



**JAMAICA
LIBRARY**

ASSOCIATION

BULLETIN

1974

ERRATA

The Research and Publications Working Party regrets the errors which appear in the Bulletin.

- p.1 1.28 should read "... Medical and Science Libraries, U.W.I., Mona."
p.2 1.20 should read "Hon. Treasurer: Mrs. Y. Lawrence."
1.35 " " "Chairman of Sub-Committee"
1.38 " " "Mrs. S. Iton"
p.4 col. 1, l. 48 should read "am glad to ..."
col. 2, l. 9 delete "and"
p.5 col. 2, l. 48 should read "competence to operate ..."
col. 3, l. 55 " " "are slowly ..."
p.6 col. 3, l. 1 " " "flow of knowledge that can be transmitted ...
whether on papyrus or on parchment ... But we ..."
p.7 Advertisement should read in part "Dealers in stationery ..."
p.8 col. 1, l. 43 delete "for"
p.10 col. 2, l. 24 should read "... benefit, except ..."
p.11 col. 2, l. 24 should read "Developing countries ... "
p.19 col. 2, l. 44 should read "Winston. Hillel Academy."
p.27 col. 1, l. 29 should read "Davis, Mrs. Shirley - B.A. (English Hons.,
U.W.I.)..."
p.31 Caption should read "Dr. W. Boyd Rayward, visiting lecturer ..."
col. 1, l. 6 should read "Many people watered it, nurtured ..."
col. 2, l. 2 should read "these two ..."
p.33 col. 1, l. 35 should read "a myriad of individual cells with ..."
col. 1, l. 44 should read " ... most teacher - "
col. 2, l. 25 should read "... teacher-librarians"
col. 3, l. 35 should read "... seek dissolution"
col. 3, l. 37 " " "better facilities, more and more."
p.42 Caption should read "Launching of the Schools' Library Section. Signatures
of persons present at the Inaugural Meeting, November 17, 1973."
p.50 Title should read "The background to the Medical and Science Branch
Libraries, University of the West Indies, Mona."
p.51 col. 2, l. 18 should read "be gauged from ..."



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CONTENTS

Congratulatory Message	3
Presidential Address	4
Conferences - Salalm	7
Acuril	8
COMLA: A new force in International Librarianship	10
New Developments in Librarianship in Britain	12
Library Education and Training	15
Locally Printed Material	19
Awards & Honours 1973	20
Book Reviews	24
L.A. Examination Results	25
Qualified Librarians	26
Schools Section:	
The Schools Section of the Jamaica Library Association	31
School Library Development	32
School Librarians & Children's Literature	33
School Media Centers	36
Seeking support from Governments and professional associations for school Library Programs	37
The State University system of Florida Extension Library	41
Building Section:	
Jamaica Library Service: Recent Parish Library building extensions	43
The background to the Medical & Science Branch Library, U.W.I., Mona	50

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JAMAICA LIBRARY ASSOCIATION

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12. 12. 73

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Constitution Revision

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CONGRATULATIONS



This year THE JAMAICA LIBRARY ASSOCIATION marks twenty five years of active and continuous service to the promotion and development of libraries and librarians throughout the Island. These have been years of which the Association can be justly proud and we look forward with immeasurable optimism to further years of service.

On behalf of the Jamaica Library Association, I extend heartiest congratulations to the Chairman and members of the RESEARCH AND PUBLICATIONS WORKING PARTY for working so untiringly to produce the Bulletin in printed form this year.

This special bulletin, although not the official anniversary publication, heralds the beginning of a series of efforts and events planned to gather momentum as we progress with the celebrations to mark our first quarter century.

We, herewith, drink a toast to the long life and continued advancement of our LIBRARY ASSOCIATION.

A large, elegant handwritten signature in dark ink, reading "Joyce L. Robinson". The signature is fluid and cursive, with the first name "Joyce" being particularly prominent.

Joyce L. Robinson,
President 1973/4.

