

# **JAMAICA LIBRARY ASSOCIATION BULLETIN**

**JANUARY, 1971**

JAMAICA LIBRARY ASSOCIATION BULLETIN

JANUARY 1971

\* \* \*

C O N T E N T S

	Page
BOOKWAVE, by Jean Floyd:	
Problems of book selection for teenage readers	1
What do Jamaican teenagers want to read? Analysis of answers to our BOOKWAVE questionnaire	8
Three "musts" for adults interested in teenage reading: Book reviews	12
Libraries and LIFELONG EDUCATION, by Winston G.Wright	14
Comments on Jamaican folk music, by Olive Lewin	22
BOOK POWER on East Street:	
In defence of Annie Palmer, by Glory Robertson	29
A look at modern art, by Marlene Archambeau	32
International Conference on the standardization of library statistics, UNESCO, Paris, 1970, by Leila Thomas	35
ACURIL II, Barbados, 1970, by Rae Wright	37
Locally printed material	40
Jamaica Library Association Executive Committee Report	43
Treasurer's Report and Financial Statement	49
Members of the Jamaica Library Association Executive Committee and Working Parties	51
Library Association examination results	52
Qualified librarians and holders of partial qualifications	53

\* \* \* \* \*





# BOOKWAVE

## PROBLEMS OF BOOK SELECTION FOR TEENAGE READING

by Jean L. Floyd

Librarian, Jamaica College and  
Chairman, BOOKWAVE Exhibition  
Committee

BOOKWAVE, the Exhibition of Books for Teenagers which began in Kingston last April, is nearly through its tour round the island. The purpose of this article is to give some answers to the questions, "Why BOOKWAVE?" and "What of it?" It is hoped that discussion of these questions will highlight some of the needs, problems and priorities in serving the Jamaican teenage reader.

A first law of reading for teenagers is that WHETHER AND WHAT THEY READ IS DETERMINED BY WHAT IS AVAILABLE. They read comics, the Hardy Boys, Nancy Drew, Enid Blyton, the annuals; some go on to romance magazines, paperbacks of dubious quality, sometimes best sellers. They will also read an astonishing amount of more nourishing fare covering an equally astonishing range of interests if and when it is where they are. But too often it isn't. And that is the problem which led to BOOKWAVE.

It is a problem particularly serious in countries like Jamaica which depend on outside sources for most of their books. But it can largely be overcome through close communication and co-operation among all the relevant parties -- booksellers, publishers, teachers, school librarians, the Jamaica Library Service, the Ministry of Education, teenagers.....The generous support of all these groups made BOOKWAVE possible. The united effort to tackle a common problem should also serve particular aims, e.g., to sell more books, foster the reading habit and the development of taste, nurture the growth of school and personal libraries, secure more funds for books and librarians.

The problem needs to be examined from several angles. First, for obvious reasons, only a small proportion of what is published can be brought to Jamaica. How is this selection made?

Bookshop selection is determined primarily by (a) what has previously been stocked and sold and (b) which publishers work hardest to sell their wares in Jamaica. The selections of teachers are determined by (a) what is familiar -- e.g., what has previously been used or what X school is using and (b) what is available. Other adults buying books for young people buy (a) what they think a teenager wants or ought to read out of (b) what is available (or sometimes simply (b)).

The choice then is not usually determined by investigation into what Jamaican teenagers really want, or what will stretch the



mind and imagination, or by critical standards or value-for-money considerations. What is "demanded" is determined primarily by what is available, which is made more available because it appears to be demanded. The circle becomes vicious indeed, and no one is as well served as he might be.

Two years ago, detailed information was obtained on the reading habits, taste and background of 64 first year students at UWI (i.e., superior products of our secondary schools). It so happened that the sampling was superior to the whole in academic background and ability (e.g., 86% passed the Use of English examination as against 51% of the whole). Among the findings were these:

One question was "What books do you remember having to read in secondary school?" With difficulty, 180 were finally remembered; of these, only 13 were books written in the 20th century! Only 4 had been written since 1945. (Compare these figures with responses of BOOKWAVE's teenage visitors as to what they want to read!) About 69% (44 out of 64) had not read anything by a West Indian author in school; 29 had not read anything by a West Indian author at all.

Whereas all knew of Shakespeare and Dickens, and most of Jane Austen, Thomas Hardy, Rudyard Kipling and George Eliot, many claimed never to have heard of Hemingway, Huxley, Orwell, Steinbeck or of Roger Mais, John Hearne or Samuel Selvon, and very few had heard of Isaac Asimov or Arthur Clarke or John Wyndham, let alone such "literary heroes" of their generation elsewhere as Salinger, Golding or Updike. There was the comment, "I don't read fiction because it has nothing to do with life." And there was the boy who claimed Harold Robbins as his favourite author, then wrote later: "I don't read West Indian literature because it is cheap and inferior," (an attitude, it turned out, of his English Literature teacher).

The students cannot be blamed for such a situation. It is probably not anyone's "fault." It is more a matter of default.

Bookshops, after all, are commercial enterprises. So are publishing firms; their representatives are charged with promoting business and we would be much poorer without them. Bookshops can hardly be blamed for not stocking books which no one has asked for and no one is promoting. And they seldom have the personnel or sufficient information about the potential market to take intelligent risks in book selection.

What of our excellent Jamaica Library Service? Its trained librarians select books by a careful process for branch libraries and service points (also for loan to the island's primary schools and a sample collection of books for primary schools). Its junior section is very thoroughly used. It is now helping to establish libraries in the junior secondary schools and offers more counsel to school librarians than is generally known.

But the needs which concern us here cannot be met entirely by a public library system, even assuming unlimited funds. First, we are dealing with "the age between" -- younger teenagers who feel too old for the junior library and are not yet eligible for the adult library, and older teenagers who may consider an adult library alien to their way of life. More important, a public library serves primarily those who already want to read. What of the others? The majority? Those who will not become tomorrow's users of the public library unless they become readers today?

By its very nature, the public library's role is complementary to, not a substitute for, the roles of the school, the school library and the bookshops. Even if the public library budget were quadrupled, even if Teen Rooms were established all over the island, there would still be the need for an abundance of good reading where the teenagers are. No matter how much help the public library can give with book selection, a school library which is an integral part of a school's total programme needs additional material which reflects the particular needs and interests of its students and teachers, and which will create readers. Teenagers prefer paperbacks and there have been some highly successful experiments by public libraries in providing books in this form; but the fact remains that it is easier for a school to provide them. Further, a public library is not in a position to offer reading guidance in the same way that a school can.

An experiment at my own school which measured the changes in reading tastes and habits of 120 boys during their first year in a Guided Reading Scheme strongly supports the findings of researchers elsewhere that teenagers are extremely susceptible to reading guidance. For example, at the beginning they wanted the Hardy Boys and Enid Blyton and had few ideas as to plot or characterization. At the end, they wanted stories by authors represented in the Scheme, and gave abundant, varied, specific requirements as to how a story -- and the characters in it -- should develop. (There was also a dramatic increase in fluency as indicated by number of words, number of ideas, number of subordinate clauses, reduction in the number of sentence errors, etc.).

But guidance assumes that choices have been made by teachers and librarians. And we are back again to the problem of book selection. Many teachers have not themselves had the experience of a good school library. Many are not readers. Many have not had training in using supplementary books in the classroom or the library as a right arm. Very few indeed read professional aids such as the Use of English, English Journal, School Librarian, School Library Journal or subject periodicals -- never having had the chance to form the habit. Given the lack of opportunity, the gruelling demands on their time and energy, and severe financial restrictions, how can they fairly be expected to select and provide an abundance of good reading for their students? Is it any wonder that many keep on ordering the books they were given when at school and teach Literature the way they were taught (meaning too often: the way that kills interest in reading)?

School librarians, when they exist, are scarcely better off.



A school librarian may have to cope with some 300 library users per day, and select, order, classify, catalogue, shelve, arrange displays, etc., in her "spare time". Most school librarians teach heavy loads and run the library as an "extra". How can they possibly keep up in the world of books for young people?

For all these reasons then, many of the "age between" either do not read, or remain forever trapped in the sub-literature stage.

And what does happen in Jamaica when books and teenagers get together? Two years ago, through a scheme called "Books for Teenagers", several publishers of inexpensive books agreed to donate specific titles for the purpose of trying them out in eight Jamaican post-primary schools of differing types. Surveys at the beginning and end of the year were used to indicate changes in reading habits and students also rated the books they read. But the most important result was that teenagers in the programme read the books to death and asked for more. One school almost immediately had to order three more copies of each title in an attempt to meet demand from classes left out of the scheme. Every school reported an increase in reading, often a marked one.

One morning recently, a shipment of paperbacks arrived for my library. Among them were poetry (The Poetry of Rock, On City Streets), autobiography (Growing Up Black), history (Africa Yesterday and Today, Adventures of the Negro Cowboys, To Be a Slave), a number of highly rated teenage novels (Jazz Country, I'm Really Dragged but Nothing Gets Me Down, Tuned Out, The Outsiders, Hot Rod) -- these are only samples. The word spread and by noon 100 of the books were loaned. The big mistake was in ordering only six copies of each.

Other teachers and librarians in Jamaica can add similar instances out of their experiences. How can we in Jamaica set about making what is possible more often a reality? The three steps in providing suitable books for our teenagers parallel the steps which led to the BOOKWAVE Exhibition.

The first step is that until we pay more attention to what teenagers want to read we have no hope of getting them to enjoy what we think they should want or even to enjoy reading at all. We need to face the fact that older teenagers want to read about social issues and controversial subjects -- from more than one point of view; they want and need to know about love and sex and the web of human relationships; many, searching for "identity", want to read of their own heritage and culture, and by extension, of black Americans and Africa. If we are going to keep in touch with this generation, help them to reading maturity and effect an improvement in what is offered commercially, we cannot avoid these themes.

The next step is to find the best written books we can in the most appealing form available which treat the subjects and themes teenagers want, for we are concerned not only that they

read, but that a fair proportion of what they read contributes to growth in imagination, understanding of self and others, critical awareness.

The third step is to get the selected books where the teenagers are. This means in the schools for a start, in both the library and the classroom. (Many more books should get into classrooms where assumptions can be examined, sincerity tested, various points of view compared, critical faculties sharpened). But teenagers are also found in supermarkets and drug stores, and some will visit bookshops. Recently published books of quality will not get into any of these places fast enough unless more people can see them all in one place and want them, and ask for them, and order them. If and when such a demand is created, commercial and educational interests will merge and all parties will gain.

There have been a number of developments in Jamaica during the past few years. The Jamaica Library Service is helping with the establishment of libraries in the junior secondary schools, training teacher-librarians, devising a course for training colleges so that future teachers can choose teacher-librarianship as an option, strengthening its Young Adult section. The Ministry of Education has shown its belief in the importance of school libraries by building one large enough for a full class in every junior secondary school, by making the post of teacher-librarian an officially recognized one, by increasing the funds available to government-aided schools for library development.

The Jamaica Library Association now has a schools section which has worked out guidelines for school libraries. The revived Jamaica Reading Association promises to focus attention on the role of supplementary reading as well as ways to help increase competence in the techniques of reading. Bookshops are increasing the variety of their offerings for young people (this Christmas season brought a cheering improvement over previous years in both quantity and quality). More and more teachers are getting more and more books into the classrooms -- for project work, for sheer enjoyment.

BOOKWAVE then has been part of a general move; its purpose has been to enhance existing efforts by stimulating more interaction between books and the teenage reader. Its more specific aims were these:

- 1) to select some of the best books published for today's young people, using both critical standards and teenage judgments;
- 2) to persuade publishers -- Jamaican, British, North American -- to donate these books for exhibition in Jamaica and as the nucleus of a permanent collection of Books for Teenagers;
- 3) to encourage as many as possible to see the books, and note reactions;

....4)



- 4) to publish an annotated catalogue of recommended reading for teenagers in order to facilitate book selection and ordering;
- 5) to create a demand for some of the selected books not yet available locally so that booksellers find it worthwhile to stock them.

The methods used to select books, the organizations and interests represented on the Exhibition Committee, the facts about teenage reading which were kept in mind by the selection committee, suggestions for getting a school reading -- this and other information is given in the Catalogue\* and need not be repeated here. What we must ask is: "What has (and has not) been accomplished?"

Judging from the numbers, enthusiasm and written reactions of those who attended the Kingston exhibitions, these were an undoubted success. Members of the Jamaica Library Service staff, including the Director herself, helped to set up the initial exhibit in the foyer of the Kingston and St. Andrew Parish Library, the Minister of Education opened the Exhibition, and the Gleaner and JIS gave good coverage. Some of the difficulties might be said to have come from too much initial success: the foyer proved too small for the hordes of teenagers who came -- and wanted to read the books. We had far too few books of the most popular kinds: paperbacks for older teens, books on sex education, black Americans, African history. (Many of these had been requested from America and copyright difficulties prevented our obtaining them for the Exhibition).

Another shortcoming was that the Catalogue could not be ready for the Exhibition. With books still arriving up to opening day, this was clearly impossible. In addition, bookshops could not be expected to have the books in stock -- we could not accurately predict which would prove more desirable, we could not guarantee sales. For these two reasons, the initial impact which led many teenagers, teachers and parents to ask, "Where can I buy this?" was lost. If we could have arranged to take orders on the spot, if visitors could have ticked off in a catalogue the titles they wished to purchase, bookshops and publishers would have profited more immediately from the Exhibition.

The Jamaica Library Service arranged for the Exhibition to visit each parish and a committee organized essay competitions throughout the island as well, with substantial book prizes. (Response has been good and prizes for the first six parishes are about to be awarded). However there has been insufficient follow-up publicity, largely because everyone concerned already has a full-time job. BOOKWAVE could easily use a full-time staff

---

\* Members of the Jamaica Library Association may obtain copies of the BOOKWAVE Catalogue from the Schools Section at the JLS headquarters.

doing nothing but keeping the Exhibition up to date, helping visitors, managing publicity and co-ordinating the interests of schools and bookshops.

There have been achievements nonetheless. Adults who attended some pre-exhibition sessions with groups of teenagers felt they had had a mind-opening experience. Discussions ranged from what makes a good book, to why one book attracts more readers than another, to what teenagers should be allowed to read, to which books really make an impact, affecting the reader's thinking and attitudes in some way. Of particular interest are the responses to the "On-the-Spot" Competition. (A summary of these responses follows this article.) In addition to the specific information obtained in this way, the reactions underlined the contention that the teenage reader is not at present adequately served in Jamaica and that many teachers, parents and teenagers are totally unaware of the range and quality of books published for their age group.

The publication of the BOOKWAVE Catalogue happily coincided with a Ministry of Education decision to increase the grant for library books for the junior secondary schools and both Ministry and Library Service personnel have been using the Catalogue to make up order lists. In addition, the Ministry is distributing the Catalogue to the island's post-primary schools so that teachers can also make selections according to particular needs. The Jamaica Library Service has already used the Catalogue as a selection aid in ordering books for the young adults it serves.

