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# JAMAICA LIBRARY ASSOCIATION BULLETIN

JANUARY 1973



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UNITED STATES DEPARTMENT OF JUSTICE

CRIMINAL DIVISION

MEMORANDUM

TO : SAC, NEW YORK

FROM : SAC, NEW YORK (100-157341)

SUBJECT: [Illegible]

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PRESIDENTIAL ADDRESS

to the

JAMAICA LIBRARY ASSOCIATION

February 11, 1972

By  
K. E. INGRAM  
Librarian, UWI, Jamaica

Members of the Jamaica Library Association, distinguished guests and friends, as I cast about in my mind for a suitable theme, or, if not a theme, a gathering of compatible thoughts, for the usual address which the incoming president of this Association is expected to give, I realized, that as a professional librarian, it would be anomalous to direct my attention to any other than professional matters, or to attempt the more imaginative and free ranging development of ideas, with which some former presidents, drawn from outside the professional ranks, have engaged our minds and captured our thoughts. I make this observation, not from any aversion to professional topics naturally, but because in reviewing the presidential addresses of former librarian presidents, it seemed as if every subject of general professional import had been touched upon or treated at some length in one or other address over a period of some 22 years during which the association has existed. Hence, I claim no originality for what I have to say and can at best hope that in presenting my thoughts, perhaps one or two new insights or shafts of light might penetrate what must be to most of you a familiar field, and that I shall not appear too obviously to be preaching to the converted.

Because this Association will be host to an international conference on librarianship in April of this year, and because 1972 has been declared International Book Year, it seemed to me an appropriate time to focus attention on some of the wider implications of our profession and of the context within which that profession is exercised. Thereby we may attempt to form some kind of image of ourselves, however imperfect, which may indicate to us the directions in which we need to go in order to accomplish our purpose and realize, as far as circumstances permit, our fullest potentialities as librarians. The projection of a healthy professional image, not merely of what we are but of what we can become, is also very necessary if we are to attract the attention and support of the public, of governments and other institutions on whom we depend for those financial means which are indispensable to the achievement of our objectives, as well as if we hope to recruit staff of the calibre we need to sustain the profession. The wider vision of ourselves is therefore a pre requisite to growth and development, though the limited material resources of the region to which we belong, and sometimes the limited insights of those upon whom we depend for support, may present obstacles.



So much however by way of introduction. First, in this rapid review, I would stress the need for us to see the library and the practice of librarianship within the framework of continuing education throughout all stages of human development, in which libraries are indispensable agencies of such education, whether we be thinking of the education of children, of the newly literate, of the informed citizen who has little time for formal education but who needs constantly to expand his mental horizons and sharpen his perception of the human condition, or of the administrator or the professional seeking greater efficiency in his organization or expertise in his own field, or of the academic or research worker whose main concern will properly be his own discipline, but who will nevertheless benefit from the interdisciplinary relationships presented by a good library. In short, the librarian needs to see these, not simply as disjointed services (though each will have its own peculiar methods and policies) but as part of a complex of continuing educational and informational activity. We need to place greater emphasis on the intellectual character and objectives of our work rather than seeing it as a chain of technical exercises, important and necessary as there are to an efficient service. Unless we can infuse into much of the dreary routine or patient labour of librarianship some breath of this power to transform the mind and enhance the spirit, while serving human needs, we shall never be able to taste as fully as we may, the satisfaction of our profession. In this connection I was reading an article recently which indicated that there was a growing sense of job dissatisfaction among librarians in the United States, and the writer advocated wider participation of staff at all levels in the formation of policy plans. Even after a much shorter life span of professional activity in Jamaica I think I can sense here some of that dissatisfaction, that ennui and that blunted hope of the idealism that I think is at the heart of many who choose to be librarians. A wider participation for all, judiciously regulated, will no doubt help, though nothing but a sense of intellectual and spiritual goals will create that sense of purpose and more enduring satisfaction, which will steel us to undertake a professional discipline that calls for accuracy, application, a strong sense of duty, a concern for the needs of others and alas, not infrequently, plain drudgery.

A related aspect of this wider view, which we need to bring home not only to ourselves, but even more so to the public at large, is that of the Library as an important source and store-house of our history, our cultural heritage. Surely some of the recent developments in dance and theatre and journalism have been inspired, or at least supported, by access to the pictorial and printed records of our diverse cultural heritage, and much of the present research into our history, being conducted at all levels, would be impossible without the collections of research material which librarians and scholars, with an appreciation of the worth of libraries, have acquired, preserved and made accessible. In this connection I think we in Jamaica owe a special debt to Frank Cundall, and to so generous a collector and scholar as Ansell Hart, who presented his discriminating collection of early West Indian to the Mona Campus Library of the University of the West Indies many years ago.



All this may appear a truism to us, but can we doubt that it is not a truism to the public outside and to many others concerned, when we do not yet have a national library, in the recognized sense of a repository charged with the responsibility, and equipped with the means, financial and legal, of securing all published records relating to the nation's history, past and current, and of making them fully available to all, citizens and visitors, by means of bibliographies, a wide range of publications and of photographic services as well as the usual facilities which libraries provide. We have more than the nucleus of such a library in the Institute of Jamaica and its collections but I do not think that that institution would make issue with me if I imply that there is a gap to be bridged between what it so valiantly and excellently represents, with the means at its disposal, and the reality of what it might be, if recognized and given the support which becomes a national library.

These concepts of our work have many implications for professional education and practice, some of which I hope to touch on later. However, if we are ever to realize these wider educational aims and objectives, we need first to create an informed public opinion on libraries. No doubt the test of the pudding is in the eating and a good library service is its best advertisement, though the difficulty here is that the taste for a good thing often exceeds the size of the pudding, and is far in advance of the resources (and, sometimes, the vision) of supporting authorities to provide the necessary ingredients for a larger pudding. If the librarian is not sufficiently prompt and persuasive in his negotiations with the appropriate authorities, and in mustering public opinion to his support, the last state may well be worst than the first. Again, many a librarian, faced with the need to take care of necessary household tasks with an inadequate number of trained and experienced staff, is torn between this need and the need to spend time on publicising his necessities and persuading supporting administrations. It is, however, as many of us know, an inescapable task, in which the skills of negotiation and persuasion must be nicely balanced with the demonstration of the best that we can offer in service.

Increasingly, enlightened administrations are viewing education as one of the best fields of investment and as I have just said, it is for us to prove that libraries are a necessary aid to the educational process. On a more utilitarian plane however, we need to demonstrate that libraries are an asset to the economic and social progress of the community, by the informational role they play and the efficacious support they can give to industry, commerce, government and the professions. How many here in Jamaica are aware of the bibliographical information, translation and abstracting services which a well equipped library can supply? - Services which can be given almost a quantitative value, quite apart from their more intangible social value. The Seminar on the role of libraries in government departments, which this Association sponsored in September 1965, would seem to have been a good example of the sort of effort which might be fruitful in enlarging public consciousness of the value of libraries. As one participant on that occasion remarked: "A good library is never cheap, but an ineffective library costs even more by hiding information, instead of making it accessible".



In the coming international conference, members of this Association will once more have an opportunity to take a respite from the severely practical tasks which are the bedrock of our aims and aspirations, to assess our growth, our purposes, our needs, in the light of international ideas and usage as well as in the context of the realities of the Caribbean.

What then are some of the implications of this wider vision for recruitment, for library education, and for professional practice, both in our individual libraries and through the corporate agency of bodies such as the Jamaica Library Association, with particular reference to the needs of librarianship in Jamaica today.

A great deal of pioneering work of sterling quality has been done in all fields, but we cannot afford to be complacent about our achievements, if we are to attain standards of excellence or to attract to the profession recruits from the growing body of youth, who, with expanding opportunities of education, have those qualities of mind and spirit which seek challenging vocations in keeping with their particular temperaments and aspirations.

Recognizing that the roots of reform lie in the individual and that we ourselves are no exception to the rule that education is a life long process, we must first of all strengthen our own education while pursuing professional expertise. The librarian cannot be expert in every discipline but he needs to be widely read if he is to be able to appreciate the requirements of a varied clientele and direct them to the proper sources. This is particularly relevant in a developing country such as Jamaica, where often a less sophisticated people with an awakening consciousness of the world around them, must rely heavily on the librarian's assistance to get the best out of the Library. In a parallel way we must, as circumstances allow and opportunity offers itself, strengthen the educational requirements of the profession, which will in turn affect the education we give. The day cannot be far off, even for us here in Jamaica, when in addition to the consideration of criteria of personal suitability for the profession, a sound academic education coupled with appropriate professional qualifications will be considered the norm for recruitment. Speaking for myself however, I hope that that day will never come in so liberal and human a profession as is ours, where the able professional without academic qualifications, or the scholar-bibliographer and librarian without professional qualifications will not be able to find a place, not merely a niche, where there is a need which he or she may fill, as our profession and the libraries which it serves are built on the efforts of both.

We need to consider also in a special way whether the image of Jamaican and indeed West Indian librarianship, as almost exclusively a woman's profession, is a desirable one. With the greatest respect to the many able female librarians present - a noble army indeed - I must beg to dissent on more than the most obvious grounds. If we can conceive of a state of society in which



Woman's Lib was totally triumphant, I suppose (though I could not guarantee) that there might be at least a 50 to 50 ratio of accommodation for the retreating sex, but as things stand I doubt that we could muster 5% throughout the Caribbean. Nor do I suppose that a more just distribution would really be unacceptable to our counterparts, as librarianship differs from no other profession in this respect, that many a happy match had been made while intent on professional pursuits. In all seriousness however, I don't think we have made a great enough effort to attract to the profession men who would bring qualities proper to themselves and give a more balanced image to the profession. I was heartened a couple weeks ago while attending a library committee meeting at St. Augustin to hear a young male undergraduate say that he did not think enough was done to interest students in the profession, and I presume he was not excluding his own sex from this consideration.

So far as our practice goes we need to consolidate the broad groundwork which has been laid and with due sense of the economic and social realities of our life, develop more specialized services based on professional and subject expertise. I refer here to special libraries and to special services within libraries serving more general purposes. I have already referred to the need for bibliographical, information and current awareness services and hence will not labour the point. Although it is my opinion, how well founded I cannot vouch, that the scale of operations in Jamaica hardly warrants the introduction of computerization, we need to examine its possibilities, as sooner than later we shall have to adopt whatever methods are feasible for greater efficiency in our internal processes and for the speedy retrieval of information for the public we serve.

This leads me to single out another area of need in our Jamaican libraries, namely research into how far our provision and our methods meet the requirements of our public and how far we are using what we have to the best advantage. The surveys and observation required for this kind of study are often time consuming and therefore expensive, but as a professional group we must study ourselves from time to time. It is here that the presence of a school of librarianship can make a contribution in a practical way to the work of our libraries, while training entrants to the profession. I have no doubt that as our school becomes more fully established it will undertake this kind of field work in co-operation with library administrators and that in due course it will provide through higher degrees, an opportunity for intensive research into aspects of librarianship in the Caribbean, as well as develop special projects in related fields.

However, we shall not be able to depend on library school students to do all our research for us. Although our few overworked senior professional staff can ill spare the time for such research, they must work for the day when they too, or at least those with the capacity for research, like other members of other professional disciplines, will also be given greater opportunities of release from constant routines to stand aside and examine their practices. Until then however, we can do something in that direction, by seeking to recruit well trained supporting staff



to do non-professional duties, thus releasing professional staff for other appropriate tasks. I have often thought what a great boon it would be to have a secretarial college which offered a course of clerical training geared to those who wished to work in libraries rather than in commerce or government. But the rub here, as in so many of our best hopes, is the lack of money, as we cannot expect to recruit supporting staff of the calibre we require until we can offer them equal, if not better remuneration to that which they may receive in private enterprise.

Before I leave the matter of education for librarianship and its ancillary services, perhaps I may be pardoned if I depart from generalities and mention one specific short-coming of which I am keenly aware in our professional practice, namely the dearth of West Indian librarians who have a sound grasp of cataloguing and bibliographical procedures, which I consider an important requirement of a well trained professional. The dearth I refer to is in relation to those equipped to undertake other library functions. While the majority of library school students may not excel in these techniques, I hope that our school will turn out a leavening minority skilled in them of which we stand very much in need, and which are as indispensable to librarianship as sound binding is to a book.

There are but two other aspects of librarianship to which I should like to draw your attention as areas of special need in Jamaica, and indeed, in the West Indies today- namely, conservation and the formulation of standards. The former is the business of libraries, the latter is largely the concern of a professional association such as ours and of library schools.

We have a large and valuable heritage of rare and scarce materials which cry out for preservation and yet we seem to have turned out almost no one able to apply these skills or to mobilize the necessary skills to check the rot. In relation to our resources, both human and financial, it is a truly vast task, but it is one to which we can no longer close our eyes. No stone should be left unturned in seeking foreign aid to conserve what we have, and indeed, much may well be beyond conservation and perhaps photoduplication techniques alone may preserve a record of them. As a burgeoning nation we must not allow ourselves to fall into the dichotomy of meeting the more pressing developmental needs of the present to the considerable neglect of the loss imperious voice of the record of our past, or surely those whose immediate development we seek will later blame us when with enlarged consciousness they turn to explore the records of their past - for "history", as the Rt. Honourable Master of the Rolls has said in a similar connection, means, "not only the story of the great affairs of State, but also of every side of society. It is the story of life on the land and in the mill, and everywhere else: and the story of every kind of activity, of art and of science, of business and of games, and all the rest" - and the study of all these is enriched by recourse to the manuscript and printed records of the past, and in the not too distant future too, in the use of the audio-visual records of today which are already becoming part of our past.



## "Libraries and the Challenge of Change"

KINGSTON, JAMAICA

Finally - and I fear ladies and gentlemen I must have wearied you with much talk - I may say just a few words about standards. It seems a field peculiarly well suited to the attention of professional associations and schools. Recently, two such formulations came to my attention - the Unesco Standards for Library Service, (July, 1971) of which Dr. Collings kindly presented the Mona Library with a copy, and Standards of practice for West African Libraries, published in 1969 by the Institute of Librarianship of the University of Ibadan. I am pleased to note that very recently a Sub-Committee of our association prepared a draft of standards for school libraries and this is a field in which I think we can make a further contribution.

I leave these thoughts with you, ladies and gentlemen, and once more I beg your pardon if I have trespassed too long on your time, but if after so pleasant a meal I have done no more than given you an excess of time for digestion rather than spoil your enjoyment, I shall anticipate your forgiveness.

The Conference was officially opened by the Hon. F. A. Glasco, C. D. Minister of Education. Other speakers were the President of the JLA, Mr. Ken Ingram, the Chairman of the Jamaica Library Board, Mr. R. C. Adams and the Hon. the Mayor, Councillor Eli Mafelon. The Chairman of the opening session was Miss Lella Thomas, Chairman of the International Reference Committee, and the vote of thanks was moved by Mr. C. L. Stuart, Immediate Past President of the Association.

The theme "Libraries and the Challenge of Change" was of particular significance as the aim of the Conference was to discuss changing trends and developments in librarianship and to consider the implications for libraries, particularly those in the Caribbean region.

As the emphasis was on the Caribbean the programme allowed for the presentation of two papers on each subject at each session - one a general paper by a librarian from a non-Caribbean territory and the other by a West Indian. It was also noted that the most important part of any Conference is the discussion stimulated by papers, speakers were requested to a summary of a previously prepared paper, thus allowing a previous discussion period.

The following papers were presented:



## INTERNATIONAL LIBRARY CONFERENCE

### "Libraries and the Challenge of Change "

#### KINGSTON, JAMAICA

Leila Thomas  
Chairman, International Library Conference Committee

One of the most important events in the history of the Jamaica Library Association since its inception 22 years ago was the International Library Conference which it sponsored in collaboration with the Ministry of Education and the Jamaica Library Service in April, 1972.

The Conference, held at the Sheraton - Kingston Hotel from the 24th to 29th April, attracted over 260 participants from 18 countries, including the Commonwealth Caribbean, the United Kingdom, North America, Cuba, U.S. Virgin Islands, Europe and representatives of international and regional organisations, such as UNESCO, IFLA and OAS.

The Conference was officially opened by the Hon. F. A. Glasspole, C. D., Minister of Education. Other speakers were the President of the JLA, Mr. Ken Ingram, the Chairman of the Jamaica Library Board, Mr. R. L. C. Aarons and His Worship the Mayor, Councillor Eli Matalon. The Chairman of the opening session was Miss Leila Thomas, Chairman of the International Conference Committee, and the vote of thanks was moved by Mr. C. L. Stuart, Immediate Past President of the Association.

The theme "Libraries and the Challenge of Change" was of particular significance as the aim of the Conference was to discuss changing trends and developments in Librarianship and to consider the implications for libraries, particularly those in the Caribbean region.

As the emphasis was on the Caribbean the programme allowed for the presentation of two papers on each subject at each session - one a general paper by a librarian from a non-Caribbean territory and the other by a West Indian. Realising also that the most important part of any Conference is the discussion stimulated by papers, speakers were restricted to a summary of a previously prepared paper, thus allowing a generous discussion period.

The following papers were presented:



#### SESSION 1 PUBLIC LIBRARIES

- (1) International Library developments in North West Europe by Dr. Margaret Uijntroom, General Secretary, International Federation of Library Associations.
- (2) Public Libraries with special reference to the Caribbean... area by Mrs. Joyce L. Robinson, M.B.E., F.L.A., Director, Jamaica Library Service.

#### SESSION 2 NATIONAL LIBRARIES

- (1) National Libraries by Mr. Paul Berry, Director, Reference Department, Library of Congress.
- (2) West Indian National Libraries and the challenge of change by Mr. Cliff Lashley, Chief Librarian, Institute of Jamaica.

#### SESSION 3 UNIVERSITY LIBRARIES

- (1) University Libraries by Mr. J. D. Pearson, Senior Fellow, School of Oriental and African Studies, London, England.
- (2) Some aspects of academic librarianship in the Caribbean by Mr. K. E. Ingram, University Librarian, University of the West Indies, Mona, Jamaica.

#### SESSION 4 SPECIAL LIBRARIES

- (1) Special Libraries by Mr. D. J. Foskett, Librarian, Institute of Education, University of London, England.
- (2) Don't wait for the Dinosaurs: some aspects of special librarianship in Jamaica by Mrs. C. P. Fray, Consultant Librarian, Kingston, Jamaica.

#### SESSION 5 LIBRARIES FOR YOUTH

- (1) Libraries for Youth by Miss Shirley Ellison, Associate Professor, School of Library Science, University of Alberta, Canada.
- (2) Libraries for Youth by Mrs. Amy Robertson, Principal Librarian, Schools Library Service, Jamaica Library Service, Jamaica.

#### SESSION 6

- (1) Library Education by Mr. W. H. Snape, Head, Department of Library and Information Studies, Liverpool Polytechnic, England.



- (2) ~~Library Education in the Caribbean~~ by Dr. Dorothy Collings, Head, Department of Library Studies, University of the West Indies, Mona, Jamaica.

SESSION 7a TECHNOLOGY IN LIBRARIES by Dr. W. J. Cameron, Dean, School of Library & Information Science, University of Western Ontario, Canada.

SESSION 7b • THE ROLE OF UNESCO IN LIBRARY DEVELOPMENT by Mr. Kenneth H. Roberts, Acting Director, Division for the Development of Documentation, Libraries and Archives Services, UNESCO, Paris.

SESSION 8 LIBRARY CO-OPERATION

(1) Aspects of International Library Co-operation by Dr. Margaret Uijnstroom, General Secretary, IFLA.

(2) Library Co-operation in the West Indies: the State of the Art by Dr. Alma Jordon, Librarian, St. Augustine Campus, U.U.I., Trinidad.

SESSION 9 A NATIONAL PLAN FOR LIBRARY DEVELOPMENT

(1) Professor William Jackson, School of Library Service, George Peabody College for Teachers, Nashville, Tennessee, U. S. A.

(2) National Library Development Plan for Jamaica by Mrs. Hazel Bennett, Lecturer, Department of Library Studies, University of the West Indies, Mona, Jamaica

SESSION 10 THE ROLE OF A PROFESSIONAL ASSOCIATION

(1) Library Associations and Change by Mr. Edwin Castagna, Director, Enoch Pratt Free Library, Baltimore, U.S.A.

(2) The role of a professional Association by Mr. P. Havard Williams, Dean, Library School, University of Ottawa, Canada.

