Digitization

Having established that the material to be copied is covered by the copyright law, the library's next step would be to establish the purpose for which the copies are being made. The law allows prescribed libraries to make copies for preservation, to replace an item in the permanent collection or to supply other prescribed libraries with copies. Unpublished works may be copied and supplied for research or private study. The law does not mention copying as a means of providing regular day-to-day services. Therefore e-reserves would not qualify under the library exception since they are offered to allow greater access to more students and can be seen as interfering with author's ability to exercise his economic rights.

Ownership

Ownership of an item does not imply ownership of the copyright. A library may own copyright of an item if ownership were transferred or assigned to it by the owner. In this case the library would be at liberty to exercise all the rights of ownership and could digitize without reference to the author. However, if the library does not own the copyright, the owner's permission would be needed in order to copy. This would not apply in cases where the law provides for exceptions.

If copies were being made at users' requests, the library could supply copies under the fair dealing exception, for private study or research, criticism and review.

Publisher's Copyright

Copying of the specific edition may infringe the publisher's copyright since the typographical arrangement may still be under copyright even though the intellectual content may be in the public domain.

Fair Dealing

Fair dealing is one of the main pillars of copyright law. It allows use of the material without interfering with the owner's economic rights. Fair dealing is determined on the nature of the work, the extent and the amount of the material copied and the purpose for which the copy was made.

In the digital domain, it is difficult, if not impossible to ensure fair dealing. The technology is not yet able to ensure that users comply with these stipulations and as a result, libraries restrict access to material in order to ensure that users do not infringe copyright.

Access

Under the law fair dealing is allowed. This includes the ability to copy limited excerpts of publications for study, research or review. Therefore libraries which digitize their print resources restrict users' access to material or their fair dealing with the material when they encrypt or disallow copying. While the copyright law does not permit users to copy material without permission, the law does not deal explicitly with users' right to access (Ang 392). Denial of access, through encryption or the use of passwords, is not necessitated by the law but results from the fact that there is as yet no technological means of ensuring that users do not infringe copyright. In effect the users' rights under the law are taken away.

Electronic Publications

Periodical publishers have begun to issue their material in digital format and libraries may opt to acquire issues under license. Several questions arise from this. Firstly, when the library terminates its license, does it have access to the back issues, as would be the case in print format? Can the library download a copy for its archives? In libraries where users could borrow issues of journals, would there be allowances for this. Libraries negotiating licences would need to have these items addressed in the agreement.

E-books pose a similar problem. In the print collection, users may copy for private study or research. However, most licences do not allow for copying of a fair portion of the item. Instead Digital Rights Management Systems (DRMS) are in place.

The WIPO internet treaty (1996) makes the creation of circumventing software or other means of unauthorised access to licensed material an infringement (Article 12 1) yet there is no insistence on the user's right to access to the material.

Conclusion

If a library were to digitize items in its collection, it should ensure that users have access to the items and that they are allowed fair dealing. Otherwise, the library would not be fulfilling its mandate. On the other hand the library as "facilitator" could be liable for infringement if users were to make copies of material acquired under licence (Bainbridge 187) unless this formed a part of the agreement.

Technology has not been able to solve this problem. Some individuals have advocated "open access" or the "creative commons" which are initiatives in which scholars make material available via the Internet. However, in a piece titled "Which side are you on? The Vanishing Middle of U.S. Copyright Discourse", Jaszi cautions against this approach. Instead, he advocates that attempts be made to counter the trend towards more restricted use of publications.

Libraries are caught on the horns of a dilemma. As their collections begin to deteriorate, as more material is published in digital format, and as more demands are placed on their collections, they must strive for the balance which they have always maintained between preserving and disseminating knowledge, and protecting the rights of the copyright holders.

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Cooperation Among Jamaican Theological Libraries: A Case Study

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Introduction

This study examined co-operation among four theological libraries in the Caribbean island of Jamaica. In the context of the study, co-operation was defined as “any arrangement entered into by two or more libraries for the benefit of one or more of them. Such arrangements may be formal as well as informal, simple or technologically complex, for the mutual benefit of all the libraries or even for the stated advantage of one party” (Taitt 3).

The reasons for co-operation among libraries are well-known and do not need repeating here. However, referring specifically to theological libraries, Cornish suggests that:

theological and religious libraries are no more capable of meeting all the needs of their users than any other library and it will become more and more necessary to rely on others and also be relied upon by others (31).

Objectives

The objectives of this study were five-fold:

- (1) to ascertain whether co-operation exists among the selected theological libraries;
- (2) to identify the areas in which there may be co-operation;
- (3) to ascertain the opinions of librarians and administrators of the selected theological colleges towards co-operation;
- (4) to identify the existing factors in the libraries under study which are liable to promote or hinder co-operation;
- (5) to make recommendations on possible areas of (further) co-operation.

Methodology

This study was based on the qualitative method and took the form of a case study. Use of the qualitative method is rather unusual since library research tends to utilize statistical analysis. Research was conducted in 2002 and 2003.

Population

Five tertiary-level theological institutions incorporating four major theological libraries participated in this study. These institutions, collectively offering degrees at the undergraduate and graduate level were: United Theological College of the

West Indies (UTCWI), St. Michael’s Theological Centre, Institute for Theological and Leadership Development (ITLD), Jamaica Theological Seminary (JTS) and the Caribbean Graduate School of Theology (CGST). JTS and CGST, which share the same compound, are jointly served by the Zenas Gerig Library. ITLD, UTCWI, St. Michael’s and Zenas Gerig are all located in the capital, Kingston.

The selected libraries represent diverse denominations: two are mainline Protestant (UTCWI and ITLD); one is Catholic (St. Michael’s); and one is Evangelical (Zenas Gerig).

Several of the parent institutions have close links with each other. UTCWI and ITLD share a very strong relationship. The United Church, ITLD’s parent, is a partner in UTCWI, contributing financial resources, faculty and students. St. Michael’s and UTCWI are located adjacent to each other and enjoy a very close working relationship. According to the Director of St. Michael’s, courses are “open” so students can take their courses at either St. Michael’s or UTCWI (Milner). There is a common curriculum, common exam and marking of scripts is done in common. Lecturers from St. Michael’s are listed on the staff of UTCWI for the latter’s graduate programme as well as for the supervision of theses.

Three of the libraries use the same database management software. ITLD, UTCWI and St. Michael’s each have a computerized catalogue based on the CDS-ISIS software supplied by the National Library of Jamaica. Zenas Gerig uses the INMAGIC software but is contemplating a switch to CDS-ISIS because of the advantage of local technical support from the National Library of Jamaica.

Two of the institutions have branches outside of Kingston. ITLD has five regional learning centres in Kingston, Mandeville, Tower Isle, Montego Bay and Grand Cayman in the Cayman Islands. ITLD’s library system comprises the main library in Kingston and four branch libraries. Kingston-based JTS has an extension site in Mandeville.

Zenas Gerig serves as the node library for the national theological sub-system within Jamaica’s College Libraries Information Network (COLINET). COLINET, which began in 1985, comprises the libraries of all the teachers, community and theological colleges in Jamaica.

Data collection

Data was collected in three ways: documentary study, a short questionnaire and interviews. The documents and the questionnaire were rich sources of background information on the libraries and their parent-bodies. Unstructured interviews were held with library administrators and heads of the respective theological colleges. These focused on the nature of co-operation with other theological libraries and institutions, the attitudes of the respondents towards co-operation, as well as the likely barriers to co-operation.

Literature Survey

Although "Theology and religion cannot claim to suffer from poor bibliographic control" (Cornish 24), finding material specifically on theological libraries was truly a challenge. Eventually, the American Theological Library Association's (ATLA) Religion Database and the National Library of Australia's Australian Library and Information Science Abstracts (ALISA) Database yielded valuable references.

Geuns and Wolf-Dahm identify three factors that encouraged co-operation among theological libraries in Europe: the need to rebuild after the Second World War which forced theological libraries to seek mutual support; the thrust towards ecumenism after the Second Vatican Council which made it possible for Catholic theological libraries to collaborate with other Christian libraries; and the replacement of clergy-librarians by qualified lay persons. Hamilton also identifies ecumenism along with financial stringency as the motivation for the formation in 1981 of the Joint Theological Library in Melbourne, Australia, a partnership between the Uniting Church of Australia (combining Methodists, Presbyterians and Congregationalists) and the Society of Jesus in Australia (6). Zweck cites the growth in student numbers, particularly of laypersons, as having placed great pressure on the parlous resources of over-taxed theological libraries and forced librarians in Australia to look at ways of working together to maximize the use of scarce resources (*Australian 2*).

The literature covers several examples of co-operation among theological libraries. Zweck highlights the production of a co-operative collection development policy for the Sydney College of Divinity in Australia which he described as "the first such co-ordinated approach ever undertaken by theological libraries in this part of the world" (*Australian 7*). This was a joint collection development policy of the nine libraries of the Sydney College of Divinity. Harris examines the formation of a Joint Library Committee in Bangalore, India, which has increased contact among that area's theological libraries. Activities have included the publication of a handbook which functions as both a directory and union list of serials, reciprocal

borrowing and joint training. More recently, attention has shifted to the possibility of electronic networking (49-50).

Union catalogues have been a common manifestation of co-operation among secular libraries. However, Cornish notes that union catalogues specifically for theological libraries are the exception rather than the rule (29). Zweck even doubts whether online union catalogues are indeed feasible for small theological libraries. He therefore recommends a simpler and cheaper alternative: involvement in a national bibliographic network such as the Australian Bibliographic Network or the New Zealand Bibliographic Network. Costs would be far less than if theological libraries had to create their own network. Also, national bibliographic networks tap into a much wider circle of libraries and, consequently, provide access to many more theological resources than are held by the aggregate of theological libraries (*Automation 44*).

There are a number of barriers to co-operation among theological libraries. Twiest and Badke, in their study of a library consortium among three evangelical libraries in Canada note that a possible loss of denominational identity and a fear of compromise in beliefs were the main barriers to co-operation (64, 67). Denominationalism was also identified by Cornish (27) and Harris (49). Zweck identifies chronic underfunding and under-staffing as well as a lack of adequate facilities and equipment as the main problems in Australia (*Australian 10*). This lack of finance has explained why the vast majority of theological libraries in Australia have still not introduced automation (Zweck, *Automation 44*). Harris indicates that the absence of automated catalogues in Bangalore has similarly retarded moves towards electronic networking among theological libraries there (50). Reflecting on thirty years of co-operation among theological libraries in Chicago, one researcher has concluded that:

a program of effective resource sharing among the Chicago area theological libraries has yet to succeed because of the inability to provide easy bibliographic access to the holdings of the libraries (Smith 171).

The Caribbean

The Caribbean's theological libraries rarely appear in the literature. Hivale highlights a joint training exercise for theological libraries - a mini-seminar in Kingston, Jamaica, in 1991 sponsored by the Caribbean Evangelical Theological Association, and with participants from Trinidad and Tobago, Haiti and Jamaica (127). McKoy's study on theological libraries in Jamaica, which barely touched co-operation, found

that co-operation was generally limited to reciprocal use of library facilities by students. This mutual access was done more "in the spirit of friendly co-operation than through formal agreement" (72). She also noted that automation was rare among the island's theological libraries.

Results and Discussion

Current status of co-operation

These libraries engage in co-operation largely on a one-to-one basis in four areas: shared access to library resources, rationalisation of journal subscriptions, exchange of databases and of library materials. This co-operation is both formal and informal.

Some of the libraries allow mutual access to their information resources. In some cases, students and faculty even have borrowing privileges at other libraries. Interestingly, on behalf of JTS'S Mandeville students, Zenas Gerig, in its role as focal point for theological libraries, has even secured use of the ITLD's Mandeville library.

Rationalisation of journal subscriptions is the second area of co-operation, though this is limited to two libraries, UTCWI and St. Michael's. The latter makes a conscious effort to avoid duplication in serial titles by declining to subscribe to any periodicals already held at UTCWI.

Exchange of databases is the third area of co-operation. UTCWI and St. Michael's have an informal agreement to exchange their automated library catalogues. Sharing of bibliographic data is facilitated by the use of a common platform: the CDS-ISIS software. Catalogue records are transferred via diskette. At present, patrons at UTCWI have access to the two catalogues. On the other hand, St. Michael's has not yet loaded UTCWI's catalogue. The Dean of Studies at St. Michael's envisages that this will be done shortly, based on the imminent arrival of additional computers (Milner).

The fourth area of co-operation is in the exchange of library material. So far this has only been one-way as the UTCWI librarian has occasionally sent to St. Michael's material more suited to the latter's curriculum, especially material on Catholicism.