Books in the Exhibition are being made over to the Jamaica Library Service as the nucleus of an on-going exhibition which teachers, librarians and others who select books for young people can use. It is hoped that publishers will continue to send books for possible addition to this collection -- and that many people will make use of it.

It is especially hoped that librarians and teachers in close contact with teenage readers will do more observing and experimenting, report their findings and thus build up information useful to both educational and commercial interests. Providing for the teenage reader, or potential reader, will continue to require the expertise and concern of every organization and interest which has helped make BOOKWAVE a reality.

\* \* \* \* \*



## WHAT DO JAMAICAN TEENAGERS WANT TO READ?

### Analysis of answers to the BOOKWAVE questionnaire

by Jean L. Floyd

Of the responses by teenage visitors to the BOOKWAVE Exhibition during its Kingston run, 500 have been analysed in a report of over 20 pages. The sample consisted of 300 girls representing 33 schools and 200 boys representing 29 schools. The summary of results which follows is offered with some confidence that it reflects fairly accurately the views of Jamaica's teenage readers, as the trends indicated can be supported by observations and experiments apart from BOOKWAVE.

\* \* \* \* \*

The first question asked "WHICH EXHIBITION BOOK(S) WOULD YOU MOST LIKE TO OWN AND WHY?" There was space for 3 choices, and a total of 763 were given by girls, 477 by boys.

Fiction choices by girls totalled 328 and fell into these categories: West Indian 96, Collections of Stories 79 (including myths, legends and folktales 28, ghost stories 18 and horror stories 13), Paperbacks 126 (including 49 Easy Readers) and Hardback Fiction 27.

In addition to the usual ingredients of "mystery" and "adventure", the girls wanted: stories about adolescence and teenage problems 39 (including romance 21), books by or about Negroes 19 (despite the small selection available), animal stories 19, historical fiction and science fiction 18 each, and stories about other countries 15.

Non-fiction choices by girls totalled 435. The most popular choices were books on sex education and growing up 69, the West Indies 53 (making a total of 149 West Indian choices), black Americans 42, biology 50 (particularly animals 29), cookery 17, medicine 15, African history 13 (despite the limited selection) and hobbies, also 13. Of the non-fiction choices, Ladybirds accounted for 31; they were selected even by 16-18 year olds.

The most frequently stated reasons for choosing a book fell into these categories: "I want to know what growing up is all about" 94, "It looked interesting" 81 (including "eye-catching cover" 36), "I want to understand my West Indian heritage and culture" 63, "I want to know the story of the black man" 62 (including black Americans 43 and African history 19), "because it will tell me more about one of my interests/hobbies" 58 (including animals 26), previous experience (e.g. a film or TV version seen, extract read in class, recommendation by a friend) 47, "I would enjoy it" 41 (including "I like being scared" 24), "It would help with schoolwork/increase my knowledge" 29 and 21 respectively, "I like the subject" 30,

"I want to know more about problems of modern society" 27, "It will help towards my career" 17 and "I can't find a book like this anywhere else" 15.

To give the flavour of the teenagers' own words, here is a sampling of typical answers: "I like the picture on the cover so I read the first chapter and it really is good..." "My father has always liked ghost stories so I do too." "I love being scared so long as I'm really safe." "Because they're good stories and poems about Jamaica and I just can't seem to stop reading them." "I think it's time we read more books by our own writers."

"Because I know nothing about sex except what my friends tell me and I think they are wrong sometimes but I am afraid to ask my parents." "I like her stories because they help with the problems teenage girls have."

"I have never done African history and geography in any detail and since no one is making a move to teach African history in school, I have decided to do it on my own since I want to know something about my forefathers." "I want to understand what the battle of colour is all about." "I am not a black power advocate but I am black and happy about it and I like to know what great black people have done." "I don't understand why we have to have wars, like in Vietnam and Biafra." "I wonder what the world will be like when my children are my age."

Now the boys. Their fiction choices totalled 172, made up of West Indian fiction 26, Collections of Stories 57 (including detective stories 12 and ghost stories 9), Paperbacks 82 (including 16 Easy Readers, 31 Puffins and 9 Topliners), and Hardback Fiction 15. Types of fiction included: boy adventure 32, science fiction and historical adventure 12 each and animal stories 8.

It should be noted that all but 21 of the fiction choices were made by boys aged 11-14. Although it is true that older boys tend to prefer non-fiction, a likely part of the reason for the imbalance is that there was far too little paperback fiction available for the older boys. It is also interesting that the title chosen most often was The Contender, a Topliner paperback about a Harlem boy whose interest in boxing saves him from delinquency (Negro boy + rough world + sport = winner).

Non-fiction choices by boys totalled 305. Books in the Applied Science and the Sports and Hobbies categories came to 66 for each. In the first category, books on radio and electronics accounted for 18, cars and motorcycles 11, space science 11, medicine 9 and aircraft/flying 8. Cricket in the Sun was chosen by 8 boys. The most popular hobbies were magic 9 and stamps 8.

The third largest group of choices concerned black Americans 25 and African history 13 for a total of 38. Next came the sciences with 37 (including physics 13 and general science 11). History and geography excluding Africa and the American Negro accounted for

30 more. West Indian books (including 12 on sport) were chosen 26 times, sex education 23 times, general knowledge 14 times. Books on social issues, e.g., drugs, Communism, poverty, future society were selected 11 times.

Most of the books in the sex education section "disappeared" within a few days. There were also losses of books on black Americans and African history -- in short, those in greatest demand and shortest supply. It is likely even more boys would have chosen books on these subjects had they seen them.

By far the biggest reason for choosing a book was interest in the subject (109). Appearance and presentation rated second with 55. In third place was wanting to understand the past (48) particularly one's own heritage (Jamaica/the West Indies 22 and Africa 13). "I want to know about my fellow man/the world today" accounted for 30 answers, with 22 specific references to the black American.

Here is a sampling of the boys' actual comments:

"I saw this Negro boy on the cover with a bandage and he seemed to be fighting and I wondered what happened to him." "I don't know really -- maybe it's the expression on the man's face on the cover." "Electronics is my hobby and this book is one of the few that are neither too simple or complex for my comprehension." "There are lots of illustrations to explain things and the experiments are described clearly and aren't too elaborate." "My teacher read some of it in class and it was so exciting I want to finish it."

"Being of a semi-mature age (14) I would like to gain some knowledge of the facts of life so that when I am full in maturity I will not be dumb as to these facts and make some of the bad mistakes others have made." "My reason is because I would like to lead a prosperous and wholesome life in sex." "I am not very big and get a bit bullied so I thought this might teach me how to defend myself."

"Because it was written by a Jamaican and is about a group of people who fought bravely to acquire their rights and freedom." "I love to hear Miss Bennett and would like to read her poems too." "Because ever since I have been attending school I have been learning about European history and I would like a change to African history." "Because my black brothers have written this poetry and it is the type I like, being heartwarming almost to the point of tears."

"Because it's history and history is a very interesting subject. I like reading about great characters and famous people." "I have always wanted a book like this. It gives information on all the sciences and I haven't been able to find a book like this at any store." "Art is my first love and this book is a dream come true."

"I like..."

"I like ghost stories because I love being scared by them. They make you dream of all those unhuman bodies coming after you." "This kind of book baffles the reader and challenges you to figure out who was guilty."

"Because we are living in an age of space travel so I need to know a lot about it." "Because I would like to contribute some of my talent to the world of tomorrow -- the development of Jamaica."

Answers to Questions 2 and 3: WHAT KINDS OF BOOKS AND WHAT TOPICS ARE YOU MOST INTERESTED IN? and CAN YOU SUGGEST ANY ADDITIONS OR IMPROVEMENTS TO BOOKWAVE? tended to confirm the answers to Question 1. E.g. girls want a higher proportion of fiction than boys; the greatest needs are for more books on sex education, fiction dealing with problems of growing up preferably in paperback form, West Indian books, more by and about black Americans, more about Africa, more about social issues -- as well as fiction with plenty of mystery and adventure (again, in paperback) and the full range of books on school subjects and recreational interests.

Among suggestions for improvements these were most frequent: "get more books," "you should have a lot more space for us," "keep it a longer time," "have it every year," "advertise it a lot more," "get adults to come too," "loan the books so we can read them," "have more chairs so we can read the books without getting tired," "give them to schools," "have them for sale," "tell us how to get them," "take it to other places too," and there were a number of comments to the effect "I wish we had books like these at my school," and "I didn't know books like these even existed."

The last question was IF YOU COULD HAVE A SUBSCRIPTION TO AN EXHIBITION MAGAZINE, WHICH WOULD YOU CHOOSE? Ebony was far in the lead for both girls and boys. For girls the choices were: Ebony 37, Look and Learn 28, National Geographic 20, World Health 18 (one of the issues was on drugs) Life 16, Time 11, Teen 9 and Jamaica Journal 8, with Animals, UNESCO Courier, Current and New Scientist also in the running. For boys, they were: Ebony 34, Look and Learn 19, sports magazines 19, Time 16, flying and model aeroplane magazines 16, car magazines 15, World Health 8, Animals 5, other science magazines 8 and Life 7.

A number of teenagers volunteered reasons for their choices, e.g. "Because in most magazines there is an emphasis on the white man but in Ebony you find out about black actors, athletes, singers, scientists, etc." Unfortunately JET, a pocket-sized magazine for Negro teens from the publishers of Ebony, was not obtained for the Exhibition. The Science Digest and Readers Digest were also inadvertently omitted. These three are very popular and would undoubtedly have ranked high on the list had they been available.

\* \* \* \* \*

### THREE "MUSTS" FOR ADULTS INTERESTED IN THE TEENAGE READER

#### BOOK REVIEWS:

by Jean L. Floyd

Asked to name the three books I think most useful for the librarians, teachers and parents of teenagers, these are my choices. They are listed in alphabetical order of the authors' last names, because they are all equally important.

G. Robert Carlsen, BOOKS AND THE TEEN-AGE READER: a guide for teachers, librarians and parents. Bantam. 1967. 60¢.

This very readable, practical and inexpensive guide has the professional endorsement of the National Council of Teachers of English, the International Reading Association and the American Library Association. Beginning with a discussion of the teen-age reader and his world, Carlsen goes on to describe in some detail the pattern of reading stages during adolescence, "sub-literature" (comics and formula series books), the adolescent novel, the "shocker" and how to deal with it, the popular adult book read by teen-agers and significant modern literature.

There is sound advice on ways to encourage the teenager to read, as well as practical suggestions for almost every kind of adolescent reading problem. Much of what Dr. Carlsen offers enlarges upon the theme that we must begin where the reader is, then provide him with books which not only match interests and psychological needs, but also foster development in taste and critical judgment. Most chapters are followed by useful annotated reading lists: A fair proportion of titles are available in Jamaica.

Although the first half of the book will be the more useful to most readers, it should be noted that later chapters cover such topics as the place of the classics, poetry, biography, reference books, non-fiction generally and reading for the university-bound.

Aidan Chambers, THE RELUCTANT READER. Pergamon Press. 1969. 30s.

A colleague and I found The Reluctant Reader one of the most exciting books we had read because the author has so capably put into words experiences, ideas and conclusions so like our own as to be uncanny. Mr. Chambers, who is now a full time writer and reviewer of books for young people, and edits the TOPLINER series of paperbacks (aimed at reluctant readers), was a teacher and school librarian for many years -- and his practical experience shows through. He describes possible causes of reluctance (i.e., having the ability to read but not the inclination), analyses the magazines and books these



alleged non-readers do devour (often under the desk), highlights factors that encourage reading, and devotes chapters also to "The Reluctant Teacher," "The Reluctant Librarian," "The Reluctant Author," and "The Reluctant Publisher." The booklists at the end are very useful -- they include a "Five Star" list of especially popular titles -- even though a reader would want to make additions or change some ratings according to his or her own experience.

Mr. Chambers, incidentally, revised the booklist in the next book for its British edition.

Daniel Fader. HOOKED ON BOOKS. Pergamon. 1969. 30s.

This is a book one would like to put in the hands of all principals and teachers as well as librarians. Daniel Fader is a Professor of English Literature at the University of Michigan, specializing in the Renaissance -- but he is undoubtedly better known for HOOKED ON BOOKS which has now been reissued in England.

Several years ago Prof. Fader was commissioned to develop an English programme for a boys' reform school. The result was a project called English in Every Classroom which was so conspicuously successful that its ideas have been implemented in many schools both in America and abroad. The scheme, which makes heavy use of newspapers, magazines and paperbacks (in every classroom as well as the school library), is remarkably simple. Yet detailed scientific analysis of two years of testing (summarized in Part Two by Elton B. McNeil) supports the claim that the plan does work. Not only did these dropouts from society read and enjoy it; more importantly, their attitudes to books, learning and themselves improved as well. They developed a higher self-image to live up to.

The philosophy behind the programme, the information on what "turns teenagers on" and Prof. Fader's infectious enthusiasm are what make this book required reading.

And a reminder: If you have access to TOP OF THE NEWS (published by the Children's Services Division and Young Adult Division of the ALA) look up and reread the issue for January, 1969. It contains a special section on Paperbacks in Library Service to the Young which complements the books reviewed very nicely.

\* \* \* \* \*

## LIBRARIES IN LIFELONG EDUCATION

by Winston G. Wright

U.N. Information Assistant for the Caribbean

Conventionally education has been thought of as preparation for life, but the Director-General of Unesco, Dr. René Maheu, conceives it not as a preparation for life, but rather part of life. LIFELONG integrated Education, he says, is no novelty, since individuals by their own efforts have achieved intellectual and moral progress throughout their lives, but what is new is the gradual recognition that this ought to be true of the entire society. Education, under this concept, is not something which begins at age five or six and continues until tribal rites of examination and diplomas at the end of secondary school or university but a continuous process which lasts as long as life itself. He told a conference at Cornell University over three years ago that the concept of Lifelong Education would "ensure that everybody has opportunities for continuing education throughout life."

Mr. William Pratt of the Unesco Secretariat has suggested in Education for Development that consideration be given to a plan for educational experience to be available throughout one's working career, and not just available to youth prior to employment. He has even advanced the motion that "each individual citizen of a country might have a right to some specified amount of free public schooling during his lifetime which he can take at any time he wishes."

This concept of LIFELONG EDUCATION was one of the twelve major themes selected by the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) for special attention during International Education Year (IEY - 1970).

At the same time it was realized that, with the declaration of the seventies as the second United Nations Development Decade, education - especially in the Third World - would have to be dovetailed into the development strategy if the economic efforts were to achieve any measure of success. The Committee for Development Planning for education emphasized the importance of LIFELONG EDUCATION in the seventies and even suggested organizing another International Education Year in 1980 at the close of the Second Decade in order to assess the progress made in updating educational strategies. The UNESCO Report EDUCATIONAL PLANNING (1970) also states that ".....millions of adults - workers, farmers, mothers, professional people - are not yet getting the special training, the updating and improvement, or the chance for literacy which they need to raise their productivity and welfare." Here LIFELONG EDUCATION appears to be a pre-requisite for development. It is not only the decade of the seventies for which we need new

educational systems and techniques but for the twenty-first century in which humanity has already lived a year and a half for to me it is apparent that since man set foot on the moon (July 1969) we have been spiritually, psychologically and philosophically shot into space and the twenty-first century.