Discussion on each paper was lively, fruitful and stimulating. A number of important resolutions were adopted at the Conference and these were to be forwarded to 'West Indian Government's and other bodies. The resolutions were as follows:

Proposed by Mrs. Joyce Robinson  
Seconded by Miss Ursula Raymond

1. That this Conference recommends that in the interests of simplified cataloguing that public libraries should re-examine the quantitative and qualitative cataloguing required for each territory and for each library within the territory

in order to analyse the use made of all the information recorded in our catalogues and to arrange the retention of only what is relevant to local needs.

2. That this Conference recommends that the library profession in the Caribbean, recognizing the need for advancement of library service in rural areas, establish professional codes of commitment and a philosophy of service which should require a period of rural service in each territory for all library assistants and librarians.
3. That this Conference recommends that public libraries in this area work towards regionalisation and closer co-operation so as to stretch and manipulate our resources to the greatest advantage for our library units in the area, creating a working formula that would integrate all public library service in each territory in a manner that would retain sentimental library traditions without sacrifice to efficiency.
4. That priority should be given to upgrading present service to readers by establishing book provision of a minimum of 3 books per reader over the next five years and subsequently upgrade book provision on a population basis to a minimum of one book per head of population.
5. That some officially recognized body which has the respect, confidence and sympathy of the Governments concerned, prepare and publish "Minimum Standards for Public Libraries in the Caribbean area", in order to provide a tool to help public libraries to meet the challenge of change in the area.
6. That publishers concerned with the area be urged to invest in an imaginative and long term programme of unified effort in book promotion in the West Indies through regular large scale displays to assist book selection in the area on a level consistent with book expenditure in the area.
7. That there should be accelerated efforts to stimulate greater production of literature relevant to the area and especially for children in order to provide the public libraries with material to stimulate national awareness.
8. That there should be arranged better provision for the continuous and regular interchange and stimulation of ideas common to workers in similar fields separate from occasional conferences and seminars, and particularly to develop "bookmanship".
9. That public libraries in the Caribbean region should unite to educate and convince their respective governments of the need not only to upgrade public libraries in their country, but to re-classify salary scales and recognise public librarians as being in professional grades of short supply needing incentives for retention.



10. That free postal service to readers in remote areas should be organized, and that the possibilities of using voluntary help to establish this type of service successfully should be explored so as to attain maximum library coverage for all citizens as quickly as possible.

11. That in the interests of economy there should be individual legislative provision to provide regional assistance for the central administration of small library units without destroying local initiative and curtailing local responsibility for stimulating growth.

PROPOSED BY MR. HENRY FOULER

SECONDED BY MR. BASIL DANIELS

12. Whereas, in the developed countries, the discovery and fostering of new writers is to a great extent dependant on enlightened policy of library orders which help to ensure an economic minimum sale for new books, and whereas, in small developing countries library orders are seldom large enough to approach the economic 'break-even' point for new books, thereby placing writers in a small country at a crippling dis-advantage, and whereas, it is crucial for the cultural development of small countries that publication of their writers be encouraged by library policy, and such encouragement is vital for international understanding and cultural exchange, DE IT RESOLVED that steps be taken to investigate the possibility of establishing an international convention amongst developing countries themselves, and between developing countries and developed countries, whereby each participating national library system would agree on a reciprocal basis, to purchase annually a fixed proportion of the new locally written books actually purchased by the library system of the developing country, provided that any participating country would have the right at any time to give not less than one year's notice of withdrawal from such convention.

PROPOSED BY MRS. C. P. FRAY

SECONDED BY DR. J. L. VARMA

13. Whereas there is a good deal of valuable unpublished information in government departments and elsewhere, in the West Indies, which is not readily available, this Conference recommends that Governments be informed of the present barriers to the free flow of information, and that appropriate steps be taken to remove those barriers.

PROPOSED BY MR. MICHAEL GILL

SECONDED BY MISS IVY DAXTER

14. Whereas the folklore, and the theatre, dance and music have an important cultural role in the Caribbean, this Conference recommends that a regional repository for materials in these

fields be established, and that steps be taken to apprise the appropriate governmental and other agencies of this need.

PROPOSED BY MRS. ROSARIO TOROQUITA

SECONDED BY MR. ROBERT VAUGHN

15. Whereas, the establishment of school library systems as an integral part of the educational process is a priority in the developing countries and whereas, the needs and characteristics of developing countries of the Caribbean Area and Latin America are similar and therefore there is a need for co-operation and for combined action that would avoid duplication of efforts, and whereas, this International Conference of Librarianship is considering resolutions concerning the development of School Libraries in the Caribbean Area, BE IT RESOLVED that this International Conference goes on record advocating that the International Association of School Librarians, or some other international organization, in association with the International Association of School Librarians consider sponsoring a Regional Conference on School Library Development to be held in this region within a year.

PROPOSED BY DR. J. L. VARMA

SECONDED BY MR. C. L. STUART

16. That this Conference recognises the need to have carefully thought out and formulated minimum standards for Libraries and Media Resource Centres and the continuing need to review and update such standards. The Conference wishes to congratulate the Jamaica Library Association on the progress it has made in proposing standards and encourages the continuance of such work. Further the Conference recommends that when any such standards have been formulated, agreed and adopted by a Library Association, that the standard should be forwarded to the appropriate Government department concerned with a recommendation that they be adopted officially at national level.

PROPOSED BY SISTER N. TARCISIA

SECONDED BY MR. HAROLD PIDDUCK

17. Whereas, an attractive, well-organized, efficiently administered school library/media centre is essential to quality education, and whereas, knowledge is expanding so rapidly that it is essential that children be taught how to locate, organize and evaluate information, BE IT RESOLVED that architects, educational planners, administrators, librarians and teachers be urged to pool their skills and experience to plan wisely and fund adequately in order to provide a library/media centre in every school



10. Whereas, newer methods of teaching emphasize individual study, use of multi-media approaches, individual and class projects, and whereas, close cooperation among administrators, librarians, teachers and community are essential for the establishment and maintenance of excellent libraries, BE IT RESOLVED that a set of Caribbean regional standards for school libraries be compiled for the guidance of all who are involved in establishing new or expanding existing libraries, and BE IT FURTHER RESOLVED that instruction in the use of the library, both for personal enrichment and for class teaching be included in the teacher-training programmes as soon as possible.

PROPOSED BY MR. P. HAVARD WILLIAMS.

SECONDED BY MISS URSULA RAYMOND

19. That this Conference recommends that the Sonato of the University of the West Indies be asked to take a broad and generous view of the role of the newly established Department of Library Studies, and authorise it to explore the possibility of expanding its resources to provide opportunities for the training of instructors of library assistants and technicians to provide appropriate support for the professional staff of Caribbean libraries; and that the various governments of the area be urged to send potential instructors for these courses.

PROPOSED BY MR. FRANK H. HOGG

SECONDED BY DR. ALMA JORDAN

20. Whereas, in the Commonwealth Caribbean, libraries and librarianship are firmly in the cultural tradition of the English-speaking world, and are particularly associated with Canada, the United Kingdom and the United States, and whereas, in the past, education for librarianship for West Indians has been achieved through the channels available in these countries, and whereas, the matter of equivalence of qualifications in librarianship is being pursued in these countries, and whereas, the University of the West Indies is now offering programmes in librarianship through its Department of Library Studies, BE IT RESOLVED that steps be taken with appropriate Library Associations, with the objective of those Library Associations considering and recognizing for equivalence purposes the qualifications in Librarianship and Information Studies granted by the University of the West Indies.

PROPOSED BY MRS. AGNES McMURDOCH

SECONDED BY MISS SHELAK LEUSEY

21. Whereas, a considerable amount of indexing of West Indian material is undertaken by individual libraries in the Caribbean, thus leading to a duplication of effort in this field,

BE IT RESOLVED that avenues of co-operation in indexing be explored by ACURIL, and BE IT FURTHER RESOLVED that the printing of such indexes by a commercial agency be investigated.

PROPOSED BY MRS. RITA RIVIERE

SECONDED BY DR. J. L. VARMA

22. Whereas temporary attachments of staff at a junior level are particularly valuable in providing training, particularly for library staff from the smaller territories, and whereas difficulties in such temporary attachments are presented both in financing and in the obtaining of work permits for such staff, this Conference recommends that steps be taken by the appropriate authorities to obtain financial support for such temporary attachments, and that those authorities approach the appropriate governmental departments with the object of removing the barriers to the temporary attachments of staff.

PROPOSED BY MR. P. HAVARD-WILLIAMS

SECONDED BY MISS S. FERGUSON

23. That this Conference recommend that the Library Associations of the Caribbean area seek the aid of IFLA in forming a Caribbean regional group of the International Federation of Library Associations, and that as a first step, an interim committee of the past presidents of the interested associations together with regional experts in Librarianship be constituted to examine the feasibility of establishing such a group.

PROPOSED BY MRS. L. HUTCHINSON

SECONDED BY MRS. C. P. FRAY

24. Whereas there is research taking place on Caribbean topics in universities overseas, and whereas the unpublished results of this research are often unavailable in this area, BE IT RESOLVED that ACURIL be asked to investigate with the appropriate authorities, the possibility of making these materials available in each territory.

PROPOSED BY MRS. LOIS DARROW

SECONDED BY DR. ALMA JORDAN

25. BE IT RESOLVED that this Conference endorse the concept of national planning for library services as a fundamental and essential part of national planning for socio-economic development, and that governments of the area be exhorted to institute such planning for comprehensive and co-ordinated library and information services with full professional consultation, through national commissions where applicable, and to include diagnostic surveys and adequate provision of funds to implement such plans on a short and long term basis.



The Conference programme included visits to libraries in Kingston and St. Andrew and in the other parishes. Visits were paid to the University Library, the Jamaica Library Service, and the Institute of Jamaica. Some participants visited the Archives in Spanish Town. One day was spent on a tour of Jamaica with groups going to Montego Bay via St. Ann's Bay, to Port Antonio via Morant Bay and to Black River via Mandeville. Visits were paid to Parish Libraries, and in some cases to Junior Secondary School Libraries in these areas.

Participants were guests of:-

- (a) His Worship the Mayor and the Councillors of Kingston and St. Andrew Corporation at a most enjoyable Cocktail Party held at the Undercroft of the University of the West Indies on April 24.
- (b) Grace Kennedy & Company at a Luncheon at the Courtleigh Manor Hotel., Kingston on the 26th. Alpart at the Astra Hotels in Montego Bay and Port Antonio on the 26th April.
- (c) Alcoa at breakfast at Halse Hall Great House, Clarendon, and the Jamaican Hylton, St. Ann, on the 26th April.

A special feature of the entertainment arrangements was the "home hospitality" evening arranged for overseas participants.

The Conference received much publicity from the communications media and some of the delegates participated in Radio and Television programmes.

The work of organising the Committee was undertaken by a Central Organising Committee and seven sub-committees to which were assigned special areas of responsibility. A list of Committees is appended to this report.

The Conference was financed from contributions from the Government of Jamaica, the Jamaica Library Service through its 13 Parish Libraries, from donations from the private sector such as Alumina Jamaica Limited, from fund-raising efforts of the staff of Libraries - University Library, Jamaica Library Service Headquarters, Alcan Library and Hanover Parish Library- and by the sponsorship of Speakers by the Commonwealth Foundation, the Institute of Jamaica, the U.W.I. (St. Augustine), the Library of Congress, I.F.L.A., U.N.E.S.C.O., and the American and Canadian Library Associations.

The involvement of the private sector in the Conference was further evidenced by the support received in the publication of the Conference Souvenir Magazine. This most attractive publication was totally financed from "courtesy" advertisements paid for by several commercial enterprises.

The Jamaica Library Association wishes to thank all who assisted in one way or another with the planning, general organization, financing and execution of the Conference. From the comments both written and oral of both local and overseas participants the Conference was indeed a tremendous success, and all concerned with the arrangements should be gratified.

Special thanks are extended to the members of the Central Organising Committee as well as to those who served as Chairman and Secretaries of Sub-Committees and to the many private firms and organisations who assisted in making the Conference the success it was.

It is hoped that the Conference will be of lasting benefit to the participants, not only because of the sharing of common problems and the mutual search to find solutions to new ones but also because of the cementing of old relationships and the formation of new ones through this mutual co-operation. It is hoped that we as librarians will meet the challenges of change.

#### ORGANISING COMMITTEE & SUB-COMMITTEES

##### 1. International Library Conference Committee

Miss Leila Thomas

Chairman

Mrs. Gloria Royale

Secretary

Mr. K. E. Ingram

Chairman, Programme  
Sub-Committee

Mrs. Joyce L. Robinson

Chairman, Publications  
Sub-Committee

Mr. C. L. Stuart

Chairman, Fund-raising  
Sub-Committee

Mrs. Cynthia Warmington

Chairman, Physical  
Arrangements and Accommodation  
Sub-Committee

Mr. F. L. Sangster

Chairman, Book Fair  
Sub-Committee

Mrs. Hazel Bennett

Chairman, Reception and  
Entertainment Sub-Committee

Mrs. Sybil Iton

Chairman, Secretariat  
Sub-Committee

Miss Glory Robinson

Chairman, Publicity and  
Information Sub-Committee



Mrs. C. P. Fray  
Sister Tarcisia  
Miss Fay Durrant  
Miss Stephanie Ferguson

2. Programme Sub-Committee

Mr. Ken Ingram	Chairman
Miss Daphne Douglas	Secretary
Mr. C. L. Stuart	
Mrs. Joyce Robinson	
Mrs. Gloria Cumper	
Mrs. Hazel Bennett	
Miss Fay Durrant	
Mrs. C. P. Fray	

3. Reception and Entertainment Sub-Committee

Mrs. Hazel Bennett	Chairman
Mrs. Joyce Robinson	Vice-Chairman
Mrs. Sybil Iton	Secretary
Mrs. Rosa McLaughlin	
Miss Y. Lawrence	
Mrs. Jean Floyd	
Miss S. Ferguson	

4. Physical Arrangements & Accommodation (including library)

Mrs. C. Warmington	Chairman
Miss Joyce Wallen	Vice Chairman
Mrs. Clover Chung	Secretary
Mrs. Gloria Salmon	
Miss Fay Williams	
Mrs. Delphine Cupidon	
Mr. F. L. Sangster	
Sister Tarcisia	
Miss June Williams	

5. Publicity & Information Committee

Miss Glory Robertson	Chairman
Miss Fay Durrant	Vice Chairman
Miss Myrtle Picart	Secretary
Mr. C. L. Stuart	
Mrs. Amy Robertson	
Mrs. Gloria James	
Mrs. Jefferson	
Mr. Winston Wright	

6. Publications Sub-Committee

Miss Joyce Robinson	Chairman
Miss Glory Robertson	Vice Chairman
Mrs. Gloria Salmon	Secretary

Mr. Alex Gradusov  
Mrs. A. Jefferson  
Mr. Tony Sanbull  
Miss Barbara Chevannes

7. Finance Sub-Committee

Miss Leila Thomas Chairman  
Mrs. Amy Robertson Vice Chairman  
Miss June Vernon Secretary  
Mr. Patrick Taylor Finance Officer  
Mr. C. L. Stuart  
Miss S. Ferguson  
Miss Fay Durrant  
Mr. Arthur McKenzie

8. Fund Raising Sub-Committee

Mr. C. L. Stuart Chairman  
Mr. Ossie Harding Vice Chairman  
Miss S. Ferguson Secretary  
Miss Winnifred Blackwood Finance Officer  
Mr. Michael Henry

9. Secretariat Committee

Mrs. Sybil Iton Chairman  
Mrs. Gloria Salmon  
Mrs. Myrtle Picart  
Miss Gloria Clarke



# ACKNOWLEDGEMENT

## CASH DONATIONS

Alcan Jamaica Limited  
Checker Cab  
Jamaica Library Service H'qtrs.  
Parish Library Committees, Jamaica  
Library Service  
West Indies General Insurance Co.  
Wright's Jewellery Store  
Hanover Parish Library Staff  
Alcan Library Staff  
University Library Staff  
EQUIPMENT & FURNITURE (LOAN)

Alpart Limited  
Kingston & St. Andrew Parish Library  
Jamaica Library Service H'qtrs.  
Manchester Parish Library  
T. Geddes Grant Limited  
Ministry of External Affairs and  
various Embassies (flags)

## SOUVENIRS

Machado Tobacco Company  
J. Wray & Nephew Limited  
Sterling Drug International  
Jamaica Estates Ltd. (Tia Maria)

## FIRST AID MATERIAL

Sterling Drug International

## FLORAL ARRANGEMENTS AND POTTED PLANTS

Mrs. Enid Hercules  
Kingston & St. Andrew Corpn.,  
(Parks Division)

Pat's Flower Shop

Trewick Nurseries

## HOSPITALITY

Hanover Parish Library  
Alcoa Minerals of Jamaica  
Alumina Partners of Jamaica (Alpart)  
Jamaica Hylton  
Bay Roc Hotel  
Chatham Hotel  
Carlyle Beach Hotel  
Dragon Bay Hotel  
Jamaica Tourist Board  
Montego Beach Hotel  
Parish Libraries- Jamaica Library Service  
Upper Deck Hotel

## LUNCHEON

Grace Kennedy & Co. Ltd.

## PRINTING

Goldings Printing Service Ltd.  
Stephenson's Litho Press

## PUBLICITY

The Gleaner Company  
Jamaica Broadcasting Corporation  
Jamaica Information Service  
Radio Jamaica  
The Star

## RECEPTION

His Worship the Mayor and Councillors  
of the Kingston & St. Andrew Corporation

## STATIONERY

Bryden & Evelyn Limited

## SPONSORSHIP OF SPEAKERS

The American Library Association  
The Canadian Library Association  
The Commonwealth Foundation  
The International Federation  
The Library of Congress  
Parish Libraries, Jamaica Library  
Service  
The University of Alberta

The University of the West Indies,  
St. Augustine  
The University of Ottawa  
The University of Western Ontario  
Institute of Jamaica

## TRANSPORT

Bronx Transport

## THE JAMAICA BOOK FAIR

APRIL 25 - MAY 2, 1972

1972 was designated International Book Year by the United Nations, Educational Scientific & Cultural Organisation (UNESCO). As a contribution to the celebration of the year, the Jamaica Library Association in collaboration with the Ministry of Education and the Jamaica Library Service organised an International Book Fair at the National Arena from April 25 to May 2.

The fair which was held concurrently with the International Library Conference was officially opened by His Worship the Mayor Councillor Eli Matalon. Other speakers included Mr. K. H. Roberts, Acting Director, Division for the Development of Documentation, Library and Archives Services, UNESCO. Mr. John J. Searchwell, President of the Jamaica Teachers' Association and Mr. Albert Garel, representative of the Jamaica Booksellers Association. Mrs. Joyce L. Robinson, Director, Jamaica Library Service chaired the function and Mr. F. L. Sangster, Chairman of the Jamaica Book Fair Committee moved a vote of thanks.

In keeping with the theme of the Fair "Books for Living", a wide range of material which could be applied to everyday living was displayed. Emphasis was placed on children's books, reference books for the house, fiction and West Indian writings.

Over 70 publishers and booksellers from the Commonwealth Caribbean, Europe, Africa and the United States of America participated. Displays were mounted by the Institute of Jamaica, the University of the West Indies, the Jamaica Library Service, the Mexican and French Embassies, the United States Information Service and the British Information Service.

Among the highlights of the Fair were a number of Special activities arranged each evening. These activities were boomed at different members of the community. For ladies there were cooking demonstrations, fashion shows and flower arranging sessions; for men, film shows on sports, cricket demonstrations and a six-a-side football match; for children, story hour sessions, talks and poetry reading and for the entire family special programmes featuring West Indian Art, music and literature.

The fair was organised by a Committee comprising publishers representatives, booksellers, librarians and other persons with allied interest such as the Reading Association of Jamaica. Mr. F. L. Sangster of Sangster's Bookroom was Chairman of the Committee and Miss June Vernon of the Jamaica Library Service Staff-Secretary. Other members were Miss P. Henry (Chairman, Children's Activities Sub-Committee) Miss Pamela O'Gorman (Chairman, Music Sub-Committee) Miss Elaine Melbourne (Chairman, West Indian Day Sub-Committee) Mr. D. Randle (Chairman, Sports Sub-Committee) Mr. Merrick Needham (Chairman, Site Sub-Committee) Miss Eloise Gordon (Chairman, Ladies Day Sub-Committee) Mr. C. Chung, Mrs. D. Somers, Mr. D. Rauston,



Mr. C. Harriott, Mr. A. Durie, Mrs. Hazel Bennett, Mrs. I Cousins, Mrs. Joyce Robinson, Mr. N. Carr, Mrs. E. Jones, Mr. Altamont Edwards, Mr. V. Carrington, Mrs. M. Lettman, Mr. T. Shadeed and Miss Leila Thomas.