PRESIDENTIAL ADDRESS

By R.L.C. Aarons

At the Annual General Meeting of the Jamaica Library Association on 26th January, 1972.

Mr. Chairman, Ladies and Gentlemen,

I should like first of all, Mr. Chairman, to thank you for your very kind words of introduction and the good wishes expressed for a successful year's tenure of office. For my part, I should like to take this opportunity of saying also that I am deeply conscious of the honour of being elected to serve as President of this Association and trust that my year's tenure of office will prove, at least, to be as successful and as fruitful as yours has been.

Indeed I must also confess that one of the chief considerations that encouraged me to accept nomination to the office was that very sensible provision in our constitution which ordains that immediate Past Presidents automatically retain membership on the Executive Committee during the year after demitting office.

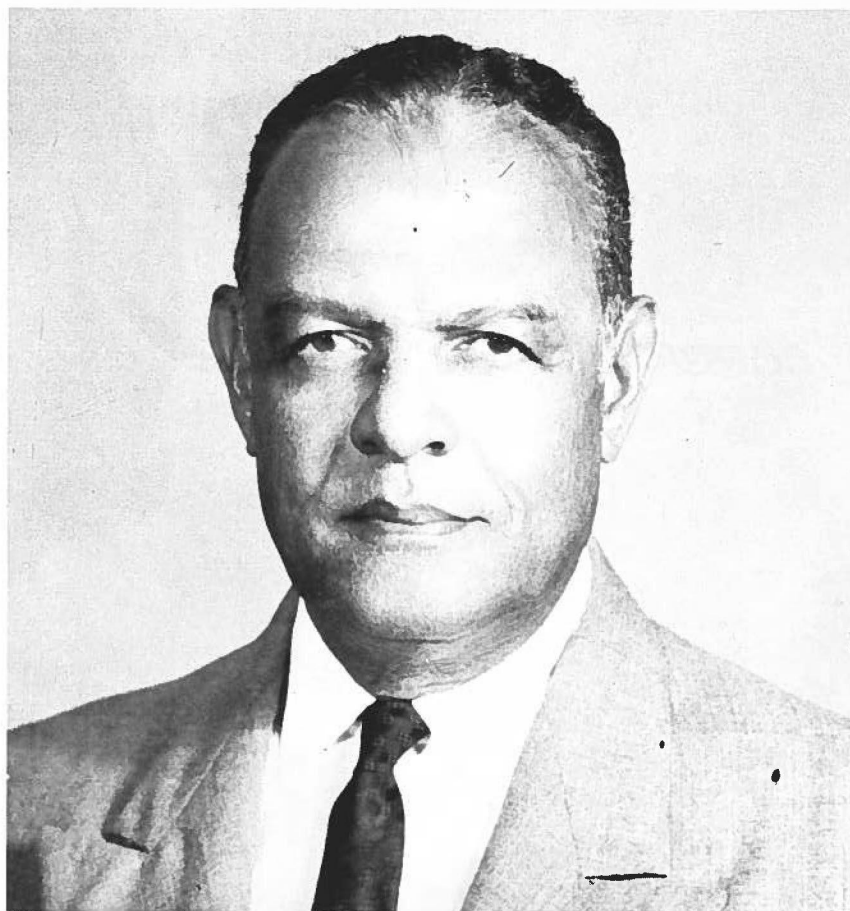
This, of course, ensures that the experience and wisdom acquired during the year remains available for the new-comer. Many other Associations as we know only too well have not had the good fortune of being so happily constituted.

Indeed, if we are to believe the anthropologists, many primitive societies even went to the other extreme and put their kings, chief executives, or whatever they called them, to death immediately after serving their year in office.

I am glad to say, however, that we in the Library Association have a more humane tradition. We punish our immediate Past Presidents by keeping them on the Committee, and I hope Mr. Chairman, you will not be surprised that I intend to take full advantage of this very happy circumstance.

And I may add that should Mr. Stuart, the pre-immediate Past President (who I am glad to see is once again on the Committee) expects that he will be spared either, he is very much mistaken!