In In his "INTRODUCTION TO LIFELONG EDUCATION" Mr. Paul Lengrand, a member of the Unesco Secretariat, has defined two current responsibilities of education:

- (i) The setting into place of structures and methods that will assist a human being throughout his life span to maintain the continuity of his apprenticeship and training; and
- (ii) to equip each individual to become in the highest and truest degree both the object and the instrument of his own development through the many forms of self-education in order to cope more effectively with the challenges of the modern world.

Mr. Lengrand points out that some countries have gone very far in the invention of new educational forms. Yugoslavia, he says, is the first country to have adopted the principle of LIFELONG EDUCATION viewed as a basic link between all the various sectors of education and as the foundation of the new educational laws. Not only cultural patterns are undergoing scrutiny, but structures, objectives, curricula and methods. He cites the Ivory Coast where a radical spirit of research and innovation governs the reconstruction of the educational system and in Dahomey where a university is being planned in which the traditional divisions of law, science, medicine, etc., will be ignored. "Peoples' Colleges" in Denmark were also born and nurtured away from the traditional paths of school and university and developed in organizations for mutual education, in workers' or co-operative educational institutions and in movements or associations for popular education.

Another instance is Iran, where the Government had plans for opening one thousand schools of the Army of Knowledge, a sort of community centre for popular education, to launch a national campaign for book promotion and library development in which libraries were to be opened in rural areas and the number of bookmobiles increased. A symposium on LIFELONG EDUCATION was also organised by Iran's Institute of Research and Planning for Science and Education.

In this respect also the United Kingdom has established an OPEN UNIVERSITY and is beginning four foundation Courses (Arts, Mathematics, Science and Social Science) by way of television and radio, (January 1971) in an ambitious attempt to reach the largest number of persons during the hours and in the places where employed adults can carry on their education. The Open University is using the best available combination of written, oral and visual materials to ensure a direct, continuing contact between teacher and student. The first year of the course will have forty weeks of instruction. Most of the plans for the Open University were finalised during IEY when over

forty thousand adults of all ages from various occupations and walks of life applied to be enrolled in the boldest, most comprehensive experiment in LIFELONG EDUCATION yet to be undertaken. Apart from getting four hours tuition by media each week, students will receive ten correspondence packages for each course during the first year and will be obliged to attend tutorials and summer courses at regional study centres and university locations throughout Britain.

Students may not choose more than two of these foundation courses in this elaborate "systems approach" to higher adult education and after forty weeks of instruction via the British Broadcasting Network will be awarded one "credit" for each course successfully completed. With six "credits", acquired after a minimum of 3 years, a student will be awarded a Bachelor of Arts degree from the Open University. A series of second-level courses will be added next year with the possibility of an honours degree and from 1973 onwards Third-and Fourth-level courses will be added.

The significance of LIFELONG EDUCATION rests on the principles that there is no age set aside for the acquisition of knowledge, that access to many forms of physical and intellectual activity lies wide open at every stage of the life span and that the prospects of instituting LIFELONG EDUCATION are to be judged not in relation to other people or to a given body of knowledge external to the pupil but in relation to the personal development of a particular individual. For if citizens are to function effectively in the society, if the development efforts are to succeed and if the national heritage is to be evaluated and transmitted, the avenues of enlightenment, the storehouses of information and the structures of education must be open to the minds of the entire society all their lives.

Of course, the methods and structures of education for youth must be radically adapted to the needs, motivations and conditions of adults. The reciprocity of the didactic process could be meaningfully demonstrated and developed in programmes of group work, discussion and participation in productive activity, seminars and study courses and the full use of audio-visual devices. This reciprocity could also point the way to the solution of one of the major social problems of the twentieth century - the Generation Gap. The problem stems in part from the feeling of adults that, having graduated from school, college or university, they have mastered the education-craft and having acquired all the skills, they have no need to refresh their knowledge or continue their learning. On the contrary they have only served their apprenticeship and need to continue acquiring skills if they are ever to be mastercraftsmen. With the increased awareness, the improved methods of communication and a new spirit of innovation which LIFELONG EDUCATION will undoubtedly foster, adult education could provide the key to constructive relationships between the generations.

forty thousand adults of all ages from various occupations and walks of life applied to be enrolled in the boldest, most comprehensive experiment in LIFELONG EDUCATION yet to be undertaken. Apart from getting four hours tuition by media each week, students will receive ten correspondence packages for each course during the first year and will be obliged to attend tutorials and summer courses at regional study centres and university locations throughout Britain.

Students may not choose more than two of these foundation courses in this elaborate "systems approach" to higher adult education and after forty weeks of instruction via the British Broadcasting Network will be awarded one "credit" for each course successfully completed. With six "credits", acquired after a minimum of 3 years, a student will be awarded a Bachelor of Arts degree from the Open University. A series of second-level courses will be added next year with the possibility of an honours degree and from 1973 onwards Third-and Fourth-level courses will be added.

The significance of LIFELONG EDUCATION rests on the principles that there is no age set aside for the acquisition of knowledge, that access to many forms of physical and intellectual activity lies wide open at every stage of the life span and that the prospects of instituting LIFELONG EDUCATION are to be judged not in relation to other people or to a given body of knowledge external to the pupil but in relation to the personal development of a particular individual. For if citizens are to function effectively in the society, if the development efforts are to succeed and if the national heritage is to be evaluated and transmitted, the avenues of enlightenment, the storehouses of information and the structures of education must be open to the minds of the entire society all their lives.

Of course, the methods and structures of education for youth must be radically adapted to the needs, motivations and conditions of adults. The reciprocity of the didactic process could be meaningfully demonstrated and developed in programmes of group work, discussion and participation in productive activity, seminars and study courses and the full use of audio-visual devices. This reciprocity could also point the way to the solution of one of the major social problems of the twentieth century - the Generation Gap. The problem stems in part from the feeling of adults that, having graduated from school, college or university, they have mastered the education-craft and having acquired all the skills, they have no need to refresh their knowledge or continue their learning. On the contrary they have only served their apprenticeship and need to continue acquiring skills if they are ever to be mastercraftsmen. With the increased awareness, the improved methods of communication and a new spirit of innovation which LIFELONG EDUCATION will undoubtedly foster, adult education could provide the key to constructive relationships between the generations.



Libraries have a major "supporting role" to play in the development process in advanced as well as in developing economies not only in respect of formal studies but more so in creating a climate for social and educational pursuits. It appears to me that if the libraries in our society are to effectively discharge the functions of which they are capable and for which they ought to be equipped then they will have to undergo considerable transformation. The Jamaica Library Service has obviously seen its role in this light and in its recent display of 'MOON DUST' at its various service points throughout the island has attempted to communicate the global to the rural and has brought the Moon to Mocho. The various challenges and horizons of achievement which now face humanity will, I hope, convince library authorities that it is their role to bring the whole range of human intellectual, spiritual and cultural endeavours within easy reach of the ordinary man.

Acceptance of the concept of LIFELONG EDUCATION would make this even more imperative. Take for instance the library's traditional method of reviewing, selecting and stocking books.

This in no way implies any criticism of the way libraries are currently run, especially the Jamaica Library Service, which under Mrs. Robinson and her devoted staff, is making a tremendous contribution to Jamaica's life both culturally and information-wise.

I am convinced that libraries would play a more useful, dynamic and meaningful role in our developing society if the organization of books were by concept and not by subject. Our society, which has suffered so many centuries of cultural dislocation, which has so little money to spend on items like books and which has such a preponderance of illiterates, needs special and unconventional techniques to translate the available wealth of human knowledge into social awareness.

The library is our chief hope - since the cinema tends to be sensational and the mass media have to be current.

Take, for instance, the concepts of space, development, or negritude, and imagine the library organizing information about their many facets and communicating this fact to the public, (Communicating with the public is an indispensable part of the library's function). You librarians know the number of readers and the amount of interest which the library encounters on say: African culture, Black America, Afro-Caribbean linguistics and literature, jazz, Euro-African conflicts and the growth of African nationalism, identity and independence - all of which could be included in the one concept of 'negritude'. By using this conceptual approach to the organization of our libraries, we would cater to a greater cross-section of reading interests and thus be more functionally prepared to educate the entire population throughout their lives.

Secondly, I think that if libraries are to perform a

meaningful social function in the twenty-first century (in which as I have explained humanity has already spent one-and-a half years - ever since man set foot on the moon) they will have to re-organize their information habits around events so as to secure more popular participation, greater cultural awareness and a more dynamic role as a force for education. For instance, the ecology-pollution bit has been causing tremendous popular concern for some time now and the United Nations will be staging a Conference on the Human Environment in 1972 with Jamaica's Ambassador, Keith Johnson, as Chairman. Scientists are interested, geologists, public cleansing authorities, politicians, students, citizens, businessmen and factory-owners, car drivers, air-traffickers and even the men in the packaging industry. What could be more meaningful in terms of social awareness and education from the library's point of view than to secure this information on the human environment and inform the public of its availability?

I have to record here the gratitude of the U.N. Information Centre (UNIC) to the Chief Librarian of the Kingston & St. Andrew Parish Library, Mrs. Iton and her very co-operative staff, for their assistance in connection with the Model United Nations General Assembly to mark 1970 as IEY. It was heartening to see the 'delegates' spending hours at the library, sometimes with special accommodation because of limited space, consulting the UNIC kits on 'International Peace and Security', 'Aid to Developing Countries' and 'The Admission of the People's Republic of China to the UNITED NATIONS'. My only regret was that I didn't have more kits for distribution to the parish libraries but I was convinced that the response to special events like the Model Session can make our libraries perform more meaningfully and with greater public participation.

### LIBRARIES AS CULTURAL CENTRES

Libraries should have a leavening effect in developing societies like ours. The transformation when complete should see the public libraries as centres of cultural life rather than store-houses for information. Not just an occasional Art Show, exhibition or lecture but a comprehensive programme of continuous education for young and old alike in the arts, the sciences, the humanities, current events and the socio-economic-political problems of Jamaica and the world.

In its new role I see libraries being equipped with audio-visual materials - film projectors, film strip projectors and slide projectors, recorded music, audio-tapes and machines and the personnel to man this equipment. I see the Mobile Film Unit now operated by the Jamaica Information Service as an integral part of the new library complex. Similarly the out reach programme to the hamlets and villages should not just be 'film units' or 'bookmobiles' but rather 'mobile cultural centres' with films, books, audio-tapes, recorded music, slides etc. planned, coordinated and executed by the library. In this way one could borrow a book on a subject which he

has just viewed on film, or on the life of a composer whose music he has just heard or on the role of the newly independent nations in world affairs after hearing an audio-tape of the Prime Minister, Mr. Shearer's speech at the United Nations.

Such an integrated policy of LIFELONG EDUCATION suggests that an auditorium would have to be an integral part of every library complex. In fact I know that many parish libraries were planned with an auditorium in mind, but I don't know of any that actually got one. I would like to see the parish libraries get this accommodation, but in the meantime the many town halls, school rooms and community centres around the island could be equally involved with the mobile cultural centre in the comprehensive system of lifelong enlightenment. Continuity would be a social factor here both in programming and utilization and one wonders whether a transfer of membership from school library to public library could not be facilitated. In order to make the programme of the cultural centre more all-embracing it might even be expedient to incorporate all school libraries into the Jamaica Library Service. Among the advantages of such an incorporation would be the greater number of volumes in circulation, the same resources serving a larger public and the obvious bridge-building from the school to the public cultural centres.

In such circumstances the library cannot be an adjunct to but an integral part of the country's educational machinery. It has to act as a catalyst to social and cultural development and therefore coordination and collaboration with all the other agencies of youth and adult education would become vital. For instance, with Professor Marshall's announcement that the University of the West Indies is contemplating the introduction of 'Degrees by Post', I see the libraries forming a new alliance for the effective realization of any such scheme of study by correspondence. The experience of Britain's 'Open University' could be useful here but I see the University of the West Indies and the governments in the region, with their special problems of development, co-operating to provide library services and facilities - by staffing and stocking local library service points or developing lending library service by post from Parish Libraries. The Extra-Mural Department could collaborate very effectively with the libraries by providing tutors/organizers. Such an extension of the University academic programme would certainly be welcome and, like the 'Open University' in the United Kingdom would be a major step in the direction of LIFELONG EDUCATION for citizens who want intellectual refreshment and self-renewal.

#### CONTINUING HIGHER EDUCATION FOR ADULTS

Keeping up with the rapid evolution of scientific knowledge and technology demands the utilization of the concept of LIFELONG EDUCATION. Without a continuous revitalisation of the intellect the greater portion of the society will never be able to evaluate

trends in social, cultural and humanistic studies; the multiplicity of 'movements' which affect our and the world society. Indeed I think it should be pointed out that if one got a masters degree or even a Doctorate from Oxford or Cambridge or any recognized University in 1945 and didn't follow a policy of LIFELONG EDUCATION he could well be classified as a "Lapsed literate" in today's world. The improvement or deficiency is crucial not only in professional or vocational undertakings like medicine, farming, teaching, preaching, management, etc., but also in the field of self realization. The society ought to attempt to provide the various situations for and through which every individual completes and fulfils himself. In the absence of any national or even formalised institutional programme of adult education for all Jamaica, the libraries must play a leading role in filling the void. Why can't business, professional or vocational Associations have regular refresher courses for their general membership? Why aren't workshops, symposia and discussions arranged continuously for the general public in, for instance, the principles of appreciating painting, sculpture, contemporary dance or twentieth century thought in literature, politics or economics?

There seems to be no alternative to the adoption of the concept of LIFELONG EDUCATION if democracy is to be administered effectively on the pillars of peace and justice, if economic development is to meet the increasing demands of growing populations and if our cultural values are to be appreciated and transmitted. But it has to be a collective enterprise, relevant, dynamic and meaningful involving the Government and all sections of the society - psychologists, economists, sociologists, journalists, librarians, educationists, etc.

Libraries will have a vital role to play, whether they remain traditional or undergo transformation, and the Jamaica Library Association would be in the forefront of the society if it prepared its members with technical and professional skills for the actualization of the concept of LIFELONG EDUCATION.

\* \* \* \* \*

## COMMENTS ON FOLK MUSIC IN JAMAICA

by Olive Lewin

Folk Music Research Officer

The search for Jamaica's identity in music becomes more and more exciting every day. We are fortunate in having a few people in high places who are really aware of the importance of this quest, but time is against us and if more Jamaicans do not now grasp the urgency of the situation, vast areas of our historical and cultural background will be irretrievably lost. There is a treasury of history stored in the memories of many of our old people. They may be illiterate, but perhaps because they are illiterate, their memories are particularly sharp. There are thousands of tunes, drum rhythms, folk activities still known and understood by only a small number of Jamaicans. The drift to the town, mechanization, mass-media are among the factors that are making each day's inactivity, each day's neglect quite unpardonable.