The Bookshop which was a special feature of the Fair was organised by Mr. C. Chung and the publication of the Book Fair Programme was handled by McMillan Advertising Company, supervised by Mrs. D. Somers. Mr. C. Harriott assisted with the general supervision of the fair. The designing of booths and decoration of the entire Arena was capably carried out by Mr. & Mrs. D. Rauston of the Jamaica School of Art, and the sponsors are extremely grateful to them for their excellent contribution to the success of this fair.

The fair which was attended by over 5,000 persons, suffered from inadequate publicity due partly to the attention given to the International Library Conference by the Communications media. However, as a first effort it can be considered a most successful venture.

The Association is grateful to the various persons who served on Committees as well as to those who served as Chairmen or Secretaries for their interest and enthusiasm in the venture. Without their dedicated service the fair would not have been a reality. A special word of thanks is due to the Chairman of the Book Fair Committee, Mr. F. L. Sangster and his staff, and Miss June Vernon, the undefatigable secretary for their hard work, zeal and co-operation; to the donors, advertisers, exhibitors and those who assisted with the various special activity programmes and to Mr. Hector Wynter, former Chairman of the Jamaican Commission for UNESCO for his assistance in obtaining a grant of \$1,100 from UNESCO which made the fair possible.

The Jamaica Book Fair attempted to bring forcefully to the mind of the Jamaican people the value of books in their everyday life. The Jamaica Book Fair is now history but it is hoped that its message of "Books for Better Living" will live on.

# REPORT ON A VISIT TO BUDAPEST TO ATTEND THE 38TH SESSION OF IFLA COUNCIL

by  
September 2 11.00 - 12.00

K. E. Ingram, President, Jamaica Library Association

The Executive Committee of the Jamaica Library Association named me as its representative to the 38th General Council Meeting of IFLA which met in Budapest, Hungary, from August 27th to September 2, 1972. As the decision to send a delegate was taken only in July, preliminary arrangements had to be undertaken hurriedly and therefore when I left Jamaica on the evening of August 22nd for London I had no clear assurance that I would be granted a visa by the Hungarian Embassy there, though the Jamaican Ministry of External Affairs and the Consular and Passport Office of the Jamaican High Commission in London had done everything possible to prepare the way. Fortunately, there were no hitches and I obtained my visa on the 26th August, on the day before I was due to fly to Budapest. Registration took place Sunday evening the 27th at the Hotel Volga one of the five hotels in which the visiting participants were accommodated.

The theme of the Conference was "Reading in a changing world" and in addition to the plenary sessions there were a multiplicity of sectional and committee meetings covering every aspect and speciality of librarianship. As these were concurrently arranged for the most part, not only with one another but with some of the visits and sightseeing tours it was only possible to attend a selection of such meetings. The following sessions and visits were attended by me:-

August 28 10.30 - 12.30 Opening: first part general theme (plenary session)  
14.00 - 15.45 Second part general theme (plenary session)

August 29 9.00 - 10.30 University Libraries I  
11.00 - 12.30 Geography and Map Libraries I  
14.00 - 15.30 Rare & Precious Books I  
16.00 Visit to Maxim Gorky State Library of Foreign Publications.

August 30 9.00 - 12.00 Sightseeing tour of Budapest

August 31 9.00 - 10.30 University Libraries II.  
Visit to Library Supplies Exhibition (concurrent non-IFLA activity)

August 31 14.00 - 15.30 Developing Countries Group (a specially convened ad hoc meeting)



September 1 All day excursion into the Hungarian countryside.

September 2 11.00 - 13.00 Final plenary session

In addition the following social and cultural activities were arranged:

August 28 20.30 - 22.30 Reception given by the First Deputy Minister of Culture in the Central Club of the Hungarian People's Army

August 29 19.30 - 21.00 Performance of the Hungarian State Folk Ensemble

August 30 16.30 - 19.00 Visit to the Budapest Historical Museum and to a book exhibition to mark International Book Year

21.00 - 3.00 "Budapest by night"

August 31 18.30 - 21.00 Danube River cruise

September 2 19.30 - 22.30 Farewell Dinner party.

The conference was attended by more than 900 participants and was well organized with respect to seating and simultaneous translation services, which were provided in the commodious rooms of the Hungarian Academy of Sciences. On the whole the provision of hotel accommodation, transport and many other facilities to smooth the way for visitors, were all admirably executed. A particularly helpful feature was the provision of special envelopes for posting sets of papers for which the Secretariat undertook to do any necessary parcelling, to dispatch and pay postal charges.

One hundred and thirty three (133) papers were tabled in four languages - English, French, German and Russian - though all were not read.

Of particular interest to members of the Jamaica Library Association will be the fact that the President in his opening address singled out the International Conference held in Jamaica in April of this year for commendation as "a model of organization [which] certainly proved the great usefulness of regional cooperation ..."

Particular interest was expressed in the Jamaica Conference by other IFLA officials, by the delegate from the International Institute of Education, N. Y., by the delegate from Malaysia and Chairman of the IFLA Working Group on Developing Countries and by the delegate from Malta. A couple of English colleagues who had attended the Jamaica Conference and who were present in Budapest reiterated their appreciation and sent their greetings to the Association.

Matters which received particular emphasis in plenary sessions and which seem noteworthy were International Book Year, the project for Universal Bibliographical Control (UBC), the fostering of national bibliographies, the importance of regional conferences, the involvement of the developing countries in IFLA, the integration of library, document and archive services, for the furthering of which Unesco plans to hold a special conference by 1974.

A special session, not scheduled on the printed programme, to discuss methods to secure the greater involvement of the developing countries in IFLA was called. Among countries represented by delegates and/or observers were Ethiopia, Greece, Jamaica, Jordan, Malaysia, Malta, Nigeria, the Phillippines, as well as there were present delegates from other countries with a special interest in the subject, among them the President and General Secretary of IFLA, the delegate & head of Unesco's Archives, Documentation and Libraries Division and the Librarian of the Toronto Public Library. Among the obstacles to greater participation of developing countries discussed were 1) lack of adequate finance 2) the indifference of governments 3) the variable attitudes of Unesco National Commissions and 4) the insufficiency of trained personnel available. A resolution was passed seeking to obtain further IFLA/UNESCO financial aid for attendance at conferences over the period of the next five years. It was emphasized that the ultimate aim was the rapid incorporation of the developing countries into IFLA without reference to their distinctive feature of being developing. Other matters discussed were the value of regional conferences, the desirability of close association with INTAMEL (International Association of Metropolitan Libraries) and the possibility of the that Association assisting with international exchanges of personnel, the need for IFLA to relate the work of its special committees and sections to the needs of the developing countries. I was asked by the chairman of the Working Group to furnish him with the names of librarians in the various countries of the Caribbean who would liaise with the Working Group, in preparation for the Pre-Conference Session on Developing Countries which is proposed for the next meeting of IFLA Council at Grenoble in 1973. It is noteworthy that the final plenary session also decided that the title for the Svensma Prize should be "Regional cooperation in library services: an opportunity for developing countries".

With regard to other special sessions attended I can only mention here that those on University Libraries seemed to have been concerned with many of the same aspects of the subject which occupied our attention at similar sessions of our Conference held in April - namely, the concept of the university library as an educational force, the importance of information services to staff and students, the need to survey reader needs and reader use and the application of management studies to library purposes. In the sessions on National and University Libraries and on Rare and Precious Books there was emphasis on the growing need for conservation of the heritage of the past, for greater bibliographical control of rare material exemplified by a scheme for an International Bibliography of Rare Books. In other specialized areas such as maps greater bibliographical control was stressed as for example plans for the Library of Congress MARC project to be applied to all its hitherto largely uncatalogued collections of maps.



So far as the social and cultural side of the programme went there was much of interest to see and observe in Budapest which is a picturesque city with a charming profile of towers, domes, steeples and modern buildings which rise on both sides of the Danube linked by eight bridges. The Hungarians made every effort to show us as much as they could and did so with friendly hospitality despite the difficulties posed by their unusual language. Perhaps the most enjoyable trip was the all day excursion to Lako Balaton and the Tihany Peninsula (one of eight different routes so arranged), not only for the scenic and historic interest of the visit but for the convivial enjoyment of a delicious meal at Veszprem and later for the unusual refreshment, taken alfresco, of having wine siphoned into our glasses from a cask followed by barbecuing chunks of bacon on reed spikes over open fires.

REPORT ON THE FOURTH ANNUAL MEETING OF THE  
ASSOCIATION OF CARIBBEAN UNIVERSITY & RESEARCH  
INSTITUTE LIBRARIES (ACURIL) SAN JUAN, PUERTO  
RICO. 19-24 NOVEMBER, 1972.

by  
Judith Richards, Deputy Chief Librarian,  
Institute of Jamaica

The fourth annual meeting of ACURIL was convened in Puerto Rico from 19- 24 November, 1972 at the Puerto Rico Sheraton Hotel in San Juan. Attending this meeting from Jamaica were Mr. K. E. Ingram as the delegate of the University of the West Indies Library, and Miss Judith Richards as the Institute of Jamaica's delegate. Mr. Roderick Cave of the Department of Library Studies, U. W. I. attended as a participant.

The theme for this conference was "Personnel Management in Libraries", the papers and general discussions were as follows:-

1. "Library School and library work: similar and divergent standards", by Dr. Frederick Kiddor, Director, Graduate School of Library Science, University of Puerto Rico.
2. "Matching the qualifications to the job, semi-professional point of view", by Mr. Michael Gill, U.U.I., Cave Hill, Barbados.
3. "An approach to the administration of Library Personnel", by Dr. Leonard Shorey, Extra Mural Tutor of U.W.I., Barbados.
4. "Links between administration and libraries in the Caribbean"
  - (a) "Commonwealth Caribbean" - Mr. Thomas Kabdebo
  - (b) "Spanish speaking Caribbean" - Mrs. Paulita Maldonado de la Torro.
  - (c) "U.S. Virgin Islands" - Miss Enid H. Daa.
5. "The strengths and weaknesses of the system" - Panel discussions.
6. "History and survey of the minimum standards for library personnel". Discussion based on a paper "Applying human resources in academic library development for tomorrow" by Dr. Fred Harsaghy, Library Director, York College.



The papers presented by Mr. Gill and Dr. Shorey were of particular interest. Mr. Gill reported on an experiment which the Cave Hill Library had run in co-operation with the Barbados Library Association, where Library Assistants had been encouraged to take the Library Assistants certificate course run by the City and Guilds of London Institute. At present this training course for semi-professionals has been suspended but it was hoped that it would be resumed shortly. Dr. Shorey's paper gave a lucid introduction to varying theories on personnel management and then showed how these theories were applicable to a practical situation. He indicated that there were no easy answers for librarians who were seeking to 'direct available human resources so as to maximize the contribution which each individual can make to his organization.' He stressed the fact that training in personnel management was essential for those who were in managerial positions in libraries.

All the Standing Committees of ACURIL met to discuss their progress and also to redefine their objectives and responsibilities. Of special interest to Jamaica is the fact that the Committee on Acquisitions for the English Speaking Caribbean area has proposed a one year pilot project whereby, participants who want to acquire West Indian, will deposit a set amount of money with ACURIL, and agents who have agreed to acquire material in various islands will send items direct to the participating library. The Institute of Jamaica, West India Reference Library has agreed to act as the agent for Jamaica.

At its opening ceremony, ACURIL paid special tribute, by making presentations, to three Caribbean librarians who had contributed to the furthering of librarianship in the area. These librarians were Miss Enid Baa of U. S. Virgin Islands, Dr. Albertina Perez de Rosa of the University of Puerto Rico, and Dr. Alma Jordan of the University of the West Indies, St. Augustine.

SALALM CONFERENCE

by

Hugh Dunphy

Manager, Bolivar Book Shop

This year I decided to attend the Seminar on the Acquisition of Latin American Library Materials to renew contacts with all our American customers.

The Seminar was held at the Murray D Lincoln Campus Centre, University of Massachusetts, Amherst and, as usual, was extremely well attended. The Campus Centre made an excellent site for the conference, apart from the inconvenience of being completely hermetically sealed which gave one the feeling of being caught up in some corner of American science fiction.

As usual there were excellent sessions on acquisitions and bibliography and all the routine business matters were dealt with at length. As the number of participants increases each year one of the main themes of the Seminar was the future of SALALM and while some of the founding members attended this 17th Seminar, younger groups felt that the time had perhaps come for a reappraisal of the whole purpose and meaning of such a conference.

From the trade point of view excellent opportunities were given for various dealers to express their opinions and problems to the group and such free exchange of ideas does appear to be of considerable benefit to all concerned. The happiest moment of the whole conference was the Banquet, which was dedicated to Dr. Irene Zimmerman who has done so much for Latin American Bibliography, and she treated us to a most eloquent description of her long and varied career which was certainly an inspiration to all those present.

One unexpected event connected with SALALM is that Stechart-Hafner decided in January that they would be forced to abandon their LACAP collection services due to the fact that they have become quite uneconomic. This will mean that a considerable amount of rearrangement must be made in future by Libraries interested in Latin American collection if they are to continue receiving even a moderate flow of Latin American and Caribbean material.



UNIVERSITY OF THE WEST INDIES

LIBRARY SCHOOL

Progress Report, 1971/72

by

Dorothy Collings

The purpose of this article is to present a summary report on the work of the new library school, established by the University with assistance from UNESCO to provide professional education for librarians of the Caribbean region, during its first fifteen months of operation (October 1971 - December 1972).

The Department of Library Studies, established within the Faculty of Arts and General Studies, offers two types of courses: (1) a three-year undergraduate course leading to a Bachelor's degree and open to candidates who satisfy the normal matriculation requirements of the University, started in October 1971; and (2) a one-year postgraduate diploma course for candidates who already hold a university degree in a subject other than librarianship, scheduled to start in October 1973. It is planned to admit between 10 to 15 students to this course. The good offices of librarians in the region in canvassing among promising prospective candidates and in making recommendations to the Library School would be extremely helpful, both for the undergraduate and postgraduate courses.

In addition to these regular and continuing programmes of professional education, the Department will offer occasional courses, seminars, conferences and workshops designed to meet particular needs of the region in the fields of library manpower and library development.

The first of these special programmes is an introductory training course for teacher-librarians, open to candidates who are already qualified teachers. The course comprises two successive summer sessions, and supervised field work in the library of a school or teachers' college during the intervening school year. The first session of this programme was held at the Mona Campus for five weeks during July - August, 1972; the second session to complete this programme will be held during July - August 1973. This training programme is planned and conducted by the Department in close collaboration with the UNESCO Regional Caribbean Project in Teacher Training and Curriculum Development (based at the University of the West Indies Institute of Education) which generously provided financial assistance and the services of specialist staff, including an experienced library consultant, Mrs. Stella Merriman F.L.A. (Guyana) who taught full-time in the 1972 summer session.

The course aims to provide an understanding of the purpose and functions of the library as a learning resource centre, and the basic principles of library planning and administration. Accordingly, instruction was given to the participants to enable them to plan and administer a teachers' college or school library, to select and organise library materials, to develop the educational services the school library must provide, to expand the intellectual and emotional experience of individuals who use the library and to facilitate the work of subject teachers through effective use of library materials and services.

The 1972 programme included practical sessions, project work, lectures and discussions as well as visits to the Jamaica Library Service's Headquarters of the Schools Library Service, the Mico Teachers' College and the Shortwood Primary School libraries. A kit containing basic handbooks, the Dewey Decimal Classification and other essential documentation in respect of library organisation and administration was given to each participant, to become the property of the school or college to which he is assigned. In addition, each participant was required to compile a manual of procedure for his future guidance.

#### Student enrolment and fellowships

The Library School has a present total enrolment of 71 students from 12 Caribbean territories. 51 students are enrolled in the three-year undergraduate programme leading to the B.A. (Librarianship) degree. 25 of these are Second-year students who entered the School in October, 1971 and 26 are First-year students who entered in October, 1972. 20 students are enrolled in the Summer Training Programme for Teacher-Librarians.

A total of 28 students hold Unesco Fellowships. 15 are Second-year students who were granted awards for 1971/72 which have been renewed for 1972/73. 13 new awards were made in 1972/73 to 10 First-year students and 3 additional Second-year students. Additional students receive assistance from the following sources: Jamaica Library Service: 3 three-year scholarships starting October 1971 and 7 three-year scholarships starting in October 1972; British Development Division in the Caribbean: 6 five-week scholarships for the Teacher-Librarians Training Programme First Session in July-August, 1972 and assistance to one first year student for 3 years starting October 1972; Guyana and Trinidad Governments: one three-year fellowship from each Government.

#### Examination results

Twenty-six students who entered the three-year undergraduate programme in October 1971 successfully completed their first-year examinations taken in June 1972. The comments of the External Examiner,



Principal, College of Librarianship, University of Wales, may be of interest. Inter alia, Mr. Hogg's report states:

"A good standard has been maintained throughout the examination... The general standard of the scripts and the examination was satisfactory. When it is considered that this is the first year of a completely new course, in a new degree programme, which for the first time in the West Indies includes Library Science, the overall standard and results are a matter for congratulation to the staff of the Department and the students concerned. They are to be complimented on a creditable performance especially as the staff have only come together to work as a team with the minimum of available time for pre-planning and preparation.

#### External Examiners

The Department is happy to record that its External Examiners appointed by the University for the academic year 1972/73 are as follows: Mr. D. J. Foskett, F.L.A., Librarian, Institute of Education, University of London (2nd year: Cataloguing and Classification); Mr. Frank Hogg (1st year, Library Studies and 2nd year: Administration); and Mr. Roy Stokes, Director, School of Librarianship, University of British Columbia (2nd year: Bibliography and Reference Services).

#### Teaching

Concerning the Department's work, it seems relevant to note that librarianship is not only a subject of academic study but also a profession, the practice of which involves the planning and management of library premises, the administration of library staff, the selection, acquisition and organization for use of a wide range of printed and non-print materials and the provision of varied library and information services relevant to the needs of the particular categories of users concerned. Moreover, in a developing region such as the Caribbean where qualified librarians are in short supply, students must be prepared to assume positions of considerable professional responsibility immediately upon completion of a university-level library education programme.

In view of these considerations, the courses developed in the Department include as well as the formal programme of lectures and tutorial sessions, and lectures by guest speakers, considerable practical work within the Department (in such fields as cataloguing and classification, bibliographic services and the use of reference materials). Study-visits are made to libraries of different types, archives, printing houses, and other establishments related to libraries and librarianship. During 1971/72 extremely useful group visits were made to the Jamaica Library Service, the Institute of Jamaica, and to the University Library.

## Fieldwork

In addition, supervised field work in approved libraries undertaken during the long vacations forms an important and integral part of the training programme. Through the generous co-operation of Head Librarians and their staffs throughout the region, six-week attachments covering a wide range of well-planned and carefully supervised activities were arranged for 28 First-year students during the summer of 1972 in public, university and special libraries in Barbados, Dominica, Guyana, Jamaica and Trinidad. Students returned to the University with a far greater sense of dedication, more self-assurance and a deeper understanding of the duties and responsibilities of the librarian in a developing society.

## Building, Teaching and Students

### Building and Facilities

During the academic year 1971/72, the Department of Library Studies occupied temporary premises in the Institute of Education, including the use of space in the Institute's Documentation Centre and additional office space loaned by the Extra-Mural Department.

Meanwhile, a new two-storey building to house the Department, financed entirely by the University, is now ready for occupancy. The new building includes staff offices, a tutorial room, seminar rooms and a laboratory library designed to serve the instructional programme of the Department.

The Department wishes to record its gratitude for many useful gifts to its teaching collection of professional library journals, reports and other materials relevant to librarianship. Notable among these were presentations made by the following donors: Columbia University (School of Library Service), Jamaica Library Service, Library of Congress, the Research Institute for the Study of Man, United Nations Headquarters Library, University of Western Ontario (School of Library and Information Science), and the H. W. Wilson Company (Publishers).