Perceptions of co-operation

In general, administrators and librarians alike were in favour of co-operation. However, in the few instances where reservations were expressed, these came from administrators rather than librarians. The librarian at UTCWI spoke of a proposal she had made to the former administration for the setting up of an electronic link between the college library and neighbouring St. Michael's library to facilitate mutual access to the two catalogues (Soyibo). Such a link, she explained, would

eliminate the need to exchange bibliographic records via diskette. But the proposal was still-born since the administration had expressed reservations (the librarian could not recall the nature of the reservations). The limited evidence therefore suggests that librarians are more attuned to the need for and possibilities of co-operation than administrators.

Amalgamation of libraries is an extreme form of co-operation. UTCWI was itself the product of a merger in 1966 of three distinct theological colleges each with its own library. Asked whether they would consider the idea of a joint library to serve both St. Michael's and UTCWI, given the very close relationship between the two colleges and their location adjacent to each other, the administrators of both colleges rejected the notion. There were fears that such a merger would place an intolerable financial burden on St. Michael's. Moreover, it was pointed out that uniting the two libraries would require the seal of approval of all the mother-churches.

Factors promoting co-operation

Geography, strong links between parent institutions, the use of CDS-ISIS as a common platform and a vibrant national information system have fostered close co-operation. Geography has facilitated co-operation since, of the six theological libraries in the Caribbean, those which are co-operating are located in the same island, Jamaica. Furthermore, the deepest co-operation exists between the libraries at St. Michael's and UTCWI, which are located adjacent to each other.

Strong administrative links between the colleges have fostered co-operation in some instances. Integration between St. Michael's and UTCWI – the common courses, common exams, sharing of lecturers – has obviously spawned the close relationship between their respective libraries.

The third factor promoting co-operation is the use of CDS-ISIS as a common platform, which has enabled the exchange of databases between UTCWI and St. Michael's.

A vibrant national information system is the fourth factor facilitating co-operation. Jamaica's national information system has inspired an open system of co-operation among that island's theological libraries. As illustrated above, the promotion of CDS-ISIS by the National Library fosters the sharing of databases. In addition, the existence of a national theological sub-system within COLINET is a potentially useful pillar for supporting further co-operation. However, this sub-system though existing on paper is not yet functional.

Barriers to co-operation

Finance, the use of incompatible software, the small number of research or even graduate students in the colleges, and denominationalism appear to be barriers to co-operation.

Finance, which the literature suggests is a potent factor bringing libraries together, is an all-to-effective deterrent to co-operation. As Jenkin observes, "It is easier to co-operate when there is less pressure on the budget, because in straitened financial times our first responsibility is to our own immediate users" (67).

St. Michael's cited lack of finance as the major obstacle impeding the merger of its library with neighbouring UTCWI. Pondering the suggestion of a merger, the Dean of Studies explained, "It would mean expenditure of money which St. Michael's cannot afford" (Milner). The college would probably be expected to contribute to the salaries of the much larger staff which UTCWI currently employs. He expected, too, that there would surely be other financial contributions to the proposed joint library.

Apart from finance, the one library which catered exclusively for undergraduate students felt less need to co-operate. The Dean at St. Michael's expressed this view (Milner). He felt that his library amply supported the academic programme. He acknowledged that were his institution to focus on graduate programmes, especially research programmes, his library would need more (access to) resources generally: more Catholic resources along with more ecumenical resources.

Incompatibility in software is clearly a barrier to co-operation. In view of this, Zenas Gerig library, which uses the Inmagic software, would be unable to exchange bibliographic data with the other three theological libraries.

It is always a point of interest whether the presence of a librarian increases the likelihood of co-operation. One of the four libraries, St. Michael's, is without the services of a full-time librarian or even access to professional expertise on a regular basis. It is therefore interesting to note that the Dean of Studies felt that if St. Michael's had a full-time librarian, co-operation between his college and UTCWI "could and should be greater" (Milner). On the other hand, this research has unearthed no compelling evidence to prove that there has been less co-operation because of the absence of a librarian.

Denominationalism has often been cited in the literature as an obstacle to co-operation. In this study, denominationalism seems to be a potential barrier to co-operation but the evidence is not overwhelming. Responses were mixed as to the possibility of co-operation between a library that was part of the ecumenical movement and one which was not.

Conclusion

This case study has revealed that co-operation, both formal and informal, exists among the four theological libraries in Jamaica: ITLD, UTCWI, Zenas Gerig and St. Michael's. Moreover, the four are apparently complimentary libraries. For these Jamaican libraries, co-operation is mainly in the area of shared access to library resources. Two of these libraries, UTCWI and St. Michael's, have informally rationalised their journal subscriptions, exchanged databases and can boast of an incipient exchange programme; but the later two ventures have been one-way transactions to date.

In general, those interviewed were in favour of co-operation. However, in the few instances where reservations were expressed, these reservations came from administrators rather than librarians.

The factors promoting co-operation are: strong links between parent institutions, the use of CDS-ISIS as a common platform and a vibrant national information system. Because St. Michael's and UTCWI operate almost like sister-colleges, their respective libraries have been collaborating very closely. The use of CDS-ISIS as a common platform has enabled the exchange of databases between St. Michael's and UTCWI. Jamaica's national information system has also fostered an open spirit of co-operation.

Four barriers to co-operation have been identified. These are: finance, the use of incompatible software, the small number of research students in the colleges and denominationalism.

Recommendations

- (1) A Jamaican theological libraries database should be established by the National Library of Jamaica, similar to the Schools Library Database launched in May 2003 and which is accessible via the National Library's website (National). Initially, the proposed theological libraries database should include bibliographic records from UTCWI, ITLD and St. Michael's as these three all use CDS-ISIS.
- (2) The Zenas Gerig library should adopt CDS-ISIS software. This would allow Zenas Gerig to participate in the theological libraries database.
- (3) Subject to the National Library of Jamaica's own stated responsibility in this regard, UTCWI, ITLD, Zenas Gerig and St. Michael's should develop and maintain a regular and current union list of serials for their use.
- (4) UTCWI, ITLD, Zenas Gerig and St. Michael's should consider rationalisation of their journal subscriptions as far as appropriate.
- (5) UTCWI, ITLD, Zenas Gerig and St. Michael's should collectively consider granting borrowing privileges to all their students.

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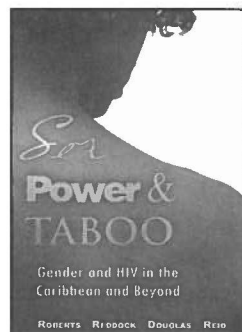
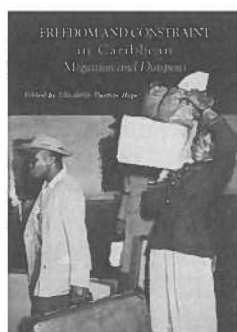
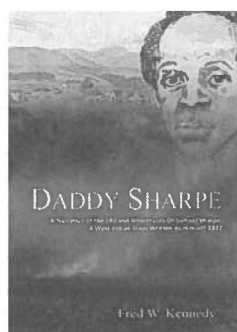
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The Abuse of Library Material at Two Academic Institutions: A Case Study of The University of the West Indies (Mona), Jamaica and The University of Technology, Jamaica

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Introduction

The issue of the abuse of library material is as old as libraries themselves. What is new is the rate at which this abuse is taking place, and at a time when the replacement cost of library material is rising astronomically. Several studies done in the United States of America (USA) and the United Kingdom (UK) have shown that academic and research library collections are the most endangered from this practice.

All types of material are vulnerable: rare books, manuscripts, as well as popular fiction and non-fiction. According to Alemna, librarians have been using various measures to protect their collections from assault, but the abuse persists (23). To compound the problem, it is difficult to determine when an item was abused, as often the mutilation becomes apparent only when a user is inconvenienced, or when an inventory of the library's collection is done.

It is quite clear that the abuse of library material has financial implications both for the library and the organisation. Many libraries have to 'rob Peter to pay Paul' in order to replace damaged or stolen material, as money which should be spent on collection development has to be diverted to the replacement of missing items that are critical to the student's learning. Each institution's damage or loss is different, and while the loss to the individual library may seem minor, on a national scale the impact could be quite extensive. Libraries in Jamaica are no less, and indeed may be more vulnerable than those in other countries as Jamaica is a developing country with an economy which has experienced high inflation and devaluation of its national currency over the past several years.

Although there is a wealth of literature on the subject of library abuse in developing and developed countries, not much has been written on Jamaica in academic publications. However, over the years, local newspapers have published articles on the topic and annual reports of libraries have reflected the extent of the problem and the impact it is having on the provision of services.

The Purpose of the Study

This research paper seeks to investigate the incidence of abuse of material in two academic libraries in Jamaica; The University of the West Indies (UWI) Mona Library and The Calvin McKain Library of the University of Technology (UTech).

Research Objectives

The objectives of the study are:

- I. To determine the extent to which library material is abused at both institutions;
- II To identify attitudes, reactions and personal characteristics of students who abuse library material;
- III To determine the effects on services; and
- IV To make recommendations as to how the problem can be reduced.

The study is significant because it addresses a critical and long-standing problem faced by both the UWI and UTech libraries and the urgent need to resolve it. As a student, this writer experienced frustration on several occasions when items were unavailable because of their abused condition. Hence, he was motivated to carry out this study in the hope that effective measures could be developed to address the growing problem of library abuse.

Methodology

The method of research incorporated questionnaires and interviews. Observation, examination of statistical records and library reports were also used to collect the data. Although the collection of data was undertaken during the period of March - June 1996, there have been few changes in terms of the academic offerings, the views of the Library Administrators and the structure of the programmes in UWI and UTech. The findings and the recommendations therefore remain valid.

The Campus Librarian for each institution was interviewed, as well as the librarians in charge of Departments/Sections at both institutions. More librarians were surveyed from UWI than UTech, as UWI's Section Heads outnumbered UTech's Department Heads. The accidental sampling method was used to select the sample population of 100 undergraduate students from each institution. Those from UWI were drawn from the student users of the Main Library and its Science and Medical branches and represented students from all faculties -Arts and Education, Law and the Medical, Social, and Pure and Applied Sciences. In an effort to ensure comparability, the sample from UTech was also drawn from all departments -Science, Hospitality and Food Science, Technical Education, Building Technology, Commerce and Computer Engineering.

Literature Review

Literature on library abuse is sparse after the mid 1990s. The few articles that have been published since that time are on theft and security, vandalism, and the treatment of mutilated items in library. The relevant references in those papers are cited in this article. It is clear that the matter of abuse of library material is not a new phenomena. However there is a growing sense of urgency and concern about such matters as librarians seek to meet client needs effectively in the face of their seemingly conflicting roles as custodians of information, and providers of free access to information.

There is a plethora of material on crime and security in libraries, with the majority being published in the USA, UK and Africa. Most of the American literature grew for two reasons: Firstly, the issue of preservation and conservation became prominent in the USA between the late 1960s and 1970s when topics such as embrittlement and deterioration of collections came to the fore. Secondly, concerns for the care and preservation of special collections caused attention to be focused on the problem. Other factors such as the continuous increase in crime in the wider society have subsequently contributed to the interest in the subject and growth in literature.

Alan Jay Lincoln, a professor of criminal justice at the University of Massachusetts, conducted a number of studies on library crime in the USA and UK. He examined the extent of library abuse and concluded that book losses at American universities may be higher than those in the UK. He stated that:

The undergraduate libraries at the University of California at Berkeley, Northwestern and the University of Washington reported annual loss rates of 2-5%. Tufts University found that almost 8% of the books in the library disappear after just one year on the shelves...and an inventory at the University of Maryland found losses of more than 30,000 volumes. For a three-year period the University of California at Berkeley reported losses of 12% of the 150,000 volume undergraduate collection. (48)

As in the USA, the literature from the UK highlights the increase in the university population in the post-Second World War period as the main factor for the increase in library abuse. Ratcliffe suggests that the response of librarians in the UK to the issue of crime and security was incomparable to that of the USA (3). It was not until June 1987 that the first British Library seminar on library security was held in London. Another conference on security, organised by the Standing Committee on National and University Libraries (SCONUL) and the National Preservation Office (NPO), was also held in London at the end of 1989.

Theft

Obiagwu's definition of theft includes from petty stealing or pilfering to large-scale stealing and burglary (291). Richards outlines two types of theft - unintentional and outright. Unintentional theft is the removal of material from libraries due to forgetfulness, haste and staff laxity, and outright theft involves intent and is demonstrated by the removal of identifying marks and efforts to dispose of the items by means other than returning them to the library. He adds that whether the material is inadvertently or intentionally removed, the effect remains the same - the denial to the library's constituency of its right of access to information (266).