I dare say that at this point of time it has become a common-place to say that the year 1972 is likely to be remembered as one of the land-mark years in the life of the Jamaica Library Association. For this of course, was the year that all sorts of things happened.



First, we had our initial venture into the mainstream of internationalism by hosting here in Kingston our first International Library Conference. There were seventeen countries represented and the number of participants was in excess of 250. As a result of the high quality of organizational skills displayed by the various sub-committees responsible, and and the equally high degree of professional participation enjoyed, not only was the Conference voted an overwhelming success, but it demonstrated to all concerned if indeed any proof were needed that Library Development in Jamaica had truly come of age.

This was the year, too that in accordance with a proclamation issued by UNESCO we, along with other countries, celebrated International Book Year with the stated objective of focusing attention of the public as well as governments and international organizations, on the role of the Book in society. As our particular contribution to this world-wide effort, a Book fair, running concurrently with the Conference and organized by the Association, was held at the National Arena from 25th April to 2nd May.

During this year, too, our Association was represented at two important Conferences abroad; one an International

Federation of Library Associations (IFLA) Congress held in Budapest Hungary at which our representative was the President of the Association, Mr. Ingram, and the other, a Commonwealth Library Association meeting held in Lagos, Nigeria at which our representative was Miss Leila Thomas, the Chairman of our 1972 Conference Committee.

At both these gatherings favourable mention was made regarding our Conference held here earlier in the year and it was probably not surprising therefore that at this later Conference, the very important decision was taken to site the Secretariat of the newly established Commonwealth Library Association here in Kingston. Members will recall that it was only at last year's A.G.M. that the matter came up for public mention and at the time it hardly seemed possible that we would have been successful in our bid to have it located in this Country.

I have no doubt whatever that this decision was influenced in no little measure by the widely reported success of our own Conference as also by a realization that here in Jamaica we had the necessary professional skills and could provide the social and intellectual climate in which an important Commonwealth agency of this nature could be com-

fortably accommodated.

It is more than probable, too, that the persuasive skills employed by our delegate to this conference had a far greater influence on this decision that she is willing to admit!

Now, I dare say that while it is natural for a body such as ours to take some justifiable pride in what has been accomplished so far, the establishment of our various library systems and library school, for instance this does not mean that we are necessarily satisfied that we are coping successfully with all the little nagging problems of every-day administration or that there aren't areas in which we have failed to keep pace with prevailing trends.

That we are only too well aware of this need for constant self-analysis and self-examination in order to improve our effectiveness was amply demonstrated by the wording of the slogan chosen as the theme of our 1972 Conference: - **Libraries And The Challenge Of Change**, a challenging theme if ever there was one! and, moreover, a frank acceptance of the fact that the Library, as an institution, was being subjected to the same pressures and challenges as were being directed against almost every other institution of the contemporary world. Indeed, the very essence of the problem lay in an awareness, that if the library as an institution was to survive and maintain its effectiveness in this modern-day world of ours, it had, perforce, to adapt itself to the changing life-styles and patterns and to vary its approach accordingly.

Here, in fact, was a classic example of a Toynbee situation!

You will, of course, recall that Arnold Toynbee, trying to determine the cause underlying the rise and disintegration of civilizations, and searching for what he calls the "positive factor" underlying such changes, developed his well known theory of Challenge and Response. He goes on to show that to every challenge there had to be a corresponding response and the outcome was, to a large extent, dependent on the sort of response made to the particular challenge.

With this yardstick of Toynbee's in mind, then, what specifically are the challenges facing the library to-day? Not any particular library, of course, but the library in general; an institution, a medium call it what you will - for the storing and dissemination of information.

No one who was privileged to be present during that week of conference could have failed to be impressed by the high degree of professionalism displayed in examining the various aspects of library practice. Not every paper, of course, dealt specifically with the theme of challenge. Some adopted a more general approach. But there could be no denying the fact that every effort was made by the panelists to identify the areas in

which it was felt that the challenges were most pressing, and the need for change urgent. Significant too was, that every library system was given the same careful and attentive scrutiny. Not only the Public Library, but the University Library, the Special Library and the Children's Library as well.