The Library School has urgent need of additional equipment and materials for teaching purposes (especially a copying machine, audio-visual materials, additional professional library books and journals). Thus, it would be most deeply appreciated if members of the professional library associations in the region, and others interested in library education and development in the Caribbean, could find it feasible to seek donations on behalf of the Library School. A possible method of doing this would be to form a Friends of the Library Association in their respective countries.



### Library Manpower Needs

The work of the Library School is directly linked to and affected by the extent to which it is possible to anticipate accurately the needs for various categories of library manpower in the region and to the establishment of the requisite library posts, with due budgetary provision, by employing bodies.

Thus the Library School is greatly heartened to note the clear evidence of close and increasing attention which is being devoted by the library profession in the Caribbean to this important matter, in the context of over-all planning for national library development. In addition to the continuing work of the Jamaica Library Association and the Jamaica Library Service in this field, the following recent studies have also most helpfully been sent to the Library School:

- Barbados Library Association: Memorandum on the Staffing Situation in Government Libraries sent to the Ministry of Education, Barbados. (Bridgetown, 11 August 1972).
- Jordan, Alma. Summaries on School and Special Libraries in Trinidad and Tobago, prepared for the Working Group on the Development of a National Library Service. (UWI, St. Augustine, Trinidad, September 1972).
- University of the West Indies (Mona). Library Development: Proposals and Recommendation, 1972-1981. (UWI, Mona, Jamaica, October 1971).

It is also of interest to note that the Central Library Board of St. Lucia has appointed a committee to prepare a five-year development plan for St. Lucia's library service.

In the full consciousness of the importance of stimulating and assisting national planning for library development in the context of over-all national plans for economic and social development in the Caribbean, the UWI Library School is actively seeking additional resources to enable the holding of a regional seminar on this subject early in 1974, to be attended by government planning officials and leading librarians in the several countries and territories of the West Indies.

### Visitors

The International Library Conference held in Kingston in April 1972, brought together leading librarians holding key positions in the Caribbean region and in other countries, and also distinguished library educators from Britain, Canada and the United States. This happy circumstance benefited the Department of Library Studies in a number of ways.

### Visitors (cont'd.)

Group discussion meetings at the Department were held during the week (April 17 -- 22) preceding the Conference on library education matters (including curriculum planning and construction, international professional recognition and accreditation of the Department, staffing, programme articulation with other library schools), attended by the Department staff and the following visitors: Mr. D. J. Foskett, F.L.A., Librarian, Institute of Education, University of London and Chairman of the Library Association Education Committee, Mr. J. D. Pearson, M. A., Senior Fellow, School of African and Oriental Studies, University of London, and Library Adviser, Inter-Universities Council and Mr. W. H. Snape, D.P.A., F.L.A., Head, Department of Library Studies, Liverpool Polytechnic, Liverpool, England.

The Vice-Chancellor was host at an official working lunch for discussion of library education matters held on April 29 and attended by senior University officials and the overseas library educators attending the Conference.

The Department's student body attended the opening session of the International Library Conference on April 24, 1972 and other sessions as their University schedules allowed. In addition, the Department's staff and students were invited by the Jamaica Library Association to attend pre-Conference lectures held at the Jamaica Library Service and given by Mr. W. H. Snape on "Education for Librarianship", "Current Trends and Problems" on April 13 and by Mr. D. J. Foskett on "Subject Approach to Bibliography and Reference Service" on April 19.

### Advisory Committee on Librarianship

Following on the establishment of the Department of Library Studies the University Senate agreed at its meeting on March 23, 1972 to appoint an Advisory Committee on Librarianship with the following terms of reference:

- (i) to serve as an official link between the key libraries and Librarians of the region, the University authorities and the Department of Library Studies, on such matters as supervised field work for students in approved libraries as an integral part of the UWI programme in Librarianship;
- (ii) To advise the University authorities and the Department of Library Studies concerning further training programmes and the priority of needs involved (e.g. summer courses and other special training programmes);
- (iii) to assist in the recruitment of students and placement of graduates.



### Advisory Committee on Librarianship (cont'd.)

The membership as constituted by Senate is as follows:

- Professor L.R.B. Robinson, Pro-Vice-Chancellor, Chairman.  
Dr. F. R. Augier, Dean, Faculty of General Studies (Mona).  
Professor Dorothy Collings, Head, Department of Library Studies.  
Mr. K. E. Ingram, Librarian, UWI.  
Dr. Alma Jordan, Deputy Librarian, UWI (St. Augustine).  
Mrs. Joyce Robinson, M.B.E., F.L.A., Director, Jamaica Library Service.  
Mr. Chalmers St. Hill, B.A., B.L.S., Public Librarian, Public Library, Barbados.  
Mrs. Lynette Hutchinson, F.L.A., Director, Central Library of Trinidad and Tobago.  
Mrs. Agnes McMurdoch, A.L.A., Director, Free Public Library, Guyana.  
Mr. Leo H. Bradley, F.L.A., Librarian, National Library Service, British Honduras.  
Mr. C. Bernard Lewis, O.B.E., B.A., Director, Institute of Jamaica.

The first meeting of the Advisory Committee was held at Mona on April 29, 1972. Invitations to attend were extended to Mr. Michael Gill, Deputy Librarian, UWI (Cave Hill), Mr. D. J. Foskett and Mr. F.N.Hogg. Full and constructive discussions were held on the matters indicated by the Committee's terms of reference.

A warm expression of thanks to the members of the Advisory Committee is hereby recorded for their continuing and many-sided co-operation with the Department in the planning and execution of the essential field work aspects involved in the challenging common effort to meet the library manpower needs of the region.

### International Recognition

Lastly, the UWI Library School is immensely pleased to be able to end this report with the welcome news that word has recently come from Mr. Bernard I. Palmer, Education Officer of the Library Association that, arising out of discussions with the Chairman of the Library Association Education Committee, Mr. D. J. Foskett, during the International Library Conference held in Jamaica in 1972, the Association's Council have now considered the question of the recognition of graduates in library studies of overseas universities for exemption from the Association's Final Examination.

## International Recognition (cont'd.)

The full text of a statement outlining the procedure established by the Association for this purpose, which is to be published in the Library Association Record, is given below:

### PROVISION FOR APPROVAL OF OVERSEAS COURSES IN LIBRARIANSHIP

A. The Council of the Library Association (United Kingdom) has resolved that where an overseas university with a school of librarianship applies for recognition of its graduates or diplomates in library studies for exemption from the final examination of the Association, such recognition may be granted on the following conditions:-

1. That representatives appointed by the Council should have visited the school and reported satisfactorily upon it,

2. That the university concerned should appoint an external examiner in consultation and agreement with the Council,

3. That the Council be invited to nominate a representative to serve on any advisory committee or board which may be set up in connection with the school of librarianship,

4. That the entire cost of the initial visit, and of the external examiner should be borne by the university.

B. The Council has further resolved that a graduate or diplomate so exempted may be admitted to the Register of Chartered Librarians upon fulfilling the requirements of Byelaw 6(a) (iii). This Byelaw is to be the subject of amendment to be considered at the Annual General Meeting of the Association to be held in May 1973, which will add to the requirements for registration a minimum period of service of one year in a library in the U.K. or in a specifically British orientated library overseas (e.g. British Council Library) for members whose degrees or diplomas in librarianship are obtained from an overseas university as set out in A (above).



# THE FIRST YEAR OF THE LIBRARY SCHOOLS OPERATION

## A STUDENT'S VIEWPOINT

by

Mrs. Gloria Grant

It all started on the 1st October, 1971- this bewildering maze of orientation, registration and time schedules. And we were off to a bad start, as, due to uncontrollable circumstances, many students arrived late (in fact, some were only then being informed of their acceptance). Our only two lecturers Dr. Dorothy Collings and Mrs. Hazel Bennett, who formed the full administrative, secretarial and lecturing staff of the school, had their hands more than full trying to have everyone settled, and digging in their own roots as well.

One thing was abundant on all sides - enthusiasm. And it was this which held us together during those days of stress. 'Enthusiastic' is the word which perhaps best describes the spirit which Dr. Collings and Mrs. Bennett showed. Dr. Collings, an American of Jamaican parentage, and loaned to the School by UNESCO, came to us directly from the Secretariat of the United Nations Headquarters, New York, where she was for the past fifteen years Chief of the Educational Liaison Section. She received the B.S. in Library Science at Simmons College, Boston, Mass., M.A. from Columbia University, and Ph.D from the University of Chicago. She also contributed frequently to professional literature in the fields of librarianship and education, taught Comparative Librarianship at Columbia University for 15 years, and served as library consultant in Africa and elsewhere. Dr. Collings was therefore well qualified to take up her new position as Director of the Library School.

Mrs. Bennett, formerly Deputy Director of the Jamaica Library Service, came to the School directly from the Institute of Education (U.W.I) where she occupied the post of Librarian/Documentalist. Mrs. Bennett is a Fellow of the Library Association and holds a Masters Degree in Library Science from Southern Connecticut State College. She has had wide experience in the development of libraries and library service in the Caribbean, and taught in Jamaica and in the United States.

As Dr. Collings said many times during that first year, the staff of the Library School 'lived dangerously'. They had no proper place of abode. A temporary office was made available to Dr. Collings a good distance away from where Mrs. Bennett sat in the Institute of Education, which she was able to occupy since no new librarian had yet been secured for that library. In order to use a telephone, Dr. Collings had to walk to the neighbouring office. Neither did the students (even now we do not ) have a place where we could meet together outside of lecture hours, to share our experiences and get to know each other well.

Dr. Collings and Mrs. Bennett jointly welcomed us all to our first lecture. The student body was comprised of thirty persons (all female), who came from six Caribbean territories, namely, Antigua, Barbados, Dominica, Guyana, Jamaica, and Trinidad and Tobago. There was also a special student from the United States. We were brought up-to-date on the present development and future plans for the School. We were to have our own library school building in a short time. That was good news. Two other lecturers would be joining the staff, one to teach Cataloguing and Classification and the other, Bibliography. Dr. Collings and Mrs. Bennett would share the first term's course - 'The library in the society' - and later Mrs. Bennett would be concerned with the teaching of Administration while Dr. Collings would lend herself more to the administration of the school.

The lectures on the library in the society were very interesting and enlightening, and those of us who had done previous library studies found that they embraced a much wider area than our previous studies. If we had thought it was going to be easy, we were badly mistaken. Required readings were extensive, and we found that by looking at other library systems throughout the world, we were able to see for the first time, how favourably or unfavourably those of our own territories compared. Lectures were interspersed with film shows which, though not always very interesting, provided variety. The important role which the library plays in the society was thus forcibly brought home to us, and we began to see purpose and meaning in our chosen career.

Many times during the year, the question was asked by others "Do you find the course boring?" Undeniably, it was at times, but the ready wit of our lectures helped to ease the boredom of those lectures which might have proven even more dull. Another important factor here, is that Librarianship was only one of four courses which we had to study in our first year. Each student was free to choose two other courses and was required to take a University Survey Course in the Use of English. This variety was good for us. It helped us to obtain a wider academic base for our more specialised library studies which we would have to do in the other two years of the course. Yet even then we will not confine our studies solely to Librarianship which will constitute only 3 of the 5 courses, we will be required to take each the following year. Graduating librarians will therefore not only be trained in the library art but will also have gained knowledge of at least one other field of study to the BA level, be it economics, history, language or literature etc. This additional knowledge should prove very useful to the Librarian and better equip her/him for service particularly in Special Libraries and in libraries with subject departments. It is not certain however how he/she will fit into the hierarchical structure of those requiring categories of staff, with ALA and a university degree, Research assistants with University degrees, and those with ALA.

There were a few events which highlighted the first term's activities such as the evening when Mr. Harold Ashwell, architect, lectured on 'Tropical Library Architecture'. This event brought together a large number of librarians from the Corporate Area at the School's invitation,



and we had a chance to meet some of the prominent figures in the Jamaican library world. The visit arranged by the School to the Jamaica Library Service Headquarters, at Tom Redcam Drive, was also very pleasant and informative. The Director and her staff did everything possible to make our visit memorable, the delightful tea being more than worthy of mention. We Jamaicans felt proud to be able to show such a service to our friends from the neighbouring territories.

Near the end of term, our lecturer in Cataloging and Classification arrived. Miss Daphne Douglas, F.L.A., had been Principal Librarian with the Jamaica Library Service, serving at its Headquarters and in the Western Region. She had also acted as Chief Librarian at the Institute of Jamaica, and as Librarian /Registrar at the Jamaica Permanent Mission to the United Nations, New York. In 1968, as an UNESCO Fellow, she attended a course for Teachers of Librarianship at the Danish School of Librarianship, Copenhagen.

Our first real chance to get acquainted or to renew acquaintances in some cases, was at the swell Christmas Party which our three lecturers and administrators so thoughtfully took time off to plan and prepare. While Miss Douglas busied herself with floral decorations (she does them beautifully), Dr. Collings and Mrs. Bennett, helped by some of the students, arranged the food. It was good fare and a lot of fun. It went a long way towards fostering the spirit of kinship which was already beginning to grow among our small group, and it was a jolly good way to end a term of hard work marked by many frustrations.

Holidays were welcomed. It was good to feel like free women again. However, this freedom did not last for long. The month passed rapidly and we were back at work. And work we did. The pace quickened and work was gruelling. Talk of examinations began and with the awareness of how much ground was yet to be covered, we applied ourselves with diligence. Our lecturers were hard. They pushed, cajoled and coaxed us in their zeal to get us to produce to our maximum. Sometimes we got the blues, sometimes when we scored good grades our spirits rose; poor grades were often more of a challenge than a discouragement.

Excitement was running high. Our new English lecturer in Bibliography had arrived. What was he like, handsome, friendly....? We all wanted to know. After all, a man was a rare prize in our hitherto totally feminine world! Soon we met Mr. Roderick Cave, and we were not disappointed. Mr. Cave, M.A., F. L. A., is another gift to the School from UNESCO. He came to us from the School of Librarianship, Loughborough Technical College, where he occupied the post of Senior Lecturer. Mr. Cave is no stranger to the West Indies, as he was formerly attached to the University of the West Indies Library, and served at both the Mona and St. Augustine campuses.

So, fortified with some 'manpower', the School was getting stronger. An office was prepared for the staff in a more convenient location, but one can imagine four people trying to fit into one small room! Secretarial help and telephone service were also provided, and our staff was not living quite so 'dangerously' as before. We were beginning to see less of Dr. Collings as she no longer lectured to us.

A visit was paid by the School to the Institute of Jamaica and the West India Reference Library. Like the earlier visit to the Jamaica Library Service, it proved to be interesting, informative and memorable. A few weeks break from lectures and we were back in harness, this time, with the ever present dark thought of examinations in our minds. Our tutors made every effort to prepare us for these. There was, for example, the mock exam which was thoughtfully arranged to help give us confidence for the real exam, and those of us who sat it did not regret it.

Whatever success we may have achieved, was dependent to a large extent on the interest displayed in us by our lecturers, not only those of the Library School, but also those who taught us in other courses. The Library School staff however, interested themselves in our progress in other courses, as well as in our personal problems. They gave to us the little specialised services which were not an essential part of their duty, but which were a boon to us. Their performance was remarkable. One wonders how they coped with the tremendous volume of administrative, secretarial and teaching tasks, particularly when housed in such cramped and inconvenient quarters. But they did it, and bravo to them! The new building, which should be ready shortly should solve the space problem.

It is impossible to end this paper without paying tribute on behalf of all the students, to the Jamaica Library Association for the crucial role it played in the creation of our new school. Gratitude must also be expressed to the individuals, not the least among them being Mrs. Joyce Robinson, Director of the Jamaica Library Service, whose unswerving efforts have also borne fruit in this regard. To the Jamaica National Commission for UNESCO, to UNESCO, The University of the West Indies and the various participating territories, we are also deeply grateful for this opportunity to acquire professional training in such a manner and in our own sunny clime. As pioneers of the Library School, we are ever aware of the high privilege granted to us and of the grave responsibility thrust upon us. We are making a conscious effort to achieve the high standards set for us and to establish a good precedent for our successors.



## THE LIBRARY OF THE JAMAICAN BUREAU OF STANDARDS

BY

Dorothy Llewelyn, Librarian, Bureau of Standards

The Bureau of Standards library is unique within the library system of Jamaica and to fully understand its role and function to its parent body as well as to the public, it will be necessary to have some idea of the working of the Bureau itself.

The Standards Act of 1968 established the Bureau as the official institution in Jamaica responsible for the promotion of standardization in goods, practices and processes. It therefore has on one hand/ on behalf of the consumer/ a responsibility to see that its standards provide for good quality articles which can be made at a reasonable price. On the other hand, to assist industry in the standardization of equipment and practices to ensure safe and economic operations.

From the foregoing it can be seen that the clientele and work of the Bureau is wide and varied as a number of everyday problems fall within its scope. Because of this span of operation, the information sources feeding the staff have also to be extensive.

The library was established primarily to provide an information service to the staff of the Bureau. This service is extended to members of the public who are permitted to visit the library and use the reference material. The loan service is not extended to the public.

The nucleus of the present library was the stock of the Standards Division of the Ministry of Trade and Industry from which a comprehensive collection is being built up.

The stock consists mainly of standard specifications of a number of countries. Complete sets of Jamaican specifications which to date number 22, plus those of Britain, Australia, Canada and New Zealand are maintained. Unfortunately, standardization in the United States is largely the responsibility of various manufacturing and professional groups. This therefore makes it impossible at this time to acquire and maintain collections of a comprehensive cross-section of United States standards. We were fortunate to acquire the complete set of United States Federal specifications during the past year and are investigating the possibility of purchasing the complete set of another United States national standard. The International Organization for Standardization's recommendations and standards are also held.

The book stock, in comparison to the standards, is very small and consists mainly of reference works and the more important texts. The collection ranges from basic physics and chemistry to microbiology, food technology, law, consumerism, plastic and leather technology to engineering in all its forms. This diversification of stock has meant that no one subject area is adequately represented. Because of this problem in acquisition the policy has been to build a stock of core works and add to this base in the future.

The library subscribes to just over 100 periodicals in various subject groups. A collection of trade literature and reports of various national and international bodies are also included in the stock.

As I stated earlier, the library exists to supply information to the staff of the Bureau and I will now elaborate on the services provided:

1. Up-to-date information on standards

This is the most important area of our work. Standards are used daily for the testing of the numerous products submitted to the Bureau. Whenever new and better test methods are evolved or minimum standards revised the information has to be transmitted to our technical staffs as work in progress can be greatly hindered by the use of superseded or withdrawn standards. Consequently a significant proportion of library staff time is allocated to updating the standards of the various national and international institutions which are held in the library.

2. Current awareness service

This is done primarily by the bi-monthly issue of a bulletin which lists new books, standards, reports and periodical articles received during that period. Of necessity, only a select number of periodical articles

are included in each issue. A more informal current awareness programme is also pursued on an individual basis where staff are alerted to all new information relating to projects they are currently undertaking.

3. General loan and reference service

The book stock, although not very large, attempts to include all the major subject areas of interest to the Bureau. The stock provides background information and supplementary information to the standards specifications. All members of staff are allowed to make use of the loan service. All standards, back copies of periodicals, reports and most of the book stock are available for loan. We have not found it necessary to restrict the number of books which may be borrowed or the period for which



they may be kept. It is expected that material borrowed from the library will be returned on the completion of the assignment for which they were borrowed.

4. On demand literature searches

Before each project is started a complete literature search is necessary to collate all the relevant standards and documents. This is done by the person needing the information with assistance from the library staff.

5. Classification of Jamaican standards

This is being dealt with last of all as it does not constitute a direct 'service' to staff. This ancillary service is done rather in keeping with international practices than for practical applications in our library as all standards are filed numerically by standard number. However, the subject approach will prove more useful as the volume of Jamaican standards grow.

Having dealt with the chief services provided by the library I will now briefly set out the relationship of the Jamaican Bureau of Standards library to similar institutions abroad. We act as forwarding agents for the British Standards Institution and handle all their sale transactions in Jamaica. At the moment this is the only foreign institution for which this service is performed. We maintain good relations with standards bodies in a number of other countries and operate a publications exchange programme with about seven of these. Because of the 'bond' between standard bodies all over the world information requested by one organization from another is transmitted speedily and without much official formality. This is very important as ready access to information as soon as it is required enhances the smooth flow of our work.