Mutilation

Mutilation is defined by Obiagwu as the excision of articles and illustrations from journals, books, encyclopedias and other material (291). This definition does not, however, take into consideration other forms of mutilation, such as interlineations and marginal notations which are becoming more frequent. These forms of book defilement, if made with ink or coloured crayon, cannot be erased. Zimmerman points out that these notations are sometimes further expanded by other library users until the pages become increasingly defaced and unsightly (3438).

Vandalism

Obiagwu describes vandalism as the destruction of library material by tearing, burning, wetting, etc. He further notes that to introduce knowingly, a virus into a computer programme, or squeeze a database disk is also vandalism (292). Sager identifies six distinct types of vandalism: acquisitive, tactical, ideological, vindictive, play and malicious. Each, he believes, requires different remedies for control (347). Alemna includes the misshelving of library material in her definition. According to her, 97% of this form of vandalism is committed by students and 3% by library assistants who do this accidentally or in a hurry to complete their jobs (23-4).

Causes and Patterns of Library Abuse

In a 1987 study of why students in a large urban university stole and mutilated library books and periodicals, Dana Weiss identified psychological and sociological motivational factors. She also comments on the fact that for students, good grades may serve to reinforce that what happens in their individual careers it is more important than sensitivity to the needs of fellow students (347-47).

Revill (123-4) and Gouke (1796) both concluded from their studies that some patrons abused the library's collections because the items were already abused, while Souter (106) Alemna, (23-5), Antwi (367)

and Zimmerman (3439) all believe that selfishness is an important motivational factor in the abuse and theft of library material. Such selfishness includes the desire to use the material at one's convenience without consideration for others and to escape the need for renewal and payment of fines. Theft is not considered to be wrong and this behaviour is often exhibited not only in but also outside of the university. In Hendrick's study, reasons given by students for mutilating library material included: to get even with fellow students and the library; the library was closing; the copy machine was broken; no money was available to make a copy; and the photocopy machine would not reproduce photographs or charts (408-10).

Obiagwu gives four reasons for the abuse of library material in academic libraries. The first is created by the increase in the enrollment of students and pressure and competition among students to score high marks. The second is the far distance of the library from the classrooms, while the third and fourth factors are the scarcity of the needed books in the bookshops and insufficient money to purchase them (299-300).

The University of the West Indies Report on the Library 1993/94 states that at Mona, mutilation and theft continue to be a serious problem. Whole chapters, sections of books and even whole books are removed from covers. Only in few instances have these been traced to individual readers. Providing replacements increases the cost of service (7). In the same report, The St Augustine Campus Librarian reported that "there was an unusually high amount of underlining in books" (30). In a study of the abuse of material at The Northern Caribbean University, formerly the West Indies College, the Library Director identified the main types of abuse as theft and mutilation i.e. the removal of material without permission, concealing material, cutting out pages, and marking and highlighting sections of printed works. She noted that the reason for the abuse was situational, such as the need to score high grades, frequent breakdown of photocopiers, restricted access to material, and the high cost of textbooks.

In Jamaica, several newspaper articles have documented the abuse of library material and the problems of library security, as well as some of the methods used to steal, and vandalise e.g., throwing material through the library's windows. Three articles from *The Daily Gleaner*: "The Killing of our Libraries" (1), "Research Students Vandalising Expensive Library Books" (1), "Tougher Measures Coming for Library Vandals" (19), and an article in the *Daily Observer*, "Spanish Town Library Plagued by Thieves and Vandals" (5), have all highlighted incidences of abuse in Jamaican libraries.

Pedersen's study highlights steps that the library can take to reduce instances of theft and

mutilation. These include: increasing assistance to students who are experiencing problems in using the library in order to reduce their frustration; a publicity campaign to inform students of the high costs associated with the abuse of material; setting equitable penalties for violations; and lowering the cost of photocopying (128). The study suggests that initiating preventive measures and evaluating their effectiveness are the first two steps towards deterring possible violators.

Antwi (368-9) and Obiagwu (303-4), agree with the imposition of penalties such as fines and the revocation of library privileges. They also suggest user education, exhibitions of stolen books that are recovered, inspections at exit points, public relations campaigns, and the use of electronic detection systems as means of combating the problem. Both authors further argue that librarians should not stand by and suffer the problem of abuse in silence, since it is the lack of control and easy access to the collection which have led to the disappearance of material from the library. Griffith suggests that the use of an electronic theft detection system can reduce loss by 53.2% (226). She acknowledges that they are expensive but further states: "These systems can and do reduce losses, but unfortunately, none is completely foolproof: libraries should therefore not expect a detection system to solve all their loss problems" (226). More recent studies done by Greenwood and McKean indicate that while it is expensive to fund an electronic security system, taking into consideration maintenance and other ongoing fees, libraries cannot continue to afford the high cost of new books, while having to replace lost ones (275).

Richards suggests that the faculty can announce titles of missing books in relevant classes, check bibliographies of term papers and reports for the inclusion of references from missing titles, and generally exhort students to regard theft as contemptible (269).

Rude and Hauptman conclude that: "Theft, vandalism and damage are all inevitable. Guardians of both the public and private trusts must take all necessary measures to ensure that such dangers to their collections are minimised or eliminated" (18).

Discussion of Findings

Table 1- Summary of the Breakdown of Respondents

YEAR	NUMBER OF PARTICIPANTS	
	UWI	UTECH
1	40	44
2	25	25
3	35	31
Total	100	100

Of the one hundred respondents from each institution, ninety-three from UWI were full-time students and seven were part-time, while from UTech ninety-one were full-time and nine were part-time. The sample population at both institutions was equally divided by gender. The UWI respondents were drawn from its five faculties, while those from UTech were from eight departments. Tables 2a and 2b show the breakdown.

Table 2a - Breakdown of UWI Participants by Faculty

FACULTY	NUMBER OF PARTICIPANTS
Law	3
Humanities & Education	34
Medical Sciences	12
Natural Sciences	27
Social Sciences	24
Total	100

Table 2b - Breakdown of UTech Participants by Department

DEPARTMENTS	NUMBER OF PARTICIPANTS
Commerce	15
Science	11
Architecture	9
Technical Education	12
Hospitality & Food Science	12
Building	15
Computing	9
Engineering	17
Total	100

Participants from both institutions indicated more than one reason for using the library. Those from UWI indicated as follows: seventy-one used the library for studying, eighteen to meet friends, sixty-five to carry out research and forty-three to obtain material that

they could not buy. Those from UTech gave the following reasons: sixty-three used the library for studying, nineteen to meet friends, seventy-six to do research and forty-five for material they could not buy. (See Table 3)

Table 3 - Use of the Library

REASONS FOR USING THE LIBRARY	NUMBER OF PARTICIPANTS	
	UWI	UTech
Study	71	63
Meet friends	18	19
Research	65	76
Use material one could not buy	43	45

Types of Abuse Encountered

The majority of the respondents – eighty-four from UWI and eighty-two from UTech - indicated that they were aware of or had experienced problems caused by the abuse of their library's collections. Fifteen from both institutions indicated that they had experienced no problems and one from UWI and two from UTech did not answer the question.

At the UWI, the most frequent problem encountered was notes written on the pages, while at UTech it was missing pages. The second most prevalent problem at UWI was missing pages while at UTech it was mutilation. Untraceable items ranked as the third most frequent problem at both institutions. The fourth most prevalent at UWI was highlighted text while at UTech it was notes written on pages.

Table 4 - Types of Abuse

ABUSE ENCOUNTERED	NUMBER OF RESPONDENTS	
	UWI	UTech
Mutilation	33	42
Inability to locate material	38	40
Missing pages	42	44
Notes written on pages	51	25
Highlighted texts	36	17
Missing illustrations	14	14

The study also sought to determine whether users reported these abuses to librarians or other library staff. Seventy-four of the respondents from UWI and fifty-five from UTech answered that they had not. Nineteen from UWI and twenty-seven from UTech gave a “yes” response while seven from UWI and eighteen from UTech did not respond.

Table 5a – Reasons for not Reporting Abuses – UWI

REASONS	
There were no solutions to the problem	25
Could not be bothered / too lazy to report the problem	22
Librarian unapproachable / unaccommodating	8
Not affected by the problem	3
Too time consuming and bureaucratic	2
Reported to a lecturer	1
Gave no reason	13
Total	74

Table 5b – Reasons for not Reporting Abuses – UTech

REASONS	
There were no solutions to the problem	11
Could not be bothered / too lazy to report the problem	16
Librarians already knew about the problem	6
Librarian would not take any action	7
Problem was not large scale enough to be considered reporting	2
Never thought that they could report the problem	3
Did not want to be informers	3
Gave no reason	7
Total	55

Responses of Witnesses to Acts of Abuse

Of those responding to the question as to whether they had ever witnessed other users abusing the collection, twenty-six respondents from UWI and eighteen from UTech indicated that they had. Of these, ten from UWI and eight from UTech indicated that they had taken no action. Four from UWI and three from UTech reported the matter to the librarian after the act and the perpetrators had left the library, while one from each institution alerted the librarian while the act was being carried committed. Seven respondents from UWI and eight from UTech took no action as they did not want to be seen as informers.

Abusers and Non-Abusers

Sixty-seven respondents from UWI and sixty-one from UTech indicated that they had never abused their library’s collections, while twenty-three from UWI and thirty-one from UTech confessed to doing so. Ten from UWI and eight from UTech abstained from answering.

Table 6 – Abusers and Non-Abusers

	Did not abuse the library’s collection	Confessed to abusing the collection	Abstained from responding	Total
UWI	67	23	10	100
UTech	61	31	8	100

Although only twenty-three respondents from UWI and thirty-one from UTech confessed to abusing the collection, far more may have done so but were embarrassed to admit it. Several respondents admitted to highlighting or underlining texts, and saw nothing wrong with such practices.

Factors Contributing to the Abuse of Library Material

Several respondents opined that the layout, administration and security arrangements in both libraries facilitated abuse of the libraries’ collections. Lax security at UTech included ungrilled windows while an example of poor administration was reflected in the frequent breakdown of photocopiers. This frequent breakdown, coupled with photocopying charges which were considered too high, were seen as conditions that lead clients to become frustrated and impatient and ultimately to abuse the collections. At UWI, examples of lax security were ineffective security checks of patrons leaving the library and skeleton staff after 4:30 pm resulting in several areas being unsupervised. This encouraged students who are lazy, reluctant to make notes, and who rely exclusively on photocopying to abuse the collection by tearing or cutting out sections of articles or books.

Both libraries are continuing their efforts to stem the problem of abuse. To this end the administrators have recently put forward action plans based on the available funds and the design of their libraries. At UTech, the suggestion is to remove study carrels, as these facilitate vandalism and mutilation, and to carry out more vigilant monitoring of reading rooms. The Campus Librarian at UWI supports the installation of electronic devices to reduce the number of missing or stolen items. However, this could lead to an increase in mutilation as students, in an attempt to remove material without being detected, may take out the sensors thereby destroying items.

Attitudes and Personal Characteristics of Abusers

Users and librarians suggested that abusers were impatient, selfish, inconsiderate, and lacked respect for property. Some were highly motivated to get ahead even at the expense of others. This was borne out by the responses of some of the abusers who did not see abusing the collection as an offence. A significant number of users thought that abusers should be penalised. Sixty-nine respondents from UTech and sixty-four from UWI thought that abusers should be fined. Thirty-one from UWI and twenty-three from UTech said they should be suspended, while sixteen from UTech and fifteen from UWI said they should be expelled.

Effects on Service

The overall findings suggest that some services of the libraries have been affected because of the abuse of material and this has tarnished their image. Clients are subtly, sometimes openly, disgruntled and their frustration is often manifested in hostility towards library staff.

Conclusion and Recommendations

Although it may be impossible to stop the determined abuser, the literature proposes many strategies to stem abuse. It is important that library administrators know the extent and nature of the abuse and understand the culture of the institution before deciding on the most suitable methods and strategies to adopt as not all are feasible for Jamaican/Caribbean libraries. Some possible strategies are discussed below.

(i) Educating Users

Users need to be educated on the impact of abuse on the library and on the quality of services. They should be made to realise that loss of material results in inconvenience to other users and considerable expense for their replacement. This should be emphasised during library orientation and in information literacy sessions. They should also be made aware of the penalties attached to the different types of abuse and also the indirect consequences such as increased tuition.

(ii) Consistency in Application of Penalties

To deter abusers, the library administration should be consistent in administering appropriate penalties and should be supported by the university administration. Penalties for offences, for example the deferral of graduation or failing grade for repeated offenders, should be clearly documented and circulated to all users.

(iii) Amnesty

The fundamental aims of an amnesty should be to retrieve stolen material, and to encourage users who have genuinely forgotten to return the material to do so. The amnesty should be extensively advertised on the campus and collection bins strategically placed to allow users to maintain their anonymity.