When Christopher Columbus arrived here in 1494, he was met by a group of Arawak Indians who greeted him and his crew with music. Columbus, a Roman Catholic, dedicated the island to the Virgin Mary, and made a present of it to Queen Isabella of Spain in exchange for her financial support for his expedition. The Spaniards came. They were not kind to the gentle peace-loving Arawaks and after not too many years, these Amerindians became almost extinct. The Spaniards needed other labourers, and they looked to the slave trade. Thousands of Africans were uprooted from various states and shipped to Jamaica under the most intolerable and inhuman conditions. That slavery did not break them physically and spiritually, is a great tribute to our fore-fathers and perhaps music played no small part in this. In 1655, the British took Jamaica from the Spaniards and opened the door to yet more customs and influences. Slavery continued to flourish until the 19th century.

With independence in 1962 came greater interest in finding out who we were. It is good to know where one is going, not to know where one is coming from is certainly madness. Many individuals have worked hard to discover and preserve our heritage in stories, buildings, music and so on, but with independence this became of national importance. Fortunately the Government intensified its interest in this area, and in 1966 the project of research into our folk music began. It has been my responsibility to begin to collect (on tape mainly), transcribe, classify and catalogue our rich and varied heritage of songs. Unfortunately, because we are a developing country with urgent needs in education, housing and health and so on, the research budget is small and facilities and staff inadequate. However, we have been very fortunate in having people who are willing to work voluntarily to help this project because they realise its



importance. The most pressing aim of the project is the collecting of our music because it is of course in imminent danger of disappearing. But after collecting 1,500 items, this phase has had to take second place to other aspects of the research.

Some of the music collected was familiar to me and had been part of my own environment. Some was very unfamiliar. Deeper and deeper search for background information made it increasingly clear that much of the music was only one manifestation of the basic philosophies and religious beliefs of many of our people. Education in Jamaica has been along European, mainly English lines. Most of us know more of the history and geography of the British Isles, Canada and Australia than any section of the African continent or even of the West Indies, though, as the last census shows, Afro-Jamaicans constitute more than 90% of the population. Because our musical education has also been similarly oriented, the project was approached accordingly. From the start, this caused problems. Listening to music of a pagan cult in a secluded area, (I must emphasize here that the word pagan is used in the correct sense, that is, meaning wisdom that is got from nature instead of from the mind of man), it seemed strange that they should have been singing in what appeared to be ecclesiastical modes. The cult was traced to the Congo and the drum rhythms, vocal timbre, organisation scale patterns used clearly resembled those found in certain types of Congolese music.

To many, revulsion from slavery lies in the physical horrors of it, but perhaps if we think deeply, we will realise that those horrors were nothing compared with the loss of self confidence, the loss of our own speech and music languages, of our own cultural patterns. It is perhaps because none of the ways that were superimposed on us satisfied at deep levels that we now feel that we must seek our heritage. However, one can be so thoroughly brainwashed that even with the best of intentions one listens and measures against European standards when what one is listening to, has very little to do with that part of the world. So, ecclesiastical modes which may be described very clearly and authoritatively in the best of dictionaries and musical encyclopaedias really started a long time before we realize that they did. We know of them as coming from Greece. We got them via the Churches. But these modes really started in ancient traditional cultures, many in Africa. So the limitation of our knowledge because we end it with what the dictionaries, the European-oriented dictionaries and encyclopaedias, tell us can be dangerous. Fortunately, we are now aware of this danger and know that we must go further back. We must learn to see our folk music in its proper setting, we must understand what it means to the people who use it and not evaluate it according to the standards on which we have been brought up. In the Kumina cult, for instance, there are times when the cultists use songs with very unfamiliar words. These they call country songs and as 'country-man' means 'African' they are evidently African songs. Mr. Edward Seaga in his research into cults very painstakingly wrote out some of these words and sent them

to be identified. They were Congolese. But even in songs used secularly,\* for lack of a better word, it has been becoming increasingly clear that familiar words are not always used according to their dictionary meanings, and it is necessary to get really close to people, to gain their confidence and to sit at their feet humbly learning how they think and speak before one can really know what the songs are about. In short, in order to understand our music, we have to study it in its Jamaican setting and often in its African context.

Even before slavery was abolished, Christianity had begun to trickle to the slaves. Christ was easily acceptable to them. The miracles that He performed were rather like the things that the traditional priests were able to do and His understanding and use of things spiritual were familiar and highly respected. It is Christianity that many of the people who have clung to their traditional forms of worship find difficult to accept. The thought of following a fixed pattern with prayers that have been written out, hymns with set words, the very formalized types of worship; the idea of 'keeping' Christ and God in a church, is very difficult for some of our people to accept. As Sowande points out, for the Black man, religion is an integral part of everyday life not separate from politics, medicine, science, economic affairs, social problems and materialistic matters. From "My Children" by Mutwa the traditional Bantu Priest, we have 'everything he does, thinks, says, dreams of, hopes for is moulded into one structure, his Great Belief'. He feels that God is everywhere and is everything. In trees, animals, in man, in the sea, rain, even in stones. He cannot worship God, for God is too vast, too incomprehensible. He communicates with Him, a spirit, through spirits - spirits of his ancestors, spirits of nature. He must entertain these spirits, appease them, feed them. He uses his whole self in religious rites; his emotions and his body must play an integral part. If we study our folklore seriously and intelligently, it will cause us to re-examine the philosophy of music itself as found in the cultures of ancient China, India, Africa and even in Greece. In these cultures, music could not be mere entertainment, should not be commercial. To the Chinese, music represented and produced harmony between heaven and earth, between man and spirits. To the Hindus, there was correspondence between musical songs and planets, seasons, emotions, colours, gods. "To the African, there is magic in music." That is, wisdom as given to the Magi and power beyond our comprehension in sound and in music. To the Greeks, music was a bridge between ideas and phenomena, and could suspend exercise of the human will. We still have manifestations of this in Jamaica in our trance dancing. Deep down many Jamaicans still believe in the magic of music, even some who have been

---

\* In our tradition-oriented life styles, religion plays such an integral role in everyday living that activities which would be considered secular by other standards are often interwoven with deeply religious threads.

very highly trained according to Western cultural patterns. In effect for the traditional-minded it is both gratifying and vital, it is a socially useful phenomenon. The musician works with other members of his community in dancing and in rituals with no commercial considerations. This is often described as a primitive attitude to art. Thank God we can still be primitive. But in Jamaica, music is also used as in "civilized society". The musician is a specialist, often an "outsider". Under these circumstances, music is accepted mainly as a form of entertainment and as a commercial product. Its effects are enjoyed in isolation.

If we are not careful, it seems to me that the continuing clash of attitudes towards culture can and will have serious repercussions. Erich Fromm has said, "In order that any society may function well, its members must acquire the kind of character which makes them want to act in the way they have to act as members of the society." If this is true, and it seems to be, then it is obvious that it is vitally important for Jamaicans, like people from any other part of the world, to have a thorough knowledge of their own music, dance, stories and other types of cultural heritage. This is necessary if the proper Jamaican personality is to be developed, if we are to regain our self confidence and learn to express ourselves in a way that was perhaps beaten or educated out of us. As far as music is concerned, it will help us to appreciate the value of our own music and all it tells us about ourselves. But it will also help us to understand music of many other parts of the world. This will be a step towards gaining international goodwill. If in each country we learn to understand ourselves and appreciate ourselves, respect ourselves and then learn to do the same for others, it will certainly promote international goodwill and help to ease the tensions that are so strong now in international and racial matters.

A very short outline of the main types of music found in Jamaica now follows. This classification can by no means be final, for there is much more to be learnt, but nevertheless, it is the best that we have devised to date. First we will discuss religious types of music. These are Revival, Kumina, Rastafarian and Gumbey.

REVIVAL. Here, there is a wide range of subjects depending on the use for which it is intended. For example, Baptism, Thanksgiving, Mourning. Hundreds of choruses, many adapted from hymns and choruses of orthodox religions are used for street meetings, services and tables. These tables are special meetings for specific purposes. Much of the music is improvisatory, both melodically and harmonically. Short phrases are often repeated for minutes on end with no feeling of boredom on the listener because of the skill with which they are varied both in pitch and rhythm. The tunes are in major and/or minor modes or even in more ancient scale patterns. Harmonization comes easily to revivalists. Pukko tunes are in simple, duple or quadruple times even though some of the hymns used are in triple time. Zion tunes are often in triple or compound times. Drums and other percussion instruments are used for street meetings and Zion services, but in Pukko, it is chiefly clapping, stamping and

other percussive sounds made by the worshippers that supply the rhythmic background. When Indian Pukko Bands are involved, Indian bells, drums, manjera, and other similar instruments are used.

KUMINA. This music is characterised by the use of two types of drums, the Kbandu and the Playing Cast, which the players straddle while they play them with their hands. The heads of the drums are heeled on alternate beats so that the pitch of the drum is varied alternately. Catta Ticks are often used on the wooden part of the drum behind the drummer. Various percussion instruments help to create polyrhythmic effects with the drums, voices and melodic instruments which are occasionally used. Much of the music is antiphonal and sung in unison. Many of the melodies are modal. When harmony is used, the texture is rather loose and contrapuntal with the voices sometimes spanning over three octaves.

RASTAFARIAN. Drums play an important part in both their religious and secular music and the rhythms used are now unmistakable. Rastafarians claim allegiance to Haile Selassie and the Coptic Church to varying degrees depending on the particular group. Their drumming and style of singing can be moving and exciting, but bears no resemblance to that of the Coptic Church.

GUMBEY. This is practised as far as we know only in isolated areas of St. Elizabeth. Drums, singing and dancing combine in exciting ceremonies mainly to counteract the work of evil spirits. A square goat skin drum is the most interesting feature of this music and the rhythms used are often in quick semiquaver patterns. Other drums and percussion instruments add to the rhythmic excitement. Many of the melodies are modal and the harmonic texture is loose and polyphonic in a way that is reminiscent of melodic and harmonic styles of some West African traditional religious music.

WORKSONGS. These songs sprang out of the slaves' need to communicate and to lighten their distressingly hard labour. Talking was strictly prohibited, but the workers discovered that they could chant what they wished to say without incurring the wrath of their masters. The chants took on the rhythm of the work which they accompanied, so these songs are as varied as the tasks that the slaves were required to do. The style of the music has also developed accordingly. In digging songs, for instance, one man is required to lead or call while the work gang sings in chorus. Apart from being a powerful singer, the leader who is known as the 'singerman' or 'bomma' would have to be

able to improvise lyrics of topical interest and mime them in order to keep the work gang happy. Some digging songs are simple two-phrase melodies sung antiphonally, solo followed by the chorus in harmony. Others have more extended melodies usually in the major or the minor mode. Songs for hauling houses on the other hand have long phrases followed by short ones suitable to the hauling motions and often sections for the workers to rest are cleverly interspersed. The songs for women's work are usually designed for solo singing and include some of our most beautiful music. The antiphonal style of singing in many of the songs, probably harks back to Africa, but most of the melodies and harmonies are Western European in style. Only Rice Beating songs show strong East Indian influence. (One has to be careful about identifying styles with a particular country because it is becoming increasingly clear that people who stick to old traditions seem to have basic similarity of expression. So that perhaps in the heart of Europe, or Russia, or amongst Amerindians, there are the same styles of work songs that one would find in Africa).

SOCIAL MUSIC. Music for traditional celebrations in Jamaica is as varied as the roots from which it springs. In most cases though, there are obvious strong influences from beyond our shores which have been moulded into styles that are now typically Jamaican. Some of the influences are Ashanti, for instance, the Jonkunnu Fife and Drums play as in Ghana. Anancy and counter-fable songs (used to comment on situations or as part of the narrative and often associated with magical qualities) as well as some Maroon music bear close resemblance melodically to some types of Ashanti music. In some of the Maroon songs Cromanti words are still used. Maroon drum rhythms and Gumbey drum styles are at times very similar. Yoruba influence is found in some of the songs collected in Accompong Maroon Town. It is however much stronger in the Nago music from Westmoreland in which actual Yoruba melodies have been identified. In Ettu, which is practised in isolated groups in Hanover (tin drums are used in both Ettu and Nago music), there is strong Yoruba influence and the words used are sometimes actual Yoruba. The quick rhythms of both these are like those used by the Maroons and in Gumbey music. Ettu music is the only type found in Jamaica which uses drum rhythms in compound time similar to rhythms heard in Haiti.

Tambo has not yet been traced up to its source but indications are that its roots are Western Nigerian. A large Bass drum is a dominant feature and is used at intervals to whip up excitement and build up to the dancers' very exciting climax. Catta Ticks beat a continuous quick rhythm on the back of the big one-headed goat skin drum. This has also been found in certain parts of the Southern States of America, and the Africans there said they brought that with them from West Africa.



European influence too is found in Jonkunnu. The Side Drum and Fife music is obviously at times linked to the British Fife and Drum Band playing, and it is difficult to decide whether the style came in this form from Ghana or was influenced here. Set dance music often uses unmistakably European tunes but when played by fiddle, fife and other instruments supported by drums, guitars and so on, the Jamaican rhythmic effects and constant melodic embellishment completely alter the original style. European influence is very strong in much of Jamaica's truly secular folk music. Melodies are often either in major or minor modes and they use the same sort of intervals, phrase structure and rhythmic patterns that are found in better known folk songs of the European Continent, U. K. and North America. The harmony is usually conventional Soprano, Alto, Tenor and Bass, using chiefly the primary chords with little modulation. In Westmoreland, Clarendon and St. Mary, East Indian influence is strong. It is very interesting to note oriental melodic lines evident in some of the Westmoreland Wake music and rice beating songs, though these are used by Afro-Jamaicans.

In recent years, songs, chiefly of love, social comment and protest have sprung from urban areas using pop dance rhythms. These rhythms, however, are closely related to the rhythms of Jamaican cult music and have led many to consider the forms to be a kind of urban folk-music. Time will tell.

## INSTRUMENTS

The most frequently used instruments are certainly drums. There are many types of these in use. Side drums, Revival drums (Bass), Bass drums, Funday, Repeater, Kumina-Kbandu & Playing Cast, Brukinsdrum, Tambo, Bongo and Congo drums. Some are single-headed, others stopped at both ends. Some are played with sticks others with the hands. Styles and rhythms vary considerably. Other instruments used at the elemental level are Rumba Box, Fiddle, Bass Fiddle, Guitar, Banjo, Boompipe, Gourd, Bamboo Fife and many types of improvised percussion instruments. Country style playing on the fife which is now often transferred to the flute or piccolo, can be outstandingly florid and virtuosic. Many of the instruments used for traditional music in Jamaica are handcrafted but with the easier availability of factory made instruments, the craft is unfortunately dying.

Jamaican people are a glorious mixture of races; African, European, Oriental and probably Amerindian. Her shades of opinion are as varied as the shades of her skin and her folklore naturally reflects this variety. She is searching for her roots. She must do it with urgency.

\* \* \* \* \*

## BOOK POWER on East Street

"Book Power on East Street," a weekly series of articles prepared by library staff to publicise the library resources of the Institute of Jamaica made its initial appearance in the Daily Gleaner on Wednesday, 20 August 1969. When the series ended on August 12, 1970, forty six articles had been published. The subjects covered, while emphasizing Jamaican history with material from the National Collection in the West India Reference Library, also ranged over the arts and natural history from the General Library and Science Museum collections. Altogether eight members of staff took part in writing the articles.