I have tried so far to outline the role of the Bureau's library in a general way. I would now like to examine the relationship of this library to other libraries in Jamaica and to explore new areas for cooperation. Presently, the library is open to members of the public wishing to consult standards and other documents and librarians should feel free to refer any of their readers requiring information on standardization or consumerism to us. Although the general policy is not to lend material to outsiders, requests from librarians will be considered, especially when the document cannot easily be obtained from any other source in Jamaica. Librarians, or their readers may also call us for information and where this can be transmitted by telephone we are always happy to oblige. In fact, about a third of our work with the public is carried on by telephone. A photocopying service is also offered for a small charge and this has proven very popular with members of the manufacturing and engineering communities.

The current issues of the periodicals to which we subscribe are displayed in the library and these may be used by members of the public. Readers may also consult back numbers of periodicals and photocopies of articles may be had on request.

As a part of its policy to educate the public about its work the Bureau will be issuing lists of its published standards from time to time. These lists will be circulated free to the public libraries, manufacturers and other interested parties. Librarians in non-public libraries will be placed on the mailing list on request.

Co-operation is a two way process and the picture I have presented of the Bureau's cooperation with other libraries would seem to be a one sided operation. This is not the case. Since the very early months of its operation the Bureau's library has relied heavily on the generosity of a number of libraries who have happily loaned us material and allowed our staff to use their facilities. The older established scientific libraries in Kingston, chiefly those of the Scientific Research Council and the Ministry of Agriculture have been of invaluable assistance in supplying older material and material on the periphery of our subject coverage. Other special libraries, some of them libraries of private engineering firms have also assisted us frequently. We have also had to seek help from the Jamaica Library Service, the University of the West Indies library as well as the libraries of the Institute of Jamaica and of the Supreme Court. All these libraries have played their part in our development and in a few years time when the Bureau of Standards library can be truly regarded as an established library I hope it will make its meaningful place in the Jamaican library network.

As in other countries, the school library movement in Jamaica is young. As an organized network, it began in 1952 when the Jamaica Library Service started to administer a school library service on behalf of the old Education Department. At that time, the Education Department would contribute 25% worth of books to any primary school which would contribute 25% from 1952 - 1953, 50% from 1954 - 1955, 75% from 1956 - 1957, and 100% from 1958 onwards. In 1952, a scheme was introduced which provided with library books. In 1952, a new scheme was introduced. A grant of £2,500 was provided to purchase



## THE SCHOOL LIBRARY

by

Sister M. Tarcisia

The school library, the baby of the library family, is a product of the twentieth century. Libraries have been considered a necessary part of the university and college programme for a long time, but only in this century has a library become part of the educational provision at secondary and primary level.

School libraries are as varied as the schools of which they are a part. They take their character to some extent from the policy of the administration, the attitudes of the teaching staff, the training and experience of the librarian and the generosity of the funding body which provides the quarters and equipment. Usually they start small, often with a corner of a room and a small collection of books, but gradually grow as they come to take a larger part and become more active in the school's programme. When the school library movement began in Canada and the United States, provision was made first for secondary school libraries. At the present time in those countries over 90% of the secondary schools have well - equipped libraries with trained personnel. These libraries are now becoming media-centres, where besides books, non-print materials - films, film-strips and audio-visual aids of various kinds - are part of the library holdings. At the primary level, the thrust is toward establishing a library in every school.

But why a library in every school ? This question is frequently posed when a school tries to establish a library, expand or update an existing one. The school library has unique functions; namely, (a) to provide and make easily accessible carefully chosen books (other than text books) and other teaching materials to aid the school's educational programme; (b) to develop the children's reading skills and widen their interest in various kinds of reading material; (c) to teach children how to use a library to find information, for recreation and enjoyment and to introduce them to the public library system ; (d) to provide a programme of education and publicity about books and libraries for children, teachers, parents and the community.

As in other countries, the school library movement in Jamaica is young. As an organized service, it began in 1952 when the Jamaica Library Service started to administer a Schools Library Service on behalf of the old Education Department. At that time, the Education Department would contribute £15 worth of books to any primary school which would contribute £2. From 1952 - 1955, £3,000 per annum was allocated for the purchase of books, but no provision was made for payment of staff or transportation. In March 1955, 333 schools out of 714 were provided with library books. In May 1955, a new scheme was introduced. A grant of £6,500 was provided to purchase

book stock, to provide staff for administration and transportation for distributing 60 books on loan for approximately two terms to each of the 714 primary schools. A little over two years later, a Bookmobile Service to 126 schools in Kingston, St. Andrew and St. Thomas was inaugurated. The next year, 1956 saw the extension of this service by the addition of a second Bookmobile based at the St. James Parish Library to cover the schools in St. James, Hanover and Westmoreland. This brought the service to 247 schools out of 716. A third Bookmobile for Manchester, St. Elizabeth and Clarendon was added to the fleet in 1960 and a fourth for St. Ann, Trelawny and St. Cathorino in 1961. By 1962, the Bookmobile Service for the Island was completed by the addition of the fifth Bookmobile based in Portland.

In the meantime, other developments were taking place. A "model" school library was set up at Vauxhall Senior School in 1959 with a stock of 1,235 books and another at Kingston Senior School in 1961 with 500 books. In 1962, seven senior schools were added to the scheme. Over the years the budget, book fund and book stocks were increased so that by 1972, a total of 844 schools were served, the book stocks rose to 413,439 volumes, and the budget reached \$302,649. The Junior Secondary schools are equipped with a well planned library room and a well organized collection of books as soon as they start to operate.

Along with the development described above, there have been other developments. While secondary schools are not included in the Bookmobile Service, several secondary schools have risen to the challenge and have either done a complete re-organization or are starting a gradual process of up-dating. In several cases in the last five years, complete new library quarters have been provided. The Jamaica Library Service has helped with advice in planning these projects. Opportunities for training have been offered to those who are serving as librarians in the schools through seminars, week-end courses and so on. With the establishment of the Department of Library Studies at the University a summer course was instituted last year. School librarians too, have been active. They serve on various committees in their own schools and with the Library Service or Library Association.

Two other developments which will have a long-range effect are the establishment of two librarian-training schemes, namely, the Department of Library Studies at the University and the course for teacher-librarians started in the teachers' colleges. Another project that will make a strong impact on the quality of the school library is the setting out of standards for school libraries. Within the past year, the Library Association presented the Standards drawn up by the Standards Committee to the Minister of Education who promised to implement them early. Those standards will be guidelines for establishing and up-dating libraries in all schools whether the schools are part of the Schools Library Service or not.

In twenty years, much has been accomplished but much is still to be done. Future developments will probably be along the following lines although not necessarily in this order nor singly. There will be



expansion of the Schools Library Service into the secondary schools. Eventually there will be a trained person allocated on the staff of every school to take care of the library. More generous provision of space, book stock and staff will come in time. An urgent need which is apparent to all those who are serving in school libraries is that of publicity and education regarding books and libraries for the other members of staff and the children. One school librarian held a seminar at a staff meeting for this purpose. Others use other techniques. At the present time because most school librarians are also class teachers, much of their educational function is neglected.

The problems that face school librarians would require another paper as long as this one. Selecting, ordering and processing books, adequate clerical assistance, the training of assistant personnel making effective contacts with the teaching staff in order to exploit the library holdings or adapt them to the needs of the curriculum are the areas which occur again and again at the informal meetings of the school librarians. With the example, momentum and solid foundations of the last twenty years behind us, the school libraries in Jamaica can look ahead with confidence and optimism to future expansion and growth in both quantity and quality.

## LITERATURE, LITERACY AND REVOLUTION

ADDRESS DELIVERED AT THE JAMAICA LIBRARY  
ASSOCIATION MEETING AT MORANT BAY ON  
NOVEMBER 1, 1972 by MR. N. DAWES, DEPUTY  
DIRECTOR, INSTITUTE OF JAMAICA.

In my view, the greatest fallacy operating in this country at this time is the mistaken notion that Jamaica is an "independent" country and was "emancipated" from slavery more than a hundred years ago. It has been my constant concern in the past eighteen months to try to discover what kind of change Jamaican society has undergone during the years that I was living abroad - not simply the physical changes on the landscape, the condominiums, the blocks of flats - I have been trying to discover whether Jamaican society has changed in its structure, on the one hand, and in its attitudes and values, on the other hand. Particularly I have wanted to know whether we have achieved some kind of identity as a people (begging the question for the moment whether that is a desirable thing or not). I am thinking now of what I call "self-identity" which I contrast with "identification", so that whereas we can be "identified" as Jamaicans in the way in which botanists and sociologists can catalogue us, label us and file us away under the heading "Jamaican", "self-identity" (for me) implies the awareness of who we are as a people (if we are a people) and what we must become. It seems to me that this question of "identification" and "identity" is important. My impression for years, based on our "tourist" image as purveyed abroad, has been that Jamaica is a paradise of grinning calypso-singing brainless blacks, as, indeed, one huge brothel, male and female, at the cheap and instant disposal of any dollar-swinging visitor to our country. Of course this is hardly the truth (I venture to think) but we must concede that, perhaps, tourism is an economic necessity and in the hard world of today to be economically successful often requires the sacrifice of truth to vulgarity. What I am concerned about is that, by and large, we (Jamaicans) have accepted this kind of "identification" as our true identity.

How has this happened?

In the first place, this identification was made centuries ago and is the verso image of slavery. I have noticed that when one mentions "slavery" these days, there is a typical reaction which says in effect "don't blame everything on slavery - slavery was abolished a century ago, let us look to the future".



Apart from the fact that it is obviously impossible to understand where we are or where we are going, without a careful consideration of where we have come from, without a careful evaluation of the past, I am inclined to ask the question: "Has slavery really been abolished?"

There are no slave plantations and the lash and the treadmill are relics. One wonders, nevertheless, whether the bondage of near-starvation is any less dehumanising than the bondage of physical chains and whether that symbol of walking, suffering physical exhaustion and remaining in exactly the same spot of pain - the treadmill - is not an appropriate image of Jamaica in 1972.

But leaving that aside, let us consider this question: "Has the plantation structure of society in Jamaica disappeared since 'Emancipation' in 1838?" I wonder whether we cannot apply the paradigm of plantation society to what we have today in 1972. It seems to me that we could get along quite nicely with this parallelism - with foreign owners of the economy, with a large number of "house-slaves" (like myself) and with an army of "field slaves" not working on the plantations, it is true; indeed, not working at all. If there is any validity in the parallel that I am suggesting then we must come logically to the conclusion that slavery as a structure-type was never abolished, that emancipation as a spiritual phenomenon never occurred and that in this tenth year of independence, we are not independent.

I am not arguing that this is necessarily a bad thing. There are people of importance in this country who would argue that there are worse things that could happen to a country, that if slavery had been abolished and we were truly independent, we could be under Communist rule or, slightly better perhaps, under a Fascist dictatorship. What is important though, is that if what I have posited this afternoon is correct, then we should have no quarrel with our "identification". I wonder how people in Jamaica would react if I were to declare: "We (in Jamaica) are British!" I wonder how many people would rise up indignantly and say "We are not!" And yet, if we are still structured as a plantation society then, whatever qualifications we might make (the fripperies of modernity, for instance) it would be correct to say "We are not Jamaicans: we are British!"

Now, I am perfectly aware that so far I have been using the word "we" without any clear definition: I have been using that word with faith rather than logic. I hope that I will not be accused of a treasonous intent, if I call your attention for a moment to our national motto: "Out of many, one people". I was not around when this motto was promulgated but I take it that it was formulated with care and discussed widely before it was adopted. You must, therefore, forgive me for saying that I am puzzled about how to construe this motto.

Does it mean "Out of many people, one people"? The grammatical structure seems to require such a reading. If it does, then the phrase "many people" must mean "a large number of individuals, persons", and that interpretation, as you can see, only makes sense if we are punning on the meanings of the word "people".

It may mean, however, "Out of many peoples (plural), one people (singular)". Who are those "many peoples" that have come together to form "one people"? Notice that we hear, side-by-side with this motto, the assertion that Jamaican society is a multi-racial society. So then, does "many" in the phrase "out of many" mean "many races"? Let us try to identify those "many races" in Jamaica. In the common acceptance of the word "race", I count as follows. East Indians, Chinese = Asiatics - that is one. Jews, Syrians, etc. = Semitic -- that makes two. English, American, European = Caucasian -- that makes three. The rest = negro -- that makes four. And so we end up with the remarkable proposition that "four = many". At the risk of seeming to be frivolous, the interpretation that occurs to me every time I use my eyes in this country is "Out of many gradations of skin-colour, one people" - which would go nicely and nobly as the refrain in a calypso.

I believe that the hard fact is that we are a bi-racial society, and it is ostrich like to pretend otherwise. At the same time it is probably true that within this society we have a number of "nations" and I am willing to admit to a number of national pockets (tightly bound in traditional attitudes and in-breeding) which form part of our society, and one must therefore admit that there is no problem of "self-identity" for those national pockets. Now, you will see how difficult it is to talk about a Jamaican identity for all our people. I have recently heard the problem solved, in all seriousness, by the assertion that anybody who comes to Jamaica (regardless of his origins) and feels he is a Jamaican, is a Jamaican. It would be an ideal world indeed if I could go to any country I took a fancy to, and by feeling I am of that country, become inwardly one of the possessors of that country. And it is paradoxical to note that that assertion was made not by a rabid Communist but by an arch-conservative.

What I have said so far may seem to be "a long preamble to a tale". What has all this got to do with literacy - with teaching people to read and write? Yet, I would have thought, the question of identity must be central to any effort to make our people literate.



Firstly and obviously - at the level of a literacy campaign in a society like ours where schools and libraries have long been available - it is the "field slave" that we intend to make literate. You will recall, I am sure, that one of the main objections to missionary activity during slavery proper was that by teaching the slaves to read it would encourage dangerous ideas about "freedom". And the anti-abolitionists were proved right - there was no Haiti, but there was Morant Bay in 1865.

Now in 1972 we again want to make the "field slaves" literate. Why? Why do we want to make the illiterate section of our population literate? So far as I am aware, this question, if it has been asked at all, has not been answered coherently. No Euclidean axiom has been enunciated. No tablets have been invoked from mountain tops. Is it to make our illiterates more effective tools for economic development (looked at in one way) or better objects for economic exploitation (looked at in another way)? It can hardly be a missionary intention to save their immortal souls. My impression is that there is more salvation per square inch in Jamaica, inspired by the spoken word, than in any other country I know.

One hopes that behind this recently launched campaign there is a pure humanist intention - to give our people full rights of citizenship in a world dominated by hieroglyphics. If my guess is correct - that the intention is humanist - then two things must be borne in mind. First, we will be giving our people a sense of dignity, and we will (or can) help to remove their slave-mentality and set them on the path of discovering their true identity. There can be no doubt about it that the illiterate section of our population is the massive lower seven-eighths of our bi-racial society. And we had better not ignore this.

Secondly, I need hardly remind you that a large number of our people from semi-literate lunatic fringes to highly educated sophisticates consider today, in 1972, that the significant basis of our culture is African not only in origins but in what is durable after the wrappings of our westernization have been removed - and I have seen these wrappings removed pretty quickly as, for instance, when two taxi-drivers have a not-too-serious motor car collision. I do not understand these people to be saying that they are 'Africans' in any literate sense of the word: that would be nonsense. I understand them to mean that what is ultimately meaningful in their life-style is what, so far, they vaguely recognise as the African presence in themselves. I am stressing this present predilection of the majority of our people because, in my view, no literacy campaign anywhere in the world in 1972 can hope to succeed unless it is inspired by an ideology of some sort. I believe that the ultimate purpose in making all our people literate should be to give them the basic tools with which they can identify, explore and evaluate the African presence in our midst. I believe that without some such purpose, the whole thing will descend into do-goodism and gimmickery.



I must immediately add that it is impossible to evaluate the African presence here without considering objectively the other stream of our bi-racialism. I am not talking about black and white keys producing harmony on a piano, or about African rhythms and European melodies. I am calling attention to the need for analysis not synthesis. The synthesis is the man we already know; literacy will give him a major instrument with which to identify himself inwardly.

But I am being too sanguine. It is impossible to have literacy without literature, without books etc., and, as you librarians are especially aware, follow-up literature. This is a crucial question. What, if we do reach that stage, are our new literates going to read? If you will excuse me for being blunt here, we "house slaves" are in the habit of inflicting the inadequacies of our own education on our less fortunate brothers and sisters. For instance, I have heard of (and I credit it) a children's library that is more-than-adequately stocked with the novels of Jane Austen Thackeray, George Eliot. But the fact that I myself read (after a fashion) most of those books before I was sixteen would not induce me to force them on my own children today. Nor, incidentally, would I force George Lamming on them. What should be grasped quickly in any case, is that we are not dealing with children, in a literacy campaign - as I am sure the planners of the campaign are perfectly aware. We are dealing with adults who all their lives have heard about South Africa and Cuba, about religions and "isms", have been to the Cinema, listened to the radio, have lived and suffered. My short answer to the question "What literature should be provided for the new literates?" is, whatever they want to read, whatever areas of life their experience leads them to want to explore for themselves with the written word.

I must confess that all my life I have felt extraordinarily helpless and minute in the austere presence of librarians because quite early in life I got the notion that a librarian had read all the books in his or her library. And I recall that when I was a student at Jamaica College, a member of the 6th Form was required to perform the duties of librarian. When my turn came to hold that office, I set out vigorously to read all the books in the school library - about 200. I didn't make it: I was bogged down eternally somewhere in the middle volumes of the Encyclopaedia Britannica. My suggestion is that even if you have read all the books in your library, let the new literate decide what he will explore and if it is not in the library, get it for him. But do not treat him as a poor unfortunate child (even if he might behave like one). Give him a fair chance, by allowing him to make his own choice, to recover his dignity as a human being.

I suspect that, given the guidance and choice, our hypothetical new reader will opt for his own literature, written about him by someone he recognises as belonging to himself. I am certain that you have read all the Caribbean literature in English in your libraries and so in this field you will be eminently qualified not only to guide but also to prescribe. When, earlier on, I questioned the meaning



of our national motto, I was aware that I was leaving myself open to charges of "racism". Now I may be accused of chauvinism. What I omitted to say in talking about our "multi-racial society" was that quite apart from the accuracy or otherwise of the term, we all have an obligation as human beings to hold all our fellow countrymen in the highest regard, to respect them. A great Jamaican poet has put this much better than I could in a poem which I regard as an earnest of identity.

Holy be the white head of a Negro.  
Sacred be the black flax of a black child.  
Holy be  
The golden down  
That will stream in the waves of the winds  
And will thin like dispersing cloud.  
Holy be  
Heads of Chinese hair  
Sea calm sea impersonal  
Deep flowering of the mellow and traditional.  
Heads of peoples fair  
Bright shimmering from the riches of their species;  
Heads of Indians  
With feeling of distance and space and dusk:  
Heads of wheaten gold,  
Heads of people dark  
So strong so original  
All of the earth and the sun! (GEORGE CAMPBELL - 1941)

If I lay stress on the need to explore and evaluate the African presence in our midst, on the need to pay attention to the literature which we ourselves have produced, I do so entirely by cultural instinct. But I may be wrong and I would not be so impertinent as to prescribe.

What is certain, however, is that to make an adult literate and to give him his own literature as his personal possession, to place him on the path to self-identity, is first and foremost to rid him of a sense of shame. The subterranean rumblings that we hear in our society (those of us who are terrified of revolutions) is nothing more or less than this sense of shame, dehumanisation and alienation desperately trying to express itself. Someone said that shame is the primary revolutionary emotion. I would go further and say that the release from shame and dehumanisation is the primary revolutionary force.

We should therefore look carefully at what is potentially the outcome of a literacy campaign which is planned against the background of the kinds of questions and problems that I have been discussing. Adults and teenagers today are not going to become literate in the same accidental way as if they had learned to read and write in regular school. I do not think they will be making this effort simply as part of a competition, to win badges and prizes and pats on the head. If literacy and the literature which goes with it are

to have any meaning they must be conceived of as primary weapons in a people's struggle for a better existence, and not as an inessential accomplishment. I foresee the unleashing of an incalculable but potentially constructive force if Jamaica's literacy campaign succeeds. I foresee equally - to such an extent are we poised on a razor's edge - the unleashing of the most disruptive forces of chaos and anarchy, if it fails. More precisely the disruptive forces of chaos and anarchy are gathering momentum every day: our only and last hope is to channel that energy into constructive and creative paths. But that force cannot be turned back. Our main hope lies in the fact that to remove shame, to let a man stand in full human dignity is to create a profound revolution in consciousness. But I am often haunted by the fear that it might even now be too late for anything more meaningful than internecine slaughter.