(iv) Security Checks and the Use of Uniformed Security Personnel

Uniformed security personnel tend to be more respected and feared than those not dressed in uniforms. Users' possessions should be thoroughly examined for torn out pages or sections of books which may be concealed in books, folders, wallets or purses and pockets. In addition, security personnel should be rotated frequently to prevent the development of relationships between students and guards. Security guards should also assist staff with patrolling the reading rooms and stacks.

(v) Faculty Involvement

The librarian should seek the assistance of academic staff to effect a reduction in the level of library abuse. They can support the library by announcing the titles of abused material in classes and lectures or by posting notices about abused items on the faculty notice boards. In addition, lecturers could check students' assignments for citations of abused items.

(vi) Exhibitions

Exhibitions of abused library material can be used to highlight the negative effect of such abuse on the quality of service offered by the library. If perpetrators are caught, their photograph should be put on display as such publicity may deter others intent on abusing the collection.

(vii) Installation of Electronic Devices

Closed circuit television, although expensive and unsuitable for some areas of the library, is nevertheless an effective device in high-risk areas. The cameras could be placed in entrances, exits, stacks and reading rooms.

(viii) Improvement in Photocopy Service

The library should provide a realistic ratio of photocopiers to students and should purchase machines that are able to handle the high volume of copying. The machines should be serviced regularly so that there will be minimal down time.

(ix) **Expansion of the Reserve Book Collection**

The number of copies of heavily used titles in the course reserve collection should be increased, as this will allow users to have greater access to material, thereby reducing abuse.

(x) **Improved Staff Awareness**

Staff should be made aware of the different forms of abuse and how these can occur. They should also monitor reading areas to detect and reduce abuse.

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Can Research Methods Be Value Free?

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Introduction

The debate about whether research methods can be value free is not new and is one that has provoked much thought. It implies that for research to be termed “scientific” its methods can and should be value free. However, experience has proved consistently that research methods cannot be totally value free, as values enter the research process at every stage, regardless of the research method being employed - quantitative or qualitative.

The fact that values enter the research process does not necessarily make the research non-scientific or invalid. In fact, values are important for the sensible interpretation and analysis of the findings. The interpretation and analysis of the findings must be guided by, and fit into a context, that context being the environment of the research, which has at its centre, values.

Individuals are not independent units, they do not operate in a vacuum and they are not unaffected by society’s principles, customs and values. They are guided subconsciously or consciously by epistemological, ontological or axiological assumptions. Research then, given it is being conducted by the individual (who is affected by society’s values), cannot be value free. However, the extent to which values enter the research at each stage can be minimized but not totally eliminated. Values may be minimized by the use of triangulation/mixed-methods research/multi-methods research. However, the implementation of this strategy is itself also influenced by the researcher’s values underscoring the point that research is value laden.

Towards a Definition of Values

Values are a set of ideas, beliefs and opinions which normally guide one’s actions. Values, according to Bryman, “reflect the personal beliefs or the feelings of a researcher” (21). This suggests that for every action by an individual, there is a visible or invisible guide; that guide being one’s values. Value free research is therefore an impossible ideal.

The Genesis of the Concept “Value Free”

For this discourse, research methods as value free is conceptualized as research methods being free of values and non-scientific assumptions; values do not envelop methods of research at any point. The extent to which this is true and possible will be examined throughout this paper.

Morrison opines that value neutrality is a term used by Weber to indicate the necessary objectivity researchers need when investigating problems in the social sciences (267). It is important to note that although Weber believed that value neutrality was the aim of research, his view was that no science is fundamentally neutral and its observational language is never independent of the way individuals see phenomena and the questions they ask about them (qtd. in Morrison 347). To a large extent this paper will support this position.

Morrison further argues that it is this link between the researcher’s theoretical stand and the methods adopted that raises the question as to whether sociology can be value free. He raises an astute question – “is all knowledge a cultural product in that what a society defines as knowledge reflects the values of that society, therefore making value free science the aim but not the achievable goal of sociology?” (347). This suggests that how one comes to know is to an extent determined by values. Also, importantly, this claim highlights the reality that value free is a mere aim and not an achievable goal.

Additionally, the concept-value free research has its roots in the rise of positivism and the scientific method in the mid-nineteenth century. Positivists believed that discovering laws of social development would create a better society. As such, quantitative methods were thought to be more facilitative of a value free science because “objectivism” according to Neuman “displaced locally based studies that were action oriented and largely qualitative.” Moreover, “positivists see science as a special, distinctive part of society that is free of personal, political, or religious values.... It involves applying strict rational thinking and systematic observation in a manner that transcends personal prejudices, biases and values” (Neuman 69-70). The extent to which Neuman’s ideal is a possible human activity in reality is questionable.

Neuman further notes that this thrust toward objectivism fuelled the growth of the concept value free. Additionally, it grew because of competition among researchers for a public image of serious professionalism, and the information needs of expanding government and corporate bureaucracies combined to redefine social research (Neuman 70).

However, one can argue that the genesis of the concept of research methods as value free, is guided by a higher epistemological value about the way research methods should be.

Research Methods

According to the Sociology Commission research methods are “the various ways in which data can be gathered, organized, and analyzed, whether it is quantitative or qualitative data and data analysis” (1). The specific methods used in any type of research depend on the type of research being performed, which suggests that values will guide the selection and adoption of a research method. Values such as the belief that one research method will provide a better fit for a particular type of research is evidence of the injection of an epistemological/ ontological/axiological value.

For example, Sarantakos, writing about feminist research, states that feminists contend that women’s experiences warrant a special way of carrying out research as well as a special methodology. They argue that women have been marginalised and therefore advocate the use of specific research methods, namely: action research, participatory or collaborative research, needs assessment or prevalence research, evaluation research, and demystification research, where issues and relationships are explained, and the goals of the research are set to be consciousness raising, and emancipating and empowering the oppressed and powerless (60-61&71). One can agree that feminist epistemological and ontological values, specifically, gender values, influence the research methods feminists use.

Research Methods – Can Research Methods be Value Free?

Gouldner contends that research methods cannot be value free. He argues that this is a myth that appeals to reason and ignores experience. He asserts that the image “is more of a neat intellectual theorem demanded as a sacrifice to reason; it is, also, a felt conception of a role and a set of (more or less) shared sentiments as to how sociologists should live” (199). One can support Gouldner’s position for reasons which will be outlined during this discourse. An attempt at objectivity in the research community can serve a good; it is the suggestion that the objectivity can be *total* which is questionable. Research methods, qualitative or quantitative, consist of a number of processes/stages and for each, values unavoidably enter.

Bryman observes the growing recognition that it is not feasible to keep the values that a researcher holds totally in check. These can intrude at any or all of a number of points in the process of social research: choice of research area; formulation of research question; choice of method; formulation of research design and data collection techniques; implementation of data collection; analysis of data; interpretation of data; conclusions. (21) It is important to note the operative word he uses is “totally”, which is the premise of this paper – research methods cannot be totally value free.

Selection of Topic/Hypothesis

Selection of a topic/hypothesis is one of the first stages of the research process which according to Babbie stems from an idea, interest or theory (108). One can argue that the selection of a topic is governed by one’s values as to what one thinks is important in one’s particular time and context. Science is a human enterprise, so values inevitably come into play, Kincaid says...values can affect every part of the scientific process- from the way the results of an experiment are interpreted to what a scientist chooses to study in the first place. How do you read data that isn’t terribly conclusive? There’s always room for values to colour a researcher’s judgment (Guinn 1).

If this is so, it can be argued, that one’s interest is laden with values so that from the onset of the research (the selection of a topic/hypothesis) values take position as a player. A positivist approach implies that a researcher begins with a general cause-effect relationship that he or she logically derives from a possible causal law in general theory. This start, it is believed, provides the basis for value free research, as “the researcher remains detached, neutral, and objective as he or she measures aspects of social life, examines evidence, and replicates the research of others” (Neuman 70).

However, this raises the question – Where does one get one’s logical derivations? How does one come to assume or hypothesize a general cause-effect relationship? This would have to come from general observation. But, how does one observe or make sense of observation or link a cause with an effect? Arguably, it comes from society. How one was taught to know what one knows, for example, how one comes to know to link a particular cause with an effect is a product of a way of knowing, a product of a way of thinking. This is epistemological value which is a derivative of society. McNeil notes that Kuhn argues that knowledge does not exist independently, waiting to be discovered, but it is constructed and created within a framework of assumptions called paradigms. So all knowledge is a product of its social context a product of scientific activity. Science is a method rather than a body of knowledge. As such the whole process can be said to be a value-process from which its products cannot be said to be value free. (127-128) It should be clear then that even quantitative research methods, in their strictest sense, raise questions on research methods as being value free, as the very choice of the hypothesis, although seemingly value free, is not at all neutral.

By contrast, qualitative methods of research make explicit the interplay and importance of values from the beginning. Qualitative research like quantitative research is exposed to the influence of values from the onset of the research. In fact, the very definition of qualitative acknowledges values.

The interpretive researcher, by contrast,

argues that researchers should reflect on, reexamine, and analyze personal points of view and feelings as part of the process of studying others....Interpretive research does not try to be value free. Indeed, ISS questions the possibility of achieving it. This is because they see values and meaning infused everywhere in everything....The researcher's proper role is to be a "passionate participant", involved with those being studied. (Neuman 75)

Louisy's selection of her research topic highlights the influence of philosophical values on the qualitative research method she chose. She states, "I had compelling philosophical reasons for becoming more involved in local research..." She also states that "research into these developments from an internal perspective was to my mind both timely and necessary" (qtd. in Crossley and Vulliamy 200 and 205). This affirmation is a clear indication of the influence of values in the selection of topic.

In a similar vein, one presenter, Laurette Bristol, when questioned at the University of Sheffield, Doctor of Education Study School in Jamaica, July 2006, as to the rationale for the selection of the topic for her doctoral thesis "What is Teaching?", first responded that there was no special reason for wanting to research that particular topic. However, when she was questioned further, she recounted a childhood experience at school which led the group and eventually her to the conclusion that her experiences in her literature class in high school influenced her topic selection in a way that she did not realize initially.

Experiences such as those cited above further cement the notion that values do impinge (consciously/subconsciously) on the research process from inception. Therefore it is difficult to assert that research methods are value free.

Choice of Research Method

The choice of research method, another stage in the research process, can also be influenced by values. Louisy comments on her insider research, "I had decided that in order to minimize the incidence of bias that could be attributed to an inside researcher's familiarity with the setting, I would make limited use of observation so favoured by qualitative researchers. My approach could therefore be best classified as "condensed fieldwork" (213).

This comment suggests that the very selection of a particular method over another is based on an epistemological value that one research method (for example, quantitative) is better / more appropriate than the other (for example, qualitative). This, one can argue, is the interference of values on the methods of data collection. Similarly, as earlier highlighted, feminist research cannot be value free as it must be grounded in female culture and experience and the methods selected must adequately capture women's

experiences and by extension liberate women.

Population and Sampling

Population and sampling is another step in most research methods. It involves the selection of "ideal participants" based on the researcher's beliefs as to who is best suited for the study. Epistemological values can influence the selection of the population, the sample and the sampling method. Louisy's reveals, "My familiarity with almost all of the possible respondents pointed to one logical choice – judgment sampling" (qtd. in Crossley and Vulliamy 211). In this procedure informants are selected on the basis of the special contribution that the researcher believes they can make to the situation being studied. But this applies to almost any research, be it quantitative or qualitative, where the researcher selects the population whom he/she believes possesses the knowledge integral to the problem being investigated. In fact, questionnaires are thought to be quantitative tools, and positivists (as earlier indicated) hold to the notion that quantitative methods are more likely to be value free.

However, the guidelines for distributing questionnaire belie the value free notion. According to Babbie, questionnaires should be distributed to persons whom the researcher believes are competent to answer (246). This suggests the injection of values in population/ sample selection – selection based on the researcher's values/beliefs as to the capability of the respondents. Therefore research cannot be totally value free.

Data Collection

The collection of data for analysis and interpretation is a process in both quantitative and qualitative research. This stage also lends support to the claim that research methods cannot be value free. Louisy's collection of her data for her research largely revealed her loyalty to a particular philosophical value as opposed to another (qtd. in Crossley and Vulliamy 213). In the collection of her data, she decided to use a database, independent of the case-study report, although it could increase the risk of betraying confidentiality.

Additionally, the collection of qualitative data itself, that is, the information given by the respondents and interpretation of the questions is based on their values. Here again, the possibility of value neutrality is hardly possible.