Reception of the "Book Power" series appears to have been good; they, in combination with a more ambitious programme of library exhibitions, have won commendation as an attempt to reach a wider section of the population.

We are grateful to Mr. T.E. Sealy, Editor of the "Gleaner", for extending the hospitality of the "Gleaner's" pages to us, and for kind permission to reprint two of the articles in this "Bulletin."

\* \* \* \* \*

### IN DEFENCE OF ANNIE PALMER

by Glory Robertson

(No. 27 in the Book Power series, reprinted from  
the "Gleaner" of March 4, 1970.)

Every Jamaican and most tourists have heard of Rose Hall and its fiendish mistress, Annie Mary Palmer, born Paterson. It is a case of "give a dog a bad name", for real evidence against Annie is non-existent. Strange to relate, our grandparents in the late 19th century who knew the story quite well believed that it was another Mrs. Palmer who was the villainess. In fact Annie's evil reputation is the creation of two men, Joseph Shore and H.G. DeLisser, who retold the story in 1911 and 1929 when it had already been in existence for a long time.

The earliest known printed reference to this story was published in 1863. No name was given to the villainess and the estate named was Palmyra. In 1868 a very lurid version was published in Falmouth. Although the chief character was named Mrs. Ann Palmer, reference to a monument in the Montego Bay church seemed to point at

Mrs. Rosa Palmer, wife of the Hon. John Palmer, who died aged 72 in 1790, and in popular estimation Rosa was accepted as the guilty woman. The Handbook of Jamaica for 1881 referred to Rosa, "of whom tradition has said so much". Tourist guidebooks of the 1890's direct the tourist to look for mysterious marks of strangulation around the neck of her monument. One book even said that "the nostrils seem to exude blood". By 1893 we were exporting the story, for it was mentioned in the handbook prepared for the Jamaican exhibit at the Chicago Exhibition of that year.

In 1895 as a result of a long correspondence in the "Gleaner" and some research among the records at Spanish Town it became clear that although Rosa Palmer was a much-married woman (four husbands, no less!) there was no serious reason to believe that she had murdered any of them, or been murdered herself, or that she had lived a life of orgy. So for the next few years some books mentioned the story but pointed out that Mrs. Rosa appeared to be guiltless.

Then in 1911 Joseph Shore published his book "In old St. James" in which he gave a full account of the research on Rosa and on her successor, the young girl whom the Hon. John Palmer had married after Rosa's death, and declared them both to be innocent. He then jumped forward to 1820 when the last of the Palmers arrived at Rose Hall with his bride, Annie Mary Paterson, and forthwith declared Annie to be the true villainess of the tale. It is clear from Shore's own words that he knew nothing about Annie Paterson except her name and the date of her marriage. To Annie's defenders it seems that his reason for picking her was mainly that she was the only Mrs. Palmer left - so if the other two were innocent she must be guilty, or he would have had no story.

Then along came H.G. DeLisser who in his novel "White witch of Rose Hall", published 1929, followed Shore in naming Annie as the wicked monster and added a lot of new details of his own to the old tradition. It will surprise many people to learn that Mrs. Palmer's Haitian connection is DeLisser's invention and not a part of the legend as it was written down in the nineteenth century. DeLisser's book is still popular and we at the Institute get a lot of questions about Annie which show that people take it very seriously and really believe it is founded on solid fact.

Well, here are the solid facts. Annie Mary Paterson was born in Jamaica in 1802 daughter of John Paterson, owner of the Baulk near Lucea and Juliana his wife. Her mother was the daughter of the Custos of Hanover. After her father's death her mother married a retired naval officer and Annie's wedding in 1820 took place at her stepfather's property. She and her husband then went on a wedding trip to England, where they went through a second marriage ceremony. The Palmer estates of Rose Hall and Palmyra were in debt and in Chancery. In November 1827 Annie's husband died, aged 42; his death was announced in the newspapers and his burial is recorded in the register of the

parish. (This of course does not prove that he was not murdered, but the tale of secret burial and mysterious disappearance, the whole legendary business of "we know not whither he wended nor where his grave" as Shore told it, is simply nonsense). In 1830, three years after his death, Annie sold her rights to Rose Hall and Palmyra for £200. By August of that year Rose Hall was unoccupied "save by rats, bats and owls", according to the Presbyterian missionary Waddell, who lived nearby.

Where did Annie live after 1830, and when did she actually die? The official returns of slave owners for 1830 listed her at Bellevue, St. James, which proves she owned slaves there, but does not prove that she was resident. In 1839 her uncle by marriage made a will leaving Bellevue to her. People don't leave property to persons who are already dead when the will is being made, so Annie must have been alive in 1839, whereas DeLisser said that her slaves murdered her in December 1831, and Shore said a lover murdered her in 1833. In 1842 when the uncle died this clause of his will still stood, so probably the beneficiary was still alive. Annie may perhaps be the Mrs. Palmer, widow, who was buried in Montego Bay 7 July 1846.

Now to these facts there is something to be added. Two men, Richard Hill in 1868 and Oscar Plummer in 1895, recorded the story as they had heard it, Hill from his parents and Plummer from his grandfather. They both said that the Palmer husband of the story was the same Hon. John Palmer who had been married to Rosa. They also said very definitely that the wicked woman was not Rosa but a servant girl on the estate with whom Palmer took up after Rosa's death, and Plummer expressed doubt as to whether Palmer actually married this girl. Richard Hill claimed that his mother had met her at Rose Hall about 1793. The Hon. John Palmer died in 1797 and Annie Paterson was not born till 1802, so she cannot have been connected with him. Add to this, that the missionary Waddell had heard a story of a torturing mistress of Palmyra who had been strangled, but that he wrote of this in a way that suggests that it all happened long before he came to the district in 1830. Annie, as we have seen, was alive at least until 1839. So it seems as though the culprit is some unknown woman who lived before Annie's time.

What is so tantalising is that there must once have been many people who knew a lot more about this story. Richard Hill in 1868 mentioned his sister Ann, then dead, a Mr. Neil Malcolm of Montego Bay and a Mrs. McHardy who by a second marriage was a Mrs. Fitzgerald, as people who might have supplied more details. Plummer writing in 1911 after Shore's book came out said that the notes of Aubrey Barrett Waite of 1792-3-4 pointed to an incident before Annie's time. Who was Aubrey Barrett Waite and where are those notes now? He also said that the story originated with Sandy McKenzie. Who was he? If any reader has Aubrey Barrett Waite's notes or any letters or diaries of great-grandparents which throw light on this tale, we shall be very happy indeed to see you in the West India Reference Library of the Institute of Jamaica.

\* \* \* \* \*

## A LOOK AT MODERN ART

by Marlene Archambeau

(No. 44 in the Book Power series, reprinted from  
the "Gleaner" of July 15, 1970.)

"Alienation" and "Fragmentation" have become popular words bandied around to express the mood of the twentieth century. Though they are cliches now yet underlying the loose use of these expressions is an essential valid base. Since the last century man has advanced scientifically and technologically at a phenomenal rate. The growth of huge industrial cities has been one of the major results. Machines have become dominant as a form of communication between men to such an extent that man himself has become somewhat machine-like in his way of coping with his world. He has become increasingly separate from or "alienated" from his fellow man and even from himself. This "alienation" then leaves man feeling very alone in a spiritual sense, especially in the environment of a bustling metropolis.

The modern artist has been sensitive to this technological change and has portrayed it in his art. The various art movements of this century will demonstrate in both technique and thought how man has become more like a machine and therefore more cut off from his fellow beings.

In the books The Modern World and Looking at Modern Painting the authors describe the techniques employed in cubism, an art movement which was introduced at the beginning of the twentieth century by Picasso and Braque. Cubism abandons the tradition of the single viewpoint. Instead the object is viewed from several points simultaneously. For example, a head is painted full face and profile at the same time. Parts of the object are used instead of the whole; parts are dislocated rather than joined; or superimposition of different views of an object is employed by the artist. In these ways the artist breaks up or "fragments" the usual way of looking at an object. The total effect of this technique is to present a view of man and his world as fragmented rather than cohesive, separate rather than together. The artist has reflected the "fragmentation" of his society by the use of broken images on his canvas.

Another art movement which appeared during the early decades of this century was futurism. In Modern Art Movements by Trewin Copplestone this style in art is described in detail. Here as in cubism the subject is divided into a number of different positions; that is the subject is broken into areas and lines which interlock. The difference between futurism and cubism is that in futurism the artist consciously is trying to glorify machines and speed. He wants to depict mechanical sequences of objects actually in motion. In this particular movement the



machine becomes predominant. According to futurists "art could and should be built on the machine and its most obvious manifestation, speed." The futuristic movement especially illustrates the way in which modern art portrays the age of a machine technology with its emphasis on things rather than people..

Expressionism, especially abstract expressionism, has been a dominant art form of the twentieth century. The artist uses strong heavy lines and colour (mostly blacks and browns) to express his emotions. Herbert Read indicates the feeling behind this movement in his book Art and Society. The ultimate aim in this type of modern art is to express the artist's emotions. The expressionists use distortion of "natural" appearances to such an extent that it approaches the grotesque. The mood expressed is often very depressing; the artist's reaction to the depersonalization of our age. Edvard Munch's "The Cry" evokes this haunting feeling of man in an impersonal society.

De Stijl or Neo Plasticism is an art movement most often associated with the work of Mondrian. In Modern Art Movements the author describes the basic characteristics of this style of painting. The artist uses only primary colours (red, blue, and yellow) and black and white in conjunction with horizontal and vertical straight lines which divide the canvas. The purpose of this technique is to form a harmony between lines, space and colour. Emotions are completely ruled out of this type of art to such an extent that an almost mathematical representation is left. This movement illustrates the effect modern science and technology has had on art if the artist deliberately excludes individuality, personality and human temperament. Mondrian and De Stijl have had a tremendous impact on other spheres of modern design; such apparently diverse things as the geometrical patterns of many modern women's fashions to the design of a milk container.

In the technique of collage the artist utilizes various materials and objects together in one piece of art. Such diverse materials as papers, paint, wood, metal, fabric, tar and plastic are used in any combination which the artist desires. Here again as in most of the techniques used in modern art objects are abstracted or removed from the habitual way of presentation and presented anew in a fragmented manner. Helen Hutton in her book The Technique of Collage describes collage and all its off-spring (decoupage, decollage and frottage).

Pop art as shown by Mario Amaya in Pop as Art uses any type of popular article as its subject matter from beer cans to pin-ups from girlie magazines. Pop artists draw on the mass media - television, comic strips, newspapers, movies billboards, magazines - for new and slick ideas for their work. Pop art mirrors the mass-produced environment of a highly industrialized society. Everything comes in a box. This compartmentalizing of things must inevitably affect man himself so that he too is boxed off from other men. Pop art like the fad material it incorporates has itself become a fad embraced by the populace more than any art form of this century.

The different art movements of our times demonstrate that the

artist is not a copyist of nature. Rather he is an intrinsic part of his society and whether or not he accepts it or rejects it he still portrays the mood of his times through modes which express this mood.

Books mentioned in this article are available in the General Library of the Institute of Jamaica.

\* \* \* \* \*

INTERNATIONAL CONFERENCE ON  
THE STANDARDIZATION OF LIBRARY STATISTICS

UNESCO PARIS

MAY 19 - 28, 1970

by Leila Thomas, Jamaican delegate

This Special Conference was convened in order to prepare draft recommendations on the International Standardization of Library Statistics, in pursuance of a resolution adopted by the General Conference of UNESCO at its 15th session.

PARTICIPANTS

The Conference was held at UNESCO Co. House, Paris, from May 19-28 and was attended by delegates from 46 Countries. Jamaica was the only country in the West Indies represented at this Conference.

Observers also attended from the Holy See, the World Health Organisation, the League of Arab States, and from non-governmental organizations such as, the International Federation for Documentation, the International Federation of Library Associations and the International Statistical Institute.

PURPOSE OF CONFERENCE

To draw up a draft international instrument for the Standardization of Statistics relating to libraries to be submitted for the approval of the General Conference of UNESCO at its sixteenth session, and subsequently in the form of a recommendation to member states.

The Conference stressed the importance of reliable statistics for the advancement of cultural activities among nations and pointed out that:-

- (a) library statistics provide essential information on the influence of each type of library and facilitate the planning of library development by making it possible to forecast the resources needed to bring about library improvements.
- (b) it was highly desirable for National Authorities responsible for collecting and communicating library statistics to be guided by certain standards in the matter of definitions, classifications and presentation in order to improve the international comparability of such statistics.

Basis of discussion - was the preliminary draft recommendations

prepared by the UNESCO Secretariat and circulated to member Countries for their comments. The Secretariat pointed out that the preliminary draft recommendations attempted to establish a format acceptable to all countries, and also tried to present a picture as complete as possible of the importance of libraries and their sphere of influence.

The recommendations covered:-

- (a) the standardization of definitions, e.g., library administrative unit, collections, periodicals, titles, volumes, registered borrower, etc.
- (b) the classification of libraries, e.g., National Libraries, libraries of institutions of higher learning, non-major specialised libraries, schools, etc.
- (c) the arrangement of statistical data in order to ensure international comparability of statistics in all libraries.

Over 150 draft recommendations were considered at this Conference and a number of these were adopted. The changes made to the preliminary draft were mainly (a) to clarify and give greater precision to the meaning of the text. (b) to permit a measure of flexibility without endangering basic comparability in order to meet widely varying situations obtaining in libraries in different countries and (c) to broaden the basis of inclusion of data to meet development in the provision of the newer library materials (e.g. visual aids) where the Conference felt that sufficient expertise and agreement existed to make this course feasible.

RECOMMENDATIONS TO THE 16TH SESSION OF THE GENERAL CONFERENCE OF UNESCO

- (a) That member states apply the provisions concerning definitions, classifications and presentations of library statistics as approved by the General Conference of UNESCO by adopting measures in the form of a national law or otherwise to give effect, within the territories under their jurisdiction, to the standards and principles formulated in the Recommendations on the Standardization of Library Statistics.
- (b) That member states bring these recommendations to the attention of authorities and services responsible for collecting and communicating library statistics.
- (c) That member states forward to the Secretariat by the dates and in the form which it shall prescribe, reports concerning action taken by them upon the recommendations.

## ACURIL II, BARBADOS, 1970

by Rae Wright

Institute of Jamaica delegate

ACURIL - the Association of Caribbean University and Research Libraries - celebrated its first birthday in November with its second annual meeting, held in Bridgetown, Barbados. Fifty-eight 'guests' from ten countries in and around the Caribbean Sea attended. The 'guests' represented institutions not only clearly identifiable as university or research institutes but also those which function as research libraries often because of their isolation. (The word "Institute" was dropped out of the original title, only the 'I' lingering on somewhat anomalously in the acronym).