I am sorry if today I have spoken "naught for your comfort". But these are desperate times in our land and we must be prepared to swallow the bitter pill of the miserable existence of the majority of our people and hope for better health.

I have been put to me in such a degree of excellence, which is an unusual in Jamaica today, is probably due to the predominance of women in the service, a factor which one suspects may be easy to defend given the historic work of women and the historic highlighting of so many of the adult Jamaican male population.

I certainly hope that the very tentative observations made in this article will be at least of some interest, if not of much value, to the members of the Jamaican Library Association, and indeed to others who may happen to read this article.

## WHAT IS ADULT EDUCATION?

I am afraid that before examining this topic we need to establish clearly in our minds just what is adult education, so that we can be certain of what we mean when we say that the libraries should be involved in the provision of adult education in Jamaica. I am not going to worry you with all the subtle distinctions in this article, but I would like to say that by "Adult Education" in this context, I am considering the education of adults of legal age outside the formal, institutional system. Therefore I am principally concerned with



THE ROLE OF THE LIBRARIES  
IN THE DEVELOPMENT OF  
ADULT EDUCATION IN JAMAICA

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by

Hopeton Gordon

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1. INTRODUCTION

I was very pleased and indeed flattered at being invited by the Jamaica Library Service to give an address at its 1972 Conference, the contents of which address with scarcely any modification constitutes this article. I do mean this very sincerely as from close association with the members of this excellent Service I am fully aware that I certainly could hardly tell such dedicated and well trained professionals how to run their own affairs, which in any case they are already doing most efficiently and effectively. Indeed, anyone like myself who has had the good fortune over a number of years to work along-side so many members of the Service is acutely aware that this constitutes one of the most efficiently run entities outside of the private sector, and, in fact, more efficiently than some of those inside that sector.

It has been put to me that such a degree of excellence, which is so unusual in Jamaica today, is probably due to the predominance of women in the Service, a thesis which one suspects may be very easy to defend given the pathetic work attitudes and the chaotic indiscipline of so many of the adult Jamaican male population.

I certainly hope that the very tentative observations made in this article will be at least of some interest, if not of much value, to the members of the Jamaica Library Association, and indeed all others who may happen to read this article.

2. WHAT IS ADULT EDUCATION?

I am afraid that before examining this matter we need to establish clearly in our minds just what is "Adult Education", so that we can be certain of what we mean when we say that the libraries should be involved in the process of adult education in Jamaica. I am not going to weary you with dull academic definitions in this article, but I would like to say that by "Adult Education" in this context, I am considering the education or training of adults outside the formal, traditional educational system. Therefore I am principally concerned with:

- (a) Remedial education, that is, fundamental and literacy education.
- (b) Education for vocational, technical and professional competence, that is, upgrading of skills and continuing refresher activities for skilled people.
- (c) Education for health and family living;
- (d) Education for civic, political and community competence, which we sometimes refer to as our citizenship education programme.
- (e) Education for self-fulfilment, that is, including all kinds of liberal education programmes such as cultural programmes in the creative arts which are all aimed primarily at learning for the sake of learning.

If this broad field is what we regard as "Adult Education" then it should be immediately obvious that this is a very wide field and includes the informal self-learning as well as more formal provisions of facilities for adult learning.

### 3. LIBRARIES ARE FOCAL POINTS FOR ADULT EDUCATION IN THE COMMUNITY

Whether people are engaged in educating themselves by reading on their own or whether they are concerned with pursuing material recommended in a more formal setting, clearly the library is a resource to which they will inevitably go.

In order to support this I will refer you to a comment made in the review of the year 1970/71 which was prepared by the Jamaica Library Service. It was reported in that document that 'there has been a decided trend towards more purposeful reading'. It further pointed out that the particular reasons why this had taken place were as follows:

- (a) Because of the pursuit of higher education by a larger number of our people.
- (b) The desire of housewives to engage in profit making hobbies or to expand their cultural horizons.
- (c) The general acceptance of the need for more knowledge and a greater awareness of international matters.

The review goes on to say that greater interest was also shown for books on occupational trades, sports and West Indian and African literature. This was found to be the case both in urban and rural areas and books loaned in this category represented 33% of the total number of books loaned to adults during the year.



It is interesting to note that we in the Extra Mural Department who are also directly engaged in the provision of Adult Education throughout the Island have noticed an increased interest in these same areas. This is a clear indication of the significance of libraries as one of the primary sources in the development of Adult Education in the community. I would like to emphasize this point for it illustrates quite clearly how closely inter-related are the main agencies involved in the provision of Adult Education in Jamaica. I will illustrate this by taking just one of the categories mentioned above, namely, the increased interest in African literature. The truth is that we have found a significant upsurge of interest in all areas of African affairs - in African literature, African history and African Public Affairs. This is clearly largely because since independence, Jamaicans, especially black Jamaicans, have been awakening to the ancestral roots of their culture and indeed very existence - searching for their identity is the current phrase. We are doing all we can to encourage this development and clearly the Jamaica Library Service is doing the same.

I not only wish to make the point that the various branches of adult education should work closely together, but also that those of us involved in this field have a clear obligation to work carefully at the frontiers of those areas where having discerned trends and perceived new developments we should do all we can to assist in their growth and development.

There are also other ways, some more obvious, in which libraries have definitely functioned as focal points for adult education in the community. For example, the extension services and outreach of the libraries have been very important in this respect, especially in two main ways. Firstly by stimulating interest in the particular areas concerned, say by means of exhibitions, lectures, etc., and this will lead, which is perhaps the primary intention, to an increase of interest in books in these particular areas. Secondly, they have resulted in the direct increase of information and knowledge in the particular areas concerned. We in the Extra-Mural Department have been very interested in this aspect of development and so we have worked very closely with the libraries in this type of programme. To illustrate this I will refer to the close cooperation which we have enjoyed with the libraries in our citizenship Education Programme. As you know, the purpose of this programme is to increase the awareness and general knowledge on the part of ordinary citizens about local, national and international affairs. Thus this is also sometimes called political education. Much of this sort of work is done at the Centre at Camp Road in Kingston and on Mona Campus such as in our Sunday morning seminars. However, we would never have been able to extend our activities out into the areas outside the corporate area to the extent that we have were it not for the very generous and efficient co-operation of the Jamaica Library Service. I would like to stress this, because I have worked and lived and visited many countries, most of them in some more obvious respects, more highly developed than Jamaica. But nowhere have I seen a Library Service which is more efficient. More extensive perhaps but not more efficient.

In Jamaica at the moment, many of our public utilities and public services are, to put it mildly, woefully inefficient, and if the truth is to be told, is in a state of advanced dis-organization. However, this stricture does not apply to the libraries operated by the Jamaica Library Service at which I have had occasion to say on many previous occasions and in many annual reports, is, under the leadership of Mrs. Joyce Robinson, one of Jamaica's most efficient agencies at this time.

Quite apart from its efficiency, another respect in which the Library Service has been particularly valuable in the developing aspect of our Adult Education Programme, is that its extensive arms and tentacles reach right into the heart of the rural areas of this country. For example, as you know, we operate a speakers' panel programme from which speakers are sent to various parts of the Island. Most of this is done in conjunction with the Jamaica Library Service. There are many parts of Jamaica where we have managed to increase their enlightenment by means of this Service - many rural areas - where such light would never have been shed had not it been for the faithfulness and dedication of some parish or branch librarians.

As I have said, we have jointly put on public lectures, we have put on seminars on various aspects of public affairs and in some areas librarians have assisted with our regular class programme as well as our in-service training programme.

In this section I have been speaking mainly about joint enterprises by the libraries and the department of Extra-Mural Studies because it is with these that I am most familiar. But I am aware that the libraries do much of this sort of work on their own and in conjunction with other bodies and agencies.

#### 4. THE ROLE OF THE LIBRARIES IN FUTURE PLANS FOR THE DEVELOPMENT OF ADULT EDUCATION IN JAMAICA

I have discussed what we have done jointly together up to now. I would now like briefly to mention what can be the role of the library in the future developments in this field. But to do this well I need to mention briefly some of the ways in which I see adult education developing in Jamaica. As some of you are aware, there has been a lot of activity in this area recently, that is a lot of thinking, discussion and planning as to new ways in which we should develop Adult Education in Jamaica. First of all an extensive survey on the provisions for Adult Education in Jamaica was made by Miss Margaret Taylor and myself under the sponsorship of the Department of Extra-Mural studies, The Ministry of Youth and Community Development and the National Council of Jamaican Organizations. Then later there was a very good conference on Adult Education in Jamaica again sponsored by the same three organizations and held at the University on the 6th and 7th December 1971. The proposals from this conference were then put before a meeting of very senior policy makers in Adult Education who sifted them carefully, examined them and decided those on which action should be taken at once. The proposals from all these



are now being actively considered by the relevant Adult Education Organizations in Jamaica, both those within the Government and those outside. But I do not think that I would be telling tales out of school when I say that the main findings which have come out of all this activity are:

- (1) That there is much Adult Education activity in Jamaica;
- (11) That much of this activity is fragmented;
- (111) That there is therefore much need to establish immediately some machinery to co-ordinate the present Adult Education in Jamaica;
- (1V) That much more remains to be done if we are to overcome the shortage of skills and prepare our people to accept changes which are inevitable as our society develops;
- (V) That Adult Education is an indispensable part of the nation building process. I would like to emphasize this because it is perhaps true that many of our leaders in the Government, in the University, in the industries and other areas do not fully appreciate the fact that if we want to develop rapidly then we must train and educate the adults which already exist in our community. Childhood education is very important and vital but Adult Education is equally important as we need skilled and sophisticated people now; we cannot afford to wait twenty years until our children grow up.
- (VI) That there are many new ways in which Adult Education is manifesting itself in the society. I would like to expand on this a little. For example, there are the proposals by a number of institutions to establish community colleges which would relate more directly than hitherto to particular areas or localities in the community. Also the plans by the National Council of Jamaican Organizations to establish citizens colleges, which will function as pre-vocational training institutions to bring uneducated and untrained people up to the level where they can acquire specific skills and manifest the attitude required for work in a sophisticated industrial environment. Also noticed were the new ways of teacher education which are being experimented, for example, the EXED project, the training of technical teachers at C.A.S.T. and the training of private school teachers by the J.T.A. Also in these new developments, one has to mention the attempts at trade-training by organizations like Operation Friendship and certain religious bodies and service clubs and of the Tivoli Garden complex.

Now, if these are some of the ways in which Adult Education





## THOMAS CRADDOCK'S BOOKS

by

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Libraries or Collections of books formed in the seventeenth or eighteenth centuries are not particularly rare in England; one has only to think of the various parish libraries, or the Pepysian Library at Magdalen College, Cambridge for examples. Even in what is now the United States, quite early collections still survive; and there are many more instances in which library catalogues, or the catalogues of auction sales, will tell us a lot about libraries whose contents have long since been dispersed.

In the West Indies, the situation is rather different. One would say that perhaps unlike the Spanish in Puerto Rico, the English in the earliest years of their West Indian settlement were not likely to be avid readers (buccaneers and books don't go well together), and the natural hazards of earthquake, hurricane, fire and insect pests have pretty thoroughly removed any evidence to the contrary.

Port Royal in Sir Henry Morgan's day in particular would be unlikely to house either bookshops or book collections, one would think at any rate if one judges by the usual accounts one has of the place as 'the wickedest city in the world', with buccaneers living it up after their more profitable forays. Of course this is a false picture of Port Royal, which was probably not significantly wickeder than any booming port of the time, but it makes it the more interesting to find evidence of a not insignificant collection of books, the property of the Merchant Thomas Craddock.

In the Archives at Spanish Town, there is an inventory of his books ( I am particularly grateful to Dr. David Buisseret for drawing my attention to it), which gives a good idea of the contents of Craddock's collection - as good an idea as can usually be obtained from such inventories, at any rate. It is by no means clear from the list whether the books were part of his stock as a Merchant and were for sale ( as the presence of '4 new gilt bibles', or '6 new common-prayer books' or '15 Law books new' suggests) or whether for the most part the books represent Craddock's own personal library, as the mixed nature of the collection would make one suppose. Many booksellers are also book collectors, and one could tentatively advance Craddock's name as that of the first Jamaican bookseller and the first book collector in the island.

It is probably safe to assume that even if any of his books survived the 1692 earthquake, they have since succumbed to the natural ravages of time and none are now extant. But one can still get a fairly clear idea of the appearance of the collection - of large folios and quartos, with a lesser number of the smaller sizes, octavos and duodecimos, which are commoner in modern books. Although the Restoration period in England was the time at which fine binding reached its peak, it is improbable that Craddock's collection contained any specimens whose loss the connoisseur would mourn: 'plain unlettered shéep or calf' was the order of the day for trade bindings, and almost without exception Craddock's books would have been bound in sombre brown leather, with raised bands, but with no decoration or gold-tooling on the spines or boards. Only the four Bibles, in which there was evidently some gold-tooling, would have presented a more sumptuous appearance.

Books without author and title on the spine are a wretched nuisance, as every librarian knows, and it is possible that Craddock pasted hand-written labels on the spines of some of his books, as some of the items listed in the inventory are more reminiscent of the 'binder's title' than of the title leaf. Some of his books were probably unbound pamphlet type material: the 'Thirty plays, pamphlets, songs etc.' were probably of this sort, and one would dearly like to know more about them, as they probably comprised some of the most interesting items in his collection.

In general, Craddock's taste seems to have been for historical books and for sermons and theological disquisition, like so many of his contemporaries, with a slight bias in favour of the established church. Relatively few of the books can have been of practical use in his work. That he could read Latin, as the list clearly shows he could, is not surprising; and it is likely that some of the books which appear under an English title in the list were in fact Latin texts. Most of his books were probably purchased in England; in a few cases it is possible to identify the edition of which they would have been part.

An interesting feature of the inventory is that it includes a valuation of the books (omitted from the list given here) which appears on brief examination to be far higher than prevailed in England at the time. Whether this indicates over-valuation by the compilers (by no means unknown today, for example when gifts of books are assessed for tax purposes) or merely that then as now books were much more expensive in Jamaica, is impossible to say.

The compilers of the inventory were not, unfortunately as skilled as the Jamaican Library cataloguer of today, and it is often very difficult to identify the books they recorded. In the list which follows, I have indicated in some instances the work or edition probably referred to, but there are plenty of puzzles left to be resolved, and I would welcome any suggestions to help identify these more closely.



The list (Inventories, liber 2 p. 78)

In pursuance of an order from Hendry Molesworth ... we have made an inventory of the goods, chattles, rights and credits of Thomas Craddock of Port Royal merchant, late deceased...  
... in the closett up one p<sup>e</sup> of stairros;

Richard Bakers Chronick  
i.e. Sir Richard Baker, A chronicle of the Kings of England, first published in London, 1643, and frequently reprinted throughout the 17th century.

Joseph's Antiquities of the Jews  
presumably an edition of Josophus, either in Latin or in English translation, of which the first was published in London, 1602.

Fox's Acts and Monuments

i.e. John Fox, Acts and monuments (Fox's Book of Martyrs) first published in 1563, perhaps the 8th edition, London 1641 or the 9th London 1684.

Short view of the late troubles of England

i.e. Sir William Dugdale: A short view... Oxford, 1681.

Index in Sacra Biblia

perhaps Index in Sacra Biblia locupletissimus... Hanover, 1624.

Imperiall History

possibly an edition of Suetonius or Tacitus?

Scars. sighs etc. of the church of England

?

Curia politica. much damag'd,

?

History of ye duke of Espernon

i.e. Guillaumo Girard, The history of the life of the Duke of Espernon, London, 1670.

Bacons history of Henry ye soventh

i. e. Sir Francis Bacon, The historie of the raione of King Henry the seventh first published in London, 1622, and several times reprinted in the 17th century.

Hoskins Ecclesiastical policy

?

**Bacon's Natural history**

Probably his Sylvia Sylvarum or a natural history first published London, 1627, and frequently reprinted in the 17th century.

**Spencer's Fairy Queen**

i.e. Edmund Spenser, The faerie queene, first published in 1590 and frequently reprinted in the following century.

**9th and 10th Parts of Cleopatra**

i.e. Gautier de Coste, Seigneur de la Calprenade, Hymen's praeludia ... 9th and 10th pt. London, 1659.

**Plutarch's lives**

presumably the translation by Sir Thomas North, first published in London, 1579, and frequently reprinted later.

**Cowley's poems**

perhaps the works of Abraham Cowley first published in 1668, and several times reprinted in the next thirty years, or more probably William King, Poems of Mr. Cowley and others, London 1668.

**History of Richard the 2nd by Buck**

i.e. Sir George Buck, The history of the life and reigne of Richard the Third, London, 1646; 2nd ed. 1647 (the first book to portray Richard in a sympathetic light).

**Cuernas**

?

**Cornelius Tacitus**

Perhaps his Annals, of which several translations by Sir Henry Savile or others were published from 1591 onwards.

**Mustogogus Poeticus**

?

**Hudibras ye 4 parts**

i.e. Samuel Butler, Hudibras, of which Part I was first published in 1663, Part II in 1664, and Part III (the last) in 1678. The reference to a fourth part is puzzling.

**Sibbs bruised reed**

i.e. Richard Sibbes, The bruised reed and smoking flax, London 1630, of which the 6th ed. was published 1658. Readers of Robert Graves' Wife to Mr. Milton will recall this was a book the heroine (showing some sense) found little to her taste.



The portraicture of Charles the 1st.

i. e. Eikon Basilike, the portraicture of Charles I by the King or Bishop Gauden, many editions of which were issued in 1648 and 1649. The inventurists' use of the subtitle suggests that they could not read Greek characters.

Humane prudence

i. e. William de Britaine, Humane prudence, London 1680.

Epitome of the lives of the kings of France

i. e. Nathaniel Crouch, An epitome of all the lives of the kings of France... Translated out of the French copy by R. B. Esq... London, 1639.

Mr. Hobbs opinion considered by Philautus and Timothy  
Probably John Eachard, Some opinions of Mr. Hobbs considered, London 1673.

Herberts divine poems

Perhaps a binder's title for his The Temple, first published in Cambridge 1633, and frequently reprinted.

State of England in Anno 70

?

An English Dictionary

Perhaps Henry Cockerham, The English dictionarie, London, 1623, which had reached its 12th edition by 1670.

Mazarine memoires

i.e. Hortense Mancini, duchesse de Mazarin, The memoires..., of which the second English edition was published in 1676.

Anatomy of vegetables

?

The life of Fisher bishop of Rochester

i.e. Thomas Bayly, The life and death of ... John Fisher, London 1655.

Sandys Ovid Metamorphoses

i. e. George Sandys' translation of the Metamorphosis, first published in 1626, of which several edition appeared later in the century.

Dialogues, Fr. Eng. and Latin

## Torence comedies

i. e. Publius Terentius Afer, Comoediae sex, first published in England by Wynkyn de Worde in 1495 and frequently reprinted; or an English translation, of which the first had been published by William Rastell in 1520.

## An English exposition

probably John Bullokar, An English Expositor, teaching the interpretation of the hardest words, first published in London 1616, which reached its 8th edition in 1688.

## Via tuta

presumably the rather mysterious Via tuta, the safe way, York, 1643, listed in Wing V 290.

## Quarles Enchiridion

i.e. Francis Quarles, Enchyridion containing institutions divine and morall, London 1640.

## Byefields direction for reading the scriptures

i. e. Nicholas Byfield, Directions for the private reading of the scriptures, London 1618, 4th ed. 1648.

## Cluverius geography

i. e. Philip Cluver, An introduction into geography, Oxford 1657.

## 4 new gilt bibles

## 6 new common prayer books

## Thirty plays, pamphlets, songs etc.

## Howells Londinopolis

i. e. James Howell, Londinopolis, an historical discourse, London 1657, one of the best guidebooks of the time.

## Craddocks Apostolicall history

i. e. Samuel Craddock, The apostolical history, London 1672. Craddock is not an uncommon name, but was there any family connection between this author and the Port Royal merchant?

## Boccalius Parnassus

probably Trajen Boccacini, Advertisements from Parnassus, London 1656, which reached its 3rd edition in 1674.

## Dates Exposition on St. Jude.

?

## Jewells reply to Hardings answer

i. e. John Jewel, A replie unto M. Hardinges answere to the sermon on 1 Cor. xi.23 London, 1565; one of the older books in Craddocks collection.