Data Analysis

This stage in the research process involves the analysis of data and the drawing of conclusions. According to Stenhouse, "all description derives its form from falling into place within a perspective whose structural principle is inseparable from the point of view of the observer" (8). Crossley and Vulliamy lend support to this position. There could of course be some element of

bias in the recording and reporting by an insider researcher, but no social activity is completely value-free. Our cultural bias, and the preoccupations of our time and place...are extended into our observations as so much prejudice. Thus the insider's familiarity with the meanings attached to words and acts of the researched community can prevent misunderstandings. (201)

This suggests a belief that familiarity/values can aid one's understanding of a research context and that values impinging on research methods are not always negative. Moreover, the assumption that researchers are able to be value free and analyze independently of their feelings after deep involvement with the subject is attributing to humans a capability which they do not necessarily possess.

Stephenson and Greer support this notion as they assert, "beneath their particular expressions in the familiar culture context lurk our devil-friends bias, oversimplification, prior judgment, and the human inability to separate observation from feeling" (130). The extent to which qualitative research methods, in particular, facilitate the ability of the researcher to balance an external and objective analysis after deep insight into the subject's feelings and background is questionable. One could argue that it is the involvement and the closeness that partly enables the researcher to analyze truthfully, to make sense of the subject's world, and to interpret the findings.

Application

Application, the reporting of the results and the assessment of their implications is the final stage in the research process. Even at this stage values can enter the process as the researcher can be selective in what he reports to the gatekeeper as well as to the informants and the general public.

There can be a dilemma between the public's right to know and the individual's right to privacy, which will impact on the findings published. The findings selected are based on the researcher's values as is the very language used to present them. The style he uses, his preference for tables rather than graphs, is based on values.

Reducing Value Saturation in Research

It is reasonable then to conclude that both quantitative and qualitative research are susceptible to the infusion of subjective values at each stages of the research process. This being the case, the researcher needs an approach that will attack and address the entry points of values in the research process and thus reduce the risk of distortions. The TRIDDD framework (see Fig. 1), developed by this writer, outlines the entry points of values in the research process and the strategies for mitigating their effects.

Fig. 1: TRIDDD Framework

Triangulation/mixed-methods research is one

ENTRY POINTS	PROPOSED STRATEGY
The researcher	Diverse expertise, multiple researchers.
Research methods selection	Complementarity / diversity of methods.
Instrument selection	Instrument integrity.
Data collection	Cross-checking with a view to highlighting inconsistencies and biases.
Data analysis	Multiple analytical techniques.
Data presentation	Confirmation of the findings.

approach that offers all of the abovementioned proposed strategies and more. A plurality of definitions and terms exist for triangulation. Denzin defines triangulation as "the combination of methodologies in the study of the same phenomenon" (qtd. in Jick 602). Johnson et al. refer to such an approach as mixed research which they define as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language in a single study or set of related studies (19). Of note in this definition is the use of diverse methods, which could refer to diversity in collection, analysis and presentation within a single approach (e.g. qualitative) or across approaches (e.g. a mix of qualitative and quantitative).

Campbell and Fiske refer to triangulation as "multiple operationalism" which they define as a strategy in which more than one method is used as part of a validation effort (101). Key to this definition is the capacity of triangulation to facilitate the validation of research. Despite the plurality of definitions and the variations in terminology, there is distinct evidence of concurrence on the usefulness of triangulation in reducing the limitations that are associated with value-laden research.

The Researcher as a Point of Entry for Values - Triangulation as Treatment

As discussed above, the researcher is a product of a value-filled society and as such will have values which will impinge on research positively or negatively. Investigator triangulation is defined as "a research team or thesis/dissertation committee who has a shared interest in the topic under study as well as diverse perspectives and areas of expertise with regard to the topic" (Mitchell 214). It can, to an extent, minimize the impact of the researcher's values on research and could be particularly useful to nascent researchers as it offers them the advantage of collaborating with other neophytes and/or experienced researchers. It provides a support system for the emerging researcher and encourages shared/diverse perspectives on the area of research. In fact, Denzin posits that with triangulation the deficiencies intrinsic to a single investigator, single-sight, single-theory, single-method or single unit of

analysis will possibly be overcome (qtd. in Shih 639). In addition, the researcher's personal biases may also be minimized and the finding thereby enhanced. Also, Jick found that triangulation leads to enriched explanations and thicker data (609). These benefits however do not make the research value free.

Selection of Methods as a Point of Entry for Values – Triangulation as Treatment

As discussed earlier, the very selection of one research method over another is indicative of value interference. Triangulation can lessen the negative impact of value interference. Rossman and Wilson affirm that combining quantitative and qualitative research leads to "corroboration" (convergence of findings); and "elaboration" of findings which provides richness of data (632). They also add that "it can initiate interpretations and conclusions, suggest areas for further analysis or recast the entire research question" (633). Sechrest and Sidana corroborate this sentiment:

Methodological pluralism offers at least a chance of transcending many of the problems that are inherent in single or narrower methods. At least with plural methods, the prospect is good that not all the methods will suffer from the same limitations, and their joint use will permit triangulation on more useful answers (81).

Instrument Selection as a Point of Entry for Values – Triangulation as Treatment

Researchers may select research instruments based on their epistemological values, methodological values, expertise, intellectual capabilities or comfort level. Accordingly, the instrument chosen may not necessarily be appropriate or capable of yielding the kind of data required. By combining instruments, this limitation can be mitigated. Knalf and Breitmayer found that when this is done each instrument taps a different aspect or dimension of the problem being studied (qtd. in Shih 636). Also, a Shih et al. study, which employed triangulation where multiple qualitative data collection techniques were used, found that triangulation helped in collecting more in-depth data covering a broader spectrum and helped to provide the basis upon which the investigators could accurately view and understand Taiwanese patients' turning point experiences (qtd. in Shih 637).

Data Collection as a Point of Entry for Values – Triangulation as Treatment

The methods used to collect data, the time data is collected and the setting in which the data is collected may influence the validity of the study as values from the society can be inappropriately/appropriately mixed into the data collected and the respondent's values may be reflected in the data given. Additionally, the place

from which the data was collected may be value-saturated and as such impact on the data collected.

Given this risk, validation and cross-checking with a view to highlighting inconsistencies and biases will be needed and data (source) triangulation may be employed to good effect to militate against these occurrences. Data (source) triangulation involves "the use of multiple data sources with similar foci to obtain diverse views about a topic or the purpose of validation" (Kimchi et al 364). There are three types: time triangulation, person triangulation and space triangulation (Shih 636).

Time triangulation, according to Denzin, involves "data collection on the same phenomenon at different points in time (e.g. days, weeks, months)" (qtd. in Shih 636). With this, there can be validation/cross-checking of the same phenomenon across time. Space triangulation is "the collection of data on the same phenomenon at different sites" (Shih 636) and treats the effects that setting can have on the data. Person triangulation refers to "the collection of data from more than one level of persons: individuals, groups (dyads, families, or groups) or collectives (communities, organizations and societies)" (Kimchi et al 364-366). Based on this writer's experience, simply testing and then retesting at a different time, with different respondents and in a different locale can yield different results or confirm earlier results.

Data Analysis as a Point of Entry for Values – Triangulation as Treatment

Analysis triangulation refers to "the use of more than one strategy to analyse the same set of data for the purpose of validation" (Kimchi et al 364-66). If it is accepted, as argued above, that the analysis of data is inseparable from the researcher and as such value interplay is inevitable, it follows that analysis triangulation can be used as treatment, but not a remedy for this occurrence.

Jick found triangulation to be very useful in the data analysis stage of his study on the effects of a merger on employees (609). He wrote that qualitative data and analysis function as the glue that cements the interpretation of multimethod results. In one respect, qualitative data are used as the critical counter point to quantitative methods. In another respect, the analysis benefits from the perceptions drawn from personal experiences and firsthand observations (609).

Kimchi et al. found that using different statistical tests or qualitative modes to analyse data enables researchers to identify similar patterns of data and thus verify their findings (364-366). Shih et al.'s study confirms these findings. Their seven level data analysis component provided more complete and rich data than single level analysis would have yielded (qtd. in Shih 637). It is reasonable to conclude that this approach reduces the effect of values through the

application of a number of analytical techniques to the analysis of the same data.

Data Presentation as a Point of Entry for Values – Triangulation as Treatment

As the researcher's values can influence the presentation of data, triangulation can also be employed to treat this risk. With a mixed-methods design, data could be represented quantitatively as well as qualitatively thereby presenting multiple and complementary perspectives on the phenomenon under investigation. This was manifested in Shih et al's study, where multiple methods were used to report the different types of turning points of recovery experienced by patients. "This helped to reveal more clearly the multi-faceted nature of patients' turning point experiences following cardiac surgery during the most critical recovery transition, and thus facilitated a more complete understanding of the phenomenon" (qtd. in Shih 637).

Notwithstanding the positive benefits of employing triangulation as a strategy, it is critical to underscore the fact that the literature indicates that there is no consensus on the approach/design for undertaking it. The types of triangulation are multiple and varied as are the designs and guidelines. Schultz, for example, provides eleven principles for designing and conducting mixed-methods research while Myers and Haase propose four guidelines and Mitchell proposes a number of strategies (qtd. in Shih 632). No one design provides a comprehensive and exhaustive blueprint for implementing triangulation; they are all instructive and complementary.

Leech and Onwuegbuzie corroborate these observations but note that these typologies "either are (a) unnecessarily complicated, encompassing a myriad of designs; (b) too simplistic as they do not include the most important criteria needed by mixed methods researchers; or (c) do not represent a consistent system". They further add that "with most of these typologies, the qualitative phase is treated as the less dominant phase nested within the quantitative phase" (5). Collins et al. argue that in mixed methods design "the qualitative research serves as mere "add-ons" to experimental research studies (95). This representation presupposes that mixed methods designs should give primacy to quantitative approaches.

In view of these observations, three things are clear. Firstly, whichever design is chosen, it should be such that neither the qualitative nor the quantitative aspect is marginalized because of the researcher's values. Secondly, the extent to which a mixed methods design will successfully reduce subjectivity and values being imposed on research will be dependent on the quality of the mixed method design typology. Thirdly, the use of multiple methods may be more time

consuming and may warrant specific research skills. According to Collins et al., mixed-methods inquiries tend to require more time, resources, and expertise in designing and implementing both the qualitative and quantitative phases compared to mono-method studies (that is, quantitative or qualitative research). In particular, they add that "a researcher with more of a qualitative orientation likely would find it more difficult to design the quantitative component of a mixed-methods study than would a researcher with a more quantitative orientation and vice versa" (68).

Conclusion

As research involves humans both as the researched and the researcher, it is inevitable that values will enter the research process. The challenge therefore is not so much to eliminate values, as the so called scientific method suggests, but rather to recognize their presence and exercise control over how much is allowed, the purposes for which they are allowed and the end to which they are allowed.

The researcher must also be cognizant that the interference of values can either enrich or weaken the study. To counteract any weakness, various forms of triangulation which offer validation, confirmation, cross checking, diversity and richness can be applied. Admittedly, the final product of such applications will still not be value free since the various forms of triangulation are themselves prone to the influence of values, but they should at least result in outcomes that are richer, more positive and well rounded.

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Community Telecentres, Satisfying the Information Needs of Citizens: An Evaluation of the Annotto Bay Multipurpose Community Telecentre.

Pauline Nicholas

Electronic Reference Librarian, Main Library, UWI

Introduction

“If the Technology Overlooks You and your needs then it is a TOY” (Benjamin, “MPCC case studies”). This quotation captures the essence of this study – technology must satisfy the needs of users. Since the onset of the information age in the 1980s and the subsequent technological explosion, the use and benefits of telecommunications have taken on new dimensions and roles in the society. Today, economic activity and social and economic development are driven by the convergence of sophisticated modern information and communication technologies (ICTs) such as the computer and more specifically the Internet. These technologies provide the support for an information-based economy so that information has become a factor of production just like land and capital of the agrarian and industrial societies. Uhegbu, in his study of the impact of rural information on community development programmes in the Imo State of Nigeria, claimed that it is “generally believed that the development of any society is linked with information” (86). Unless people have uninhibited access to information, they will not be able to get their dues as citizens of the present day society.

The telecentre initiative had its genesis in the 1980s and was implemented in an effort to bridge the digital divide in developing countries. There are several models including the more advanced concept, the multipurpose community telecentre (MCT) which is identified by the variety of activities and services as well as the high level of community involvement and participation that embody its operations.

Rationale and Significance of the Study

This research is a follow-up to a previous survey and report by Professor Fay Durrant in which she recommended an assessment of the Annotto Bay multipurpose telecentre and its impact on individual users (19). On-going assessment and evaluation of telecentres is considered to be important for their sustainability and viability. Richard Fuchs declares that in order for telecentres to be successful, “they must respond to the different ways in which people develop new skills and their accompanying values and attitudes” (5). The researcher therefore considers this research in Jamaica to be unique and believes it will compliment work done in other parts of the world.