Host-institution was the UWI Library at Cave Hill, and the standards of hospitality set by its head, Michael Gill (also elected Vice President and President-Elect of ACURIL), represent a high mark for international conference planners. Delegates, arriving at all hours, were met at the airport and cheerfully conveyed to their hotel under Mr. Gill's efficient management. Tours to places of library interest got off, if sometimes belatedly, always in good spirits. Conference photos were shot as scheduled and still damp proofs made available for orders. Nearly spontaneous reports were typed in Spanish and English and handed out to panting librarians. (Is there any other professional group so avaricious as librarians?) Even the weather was under control, only one shower leaking out during the week.

The theme of the meetings centred on government documents, especially of the Commonwealth Caribbean, as a quick listing of the conference papers shows:

(1) "Communication in the Caribbean", by Thomas Kabdebo, Librarian of the University of Guyana --- Mr. Kabdebo had no difficulty in communication except for variant spellings of his name, but the guest speaker, Sir Philip Sherlock, failed even to arrive and cabled desperately that he had "communication problems" himself;

(2) "Bibliographical control of Commonwealth Caribbean government publications", by Kenneth Ingram, Deputy Librarian, UWI (Mona) and with Appendix, "W.I. government serial publications in the UWI Library, Mona, October 1970";

(3) "Official publications in the English-speaking Commonwealth Caribbean territories", by Mrs. Yvonne Stephenson, Reference Librarian, University of Guyana;

(4) "The Role of the Caribbean Regional Library", by Senora M.E. Cardona, CODECA, Puerto Rico --- this library produces the computerised Current Caribbean Bibliography, a regional cooperative effort;

(5) ...



(5) "Indexing Commonwealth Caribbean government publications", by Miss Barbara Comissiong and Mrs. Shirley Espinet, Librarians, UWI, Trinidad.

(6) "Preservation of government publications", by Michael Chandler, Government Archivist, Barbados. (In the happy conference mood which prevailed, Archives and Archivists were freely equated with Libraries and Librarians, that is, we had continually to remind ourselves that archivists have an identity of their own.

There is some hope that these papers may be published at a later date, following on arrangements which have been made with the American Library Association to publish ACURIL I (1969) papers. Meanwhile interested librarians could try writing to the ACURIL Secretariat, Apt. Postal S, Estacion de la Universidad, San Juan, Puerto Rico 00931, or to the authors, or they could arrange to xerox copies.

Interests largely carried over from the 1969 meeting were reflected in the Standing Committee sessions and Reports. Though these committees were not meant to be definitive, in themselves they make a statement about the problems Caribbean librarians face in trying to gain mastery over Caribbean materials: Personnel, Microfilming, Bibliography, Indexing, Acquisitions--English speaking areas, Acquisitions--non-English areas (i.e. Spanish, Dutch, French and others). Most of the committees suffered from lack of official membership, not to mention chairmanship. A notable exception was Ken Ingram's Committee on Bibliography, which had been able to achieve some small advances during the year. One of the most basic lacks, as had been discussed at the earlier foundation meeting, was a knowledge of just what resources, in people, collections and services, do exist in the libraries of the area. A draft questionnaire was dissected and amended from the viewpoint of each Standing Committee, and the resultant final version is to be circulated to all known relevant libraries in the Caribbean. Mr. Frank Wellum, husband of Jessica, participant from UWI Library, Cave Hill, has offered his statistical expertise for analysis of the answers when received.

The business side of the conference included acceptance of the draft constitution after discussion and amendment; acceptance by the Executive Council into Membership of 30 institutions which had at that time applied, from Barbados, Colombia, Florida, Guatemala, Guyana, Jamaica, Mexico, Nicaragua, Puerto Rico, Trinidad & Tobago, Venezuela, Virgin Islands (U.S.) and as Associate Members, two from the United Kingdom; and finally, election and installation of new officers.

Perhaps I could slip in here, as a newly elected member (for 1971) of the Executive Council, an invitation for all Jamaican librarians who might have news or views of interest to their colleagues, either to write directly to the Secretariat (address above), or to give me the information to pass on. ACURIL will be compiling a newsletter to be inserted in the Caribbean Educational

Bulletin, published monthly by the parent Association of Caribbean Universities and Research Institutes ("UNICA").

The Conference wound up with a generous three dozen or so Resolutions. Chief among these were resolutions calling for

(a) appropriate actions for establishment and enforcement of copyright and legal deposit legislation;

(b) preparation of national bibliographies and lists of serial publications where such do not exist;

(c) continued cooperation with the Caribbean Regional Library;

(d) establishment of a news medium to be included in the monthly publication of the Association of Caribbean University and Research Institutes;

(e) investigation of the possibilities of establishing courses on preservation and repair of books and other materials, possibly under the sponsorship of UNESCO;

(f) the active help of researchers outside the library field in the task of indexing government documents;

(g) a survey of the personnel needs of the area, and a request to the University of Puerto Rico School of Librarianship, in its unique role of bi-lingualism, to consider the possibility of sponsoring seminars, symposia, etc. for all levels of education in librarianship.

New officers for 1971 are:-

President - Dr. Albertina Perez de Rosa, University of Puerto Rico;

Vice President & President Elect - Mr. Michael Gill, UWI, Barbados;

Immediate Past President - Dr. Alma Jordan, UWI, Trinidad;

Members of Executive Council -

(3-year terms) - Dr. Archie McNeal, University of Miami  
Miss Luisa Vigo Cepeda, Univ. of Puerto Rico;

(2-year terms) - Mr. T. Kabdebo, University of Guyana  
Miss A.O. Marin, University Central, Venezuela;

(1-year terms) - Mrs. L. Hutchinson, Central Library, Trinidad  
Mrs. R. Wright, Institute of Jamaica;

(Secretary & Treasurer to be appointed).

\* \* \* \* \*

## LOCALLY PRINTED MATERIAL

In 1970 the Jamaica Library Association through its Working Party on Research and Publications attempted to compile a list of publications by local printers. Circulars were sent out to all those listed in the classified pages of the telephone directory. Information was requested on books, pamphlets, newspapers, magazines, newsletters and annual reports printed from January - September, 1970. Programmes, calendars, desk diaries and purely advertising brochures were excluded.

Sincere thanks are extended to the seven firms who replied. A.H.E. Burrowes and Son of 44 Main Street, St. Ann's Bay, and Capital Press Ltd. of 136 Princess Street, Kingston, wrote to say that they were unable to help. Burrowes and Son had not published the type of material requested and Capital Press could give no information because of a fire on their premises last August. Lithographic Printers, now of 14 East Avenue, Kingston Gardens, had also had a fire and could not prepare a list but sent a package of some extra copies which were still available. These were deposited in the West India Reference Library of the Institute of Jamaica.

Copies of the questionnaire were also sent to several organisations known to have printing facilities. Unfortunately, these were not sent out until December and it is not surprising that there have been no replies at such short notice.

In the following list, the name and address of the printer have been given as the heading, followed by the names of the items and the organisations or persons responsible for publication. The questionnaire specifically asked for the names of 1970 publications, but 1969 items cited in replies received have been included.

BOLIVAR PRESS, P. O. Box 413, Kingston 10.

Port Royal, by Clinton Black. Printers, Herald Ltd.

BOY SCOUTS ASSOCIATION OF JAMAICA, 2D Camp Road, Kingston 5.

News and notes (duplicated booklet circulated to members and supporters).

HERALD LTD., 43 East Street, Kingston.

All Island Banana Growers' Association, Annual report, 1969/70.

All Island Jamaica Cane Farmers' Association, Annual report, 1969/70.

Ambassador annual, published Mrs. I. Collins-Williams, 1969/70.

Baptist reporter, Jamaica Baptist Union, bimonthly.

HERALD LTD., 43 East Street, Kingston. (continued)

Beacon, Bethlehem Training College, a.  
Brown's Town Benefit Building Society, Annual report, 1969/70.  
Caribbean quarterly, Extra Mural Dept. UWI, vol. 16, no. 1,  
March 1970, vol. 16, no. 3, September 1970.  
Church of England in Jamaica. Synod Handbook, 1970.  
Church of England in Jamaica. Synod Journal & Minutes, 1970.  
Clarendon College magazine, a.  
Cocoa, Jamaica Agricultural Society.  
Contempt of court, Farquharson Institute of Public Affairs.  
Council of Voluntary Social Services, Annual report, 1969/70.  
Credit Union Bulletin, Government Savings Bank Clerks  
Co-operative Credit Union, m.  
Credit Union West Indian, St. George's College Extension  
Co-operative Department. Reprint.  
Denbigh catalogue, Jamaica Agricultural Society.  
Flame magazine, Camperdown High School.  
Government Savings Bank Clerks Co-operative Credit Union,  
Annual report, 1969/70.  
Index to Laws of Jamaica, 1953-68, Incorporated Law Society.  
Jamaica Agricultural Society, Minutes of Half Yearly Meeting,  
January 1970.  
--- --- --- Minutes of the Annual General Meeting,  
July 1970.  
Jamaica Chamber of Commerce, Minutes, m.  
Jamaica Chamber of Commerce, Newsletter, m.  
Matters concerning lawyers, published by K.C. Burke, m.  
Men, the truth about family planning, National Family  
Planning Board.  
Methodist directory, Methodist Church of Jamaica, a.  
Outlook, Jamaica Civil Service Association, q.  
Palace Amusement Co., 1921, Ltd., Annual report, 1969/70.  
Port Royal, by Clinton Black. Bolivar Press.  
Progressive Mutual Building Society, Annual report, 1969/70.  
Recreation, a programme guide for clubs, groups and associa-  
tions of youth, ed. Ivy Baxter, produced by Bolivar  
Press. 1969.  
Shortwood College Year Book, 1969/70, Shortwood Teachers'  
College.  
St. Ann Benefit Building Society, Annual report, 1969/70.  
Savacou, Caribbean Artists Movement, no. 1, June 1970,  
no. 2, September 1970.  
University of the West Indies, Departmental reports, 1968/69.  
War cry, Salvation Army, m.  
You can plan your family, National Family Planning Board.

INSTANT PRINT LTD., 115 Tower Street, Kingston.

Ingeac, Rotary Club of Kingston, w.

LITHOGRAPHIC PRINTERS LTD., 14 East Avenue, Kingston Gardens.

Alert, Heroes issue, October 1969, Jamaica Defence Force.

LITHOGRAPHIC PRINTERS LTD., 14 East Avenue, Kingston Gardens,  
(continued)

Caribbean farming, January -March, April -June 1970,  
UWI Faculty of Agriculture.  
Falmouth, 1791 - 1970, Georgian Society.  
Festival 69, Kingston/St.Andrew Parish Festival souvenir  
magazine, Parish Festival Magazine Committee.  
Jamaica lines, Jamaica Telephone Co., Ltd.,  
September 1970.  
Jamaican manufacturer, Jamaica Manufacturers' Association,  
vol. 6, no. 2, 1970.

STEPHENSONS LITHO PRESS LTD., 9 Collins Green Avenue, Kingston 5.

Coconut planting, Ministry of Agriculture.  
Coconut spraying, Ministry of Agriculture.  
Guide to Employment Injury Benefits under the National  
Insurance Scheme (Booklet No. 9), Jamaica Informa-  
tion Service.  
How to bring back old coffee trees, Ministry of  
Agriculture.  
I.C.D. Group of Companies, Annual report, 1969/70.  
Investment & Finance Company Ltd., Annual report, 1969/70.  
Jamaica Association for Mentally Handicapped Children,  
Annual report, 1969/70.  
Jamaica Family Planning Association, Annual report,  
1969/70.  
Jamaica Fire & General Ins. Co. Ltd., Annual report,  
1969/70.  
Jamaica heritage magazine, ed. Alex Gradussov, Government  
of Jamaica, 1969.  
Jamaica journal, Institute of Jamaica, q.  
Jamaica Mutual Life Assurance Society, Annual Report,  
1969/70.  
Jamaica Public Service Company, Annual report, 1969/70.  
Management programme, Jamaica Industrial Development  
Corp.  
Masterbuilder, Masterbuilders Association, q.  
Rat control, Ministry of Agriculture  
The Reynolds display of Egyptian antiquity, Reynolds  
Jamaica Mines Limited.  
Spacing coconut palms, Ministry of Agriculture.

\* \* \* \* \*



# JAMAICA LIBRARY ASSOCIATION

Report of the Executive Committee  
to the Annual General Meeting  
Thursday, January 28th, 1971

\* \* \* \* \*

## 1 ANNUAL GENERAL MEETING

The Annual General Meeting of the Association was held on Saturday, January 31st in the New Arts Lecture Theatre of the University of the West Indies. The new members of the Executive Committee appointed for the year were:

PRESIDENT : Miss Leila Thomas  
1ST VICE PRESIDENT : Mr. Victor Reid  
2ND VICE PRESIDENT : Mr. C.L. Stuart  
3RD VICE PRESIDENT : Miss Glory Robertson  
SECRETARY : Miss Fay Durrant  
TREASURER : Miss Stephanie Ferguson

### MEMBERS NOMINATED FROM THE FLOOR :

Mrs. Joyce Robinson  
Mrs. Hazel Bennett  
Sister M. Tarcisia  
Mrs. C. Warmington

### PARISH LIBRARY REPRESENTATIVE :

Mr. J. L. Jackson

At the first meeting of the Executive Committee in February, the following Working Parties were re-instituted, and the Chairmen appointed. They were :-

Finance and Promotions : Miss Stephanie Ferguson  
Education : Mrs. Hazel Bennett  
Research and Publications : Miss Glory Robertson

The Chairmen of the Working Parties were asked to co-opt members of the Association to their committees.

## 2 FINANCE AND PROMOTIONS WORKING PARTY

### Fund Raising Effort

The Association has in hand \$427.15 towards the conference. As one of the fund raising efforts, the Working Party had hoped to solicit contributions totalling \$400 from

institutional members, but this could not be done as the sponsors had not confirmed their agreement.

### Newsletter

An attractive six page newsletter was compiled and circulated at the quarterly meeting in September. Preparations are being made for an issue to be circulated at the Annual General Meeting.

### Publicity Brochure

Final work is being done on the Publicity Brochure which will be circulated to all libraries.

## 3 EDUCATION WORKING PARTY

The committee was responsible for organising the following activities.

### a) Advice to students wishing to enter the University of the West Indies School of Library Science.

Circulars were sent to all unqualified members of the Association as well as to all library authorities. In the circular, the Working Party offered guidance to those members wishing to meet the University of the West Indies entrance requirements before the library school comes into being. To date no replies have been received.

### b) Classes for Part 1 and Part 2 Library Association Examinations.

Classes were organized for the July and November examinations by Mrs. Sybil Iton, who was assisted by Miss Barbara Chevannes. The following librarians assisted in training :-

Mrs. Gloria James	Miss Barbara Chevannes
Mrs. Carmen Leighton	Miss Laura-Ann Munroe
Mrs. Gloria Royale	Mrs. Clare Riden
Mrs. Joan Chang	Miss Fay Williams
Miss June Williams	Mrs. Yvonne Lawrence
Mrs. A. Jefferson	Mrs. Clover Chung.

The Executive Committee would like to record its gratitude to these members who gave so willingly of their time and experience to make the classes possible.