- Dubartas  
i. e. Guillaume de Saluste du Bartas, Divine weekes and workes, London, 1641.
- Riders dictionary  
i. e. John Rider's Dictionarie, corrected and augmented by F. Holyoke, London, 1606. Several editions of this standard Latin dictionary were published in the 17th century.
- Bacons relation of ye sweating sickness  
?
- St. George of Cappodocia  
?
- Patricks Pilgrimm  
i. e. Symon Patrick, The parable of the Pilgrim, London, 1665, which went through six editions in the next twenty years.
- History of Independency  
either Clement Walker, The history of independency, London, 1648, reprinted 1649 and 1660; or the same author's The compleat history of independency, London, 1661.
- An address to protesters by Penn.  
i. e. William Penn, An address to Protestants, London, 1678.
- The Golden Fleece  
possibly The golden fleece by W. S., London, 1656; or else The golden fleece or old England restored by J.F., London, 1679.
- A search made into matters of religion  
?
- Felthams resolves  
i. e. Owen Feltham, Resolves divine, morall, politicall, London 1623, which reached its 10th edition by 1677.
- Pastor fices  
perhaps Giovanni Battista Guarini, 11 pastor Fido, the faithful shepherd, London, 1647, of which several editions appeared in the next thirty years.
- Gregorii posthuma  
i. e. John Gregory, Gregorii posthuma, London, 1649; several times reprinted in the 17th century.
- Immediato rovolution  
?
- A declaration of yo Univarsity of yo Churcho  
?
- Latin Biblio
- Grounds and occasions of contempt of the clergy  
i. e. John Eachard, The grounds and occasions of the contempt of the clergy, London, 1670; frequently reprinted later in the century.
- Reliqua sacra Carolina  
i. e. Reliquae sacrae Carolinae, or the works of King Charles I Collected together published in the Hague in 1651 and several times reprinted during the Commonwealth

- Contemplations moral and divine  
i. e. Sir Matthew Hale, Contemplations moral and divine, London, 1676;  
frequently reprinted in the 17th century.
- Flatmans poems  
i. e. Thomas Flatman, Poems and songs, London 1674; in its fourth  
edition by 1686.
- Causes of the decay of Christian piety  
i. e. Richard Allestree, Causes of the decay... London, 1668;  
frequently reprinted in the 17th century.
- Contempt of the clergy  
Possibly another copy of Eachard's work listed above?
- Want of charity justly charged on ye romanists  
?
- 2 Erasmus colloquies  
Probably Desiderius Erasmus, The colloquies, London, 1671.
- Hugo Grotius annals of ye Belgian land  
Probably Hugo Grotius de rebus Belgicis, London, 1655; reprinted 1665.
- Senecas epistles and natural questions  
Perhaps a Latin edition?
- Lively oracles given to us  
i. e. Richard Allestree, The lively oracles given to us,  
Oxford, 1678; several times reprinted later in the century.
- Glanville's Now at Sadducism  
i. e. Joseph Glanville, A blow at modern Sadducism,  
London, 1666; the only representative of the considerable  
contemporary literature on witchcraft in Craddock's collection.
- Freehold and grand inquest  
i. e. Sir Robert Filmer, The free-holders grand inquest,  
London, 1648; several times reprinted in the next forty years.
- De juro maritimo  
i. e. Charles Molloy, De juro maritimo et navali, a treatise,  
London, 1676; 4th edition by 1688.
- Tates poems  
i. e. Nahum Tate, Poems, London, 1677; 2nd ed. 1684
- The learned man defended and reformed  
?
- Paul Fleasteau's French grammar  
?
- 15 law books new



Clevelands poems

- i. e. John Cleveland, Poems, London, 1651; which had reached its 19th edition by 1669.

Whole duty of man

- i. e. Richard Allestree's famous book first published in 1659, of which more than 20 editions were issued in the 17th century.

Discourse of Ecclesiastical policy

- i. e. Samuel Parker, A discourse of ecclesiastical politie, London, 1670; several times reprinted.

The rule of Faith by Dr. Tillotson

- i. e. Archbishop Tillotson's book, first published in London, 1668; 3rd ed. 1688.

Leybournes Arithmetic

- i. e. William Leybourn, Arithmetic, vulgar, London, 1657; which went into 7 editions before the end of the century.

Sir Francis Bacons essays

- Bacon's Essays, first published in 1597, were very popular in the succeeding century; a new edition appearing on average every five years.

# LOCALLY PRINTED MATERIAL

The following list of locally printed material was submitted by the Publishers/ Printers at the request of the Research and Publications Working Party. The list includes books, pamphlets, newspapers, magazines, newsletters and annual reports printed between September 1971 - September 1972. Programmes, calendars, desk diaries and purely advertising brochures have been excluded. Sincere thanks to the firms who replied to the questionnaires.

In the list the name and address of the printer has been given as the heading, followed by the names of the items and the organizations or persons responsible for publication.

DOLIVAR PRESS, 1d Grove Road, Kingston 10.

Buisseret, David. The fortifications of Kingston 1655-1914  
A historical description .....Dolivar Press 1972

Jeffrey Smith, May. Bird Watching in Jamaica. Enlarged  
reprint of the classic book on Jamaica's birds and their  
habits. Coloured photos and enlarged nesting calendar. 1972.

BOY SCOUTS ASSOCIATION, 2d, Camp Road, Kingston

Annual Report. Boy Scouts Association. 1971-72.  
News and Notes, Boy Scouts Association of Jamaica. Monthly.

COLOUR GRAPHIC PRINTERS, 138 Maxfield Avenue, Kingston 10

The Good Food Book, 3rd ed. Scientific Research Council

GOLDING PRINTING SERVICE LTD.

Swing Magazine, Swing Publishers Ltd. John Golding Jr. Pub. Monthly

INSTANT PRINT, 115 Tower Street. Kingston

Coffee Breaker, Jamaica Citizens Bank. Monthly  
Newsletter, Jamaica Graphic & Printing. Monthly

INSTITUTE OF SOCIAL & ECONOMIC RESEARCH U, W. I. Mona

Central Banking in the Caribbean. C. Y. Thomas. ISER.  
Copper in Chile. Norman Girvan. Institute of Social & Economic  
Research  
Foreign Capital and underdevelopment in Jamaica. Norman Girvan.  
ISER.

Levels of Fertility in the Commonwealth Caribbean 1921-1965  
Jocelin Byrne . Institute of Social & Economic Research

Non Bank Financial Intermediate in the Caribbean. Maurice Odle.  
Institute of Social and Economic Research

The policies of constitutional decolonization Jamaica  
1944 -62, Trevor Munroe. Institute of Social & Economic Research



Post war economic development in Jamaica. Institute of Social and Economic Research.

Regional Programme of Monetary Studies, Caribbean Financial Statistics. Institute of Social & Economic Research. Quarterly.

Social and Economic Studies. Institute of Social and Economic Research. Quarterly.

Survey of Social Legislation in Jamaica, Gloria Cumper. Institute of Social and Economic Research.

METRO PRESS LTD. 3 Blake Road, Kingston  
Annual Report. Cement Co. Coop Credit Union. Annually 1971.

Annual Report. Fromo Coop. Credit Union, Annually. 1972.

Booklet. Revd. J. Fr. V. Campbell, Annually. 1971

Booklet, P. U. D. Coop. Credit Union. Annually. 1972.

Booklet. Surrey Mutual Building Society. Annually. 1972.

Newsletter. Jamaica Coop. Credit Union League. Quarterly

Pamphlets. Jamaica Coop. Credit Union League. Quarterly

#### MOITROSE PRINTERY

Annual Report & Balance Sheet.

Jamaica Society for the blind. Annually. 1971-1972.

Kingston College. Annually. 1972 -1973.

The racing year in Jamaica. The Jockey Club. Annually. 1971.

Wolmerian. Wolmers Boy School. Annually 1972-1973.

#### UNIVERSITY PRINTERY U. U. I. Mona. Kingston 7.

Report on the Libraries. U. U. I. Library. Annually. 1970-71

#### SCIENTIFIC RESEARCH COUNCIL. P.O. Box 502. Kingston

Annual Report, Scientific Research Council. 1968-69.

Annual Report -Scientific Research Council. 1969-70

"Cho Cho" Nutritional aspects and recipes. Scientific Research Council 1969-70

#### SCIENTIFIC RESEARCH COUNCIL

Journal. Scientific Research Council. Vol.2, No. 2,  
Vol. 3 No. 1. Bi-annual.

"Peas Please!"(nutritional aspects and Scientific Research Council recipes)

Topical Notes Vol. 3 Nos. 4,5,6. Scientific Research Council, B1 Monthly.

# STEPHENSON'S LITHO PRESS LTD.

Annual Report, Desnoes & Geddes.  
 Annual Report, Jamaica Coop Fire & General Insurance.  
 Annual Report, Jamaica Mutual Life.  
 Annual Report, Jamaica Public Service.  
 Annual Report, Jamaica Telephone Co.  
 Click. Jamaica Public Service.  
 Jamaica Hope Breed, Ministry of Agriculture.  
 Jamaica Journal. Institute of Jamaica. Quarterly.  
 The Last of our beginnings. U. C. W. I.  
 Master Builder. Master Builder Incorporated. Quarterly.  
 Mental Retardation. Mental Retardation Association.  
 N. C. C. News Release. N. C. C.  
 Queen's School Year Book. Queen's School.  
 St. Hugh's High School Year Book. St. Hugh's High School.  
 Sixth Annual Congress. Medical Association of Jamaica.

## UNIPRINT LTD.

Alcan Newsletter. Alcan Jamaica Ltd. Fortnightly.  
 Annual Report. The Gleaner Co. Ltd. 1971.  
 Annual Report. The Cement Co. of Jamaica. 1971.  
 Annual Report. Insurance Co. Of Jamaica. 1971.  
 Catholic Opinion. The Jesuit Fathers. Weekly.  
 Jamaica Manufacturer. Jamaica Manufacturers Association. Quarterly.  
 Jamaica Manufacturer. Jamaica Manufacturers Association.  
 Directory.  
 The Jamaican Church Man. The Diocese of Jamaica. Monthly.  
 Medical Journal. Medical Association. Quarterly.  
 The New Nation. P. N. P. and N. W. U. Fortnightly.  
 The Voice of Jamaica. J. E. McPherson. Weekly.



## BOOK REVIEW

by

G.K.L. Chan

Assistant Librarian, UWI

and

R. Robb

Assistant Librarian, UWI

WARMINGTON, Cynthia M. & Others, eds.

Jamaica Library Service: 21 years of progress in pictures 1948-1969.  
Kingston, Ja., Jamaica Library Service, 1972  
367 p. illus, photos, map, diagr., index. 22 cm.

One's appraisal of this book will depend on what one considers its function to be: a prestigious memorial to the past 21 years or a scholarly work intended to be of value to libraries and librarianship in general. If the former, it succeeds magnificently although it begs the question of whether any memorial is needed, at least on such a lavish scale.

It first gives a textual resumé of the period under review, then for the next 200 pages describes public library development in each parish. For each parish, standard tables give detailed information of the size and scope of the holdings, the library expenditure, the staffing, the readers, the routine services, the book circulation figures, the extension activities, etc. This is followed by chapters on the Schools Library Service, the J.L.S. Headquarters; and then by more general accounts of the early years of the J.L.S. (including the Bateson plan and the assistance rendered by the Institute of Jamaica and the British Council), the administrative structure of the J.L.S., present and past members of the staff, the staff training programmes operating at present, and some of the ways in which the J.L.S. participates in activities in the wider community outside its walls. Each chapter is preceded by an extract from a piece of creative writing and a brief geographical and historical introduction.

In general it traces the development of the various predecessors of the public library, the limited response of government, the aid of philanthropy overseas and local, library legislation, the gradual and complete financing by Central and Local Government, and describes the mutual co-operation between the Jamaica Library Board and local representatives of the towns and villages with regard to the administration of the library network.

The authors make abundantly clear the importance of personnel and special prominence is given to the voluntary workers although perhaps the detail is excessive. The survey points out that the character of the service is derived from the community it exists to serve.

As one would expect from its title the book is generously illustrated with 300 black and white photographs of buildings, extension activities, memorable events, members of staff, and other people connected with the service. The impression one gains is of a dynamic and enthusiastic library service which is especially concerned with young people and lays great stress on being involved in the community at large.

As a souvenir this book is most impressive and anyone who is or has been connected with the J.L.S is likely to find something of interest in it. But probably few people will ever read it from cover to cover and there is little profit to be gained from doing so. Its approach is mainly historical and statistical with the result that it reads something like a mammoth annual report and at times becomes largely a succession of dates, figures and names. There are some passages of interest to a wider audience, such as details of training programmes, procedures and equipment used, and the design of library buildings and bookmobiles, while light relief is provided by the inevitable messages from prominent politicians and public figures with which the book begins. But details such as these, while commendable if one is considering the book simply as a souvenir, are inadequate if it is intended to be of more concrete worth, although the book would be useful to anyone who is simply interested in the present state of public library service in Jamaica. Too little is said of the problems involved in establishing, developing and running the service, and the solutions adopted, for it to be of much practical help to librarians facing similar problems in other developing countries.

It is also a pity that the authors have not explained exactly what they mean by their statement: "patterned on the English system 21 years ago, the Jamaica Library Service has now evolved into a truly Jamaican Institution". An expansion of this statement would have been interesting in view not only of the perennial controversy about what is Jamaican, but also because of the discussion in the Library Association Record last year of the difficulty of breaking away from the British tradition which African librarians are experiencing.

This book then is a successful commemoration of the undoubted achievements of the J.L.S during its first 21 years. At the same time it indicates that there is no cause for complacency, since besides stressing the space shortages from which the J.L.S. is suffering, it contains a histogram showing reader and population growth, 1949 - 1969, which reveals that although readership has increased by nearly 300,000 during this period it still represents only about 1.5% of the total population. This indicates the size of the problem which still faces not only the library service but also the whole educational system since it is partly a function of the high illiteracy rate. This being the case one may wonder whether this kind of luxurious production is not premature, but the authors obviously believe it is not and they have produced a splendid monument to their convictions. It is no more than a monument, however, and has



limited value to librarians and librarianship in general, although this may not be an especially damning criticism as it could be said of the vast majority of librarianship literature, including this review.

## SECRETARY

### COMMONWEALTH LIBRARY ASSOCIATION

Applications are invited from qualified librarians for the post of Secretary to the Commonwealth Library Association. The Secretary will be based in Jamaica for most of the time, but some travel overseas is likely to be involved.

Salary will be \$6,000 per annum, rising by two increments to \$6,600 per annum.

Fuller particulars and a form of application can be obtained, by persons living in Jamaica, from the -

Secretary,

Jamaica Library Association,

P. O. Box 58,

Kingston 5.

In other cases they can be obtained from the -

Acting Secretary

Commonwealth Library Association,

7, Ridgmount Street,

London WC1E 7AE.

The closing date for applications will be 31st January, 1973.



QUALIFIED LIBRARIANS  
AND  
HOLDERS OF PARTIAL QUALIFICATIONS

The first section of this list consists of names of fully qualified librarians. Those who have passed Part I only or Part I and some papers of Part II of the (British) Library Association's qualifying examinations for the ALA are listed in a separate sequence.

ALLEN, Gloria

ALA 1967. Senior Librarian, Clarendon Parish Library at J.L.S. since 1962. Special interests: Reference and Information work; work with young people; Music Library work.

ALLEYNE, Alvona Mrs.

B.A. (English Hons. U.W.I) 1965, MLS (Columbia) 1967. Assistant Librarian U.W.I. Formerly at Music Library, University of Sheffield. At U. W. I. Library, Mona, since January 1972. Special Interests: West Indian and bibliographical work.

ANDERSON, Gloria

Completed examinations for ALA 1968. Lib. J.L.S. Schools Library Section since June 1970. Actg. Senior Librarian, Westmoreland Parish Library. Staffordshire County Library and Birmingham Public Libraries, England. Special Interests : readers advisory work.

BARNES, Claudia

Completed examination for ALA 1970. Library JLS/HQ since December 1964.

BARNES, Sandra K.

BA (Toronto) 1961; DLS (Ottawa) 1964, Asst. Lib., UWI. Champlain High School, Ottawa, 1964-68. At UWI since 1969.

BENJAMIN, Mrs. Ouida F.

FLA 1966, Lib. Alcan Jamaica Ltd., Kirkvine P.O. Taught at Mount Carmel High School, Annotto Bay, 1955. At JLS 1956-69, including secondment to Ministry of Education Library 1961-62 Internship Toronto Public Libraries 1967-1968, Alcan since August 1969. Special interests: special libraries; classification and indexing with special application to computer retrieval of information.

BENNETT, Mrs. Hazel E.

FLA 1963, MSL (Southern Connecticut State College) 1966. Senior Lecturer, Library School UWI. Kingston Senior School 1947-51, St. Hugh's High School 1951-52. At JLS 1952-67; Deputy Director of J.L.S. 1957-67. Librarian/Documentalist UWI, Institute of Education 1967-1971. Special interests: Library education and administration. Publications: "Jamaica Library Service" in UNESCO Bulletin for Libraries vol.13, May 1959; "The Jamaica Service".



its foundation & development" (MS Thesis 1966). "Private subscription libraries in Jamaica before 1879" in Journal of Library History Vol. 3 No. 3 July 1968. "British West Indies Libraries" in Encyclopedia of Library and Information Science vol. 3, 1970.

**BROOKS, Judith**

Completed ALA examination 1971. Actg. Senior Librarian, St. Elizabeth Parish Library. At JLS since April 1963. Special interests: work with young people and children

**BROWN, Patricia**

Completed ALA 1972. Librarian J. L. S.

**CAVE, Roderick**

ALA 1958, FLA 1960, MA (Loughborough) 1972. Senior Lecturer School of Library Studies, U. W. I. (Unesco Export). Formerly at Islington Public Libraries, 1954- 1957, British Iron & Steel Research Association, 1957 - 1959, U.W. I. (Mona and St. Augustine Campuses) 1959- 1964, Ahmadu Bello University, Nigeria 1964-65 and Loughborough School of Librarianship 1965- 71. Special Interests: Bibliography, history of printing, reference work, Publications: "Typographia naturalis" 1966; "The Private Press" 1971; "Richard Smyth's Dissertation on the first invention of the art of printing, c. 1670" (Unpublished MA thesis). Editor of "The Private Library" 1957-59 and 1965-69, of "Private Press Books since 1959; numerous pamphlets, articles and reviews on librarianship and bibliographical topics in British, American, Swedish and German journals.

**CHAMBERS, Mrs. Audrey**

BA (UWI), MA - Librarianship (Loughborough). At JLS 1960-63. Asst. Lib. (Acquisitions) U.W.I since 1972.

**CHAN, Graham K. L.**

B.Sc (Newcastle-on-Tyne) 1969, M.Sc. (Sheffield) 1971. Asst. Lib. (Cataloguing) U.W.I. since Jan. 1972.

**CHANG, Mrs. Joan E.**

ALA. 1968, Lib. Kingston & St. Andrew P.L. At JLS since September 1960. Special interests: work with children and young people.

**CHEVANNES, Barbara E.**

ALA 1963, Senior Lib. Kingston & St. Andrew P.L. At JLS since October 1957. Special interests: reference and information work; work with young adults and juniors.

**CHUNG, Mrs. Clover L.**

Completed ALA exams 1970, Lib. JLS/HQ. At JLS since August 1960. Special interests: work with children and young people.

**CLARE, Mrs. Gladys A.**

Completed exams for ALA 1970. Lib. Kingston & St. Andrew Parish Library- In charge of Duhaney Park Branch Lib. At JLS. since April 1952. Special interests: reference work and special librarianship.



CLARKE, Gloria L.  
ALA, Senior Librarian, Portland Parish Library. At Jamaica Library Service since May 1957. Formerly Resident Magistrates Courts Department. Special interests: Local History and Information work.

COLLINGS, Prof. Dorothy G.

Ph.D. (Chicago 1947, M.A. (Columbia) 1935, B.S. (Simmons) 1933.  
Visiting Professor and Director, School of Librarianship, University of the West Indies, 1971- (Unesco Expert). Chief, Educational Liaison Section, UN Secretariat, New York, 1956-1971 and Part-time Lecturer (Comparative Librarianship), Columbia University, 1956-1971. With Unesco from 1948-1955 serving first in Parish (Chief, Documentation Section, Education Clearing House) 5 years in Egypt (Chief, Regional Clearing House, Arab States Fundamental Education Centre) 3 years Associate Professor, School of Library Service, Atlanta University, Atlanta, Georgia (USA), 1941-1944. Library Consultant for Government of Nigeria, U.S. Peace Corps. etc.