The objectives of the study were to:

1. Identify the information needs of the citizens of the Annotto Bay community.
2. Assess the extent to which the information needs of the citizens have been satisfied.
3. Determine to what extent the Annotto Bay community telecentre is offering services that are typical of a multipurpose community telecentre.
4. Evaluate how the management and sustainability practices at the Annotto Bay telecentre affect users’ capacity to access information.
5. Use the results to make recommendations for the improvement of the centre.

Literature Review

Telecentres – concepts, types and characteristics

A telecentre is described by Benjamin as “a place where public access to communication information and communication for economic, social and cultural development is provided through IT” (“Literature Review” 5). Mark et al. portray telecentre initiatives as “one promising strategy for narrowing the technology gap” (4). Telecentres are able to provide people, who otherwise would not have access to computers and education, the opportunity to engage with various technologies in a community based setting. It is out of the implications of the digital divide that the concept of universal access to information came about. Universal access, according to Benjamin, means that there is a phone within a reasonable distance. The term ‘reasonable distance’ can vary, but the measure is often that a telephone can be reached within 30 minutes travel” (“MPCC Case studies”) or as defined by Correa et al., 5 kilometres.

Oestmann and Dymond visualized telecentres as the solution to developmental problems around the world since telecentres have the ability to provide desperately needed access to information and communication technologies and are channels through which ICTs can be made accessible to disadvantaged communities. They further explicate that in addition to regular telephony service, multi-purpose community telecentres may include facilities such as libraries, seminar rooms and office space for local enterprise (3). In addition, they may provide space to conduct workshops and services such as video conferencing, distance education, training in ICTs, tele-work, telemedicine, tele-health, tele-banking and e-commerce and e-governance. It is clear, therefore, that a

telecentre is not a library but a library is only one facility that may be a part of the community telecentre.

The successful operation of a telecentre depends, firstly, on the extent to which the information needs of the community are met. Many writers have pointed to the need for telecentres to provide users with local access to local information. Fuchs contends that in rural communities there is usually a lot of local knowledge and wisdom which has never been processed and presented to others as information (9).

Secondly, proper development, management and sustainability practices are essential. Community telecentre may be new, independent institutions; they may emerge as part of an existing entity; or they may be the transformation of previous organizations. The important point, according to Qvortrup, is that they be integrated into the community. He adds that this means, among other things, using local people to run the centre and providing instruction and assistance on technology topics to people on an as needed basis. Benjamin (MPCC case studies), among others, sees sustainability, that is how to keep the project going after initial community and donor interest wanes, as a challenge. Fuchs suggests that telecentres can and should charge fees for their services if they are to be self-sustaining (4). However, he makes it clear that revenue should not be the primary purpose.

Thirdly, telecentres should be properly assessed and evaluated. Many writers including Durrant (15) and Correa et al. (1) point to the need for periodic evaluations of community telecentres. Durrant concluded that, while Jamaica embraced the ideology of multipurpose telecentres, services and activities should extend beyond those of the basic telecentre (3). However, she cautioned that the extension of these services should be in keeping with the actual needs of the local communities.

Sturgess and Wallis urged, "when considering improvement to these telecentre initiatives, proper evaluation of the services must be conducted." They observed that organizers often assumed that information centres are viable and that they make a positive impact on the users (205) but in reality the impact may not be positive at all.

Background on Annotto Bay and Annotto Bay Community Telecentre

Annotto Bay is a small rural community of approximately six thousand (6,000) people in south-east St. Mary. It serves as a commercial centre for adjoining rural, farming communities. There are two schools in the area and through the curriculum students are exposed to the use of the computer. The Annotto Bay branch library is one of the main centres for disseminating information to the citizens of the community.

The Community Telecentre initiative in Jamaica had its origin in a joint project undertaken by the Jamaica National Commission for UNESCO and the Jamaica Library Service (JLS). The Annotto Bay Branch Library was selected as one of the two sites for a telecentre based on several criteria. It had existing community support and infrastructure, appropriate telecommunications infrastructure, appropriate information service facilities and medium to long-term sustainability of the facilities.

The telecentre was next incorporated into the Information Technology Policy of the Jamaica Library Service with the aim of providing or improving computer services to libraries and the communities in which these libraries are located.

Methodology

This research was an exploratory survey using an investigative approach and was descriptive in nature. The data gathering techniques included a questionnaire and a semi-structured formal interview.

A questionnaire, consisting of pre-tested, closed questions, was designed to assist the researcher in identifying the users' information needs, the extent to which the services provided were fulfilling these needs and the users' level of satisfaction with the services offered. A semi-structured formal interview consisting of a structured, interview guide with open-ended questions was administered to the librarian/manager of the center. A follow-up phone-call interview was conducted in January of 2008 to determine what changes had taken place since the study was done and the extent to which these changes might affect the findings. The interview revealed that the issues identified remained essentially the same therefore the researcher concluded that the findings and the recommendations made in the study are still relevant.

Population

The population of this research consisted of the two hundred citizens of the community who used the centre during the period June 2002 – May 2003.

Sample

A sample size of 120 was selected. The researcher visited the site on different occasions over a one-month period and administered the questionnaire to the users as they entered the facility. The questionnaire was also administered to citizens, who the researcher met in the town of Annotto Bay, who had used the centre.

Data Representation and Analysis

Sturgess and Wallis, in calling for the on-going assessment and evaluation of telecentres, put forward twenty-four standard performance measurement

indicators that may be used as a guide. These indicators are divided into seven groups: information availability; users' satisfaction; use of the centre; local control of information flow; economic and social impact; quality of the knowledge base; and participation in government and its programmes. The first four of Sturgess and Wallis' performance measurement indicators were used by the researcher to evaluate the Annotto Bay multipurpose telecentre. Due to the length of the survey, it is not possible to report on the responses to each question or the interview. However, some of the key indicators will be discussed.

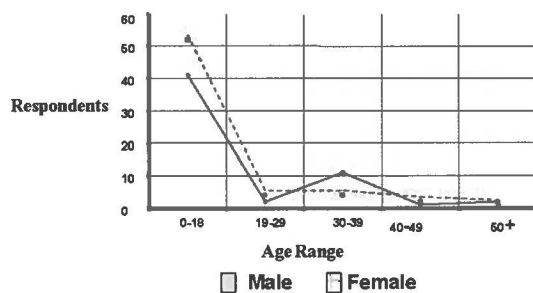
Findings of the Questionnaire

Demographic Data

Of the one hundred and twenty (120) respondents who participated, fifty-seven (57) or 47.6% were male and sixty-three (63) or 52.4% were females. This finding showed that slightly more females (4.8%) than males made use of the centre but that there was a reasonable balance between the genders and therefore the findings would not necessarily be skewed in favour of one gender.

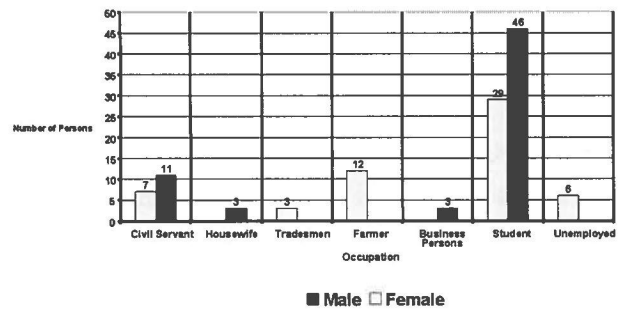
The majority of the users were under nineteen years of age. This age cohort accounted for 77.5% of the sample while the other age cohorts, (19-29, 30-39, 40-49, 50+) combined, accounted for only 22.5% of the user population. The age cohorts of 40-49 and 50+ accounted for 5%. Noticeable, was the finding that the males in the age cohort of 30-39 were almost three times the females in that same cohort.

Fig. A. Demographic Data - Age Range



The data showed more females than males in the younger age groups used the centre. The positions were reversed in the age cohort 30-39 with males outnumbering females almost three to one. Usage by both genders, however, tapered off in the age cohorts of 40-49 and 50+.

Fig. B. Employment Status



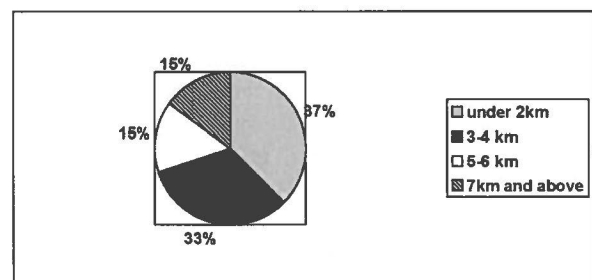
The users of the centre were engaged in a variety of occupational activities (Fig. B). It is likely that the type of information users requested and the purpose for which they used the centre would be influenced by their employment prospects.

The centre was used mainly by students who accounted for 75 (62.5%). Usage by civil servants captured 17 (15%). Farmers/fishermen accounted for 12 (10%) and business men for 3 (2.5%). Not many unemployed persons used the centre. Almost one third (30%) of the user population who were employed took the time away from their duties to use the centre. The centre was not utilised much by the farmers, fishermen and business men although these occupations form the economic backbone of the community.

Proximity to the Centre

It was assumed that the distance one lives from the centre will determine one's willingness to make proper and frequent use of the centre.

Fig. C. Distance from the Centre



The data (Fig. C) showed that most users (37%) lived two or less km. from the centre. Another 33% lived in the range of 3-4 km. Respondents who lived between 5-6 km. from the centre and more than 7 km. each accounted for 15%. A total of 70% of the users lived in fairly close proximity (less than 5 km) to the centre in what Correa et al. call the easy access zone. These users should be able and willing to make proper and frequent use of the centre. However, 30% of users lived outside of the easy access zone but nevertheless were

willing to use the centre. This may be an indication of the overwhelming need for information or ICTs services.

Formats in which Information is Housed

Research has shown that in seeking information, users consult various information storage formats both print and non-print and information is stored in a variety of formats at the centre. However the data revealed a high degree of dependency on information found in electronic formats. More than half of the respondents (sixty-three or 52.5%) found the information they needed in electronic format. A further 37.5% found the information in books or in other printed materials.

Not many users found their information on posters and slides and 2.5% indicated that they found their information in audio-visual formats. The low use of audio-visual material and posters and slides suggested that users were unaware either that these were available or of their value in conveying messages. Information can be successfully transferred in various formats and so information units should endeavour to diversify its information formats to satisfy the users 'taste'.

Types of Information Found at the Centre

The users found more information on education and skills training (77.5%) than any other type of information. The percentage was almost equivalent to the users in the under 19 age cohort. This is a reflection of the type of information in which persons in this age group would find interest. Information on employment followed with a total of 20%. Government/politics captured 12.5% while finance, crime/safety and legal matter together accounted for an average of 13%. Information in the categories of childcare and consumer affairs was the least used with 7.5% and 5% respectively. Benjamin, among others, has pointed out that, in addition to providing information on education and training, community telecentres should be able to help citizens make informed choices in relation to governance and consumer affairs.

Frequency of Visit to the Centre

The data showed that those who used the centre on a weekly basis were in the majority, with sixty (60) users representing 54%. Persons who visited on a daily basis were less than half of those who used the centre on a weekly basis. Ten percent visited on a monthly basis, while a significant number of users fell in the 'none of the above' category. Being aware of how frequent users visited the centre was of significance to this study. It was quite reasonable to conclude that with more than

half of the users visiting the centre on a weekly basis, the centre was moderately utilized.

The daily and weekly users are those who could be classified as "active users". On the other hand the monthly users and the 'none of the above' make occasional and limited use of the facility and are those Pateman refers to as "passive users" (35).

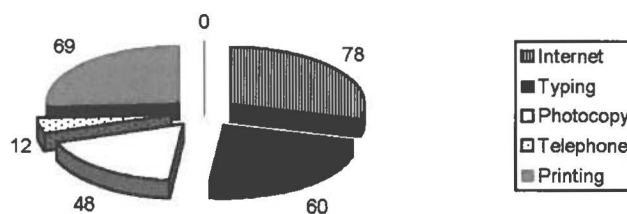
Purpose for Visiting the Centre

Table 1. Use of centre

	CATEGORIES					
	Training/ Education	Recreation	Consultation/ Advice	Personal	Community Use	Business
No.	54	12	33	60	6	6
%	45%	10%	27.5%	50%	5%	5%

As indicated by Table 1, sixty (60) or 50% of respondents visited the centre for personal purposes while fifty-four (54) or 45% indicated that they visited the centre for training and educational purposes. Thirty-three (33) users representing 27.5% visited the centre for consultation and advice. The centre was rarely visited for business and community activities and no one indicated any other usage. This data suggested the centre is used heavily for training/education, consultation and advice. These services should be given priority when considering how best to meet the information needs of the users in the community.