### c) Films from the United States Information Service

In May the Chairman obtained five films from the United States Information Service. One of these was on the teaching of library skills, two were on integrating the

library into the life of the school and two others on public libraries in Canada and the United States. The films were well used for teaching purposes by the Institute of Jamaica, the Jamaica Library Service, and the University of the West Indies, Institute of Education. Two high schools also made use of the films.

Mrs. Hazel Bennett had been nominated as Chairman of the Working Party in January, but had informed the Executive Committee at this point that she would only be available until July. Mrs. Sybil Iton agreed to take over the Working Party and acted as Chairman until December.

#### 4 RESEARCH AND PUBLICATIONS WORKING PARTY

##### a) Annual Bulletin

The Bulletin was compiled under the editorship of Miss Glory Robertson. Articles were requested from members of the Association as well as from a few non-members. The register of Jamaican librarians is to be included in the Bulletin. This publication will be circulated to members at the Annual General Meeting.

##### b) Union List of Serials

The Working Party undertook to revive the project which had been worked on between 1962 and 1968 mainly at the Scientific Research Council, and later at the Institute of Jamaica, by Mrs. C.P. Fray. Libraries have again been asked to contribute information on their holdings, and it is expected that it will be possible to update the list to December 1969.

##### c) Annual Index to West Indian periodical literature

This project had to be shelved for this year.

##### d) Part 2 of the Directory of libraries - Schools

Sister Tarcisia had been asked to work on this directory and is at present engaged in its compilation..

#### 5 MEETINGS

Two regular meetings were held this year in addition to the Annual General Meeting. The first meeting was at the Clare McWhinnie Memorial Branch Library on May 6th. Mr. Emil George, the Chairman of the Bureau of Standards spoke about the recently established Bureau and of the importance of these standards to the Jamaican community. The members were taken on a tour of the New Yarmouth Sugar Factory, and tea was served at the Tewari Memorial Training Centre. The second Regular Meeting, on Wednesday, September 30th, began with a tour of the new Gleaner

buildings. The business meeting took place in the library of the Immaculate Conception High School. Sister Tarcisia spoke on her concept of school librarianship, as an integral part of the entire school programme. She also gave examples from her experience.

6 SALARY REGRADING COMMITTEE

A salary regrading committee was appointed and made a preliminary examination of the regraded scales for librarians in the Government Service. This committee was chaired by Miss Leila Thomas.

7 JOB DESCRIPTION COMMITTEE

This committee was re-convened and presented the results of its research to the Executive Committee. The Chairman of this committee was Mrs. Catherine Levy.

It is expected that the work of these two sub-committees will be taken over by the Working Party on Salaries, Status and Conditions of Service for librarians.

8 STANDARDS FOR SCHOOL LIBRARIES

The sub-committee met and drew up a questionnaire to be circulated to schools, and presented a preliminary report and recommendations to the Executive Committee. This report is being studied.

9 CONSTITUTION REVISION COMMITTEE

This committee met and drew up proposals for a revised constitution, which will be presented to the Annual General Meeting for approval.

10 PROFESSIONAL CENTRE

The Library Association was asked to become a foundation Member of the Professional Centre of Jamaica, a group of professional organizations which plan to establish a centre serving the needs of the associations involved. This invitation was seriously considered by the Executive but although it was felt that there were numerous advantages,

the fee of \$5 per member per year would be too high for this Association.

11 KIWANIS SCHOLARSHIP

The Kiwanis Club of Ocho Rios asked the Library Association to recommend two Candidates for a Scholarship in Library Science, tenable at the University of Denver. Two names were submitted, but the University felt that neither person was suitably qualified for their school.

The members of the Executive Committee feel very strongly that some attempt should be made by the incoming committee to contact the American Library Association, and some equation made between qualifications from the University of the West Indies, British Universities, The Fellowship of the Library Association and the entry requirements for American Library Schools.

12 INTERNATIONAL CONFERENCE 1972

A planning Committee was named and a draft programme and budget were presented at the Regular Meeting held at the Clare McWhinnie Memorial Library on May 6th and received the approval of the meeting.

The budget was however revised in the light of quotations recently received. Letters have been forwarded to the Ministry of Education and the Jamaica Commission for UNESCO requesting their sponsorship of the Conference.

It is estimated that the cost of running the Conference will be approximately \$12,000; of this amount the Association has pledged itself to raising \$3,296. The balance of \$8,704 is to be raised by contributions from other sources. In addition to the sponsors, it is planned to approach Alcan Jamaica Ltd. and to again approach the United States Information Service, the British High Commission, and the Canadian High Commission in Jamaica, for assistance. The Association began its fund-raising activities with a Bingo Party at the Sheraton Kingston Hotel. A Raffle was also held at Christmas. The total amount in hand to date is \$427.15. It is proposed to publish a special magazine for the Conference, and Mrs. Joyce Robinson has been named Chairman of a Committee to plan its production.

13 REPRESENTATION ON OTHER COMMITTEES AND AT CONFERENCES

a) UNESCO Conference - The President of the Association represented Jamaica at the UNESCO Conference on the Standardization of library statistics held in Paris in May, 1970.

While there she took the opportunity of discussing



the proposed library school with the Head of UNESCO's Library Department.

b) Bookwave - The Library Association co-operated with the Bookwave Committee in setting up an exhibition of books suitable for teachers. The exhibition is now being mounted in the parishes and a catalogue of the exhibition has been compiled and distributed. The Chairman of this Committee is Mrs. Jean Floyd.

#### 14 COMMONWEALTH FOUNDATION

The head of the governing secretariat, Mr. John Chadwick was in Jamaica in July of this year, and received a deputation from the Library Association led by Mrs. Hazel Bennett. The other members were Mrs. Rosalie Williams and Miss Fay Durrant. The deputation investigated the possibility of obtaining financial assistance for the International Conference being planned by the Library Association, and for the proposed Library School at the University of the West Indies. Mr. Chadwick asked that all information available on the two projects be sent to the Foundation before March, 1971.

#### 15 TEACHER LIBRARIANS COURSES

Members of the Executive served on the Committee which prepared a syllabus for Library Science Courses. This draft was submitted to the Ministry of Education for incorporation in the curriculum of Teacher/Training Colleges. Mrs. Joyce Robinson was appointed by the Ministry to chair this committee.

#### 16 INTERNATIONAL ORGANIZATIONS

The Library Association has applied for renewal of membership in :-

- a) The International Federation of Library Associations (IFLA)
- b) The American Library Association (ALA)
- c) The Library Association (LA).

The Executive Committee extends sincere thanks to the Chairman and members of the Working Parties, Special Committees, and to donors of the two fund-raising projects, also to all who in any way have aided the work of the Association during the past year.

\* \* \* \* \*

JAMAICA LIBRARY ASSOCIATION  
TREASURER'S REPORT, JAN., 1971

\* \* \* \* \*

The financial statement shows a balance of \$649.90, but it should be pointed out that of this amount \$427.15 belongs to the 1972 International Conference Funds. This means that the balance in the L.A. Funds is only \$222.75.

A.G.M. DINNER

The Dinner which followed the Annual General Meeting in January 1970, though a social success was a financial failure, as the Association had to subsidise the dinner by \$137.60.

This year we almost managed to break even with the cost of quarterly meeting refreshments. Costs totalled \$30.00 and collections \$28.00.

BULLETIN

The cost of printing the 1969 Bulletin was \$161.00. So far there have been no receipts from sales.

MEMBERSHIP

Co-operation in the payment of Membership fees is far from satisfactory, and although the response to reminders sent out recently has been encouraging, yet almost a half of our members are defaulters.

Members are asked to note the new membership fees effective January 1971.

\$ 2.00 p.a.	Associate Members
2.00 p.a.	Members (salary less than \$1,878.00 p.a.)
6.00 p.a.	Members (salary between 1,880 and \$3,000.00 p.a.)
10.00 p.a.	Members (salary over \$3,000.00 p.a.)
10.00 p.a.	Institutional Members
2.00 p.a.	Schools
2.00 p.a.	Corresponding Institutional Members
2.00 p.a.	Corresponding Personal Members
20.00 p.a.	Sustaining Members (3 years)

Signed: STEPHANIE FERGUSON  
HON. TREASURER, JA. LIBRARY ASSCN.



JAMAICA LIBRARY ASSOCIATION  
STATEMENT OF RECEIPTS AND EXPENDITURE  
TO 31st JANUARY, 1971

RECEIPTS

Balance b/f in hand	\$ 40.54	
	<u>334.00</u>	
	\$374.54	\$ 374.54
Membership Inst.	115.70	
Full	64.86	
Associate	10.45	
	<u>\$191.01</u>	191.01
L.A. Dinner		84.00
Quarterly Meeting Collections towards tea expenses		28.00
Class fees		60.00
Bingo Party		313.70
Proceeds Xmas Raffle		93.50
Donation - Expenses International Conference		<u>100.00</u>
		<u><u>\$1,244.75</u></u>

PAYMENTS

A.G.M. expenses	Rental \$ 15.00	
	Dinner <u>206.60</u>	
		\$ 221.60
	Advertisements	25.20
	Bulletin Expenses	161.00
	Q Meeting Tea	30.00
	Stationery	6.00
	Prof. Assc. Dinner	12.00
	Bingo Expenses	85.05
	Honoraria - Lectures	<u>54.00</u>
		\$ 594.85
	Balance - Bank	\$ 649.90
		<u><u>\$1,244.75</u></u>

50

Signed: STEPHANIE FERGUSON  
Hon. Treasurer

Audited by : \_\_\_\_\_  
\_\_\_\_\_





# JAMAICA LIBRARY ASSOCIATION

## EXECUTIVE COMMITTEE

Miss Leila Thomas	President
Mr. Vic Reid	1st Vice President
Mr. C.L. Stuart	2nd Vice President
Miss Glory Robertson	3rd Vice President
Miss Fay Durrant	Secretary
Miss Stephanie Ferguson	Treasurer
Mrs. Joyce Robinson	
Mrs. Hazel Bennett	
Sister M. Tarcisia	
Mrs. Cynthia Warmington	
Mr. J.L. Jackson	

\* \* \* \* \*

## MEMBERS OF WORKING PARTIES

### RESEARCH AND PUBLICATIONS

Miss Glory Robertson, Chairman  
Mrs. Rosalie Williams  
Miss June Williams  
Miss Joan Dolphy  
Mrs. Katie Morris - left the island mid-year  
Sister M. Tarcisia  
Miss Fay Durrant, Secretary

### EDUCATION

Mrs. Hazel Bennett, Chairman (Jan. - June 1970)  
Mrs. S. Iton, Acting Chairman (June, 1970 - Jan. 1971)  
Mrs. J. Robinson  
Mrs. Amy Robertson  
Miss B. Chevannes  
Mrs. A. Jefferson  
Mrs. G. Smith  
Miss Daphne Douglas

### FINANCE AND PROMOTIONS

Miss Stephanie Ferguson, Chairman  
Mrs. Gloria Royale, Secretary  
Miss Fay Williams  
Miss Carol DeSouza  
Miss Fay Samuels  
Miss June Vernon  
Mrs. Carmen Leighton

\* \* \* \* \*

LIBRARY ASSOCIATION EXAMINATION RESULTS

WINTER 1969

Part I

Mrs. P. Jackson  
Miss M. Osbourne

Part II

Miss C. Barnes	A 2
Miss J. Dolphy	C 102, B 32 (completed)
Mrs. D. Falloon	A 2, B 12
Mrs. C.T. Ferguson	A 3, B 22, B 32 (completed)
Mrs. G. Hillman	B 32
Miss D. Palmer	A 2, B 11
Mrs. W. Rochester	B 12, B 31 (completed)
Miss E. Smith	A 3
Mrs. G.L. Smith	B 31, C 303 (completed)

SUMMER 1970

Part I

Mrs. Joan Vacianna  
Mrs. Rita Neita  
Mrs. Monica Rhodd (referred in Paper 3)

Part II

Mrs. Hazel Reid (nee Hamilton)	B 12
Mrs. Pearl Jackson	A 2, B 12
Miss C.Y. Barnes	B 12, B 32, C 106
Miss P.M. Palmer	B 12, C 106
Mrs. G. Hillman	C 106
Miss W.E. Nugent	A 2, B 13
Mrs. B.R. Bent (nee Shaw)	C 2, C 507
Miss Judith Brooks	3 parts
Mrs. Clover Chung	Completed
Miss Maizy Wedderburn	Completed
Mrs. P.J. Williams	Completed

\* \* \* \* \*

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.

The questionnaires from which the list was compiled were circulated in September 1970 and replies were received at varying dates to January 1971. There may therefore be some recent changes of employment which are not recorded here.

There are undoubtedly omissions. In some cases, entries are very incomplete as the only information available was from the lists of examination passes in winter 1969 and summer 1970. All omissions are regretted and it is hoped that everyone who has not been included will now come forward and supply information for publication in a supplementary list in next year's "Bulletin".

The questionnaire did not include information on scholarships, travel grants, etc. A few people supplied this additional information but it was eventually decided to exclude it, as the names of all those who have won such awards could not be ascertained in time.

ABBREVIATIONS:

Asst. Lib.	Assistant Librarian
GL/IJ	General Library, Institute of Jamaica
IJ	Institute of Jamaica
ISER/UWI	Institute of Social & Economic Research, University of the West Indies, Mona
JLS	Jamaica Library Service
Lib.	Librarian
Lib. Asst.	Library Assistant
PL	Parish Library
UWI	University of the West Indies Library, Mona. Also used for the University, e.g., BA (UWI).
WIRL/IJ	West India Reference Library, Institute of Jamaica.

## QUALIFIED LIBRARIANS

ALPHONSE, Mrs. Hope E.  
ALA 1965, Senior Lib.Asst.,  
UWI. At JLS 1959 - 65,  
Birmingham University  
Library 1966 - 69, JLS  
September 1969-March 1970,  
UWI since April 1970.

BARNES, Sandra K.  
BA (Toronto) 1961, BLS  
(Ottawa) 1964, Asst. Lib.,  
UWI. At Champlain High  
School, Ottawa, 1964 - 68.

BENJAMIN, Mrs. Ouida F.  
FLA 1966, Lib.Alcan Jamaica  
Ltd., Kirkvine P.O. Taught  
at Mt. Carmel High School,  
Annotto Bay, 1955. At JLS  
1956-69, including second-  
ment to Ministry of Educa-  
tion Library 1961-62, in-  
ternship Toronto Public  
Libraries 1967-68, Alcan  
since August 1969. Special  
interests: special libra-  
ries; classification and  
indexing with special  
application to computer  
retrieval of information.

BENNETT, Mrs. Hazel E.  
FLA 1963,MSL (Southern Conn-  
ecticut State College) 1966.  
Lib./Documentalist UWI Insti-  
tute of Education. Taught at  
Kingston Senior School 1947-  
51, St.Hugh's High School  
1951-52. At JLS 1952-67, UWI  
Institute of Education since  
November 1967. Special inter-  
ests: library education and  
administration. Publications:  
"Jamaica Library Service" in  
Unesco Bulletin for Libraries  
vol.13, May 1959; "The Jamaica  
Library Service: its founda-  
tion & development" (MS Thes-  
is 1966) "Private and sub-  
scription libraries in Jamaica  
before 1879" in J. of Library  
History Vol.3 No.3 July 1968.  
"British West Indies Libra-  
ries" in Encyclopedia of

Library and Information  
Science Vol. 3, 1970.