Special Interests: Comparative Librarianship, Education for Librarianship. Publications: various, including, Editor, Education Abstracts. (Unesco, 1948-52); Technical Libraries in Co-operative Programmes. (Washington, D. C., ICA, 1956); Planning Nation-wide Public Library Services in Africa (UNESCO/LBA/ Seminar 10/10, Paris, 1962); "Comparative Librarianship" in Encyclopedia of Library and Information Sciences, v.5. (N.Y. Dekker, 1971); "Library development in Africa" in Encyclopedia Americana, 1972 edition (forthcoming).

DAVIS, Norma E.

Completed exams. for ALA 1971. Senior Librarian, St. Mary Parish Library. At JLS since July 1961. Special interests: Children's librarianship and administration.

DAVIS, Mrs. Shirley J.M.B.A.

(English Hons. UWI) 1957, ALA 1958. At UWI, Mona, 1957-58. 1959-61. Barbados Public Library February - September 1963.

UWI Barbados 1963-66, UWI, Mona 1966-69. Special interests: West India.

DAVIDSON, Constance

Completed exams for ALA 1972. Lib. St. James Parish Library, JLS.

DOUGLAS, Daphne R.

FLA 1959. Lecturer, School of Librarianship, UWI. 1971. With Jamaica Civil Service, 1944-1956, (Librarian - Colonial Secretariat, 1948-1956), Jamaica Library Service, 1956-1971 (Principal Librarian, 1964-1971) including secondments to IJ (Acting Librarian) 1961-1963. and Jamaica Mission to U N (Librarian/Registrar) 1963-1964.

Special Interests: Library administration, professional training, reference work.

DUNN, Patricia Y.

ALA 1963. Librarian U. I. R. L/IJ. At I.J. since January 1957. On study leave UWI since October 1972. Special interests: West India,



bibliographical publications, reference work. Publications: ed. "Jamaican accessions 1964-1967" Kingston, JI, annual; joint ed.. "Jamaican national bibliography 1968" Kingston, JI, 1969. Joint author of "Library Resources for research in the Caribbean: Caribbean literature in English" Paper submitted to ACURIL 111 held in Caracas, Nov. 7-12, 1971.

DURRANT, Fay

BA (Spanish Hons. UWI) 1966, BLS (Toronto) 1968. Asst. Lib. i/c Government Serials Section (including U.N. documents) 1969. Special interest : West Indian, government publications, International documents. Publications: Bibliography in MUNROE AND LEWIS, eds. "Readings in government and politics of the West Indies." "List of West Indian Government. Serial Publications in the Library of the University of the West Indies at Mona." "The West Indies" - Bibliography with K. Ramchand in Journal of Commonwealth Literature, Dec. 1971.

EVANS, Mrs. Suzette, B.

ALA 1968. Lib. Moneague College Library WIRL/JI 1964-1972. Special Interests. Periodical indexing; Information retrieval

EWBANK, Mrs. Joyce M.

ALA 1967, Senior Lib. Asst. (Cataloguer) UWI. At Trelawny Health Dept., Falmouth, 1943-44, served in the British Auxiliary Territorial service where she was employed in the Army Record Office Hastings 1944-46; returned to Jamaica and worked at Registrar General's Dept., Spanish Town, 1947-49; Dept. of Trustee in Bankruptcy, 1949-55; at UWI since September 1961. Special interests: Genealogy and local history of Jamaica and the Cayman Islands. Member Society of Genealogists, London; member Scottish Genealogy Society, Edinburgh.

FERGUSON, Mrs. Cynthia

ALA 1969, At JLS 1962-64, Hounslow Borough Library, London, 1964-67, UWI October-December 1967, ISER/UWI 1968-1972. Special interests: children's librarianship. Publication: Compiler "ISER recent additions" (quarterly).

FERGUSON, Stephanie W. L.

ALA 1963, Lib. College of Arts, Science and Technology. At JLS 1958- December 1970 with secondments to Jamaican High Commission, London, 1968, and Jamaican Parliament Library 1968-69. Special interests: reference and information work.

FRAY, Mrs. E. Phillippa

MRCVS 1943, (Med.) BA (TCD) and BSc (Vet.) 1950, DVPH 1954, MSL (Illinois) 1964. Library Consultant, Property Rentals Limited, 1 Stanmore Terrace, Red Hills P.O. St. Andrew since May 1969. At Scientific Research Council 1962-68, Jamaica School of Agriculture 1968-69. Special interests: special libraries, technical and trade information, serials. Publications: "Co-operation between special libraries that are government libraries in Jamaica", MSL thesis University of



Illinois 1964, published in part in Jamaica Library Association Bulletin, Vol.2, No.1, 1965; "Brief notes on cataloguing times and costs in a small special library in Jamaica" in Jamaica Library Association Bulletin 1970.

GRAY, Mrs. Angela R.

ALA 1966. Senior Lib. Kingston & St. Andrew P.L. At JLS since January 1956. Special interests: compiling brochures, etc., for intra-library use, editing junior library magazine, exhibitions, work with children and young people, modern library techniques.

HAMILTON, Mrs. Yvonne M.

ALA 1967, Lib. Shortwood Training College 1973. At JLS since September, 1957.

HANSON, Mrs. Dorothy

Completed exams for ALA 1972. Lib. St. James Parish Lib. J.L.S.

HARRISON, Kathleen M.

ALA 1960, Acting Senior Librarian Trelawny P.L. Falmouth. At JLS since 1962.

HAY, Mrs. Joan

Completed examination for ALA 1969, Schools Lib. Service, JLS.

HENRIQUES, D. Elaine

BA (McGill) 1947, BLS (McGill) 1948. Senior Asst. Lib. Cataloguing UWI. At McGill University Medical Lib. 1948-51, at UWI since July 1952. Special interests: social science, medicine.

HUNT, Mrs. Barbara E.

ALA 1968, Lib. GL/IJ. At JLS August 1950-June 1964, Leyton Public Library, London, July 1964-July 1967, JLS September 1967-July 1970, at IJ since August 1970. Special interests: cataloguing and work with children.

INGRAM, Kenneth E.

ALA 1945, BA 1947, FLA 1955, M.Phil. 1970, Lib. UWI. At IJ 1941-44, 1947-50, at UWI since February 1950. Special interests: Bibliography of the West Indies with special reference to source materials for their history. Publications: poems in "Focus" and various anthologies; articles in the Jamaican Historical Review Vol.2 No. 1 and Vol.3, No.3; Manuscripts relating to Commonwealth Caribbean countries in the United States and Canadian Libraries and repositories; a descriptive list" (MS in hands of publishers); A bibliographical survey of the sources of Jamaican history 1655-1838 with particular reference to manuscript sources", (unpublished thesis for University of London M. Phil).



ITON, Mrs. Sybil

ALA 1959, Principal Lib. JLS Region I. Formerly in Jamaica Civil Service, at JLS since July 1953. Special interests: bibliography, literature and librarianship of the social sciences, work with young people, information retrieval.

JAMES, Mrs. Gloria S.

Completed exams for ALA. 1968. Senior Lib. Kingston & St. Andrew P.L. At JLS since 1957. Special interests: reference work, special libraries.

JEFFERSON, Mrs. Albertina

BA(Soc.) Toronto 1963, MLS, Columbia, 1964. Formerly at Central Library of Trinidad and Tobago. At UWI Lib., Mona since October 1965. Special interests: Bibliography and reference work.

JOHNSON, Mrs. S. Anita G.

Fil. mag. (Lund, Sweden) 1965 Postgraduate Diploma in Librarianship (Stockholm) 1967. Lib. WIRL/IJ. At City Library of Gothenburg 1967-69, 1971 Hammerskjold Memorial Library, Zambia, 1969-1971, WIRL/IJ since April '72. Special interests: Classification and cataloguing.

JOSEPHS, Maria Mercedes D.

BA (London) 1937, Diploma of London College of Secretaries 1938 ALA 1953. Deputy Lib. UWI. Worked in Food Production Office and Civil Service 1940-48, at UWI since October 1949. Special interests: Library computerization, Medical literature.

KELLY, Norma

ALA 1963, Principal Lib. JLS Region 3, Mandeville. At JLS since February 1958. Special interests: reference and readers' advisory work.

KENT, Mrs. Arlene

AB (Radcliffe College) 1954 MSL (Simmons) 1957. Lib. WIRL/IJ At Massachusetts Institute of Technology Library 1954-56 1957-62, University of Ibadan Lib., Nigeria, 1962-64, MIT 1964-65 Shortwood Teachers' College Lib., Kingston 1966-July 1970, at IJ since October 1970. Special interests: reference work.

LAMPART, Mrs. Sheila I.

Licentiate Royal School of Music 1952, ALA 1962. Lib. St. Thomas P.L. At JLS 1958-59. ISER/UWI 1960-61, Jamaica Industrial Development Corporation 1961-64, JLS since September 1969. Special interests: library administration.

LAWRENCE, Mrs. Yvonne

ALA 1969. Deputy Librarian Supreme Court Library, Kingston. At JLS 1960-66. North Western Polytechnic 1966-68. JLS January - May 1969. Special interests: cataloguing, classification, Law librarianship.



LEIGH, Audroy A.

ALA 1966. Lib. I. IJ/WIRL. At Mico College Library 1960-64, GL/IJ 1964-October 1970. IJ/WIRL since October 1972. Special interests: reference work and special libraries. Publications: contributions to IJ's weekly newspaper column "Book power on East Street", 1969-70.

LEIGHTON, Mrs. Carmen,

ALA 1968. At JLS April 1959-Dec. 1970.

LLEWELYN, Dorothy

Completed Exams. for ALA 1969. Librarian, Bureau of Standards, Kingston. At JLS October 1965- December 1967; October 1969-November 1970. Special interests: Modern methods of information retrieval.

LETTMAN, Mrs. Marlene

ALA 1963, BA. (U.W.I.) 1971, Senior Librarian General Library/IJ. At JLS November 1955-February 1966, IJ since 1966. Special interests: reference services.

MCLAUGHLIN, Mrs. Rosalind

ALA 1963, Principal Librarian Schools Lib. Service J.L.S. At JLS since April 1958. Special interests: Library administration and management, Children's librarianship. Publications: Jamaica Library Service 21 years of progress in pictures.

MARSH, Mabel

Completed exams. for ALA 1971. At JLS since August 1966.

MULLINGS, Blossom

Completed exams. for ALA. 1969. Actg. Senior Librarian St. Ann Parish Lib. 1973. At JLS since July 1964. Special interests: rural library development, extension work, reference work.

MUNGO, K. M.

BA 1967 (Queens) BLS 1968. Librarian Excelsior School Library. Toronto Metro. Separate School Board 1968 1970; Peel County Board of Education 1970-1971. At Excelsior since July 1972. Special interests: Schools libraries; Library Service to children and young people

NEUFVILLE, Elaine R.

ALA 1971. Library Asst. JLS. 1966-1968, Librarian WIRL/IJ since 1971. Special interests: cataloguing, indexing and information retrieval in technical services.

PALMER, Dorothy M.

Completed exams. for ALA 1970, Senior Librarian Asst. UWI since December 20, 1971. JLS 1965-1970. At UWI since October 1970. Special interests: Classification and cataloguing.



PICART, Myrtle J.

ALA 1965. Asst. Principal Librarian KSAPL, At JLS since 1956 including secondment to Jamaica Embassy, Washington, D.C. Formerly at Post and Telegraph Dept., R.M. Courts and Administrator-General's Dept. Special interests: reference work.

RICHARDS, Judith E.

FLA 1962, B.A. (Hons, UWI), 1972. Actg. Chief Librarian, IJ. At IJ since 1956. Senior Librarian WIRL/IJ, 1962 Actg. Deputy Chief Lib. IJ, 1965-69. Study leave 1969-72. Appointed Deputy Chief Librarian, 1972. Special interests: Bibliography, West Indian, African literature. Publications: "Directory of Jamaican Libraries Part I," Kingston, JLA, 1967; Bibliographical aids for building reference collections on the British Caribbean" in XII SALALM Working Papers 1967, Washington D.C., Pan American Union; "The Chandeliers of old King's House" in Jamaica Journal Vol. 1, No. 1 December 1967; "Early Jamaican hotels" in Jamaica Architect, No. 5, (Vol.2 No.2) 1969.

RISDEN, Mrs. Valerie Claire

BS (Columbia) 1958, ALA 1959, Senior Asst. Lib. (Circulation and Reference) UWI. At UWI Lib. 1949-54 and since 1959. Special interests: reference work, assistance to readers.

ROBB, Reive

ALA 1970, B.Sc (UWI) 1970. Asst. Lib. Reserved Books Collection UWI. Formerly at Jamaica Library Service. Special interests: Library administration, training and education, and information retrieval.

ROBERTSON, Mrs. Amy B.

FLA 1968. Librarian/Documentalist. Institute of Education. At JLS since 1946. Special interests: work with children.

ROBERTSON, Glory

MA (Hons, St. Andrews) 1951, completed exams for ALA 1963. Librarian JLS HQ February 1972. Taught at St. Hugh's High School September 1951-December 1959. At WIRL/IJ January 1960-January 1972. Special interests: reference work, West Indian History, library exhibitions, Publications: "Members of the Assembly of Jamaica 1830-1866" IJ, 1965, Mimeo; "The Rose Hall Legend in Jamaica Journal December 1968; contributions to IJ's weekly newspaper column "Book power on East Street", 1969-70, joint ed. Jamaican Historical Society Bulletin from September 1965.

ROBINSON, Mrs. Joyce L.

MBE., FLA, Director, Jamaica Library Service. Taught at St. Simon's College and Black River High School 1943-50, at JLS since 1950, FLA 1959. awarded M.B.E. 1959. Member of Jamaican delegation to UN. Special Assembly October-December 1966. Awarded Silver Musgrave Medal of the Institute of Jamaica in 1969 for her devoted and effective service to the development of libraries in Jamaica. Special interests: library administration and staff training. Publication: "Schools Library service in Jamaica in UNESCO Bulletin for Libraries, Vol.21, No.4 July-August '67 Joint/ Jamaica Library Service 21 years of progress in pictures.



ROCHESTER, Mrs. Wosila

ALA. 1969. At JLS June 1965-December 1970.

ROYALE, Mrs. Gloria

ALA 1964, Senior Lib. JLS HQ. At JLS since September 1959.

SALMON, Mrs. Gloria E.

ALA 1963, Senior Lib. JLS HQ. At JLS since January 1956. Special interests: reference, publishing trends and acquisitions.

SALMON, Hermine

Completed exams for ALA 1972. Librarian St. Thomas P.L. since August 1972. At JLS since June 1966. Special interests: Cataloguing classification reference and information work.

SEGRE, Norma E.

FLA 1960. UWI Extra Mural Dept. Montego Bay. At JLS 1950-62, UWI 1963-68, UWI Extra Mural Since 1969. Special interests: library training and administration.

SHEPHERD, Mrs. Eileen

ALA 1956. Senior Librarian JLS. HQ. Formerly at Imperial College of Tropical Agriculture, Trinidad; At JLS since November 1963. Special interests: reference work.

SMITH, Mrs. Glennor L.

Completed ALA exams, 1969. Librarian J.B.C. Library since Dec. 1972 At JLS December 1963-68, WIRL/IJ July 1968-71, Librarian Excelsior High School, 1971-72 McMorris Sibley & Robinson. 1972.

TAYLOR, Merle E.

ALA 1967. D.A. (UWI) 1972. At GL/IJ 1963-October 1970. Special interests: cataloguing and classification, reference work.

THOMAS, Leila M.T.

FLA 1961, Deputy Director JLS. At JLS since 1950. Special interests: library administration, library education.

TYSON, Mrs. Ruby

ALA 1963. B.A. (UWI) 1971 Librarian, Communications Corporation Ltd. JLS January 1961-June 1963, GL/IJ 1963 - 1964, St. Jago High School January-December 1965, GL/IJ 1966-69, at UWI 1969-1971, JBC 1971-1972 Special interests: cataloguing and classification, audio-visual material.

VACCIANA, Joan

Completed ALA exams. 1971. Librarian at United Theological College, Special interests: Cataloguing, Classification and indexing reference work.

VERNON, June

Completed exams, for ALA. 1969. Lib. J.L.S./HQ, Special interests: cataloguing and classification. Work with young people.



WALLEN, Joyce

FLA. 1962. Principal Lib. JLS Region 4. At JLS since 1956 including 1 year internship in U.S.A. 1965.

WARMINGTON, Mrs. Cynthia M.

ALA 1956. At JLS 1952-1972 including internship Toronto Public Libraries 1957-58. Special interests: reference work and cataloguing. Publications: "That all may read" in Torch May-June 1963, Library planning in Jamaica in "Planning of library and documentation services" ed. C.V. Penna, and ed. rev. Paris UNESCO, 1970, and articles in professional journals, Jt. ed. Jamaica Library Service. 21 years of progress in pictures.

WEDDERBURN, Maisy

Completed exams. for ALA June 1970. Lib. Ministry of Agriculture and Fisheries since 1965. Special interests: indexing systems.

WELSH, Mrs. Dede

ALA 1969, Lib. Alcan Jamaica Ltd. since Feb. 1971, UWI Hospital Accounts Dept. June - Sept. 1958, JLS 1958-1971. Special interests: reference work and work with children

WHITE, Mrs. Adlyn

BSc. (Education) 1965 MSL 1967, Certificates for teaching of Education, English and Library Science. Church Teachers' College, Mandeville since Sept. 1969. At Public School 118, New York City, 1965-69. Special interests: administering and organizing school & college libraries, children's literature. Thesis: The Library as the educational centre of the school".

WILLIAMS, Fay

ALA 1969. Senior Asst. Lib. Court of Appeal Library, Kingston. At JLS 1965-1970, at Court of Appeal since July 1970. Special interests: reference and inquiry techniques special libraries, information retrieval.

WILLIAMS, June Y.M.

ALA. 1968, Senior Lib. St. James P.L. At JLS since 1961. (On study leave January 1966- November 1968 and during part of that time worked at Liverpool Medical Institution Library and Lancashire County Lib.) Special interests: work with children and young people and libraries in the educational field.

WILLIAMS, Pamela J.

ALA 1970. Librarian Clarendon Parish Library. At JLS since Oct. 1960. Special interests; work with adult literacy groups, reference and information work particularly with young adults; Library promotion and development in rural areas.

WILLIAMS, Mrs. Rosalie I.

B.A. ( Hons., UWI) Economics and Sociology, 1972; ALA 1966; Lib/Cat. WIRL/IJ 1966 - 1971. Actg. Senior Lib. WIRL/IJ (till Dec. 1971 Senior Librarian WIRL/IJ since September 1972. Publication Editor Jamaica National Bibliography. Special interests: bibliography, mechanised information storage and retrieval, Caribbean Socioeconomic and political problems.



WOO MING, Elsie

B.A. (Toronto) MSL (Columbia) Senior Asst. Lib (Acquisitions)  
UWI. Formerly at Toronto University Library.

PASSES IN PART I AND PARTS OF PART II

EDWARDS, Mrs. Eppie D.

Part I 1968; One paper of Part II. At J.L.S. 1965-1970; Scientific  
Research Council April 1970-Sept. 1971. Now full time student at  
U.W.I. Special interests: Scientific Libraries.

FALLOON, Mrs. Dorrett

B.A.(U.W.I.) 1966. Part I and 2 papers of Part II 1969. Certificate  
in social work (U.W.I.) 1971. At WIRL/IJ February 1962-October  
1963/August 1966-September 1970.

JACKSON, Mrs. Pearl

Part I 1969 - Parts of Part II, 1971. Lib. Bank of Jamaica. At  
JLS. April 1961-December 1965. Ministry of Finance Library Jan. 1966-  
May 1970. Ministry of External Affairs Lib. June-August 1970. Bank of  
Jamaica since Aug. 1970. Special interests: Information  
retrieval especially in Economics.

REID, Mrs. Hazel

Part I and Five parts of Part II. Special interests: Preservation  
of Library Material; JLS 1957-71 GL/IJ since October, 1971.

SHAW, Elfreda

Part I 1967, one part of Part II. Lib. Assistant J.L.S. since  
Sept. 1961.



JAMAICA LIBRARY ASSOCIATION

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University of the West Indies,  
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