Fig. D. Services utilized



A variety of services were used (Fig. D), thus reaffirming earlier findings that the centre was multifunctional. The data revealed that seventy eight (78) respondents, or 65%, used the telecentre for photocopying and another sixty nine (69) or 57.5% had done some amount of printing. Those who had done typing accounted for sixty (60) or 50% and Internet service was used by forty eight (48) or 40%. Most persons did not use the telephone service and the scanning and facsimile services were not used at all. From the data, it was clear that users had utilized more

than one service over the period. This finding also confirmed the manager's initial report in the interview that the telecentre offered a range of services. The data revealed that the contemporary communication aspect of the ICTs is more highly utilized than the traditional photocopy, printing and telephone.

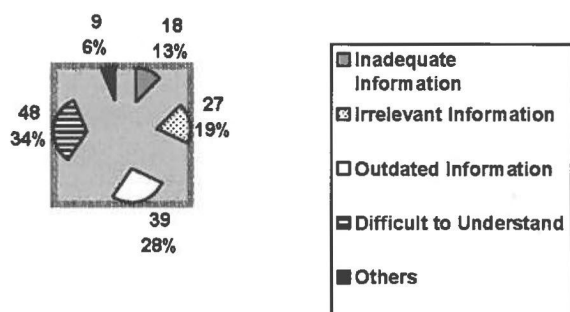
Levels of Satisfaction

The researcher wanted the users to provide a qualitative analysis, thus they were asked to indicate their level of satisfaction. Except in the area of job opportunities, users were dissatisfied with the amount and type of information found at the centre. In this category 52.5% of users were satisfied. There was, overall, a 79.5% level of dissatisfaction (very dissatisfied plus dissatisfied) in the area of information related to education. This was followed by 72.5% of dissatisfaction with community information.

Problems Users Encountered with the Information While Using the Centre

This question investigated the nature of the problems encountered with the information at the telecentre as a factor that may contribute to users' dissatisfaction.

Fig. E. Problems encountered



Users experienced various problems with the information they found (Fig. E). Thirty four percent (34%) found that the information was difficult to understand, 28% claimed it was outdated, 19% described it as irrelevant and 13% thought it was inadequate. Six percent (6%) of the respondents had other problems that were not stated or were not related to information and the researcher did not include these. There was a high level of dissatisfaction with the amount and type of information about education, the community, housing and finance. Education, housing and local/social and cultural information, are among the top five categories of information needs and as such the operators of telecentres must ensure that the available information in these categories is adequate and of a suitable standard for users.

Overall Ratings of the Centre

The level of user satisfaction may be determined by the individual user's feelings about various aspects of the telecentre. Users' interpersonal relationships, the physical facilities, environmental conditions and privacy are some of the variables that affect users' level of satisfaction.

Fig. F. Rating of centre



The data (see Figure F) indicated that the majority was satisfied with the lighting, staff/customer service, seating capacity and privacy. However, overall, users were dissatisfied with the number of available computer terminals. It was assumed that if these variables were not satisfactory, users may refuse to use the centre, thereby resulting in their information needs not being met.

Analysis of Interview with the Librarian

Generally, there was a top-down approach in the decision making process. The Board of the Jamaica Library Service directs the operation of the centre. At the head of management there was the director who passed down information to the regional librarian, and then to the senior librarian who transferred the information to the branch officers. All policies were set by the Jamaica Library Services including matters such as time limitations and the fees to be charged. The community members were not part of the decision making process. However, there was a branch library committee on which the members of the local community sat. These community representatives acted as liaison officers between the telecentre staff and the community. Information was fed from the grass root people, via the community representatives, to the librarian. While the establishment of this sort of communication channel was encouraging to the researcher, Correa et al. make it clear that the higher the degree of localization, the more likely it is that the centre will both meet the local information needs and be sustainable (84). When the residents are able to identify with the project and see their suggestions implemented, they will be willing to give it more support.

The manager added that the operational costs of the centre were met mainly from the fees charged for Internet service, photocopying and printing. In providing statistics for the user rate, she confirmed that the centre is used mainly by students for research, e-mailing, and word processing. The manager explained that there were no daily organized activities for the users, but from time to time the library conducted literacy programs for young children and the schools in the community were sometimes invited to the library.

Findings and Conclusion

The following findings/conclusions were drawn.

1. The main objective of the Jamaica Library Service, which is to provide computer services to the community, is being met.
2. The rural communities of Annotto Bay and its environs have information needs which they seek to satisfy at the telecentre. The top five information needs are education/training; local social and cultural issues; health; job opportunities; and consumer affairs.

Indicator 1 - Information Accessibility and Availability

1. Information is housed in various formats, however, users rely heavily on the use of the Internet and printed books for information.
2. The Annotto Bay telecentre is accessible to its users. Most users live within five (5) kilometres, the easy access zone, of the centre. It is opened at times that are convenient to most users (4:00 p.m. – 6:00 p.m. on week-days and on week-ends).

Indicator 2 - Users' Satisfaction

3. The information needs of residents in Annotto Bay have been partially satisfied. This may be due to problems users expressed they had with the information which were sometimes irrelevant, inadequate, outdated or difficult to understand.
4. Users also expressed partial satisfaction with some of the physical infrastructure and services provided by the centre. Lighting, staff/customer relationships and privacy were satisfactory to most users. The users were not satisfied with the number of computers in the centre and the seating capacity.

Indicator 3 - Use of the Centre

5. The centre is used mainly for Internet access for research, e-mailing, photocopying, (typing) word processing and printing. However, these services are limited for a community telecentre.
6. The telecentre has a reasonable user base. The main cohort of users was students (those who were under nineteen years of age and those at the secondary level of education). The under-

utilization could also be due to the fact that users rely on the use of the Internet and the other users may sometimes find the information difficult to understand and/or irrelevant.

7. There was no direct relationship between gender and the use of the centre. The female users outnumbered the male users but only marginally. In developing the services and collection of the centre, the information needs of the females should be taken into consideration

Indicator 4 - Local Control of the Flow of Information

8. There is a top down approach with limited community participation in the management and decision-making process of the telecentre.
9. The centre's infrastructure, number of computers, seating etc is not adequate.

Recommendations

A. Information Accessibility and Availability

1. It is important that a needs analysis of the community be done so that the services of the centre will be in tandem with the information needs of the community.
2. The centre needs improved telecom infrastructure including more telephone lines and a faster Internet access.
3. There is need for physical expansion, especially to provide computer terminals so that more users can be accommodated. The building could be compartmentalized so that the telecentre is set apart from the library itself. The word 'library' can be intimidating to non-readers and therefore prevent them from using the centre.

B. User Satisfaction

The information needs of residents in Annotto Bay have been partially satisfied. Users expressed dissatisfaction with the information and infrastructure. Some information was irrelevant, inadequate, outdated or difficult to understand. There is also the need for more computers.

C. Management and Community Participation

1. The community needs to take a central role in the organisation and operation of the telecentre. Therefore local capacity must be deliberately developed and mechanisms put in place for community members, including the poor and vulnerable, to participate in designing the services provided by the telecentre.
2. Increased efforts are needed to make the community aware of the telecentre and the services offered. For example, a sign should be placed at the entrance to the premises, clearly identifying the building as the Annotto Bay Multipurpose Community Telecentre.

D. Use of the Centre

1. After four years of operation, the telecentre should diversify its services. Not only should the number of computers be increased, but the services and programmes implemented should be able to attract other user groups.
2. The centre should extend its training and adopt a more holistic approach. Based on the needs of the community, other training in addition to computer skills should be introduced.
3. The library should seek to collect, re-package and dissemination local information related to governance, social and cultural concerns, farming, education, and health.

E. National Plan

Developing countries must see the development and effective use of information infrastructure as a key national objective. The details of how this is to be achieved should be set out in the national policy of the country. As a public good, government should support and fund telecentre projects in Jamaica. This will ensure consistency and standard approaches.

E. Further Research

The non-users of the telecentre should be surveyed to find out why they do not use the centre.

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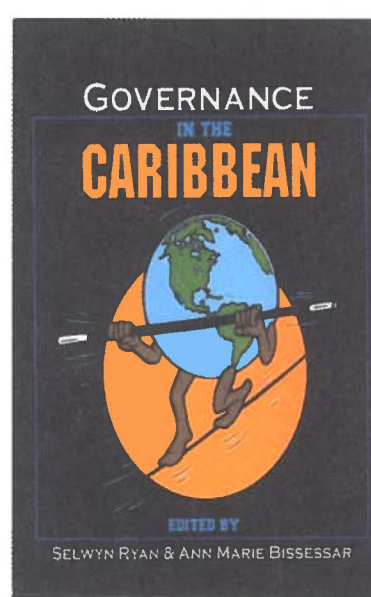
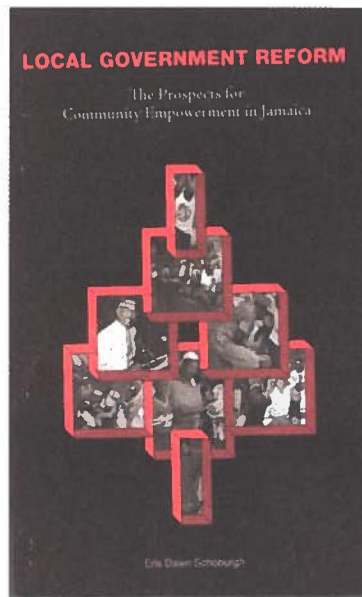
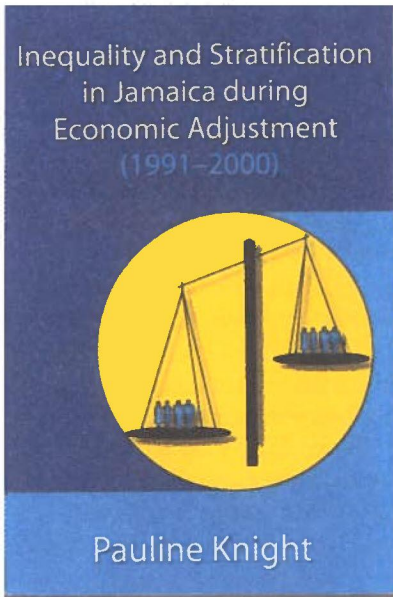
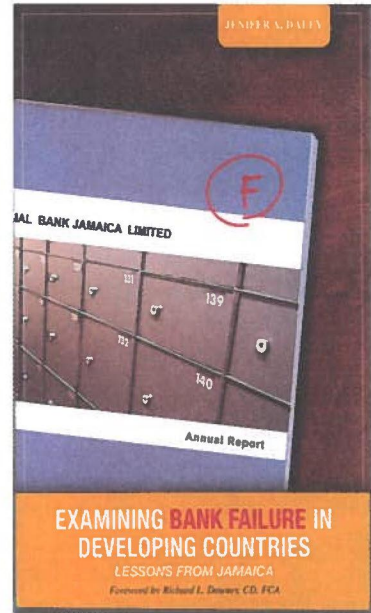
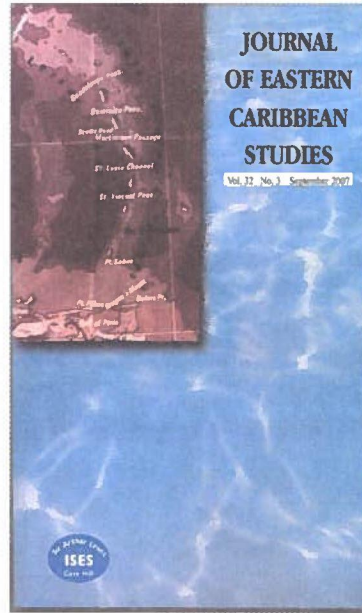
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Tribute to the Late Mrs. Amy Blanche Robertson Given at Her Funeral Service Held on Saturday, February 2nd at the Boulevard Baptist Church

by Dr. Hazel Bennett

It is my honour and privilege to be able to present this tribute to the late Mrs. Amy Robertson on behalf of the library profession of Jamaica. Indeed, this presentation is a collaborative effort containing the thoughts and expressions of heads of institutions where she worked, and associations of which she was a member as well as professional colleagues and friends. Equally important for me, is that special bond Amy and I shared which spanned more than 50 years, from the days when we set foot on a derelict banana boat on its last limping journey across the Atlantic to the scrap yards of England. Nothing worked, not even the solo gramophone.

Amy was admitted to Loughborough College of Technology and I to Manchester to complete the ALA, the first professional examination of the British Library Association. It was then I understood that Amy could make a joke out of almost situation. She never let me forget our first Christmas in London when two young initiates from rural Jamaica, decided to take in the bright lights of Regent Street. We had hardly started window shopping, for that was all poor students could do, when some native English people bored between us and that was the end of the afternoon. I spent ages trying to find Amy in the crowd, and she did the same trying to find me - all in vain. And her remark with a chuckle when we next met was, "You look so much like them I couldn't find you in the crowd". Amy didn't look like them but I still could not find her. Over the years she would always remind me of that shared experience, and of her upstairs bedroom in that boarding house in Loughborough, without heating for the whole winter; how she had to line her bed with hot water bottles each night in order to fall asleep. I had a broken out piece of flooring in my room in Manchester where I could see the earth beneath, but at least I had a coin operated gas heater to roast off my legs. That was 11 years after World War II and England was just beginning to recover from the ravages of war. She was always so up-beat. She took her cold bed with a stiff upper lip and never complained.