CHANG, Mrs. Joan E.  
ALA 1968, Lib. Kingston &  
St.Andrew PL. At JLS since  
September 1960. Special  
interests: work with  
children and young people.

CHEVANNES, Barbara E.  
ALA 1963, Senior Lib.King-  
ston & St. Andrew PL. At  
JLS since October 1957.  
Special interests: refer-  
ence and information work,  
work with young adults and  
juniors.

CHUNG, Mrs. Clover L.  
Completed ALA exams 1970.  
Lib. JLS. At JLS since  
August 1960. Special inter-  
ests: work with children  
and young people.

CUPIDON, Mrs. Delphine  
ALA 1966,(completed quali-  
fying exams 1959, elected  
to the Register 1966). Asst.  
Principal Lib. Kingston &  
St. Andrew PL. Worked in  
several departments of  
government service 1949-52,  
at JLS since September 1952.  
Special interests: reference  
work.

DAVIS, Mrs. Shirley J.M.  
BA (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  
Indiana.

DOLPHY, Joan  
Completed examinations for  
ALA 1969, Schools Library  
Service, JLS.

DOUGLAS, Daphne R.

FLA 1959, Principal Lib., JLS HQ. With Jamaica Civil Service 1944-56, JLS since April 1956, including secondments to IJ (Acting Chief Lib.) 1961-63, and to Jamaican Mission to U.N. 1964-65. Special interests: library administration, professional teaching, reference work.

DUNN, Patricia Y.

ALA 1963, Acting Senior Lib. WIRL/IJ. At WIRL/IJ since January 1957. Special interests: West Indian, bibliographical publications, reference work. Publications: ed. "Jamaican accessions 1964-67" Kingston, IJ, annual; joint ed. "Jamaican national bibliography 1968" Kingston, IJ, 1969.

DURRANT, Fay

BA (Spanish Hons. UWI) 1966, BLS (Toronto) 1968. Asst. Lib. i/c Government Serials Section UWI. At UWI since 1969. Special interests: West Indian, government publications.

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 in the Army Record Office 1944-46, returned to Jamaica and worked at Registrar General's Dept. Spanish Town 1946-49, Dept. of Trustee in Bankruptcy 1949-55, at UWI since September 1961. Special interests: genealogy, member Society of Genealogists London, member Scottish Genealogy Society Edinburgh, geography, sociology (external student London University for B.Sc. (Spec.) in geography).

FERGUSON, Mrs. Cynthia

ALA 1969, Lib. ISER/UWI. At JLS 1962-64, Hounslow Borough Library, London, 1964-67, UWI

October-December 1967, ISER/UWI since 1968. 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. C. 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 Univ. 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.

GOCKING, William E.

BA (Hons.) London 1935, ALA 1947, FLA and Diploma in Librarianship and Archive Administration of London University 1952, University Lib. UWI. Worked in Trinidad Civil Service 1930-55, including service as librarian-designate Central Library of Trinidad and Tobago 1944-48, and as Librarian 1949-55, at UWI since April 1955. Special interests: reading - fairly widely. Publications: various but minor including a few articles and reviews, broadcasts and public lectures. Unpublished thesis, "Wordsworth - a supplement

tary bibliography 1926-1950".

GRAY, Mrs. Angela R.

ALA 1966. Senior Lib. Kingston & St. Andrew PL. 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, Senior Lib. St. Mary PL, Port Maria. At JLS since September 1957.

HARRISON, Kathleen M.

ALA 1968, Acting Senior Lib. Trelawny PL, Falmouth. At JLS since 1962.

HENRIQUES, D. Elaine

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

HINDS, Suzette B.

ALA 1968, Lib. WIRL/IJ. At WIRL since March 1964. Special interests: acquisition and indexing on a wider scale of West Indian periodicals.

HUNT, Mrs. Barbara E.

ALA 1968, Lib. GL/IJ. At JLS August 1958-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, Deputy 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 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 Jamaican Civil Service, at JLS since July 1953. Special interests: bibliography, literature & librarianship of the social sciences, work with young people, information retrieval.

JAMES, Mrs. Gloria S.

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

JOSEPHS, Maria Mercedes D.

BA (General, Lond.) 1937, Diploma of London College of Secretaries 1938, ALA 1953. Senior Asst. 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. Arleen

AB (Radcliffe College) 1954  
MSL (Simmons) 1957. Lib. part time IJ. At Massachusetts Institute of Technology Library 1954-56, 1957-62, University of Ibadan Library, Nigeria, 1962-64, MIT 1964-65, Shortwood Teachers' College Library, 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 PL. 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 Lib. Supreme Court Library, Kingston. At JLS 1960-66 and January-May 1968. Special interests: cataloguing, indexing, classification, reference library methods.

LEIGH, Audrey A.

ALA 1966. Now full-time student at UWI. At Mico College Library 1960-64, GL/IJ 1964-October 1970. 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 D.

ALA 1968.  
At JLS April 1959-December 1970.

LETTMAN, Mrs. Marlene

ALA 1963. Lib. GL/IJ (Acting Senior Lib. 1966 - December

1970, now on leave January - June 1971). At JLS November 1955-February 1966, IJ since 1966. Special interests: reference work.

McLAUGHLIN, Mrs. Rosalind

ALA 1963, Principal Lib., JLS HQ.  
At JLS since April 1956.

MacLEAVY, Mrs. Vera

BA (Leeds) 1942, Diploma in Education (Leeds) 1943, Diploma in Librarianship (London) 1970. Lib. St. Elizabeth PL. At Bethlehem Teachers' College, Malvern, Jamaica, as part time tutor 1947-1968 and Hon. Senior Lib. 1957-69. Special interests: development of local collections especially of archival material; development of college/school libraries as resource centres and their integration with the curriculum.

MUNRO, Laura-Ann

ALA 1965. To be Senior Lib. Westmoreland PL (from February 1, 1971). At ISER/UWI 1955-56, JLS 1956-58, public libraries in U.K. 1958-70 (Gillingham, Kent, St. Pancras, Middlesex County, Hackney Children's, Camden).

PICART, Myrtle J.

ALA 1965. Senior Lib. St. Ann PL. At JLS since 1956 including secondment to Jamaican Embassy, Washington D.C. Formerly at Post and Telegraph Dept., R.M. Court and Administrator-General's Dept. Special interests: reference work.

RICHARDS, Judith E.

FLA. Senior Lib. WIRL/IJ (Actg. Deputy Chief Lib. October 1965-September 1969, now on study leave at UWI till 1972). At IJ since March 1956. Special interests: bibliography. 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 C.  
BS (Columbia) 1958, ALA 1959. Senior Asst.Lib. (i/c Circulation and Reference) UWI. At UWI March 1949 - August 1954 and since September 1959. Special interests: serials, U.N. documents, reference work.

ROBBINS, Mrs. Lynne C.  
BA, (Pennsylvania) 1968, MSL (Simmons) 1969. Lib. Knox College. At Andover (U.S.A.) Public Library part time 1960 - 69, Cambridge (U.S.A.) Public Library June-September 1969, editorial assistant at Cambridge (England) Scientific Institute Ltd. January - September 1970, at Knox since September 1970. Special interests: library organisation and administration, literature of American history. Unpublished "Bibliography of Cambridge (Mass. U.S.A.) authors".

ROBERTS, Mrs. Audrey K.  
FLA 1962, Asst. Lib. UWI. Formerly at Jamaica Department of Agriculture, Islington Public Libraries, London, Jamaica Ministry of Agriculture Library, Imperial College of Tropical Agriculture Library, Trinidad. Special interests: special libraries, cataloguing and classification.

ROBERTSON, Mrs. Amy B.  
FLA 1968, Principal Lib. Schools Library Service JLS. At JLS since 1946. Special interests: work with children.

ROBERTSON, Glory  
MA (Hons. St. Andrews) 1951, completed exams for ALA 1963. Actg. Deputy Chief Lib. IJ. Taught at St. Hugh's High School September 1951 - December 1959. At WIRL/IJ since January 1960. 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.  
M.B.E., 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 U.N. 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 1967.

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 Janu-  
ary 1956. Special  
interests: reference,  
publishing trends and  
acquisitions.

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 train-  
ing and administration.

SHEPHERD, Mrs. Eileen  
ALA 1956, Senior Lib. JLS  
HQ. Formerly at Imperial  
College of Tropical Agri-  
culture, Trinidad, at JLS  
since November 1963.  
Special interests: refer-  
ence work.

SMITH, Mrs. Glennor L.  
Completed ALA exams 1969.  
Lib. WIRL/IJ. At JLS  
December 1963-1968,  
WIRL/IJ since July 1968.

TAYLOR, Merle E.  
ALA 1967. Now student at  
UWI. At GL/IJ 1963-October  
1970. Special interests:  
cataloguing and classifica-  
tion, 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. Senior Lib.  
Asst. UWI. At JLS January  
1961-June 1963, GL/IJ July  
1963-December 1964, St.  
Jago High School January-  
December 1965, GL/IJ  
January 1966-December 69,  
at UWI since December  
1969. Special interests:  
cataloguing and  
classification.

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. Senior Lib.  
JLS HQ. At JLS since May  
1952 including internship  
Toronto Public Libraries  
1957-58. Special  
interests: reference work  
and cataloguing. Publica-  
tions: "That all may  
read" in Torch May-June 1963,  
"Library planning in Jamaica"  
in "Planning of library and  
documentation services" ed.  
C.V. Penna, 2nd ed. rev. Paris,  
UNESCO, 1970, and articles in  
professional journals.

WEDDERBURN, Maizy  
Completed exams for ALA June  
1970. Lib. Ministry of  
Agriculture and Fisheries.  
At this library since 1965.  
Special interests: indexing  
systems.

WELSH, Mrs. Dede  
ALA 1969, Actg. Senior Lib.  
Manchester PL. At UWI  
Hospital Accounts Dept.  
June-September 1958, JLS  
since October 1958.  
Special interests: refer-  
ence work and work with  
children.

WHITE, Mrs. Adlyn

B.Sc. (Education) 1965. MSL 1967, Certificates for the teaching of Education, English and Library Science. Church Teachers' College, Mandeville since September 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". To be published soon by Macmillan, a series of readers, grades 1-6 for West Indian use and a collection of picture books with Jamaican emphasis.

WILLIAMS, Fay

ALA 1969. Senior Asst. Lib. Court of Appeal Library, Kingston. At JLS January 1965-July 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. Catherine PL. 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 Library). Special interests: work with children and young people and libraries in the educational field.

WILLIAMS, Mrs. P.J.

Completed exams for ALA 1970.

WILLIAMS, Mrs. Rosalie I.

ALA 1966. Lib. WIRL/IJ, now Actg. Senior Lib. GL/IJ (till June 1971). Special interests: enumerative bibliography, mechanised information storage and retrieval. Publications: "Caribbean fiction 1900-1960 (English and American publishers only) in the collection of the West India Reference Library", mimeo. 1970; "Caribbean languages: a bibliography from the collection of the West India Reference Library", mimeo. 1970; joint ed. "Jamaican national bibliography 1968", Kingston, IJ, 1969; ed. "Jamaican national bibliography 1969" (to be published early this year).

WOO MING, Elsie

BA (Toronto) MSL (Columbia), Senior Asst. Lib. (Acquisitions) UWI. Formerly at Toronto University Library.

WRIGHT, Mrs. Rae V.

BA (Ohio State) 1947, MSL (Columbia) 1956. Actg. Chief Lib. IJ. At New York Academy of Medicine Library 1954-59, University of Ghana Library 1959-61, Columbia University Library 1962-63, IJ since 1964. Special interests: publicity, exhibitions and writing. Publications: "Guide to Jamaican reference material in the West India Reference Library", Kingston IJ, 1965. Contributions to IJ's newspaper column "Book power on East Street", 1969-70.

PASSES IN PART I AND PARTS OF PART II

BARNES, Claudia

Part I 1969, 4 parts of  
Part II. Lib. Asst. JLS.  
At JLS since December  
1964.

BENT, Mrs. Beverley

Part I 1968, some papers  
of Part II. Lib. Asst.  
Alcan Jamaica Ltd. At  
JLS January 1966-February  
1970, UWI 1970.

BROOKS, Judith

Part I 1969, 3 papers of  
Part II, 1970. Actg. Lib.  
Manchester PL. At JLS  
since April 1963.  
Special interests: work  
with young people.

CLARE, Mrs. Gladys A.

Part I 1969, Actg. Lib.  
Kingston & St. Andrew PL.  
At JLS since April 1952.  
Special interests:  
reference work and  
special libraries.

DAVIS, Norma

Part I 1969, Lib. Asst.  
JLS since July 1961.

EDWARDS, Mrs. Eppie D.

Part I 1968, one paper  
of Part II. Lib. Asst.  
Scientific Research  
Council. At JLS 1965-  
70, SRC since April 1970.  
Special interests:  
scientific libraries.

FALLOON, Mrs. Doretta

BA (UWI) 1966, Part I and  
2 papers of Part II 1969.  
Now studying for Certifi-  
cate in Social Work UWI.  
At WIRL/IJ February 1962-  
October 1963, August 1966-  
September 1970.

HILLMAN, Mrs. G.

Part I and part of  
Part II.

JACKSON, Mrs. Pearl

Part I 1969 and 3 papers of  
Part II, June 1970. Lib.  
Bank of Jamaica. At JLS  
April 1961-December 1965,  
Ministry of Finance Library  
January 1966-May 1970,  
Ministry of External Affairs  
Library June-August 1970.  
Bank of Jamaica since August  
1970. Special interests:  
information retrieval  
especially in economics.

LEVY, Mrs. M. Catherine

AB (St. Louis). Classifi-  
cation and cataloguing  
sections of Part II. At  
UWI 1958-69. In charge  
West Indian section, Bolivar  
Bookshop, Kingston, 1969-70.  
Special interests: West In-  
dian government documents.  
Publications: bibliography  
in "Readings in government  
and politics" ed. by A. W.  
Singham and others.

MARSH, Mabel ...

MARSH, Mabel  
Part I 1969, Lib. Asst.  
JLS since August 1966.

MULLINGS, Blossom  
Part I December 1967,  
2 parts of Part II 1968.  
Lib. Asst. JLS since  
July 1964.

NEITA, Mrs. Rita  
Part I 1970, Lib. Asst.  
JLS since July 1961.

NUGENT, W.E.  
Part I and part of  
Part II.

OSBOURNE, M.  
Part I, 1969.

PALMER, Dorothy M.  
Part I 1969 and has 4  
papers of Part II.  
Actg. Lib. St. Catherine  
PL. JLS since 1965.  
Special interests:  
classification and  
cataloguing.

REID, Mrs. Hazel  
Part I and part of  
Part II.

SHAW, Elfreda  
Part I 1967, Lib. Asst. JLS  
since September 1961.

VACIANNA, Mrs. Joan  
Part I 1970, Lib. Asst. JLS  
since December 1963.

\* \* \* \* \*