One of her younger colleagues, whom she introduced to the profession while in St. James, describes her thus: "Those who knew her well will remember her as an urbane lady of great equanimity, whose sense of humour and pleasant disposition endeared her to many." (Ferguson) "Amy Robertson's influence as librarian of distinction, educator, researcher, colleague and friend, crossed geographical and racial boundaries, as she sought to improve the status of all those involved in the library profession ...

" (Anderson). The Jamaica Library Service has recognised her sterling contribution as follows: "Amy approached all positions she occupied with a characteristic sense of purpose, dedication and competence. She worked unstintingly, liaising with teachers and the Ministry of Education to obtain improved accommodation for primary school libraries and encouraging schools to include library periods in their timetables." She participated fully in designing training programmes for teacher-librarians, and was the longest serving External Assessor for the Joint Board of Teacher Education in the training of teacher-librarians

All of Amy's working life was spent in the field of librarianship. As a volunteer just out of school in 1944, she worked for two or three hours, then 2 to 3 days per week at the St. James Public Library. This is not to be confused with the St. James Parish Library which came later, after the Jamaica Library Service was established by law in 1949.

Just to give you some idea of where librarianship is coming from: in Jamaica in the forties when Amy was a young volunteer, except for the Institute of Jamaica, there were few libraries, I prefer to call them book collections, where patrons contributed a small fee, something like 5 pence per annum, as happened at the St. James Public Library for use of the library; and they all had to depend largely on donations of used books, whether these were appropriate or not for the target group. Remember this was before 1948 by which time the British Council had managed to convince the government of Jamaica to co-finance a public library service for the island.

In the case of Amy's first library in Montego Bay, the local organising committee of the YWCA thought it prudent to provide such a facility in a small upstairs room at the Child Welfare premises on 43 Church Street. A chair or two, and a bookcase, a table or two and a collection of about 500 worn books were its meagre resources. At least it provided some form of relaxation for persons of the town who were brave enough to climb the rickety stairs. The only experience the young volunteer, McCourtie, (for that was her maiden name) could draw upon to guide her few patrons was an introductory visit to a sister library in Falmouth, her high school training and her own initiative. The blind was leading the blind.

Amy's future became irrevocably bound up with librarianship after the Jamaica Library Service incorporated the St. James Public Library as the nucleus of a new free public library service for the

parish of St. James. Along with the collection came the young staffer Amy Mc Courtie who was now employed by the JLS as a library assistant.

The newly established Library Service was starting with a blank slate. It had to break new ground, convince the government of the day of the need for free public libraries, something that the majority of Jamaicans had never dreamt of. It had to convince the parochial boards that they too had a role to play at the local level, and that the public library was a venture worthy of their support, that it had to reach out to individuals in towns and villages to convince them of the need for libraries. After the arduous task of drafting the Public Library Law was well on the way, the two British Council appointees, A.S.A. Bryant and W.F.Chape, then turned their attention to recruiting staff. None of those they inherited with the nucleus collections had any idea of what an organised public library looked like, what it should contain, how it could be managed or how it could make an impact on the wider community.

The first short training course for library assistants organised by the JLS Directors took place at the University College of the West Indies in February 1951. Amy attended, along with recruits such as Joyce Lawson (later Joyce Robinson and the first local Director of the JLS), from Black River, Leila Thomas and Sybil Iton from Spanish Town, Norma Segre from St. Ann, and Daphne Douglas from the Colonial Secretary's Office. The rest of her progress up the academic and professional ladder in the Jamaica Library Service is history.

Amy Robertson qualified as a professional librarian through private study, short courses offered regularly in the early years by the JLS administration. She attended a British Council run part-time school in Trinidad and later Library School at the College of Technology, Loughborough, England. (1956/1957) She qualified as an Associate of the Library Association (of the UK) the ALA, then the (FLA) the Fellow of the Library Association (of the UK) at that time the highest professional qualification in the British Commonwealth. Later, she obtained a Graduate Diploma in Education from the UWI, after she began working as Librarian/ Documentalist in the Department of Education. She also benefited from the United States Information Services (USIS) officially sponsored tours of libraries in the United States - all of which equipped her to make a meaningful contribution to the development of the JLS, and, in particular, to work with young people.

Some of the experiences she garnered along the way found their way into the administrative and outreach programmes of the JLS. One of the highlights of these training programmes was a study tour organised by the Manchester College of Technology Library School while she was at Loughborough, where

she saw for the first time spacious purpose-built libraries, attractively decorated and efficiently managed in Denmark, then the leading innovator in public library design. What an eye-opener that was!

Remember that these were the days when public libraries in Jamaica were housed in such old rented premises as could be found in a parish. There were no bookmobiles, no vans and buses attached to libraries, no UWI Dept. of Library and Information Studies turning out graduates with degrees in library science. Young enthusiasts like Amy McCourtie (later Robertson), Norma Segree, Leila Thomas and others took on the challenge of free public library outreach, without transport, begging rides, and when funds permitted, hiring taxis, lobbying Parochial Board secretaries and Board members, private citizens, most often successfully for the good of their service. "Amy approached all positions she occupied with a characteristic sense of purpose, dedication and competence". (Roberts, JLS) Amy also transmitted her passion for community outreach to all who came under her influence. She motivated village communities to establish small reading collections, some of which in time grew into fulltime branch libraries. She was involved in every cultural and social activity in St. James, no matter which agency was the organiser.

I particularly mention here the role she and others played in the organization of the tercentenary celebrations to mark three hundred years of association with Great Britain. These fledgling parish library organizations although inadequately housed and staffed, backed by their local Library Boards, took on the challenge to work with the national organizing committee. All tercentenary committees operated out of the local parish libraries with the Parish Librarian as secretary and all the clerical work done by the library staff. At the end of the exercise both entities benefited. The JLS, in one year, had made important inroads into every rural village and small town, and persons like Amy knew every leader that could be called upon in the future to guide library development in the parish. The Jamaica Festival of the Arts movement which came after was also based at the parish libraries with the library staff continuing to play a leading role. By this time parish libraries were seen as a natural home for the arts. And so the parish libraries grew and the Jamaica Library Service became a model of excellence for public libraries in developing countries.

She served her professional association the Jamaica Library Association (now called The Library and Information Association of Jamaica - LIAJA), as President and Vice President, and was made an Honorary Life Member of the Association. She was a foundation member of the Jamaica Reading Association, where she assisted in formulating the guidelines and activities which in no small measure

contributed to encouraging the love of reading in our primary schools.

Amy moved on to the University of the West Indies Documentation Centre in 1973, but before she left her substantive post as Principal Librarian in the Schools Library Service there is a 1969 report which shows her as being responsible, among other things, for 791 schools libraries throughout the island, the schools bookmobile programme, the expenditure and administration of the government grant for schools libraries, training for staff engaged in work with young people in primary and junior secondary schools, advising on the planning and organization of libraries in teachers colleges and secondary schools. In addition, she was serving as a judge for the JLS summer reading programme for children, something she continued to do for many years.

Amy transferred her enthusiasm to the training of teacher librarians, and students in the Department of Library and Information Studies where she was part-time lecturer for 22 years. Here is what the Head of the Department has to say: "Her students can still recall her passion and commitment to school libraries and children's literature which she believed were vital in helping to transform the lives of young people."

For her Lifetime work in the field, the Jamaica Library Service honoured her, as did the Association of Librarians at the JLS. The Institute of Jamaica awarded her the Centenary Medal and later the [Musgrave] Bronze Medal. LIAJA Schools Section more recently honoured her for providing leadership in school libraries over the years and for her lifelong contribution to librarianship. In recognition of her contribution to the DLIS, the Faculty has created the annual Amy Robertson Prize to the best performing student in the B.Ed. School Librarianship Programme.

Jointly with Hazel Bennett and Janette White she compiled a *Select Bibliography of Education in the Commonwealth Caribbean 1940-75*. And she also contributed to the compilation of other substantial reading lists and bibliographies directed at young people. During an international conference of the World Confederation of the Teaching Professions held in Jamaica in 1971, a sub-section, the International Association of School Librarianship (IASL), was launched and Amy was one of the founding members. She was later elected President, serving with distinction for 6 terms.

Much of the success of this important body of library and information professionals, reading specialists, media resource consultants, educators, authors, illustrators and other professionals in this sector is attributed to Amy Robertson's guidance and leadership of the association during its formative years. In her many visits to developing countries in her role as

President she was admired for her wise counselling, wealth of experience and her inimitable capacity to get along with people. For her services IASL made her an honorary member, a status shared by only about ten other persons internationally. A colleague proudly noted: "The name Amy Robertson is greatly respected from Iceland to Hawaii as well as in our own Caribbean region." (Anderson) Another colleague proudly recounts that on a recent visit to Lisbon, where she attended an IASL Conference, the name Amy Robertson opened many doors.

After her retirement from the UWI, Amy returned to her roots at the JLS for a spell, where she assisted with planning, developing programmes for the Schools Library Network, guiding and mentoring young librarians. In the Director's words, "We will miss her keen interest in current affairs, her concern with issues affecting the educational sector, her uncompromisingly professional stance and her genuine warmth and friendship."

It will be readily understood that when individuals of the quality of Amy Robertson are elevated by their peers to top leadership positions in international and world level organizations they bring honour to our country, and help to consolidate the respect for Jamaica's image abroad.

To come back home: Amy was a great wife, an exemplary mother and mother-in-law, and a wonderful and trusted friend to those of us who were privileged to work beside her and to know and love her.

The Library profession wishes to use this occasion to convey its profound condolences to husband Judd, daughters Hillary and Helen, son-in-law Fred and other immediate members of her family. We mourn our loss and understand the feelings of the family at this time, but we rejoice that we were privileged to know this wonderful human being who lived among us.

University of the West Indies (Mona, Jamaica) Library *bringing together* Technology, Services & Modern Physical Space *in the new* *Postgraduate Learning Commons*



FACILITIES & SERVICES

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 - Search the OPAC and databases
 - Access e-resources;
 - Send email or browse the Internet;
 - Access specialist programs;
 - Submit queries via QuestionPoint (virtual reference service)
- ◆ Photocopying, scanning and printing
- ◆ Conference Room (seating capacity approximately 25)
- ◆ Group seminar rooms, each with computer and white board
- ◆ Comfortable lounge seating

OPENING HOURS

Monday-Friday

8:30a.m.- 6:00a.m. on the following day

Saturday

8:30a.m.- 12.00 midnight

Sunday

12:00 noon - 8:00p.m.

LIAJA Bulletin 2010 in Celebration of LIAJA'S 60th Anniversary

Call for Papers

This special issue is seeking submissions on a range of subjects and will provide a forum to identify, share and develop issues which are relevant to our profession.

Articles may report original research and other recognized forms of scholarships such as book reviews. All submissions should be double-spaced throughout and should conform to the current edition of the MLA Handbook for Writers of Research Papers. Manuscripts should be submitted electronically, via e-mail, and in hard copy.

The Bulletin is the official professional and research journal of LIAJA. It is peer-reviewed and is published annually. Papers should be submitted by November 2009 to Evadne McLean, Chairperson, Research and Publications Working Party.

Email: evadne.mclean@uwimona.edu.jm or evadnemclean@yahoo.com



University of Technology, Jamaica

CALVIN McKAIN LIBRARY

Resources Include:

- Books
- E-Books
- Journals
- Online Databases (Access available to over 9000 online, full text Journals)
- Art and Architecture Video-Archives (available to colleges, school and interested individuals)

Services to students, faculty and staff include:

- Reservation & Loans
- Reference & Research
- Current Awareness
- Selective Dissemination of Information
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Services Points:

In addition to the main library, service points are located at:

- Faculty of The Built Environment
- Drug Information Service in The College of Health Science
- Slipe Pen Road Campus
- Montego Bay Campus

Opening hours are:

Main Library

- Monday – Friday 8:30 a.m. – 10:00 p.m.
- Saturday 12:30 p.m – 8:00 p.m

24 Hour Reading Room

- Monday – Thursday
10:30 a.m. – 8:00 p.m.
& 10:00 p.m. 8:30 a.m.
- Friday – 10:30 a.m. – 8:00 p.m. &
10:00 p.m. – 10:30 a.m. next day
- Saturday – 12 noon – 8:30 a.m. next day
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