And what may we ask was the result of all this public examination and discussion?

What follows is, of course, merely a personal view and I dare say that when the entire conference papers are edited and evaluated, it may turn out otherwise; but it seemed to me that, although not explicitly stated, there was general opinion that the challenges were of two kinds.

1 The challenge within the profession itself. The need to update skills; to keep abreast of all the modern methods for the retrieval and storage of information; automation, computerism and the like.

2 The more general challenge to the library itself which it was admitted, was under fierce competition from the electronic media.

These, it seemed to me were the two areas in which the challenges appeared most pressing and the need for the necessary response more urgent.

May I, however, quite frankly state that as regards (1) I am certainly not competent to speak. This, I submit, is a matter for the expert; the computer scientist or the information scientist; or more particularly, for the professional operating within his or her own special system. Matters such as the degree of automation necessary, of the 'systems' approach need not engage our attention at the moment. I am confident that when the time comes, and the need for it arises, the various library systems operating here in Jamaica will be able to find staff with the required skills and competent to operate and make use of these tools of modern technology.

No, it seems to me that the challenge with which we are more particularly concerned here is the challenge to the medium itself, to the written word, and the first step in meeting this challenge is to affirm the primacy of the book; its primacy over any other medium in the storing and transmitting of information. Or, as the preamble to the UNESCO Charter of the Book puts it: -

books remain the essential tools for preserving and diffusing the world's storehouse of knowledge.

And as one of the Articles says regarding libraries,

Libraries occupy a central position in the distribution of books. As a public service they promote reading which,

in turn, advances individual well-being, life-long education and economic and social progress.

There were, however, many suggestions and examples given showing how these aims could best be furthered by making use of the electronic media itself, audio-vision, the radio, the television screen, in promoting the habit of reading and the use of books.

I am happy to say that many of these methods of approach have, for a long time been in operation here and probably only needing greater emphasis and enlargement of scope in order to make them more effective. Nor has the public library system been unaware of the need for a more positive approach in bringing the younger reader within the ambit of its reader net-work.

Methods such as the 'children's story hour' and the hobby class have long been trusty aids in maintaining interest. And I hope I will be pardoned (seeing that in this respect I also wear another hat) if I mention one development of which we in the public library sector are particularly proud, I speak of course of the progressive extension of the Book-mobile service as well as the Schools Library Service, into rural Jamaica. In recent months the acquisition of four additional Book-mobiles to the public library system has made it possible for this service to be substantially extended, and it would seem that in this planned programme of expansion we are merely carrying out another of the provisions of the UNESCO Charter to which I referred earlier.

Library services, it says, should correspond to each nation's potentialities and needs. Not only in cities, but especially in the vast rural areas which frequently lack book supplies, each school and each community should possess at least one library with qualified staff and an adequate book budget.

There is still another area in which I consider that a commendable response has been made to the need for increased information and data. I speak of course of the 'Special Library' Government Departments, business and professional firms are slowly, but surely, realizing the great benefit that can accrue from having these 'information banks' at their disposal and there is every evidence that increasing use will be made of them in the years to come.

Indeed, it is significant that even such a venerable institution as our University was constrained recently to erect two new buildings to house its special libraries one for medicine and the other for the natural sciences. And now, I understand even the Family Planning department, too has found it necessary to have a library of its own.

But, Mr. Chairman, perhaps I have said enough to indicate that the Jamaica

Library Association, representing as it does every library system operating here in Jamaica is well aware of the challenges facing this acceptance of the primacy of the book as the medium *par excellence* for diffusing information and imparting knowledge.

We are also aware of the need to make effective response to ensure that this primacy is maintained; even to the extent of making use of the other media of communication with which the book is in competition.

Perhaps in the final analysis it may be found that the main importance of the 1972 Conference to us as one of the so-called 'developing countries' lay precisely in the fact that it served as a means of redefining our aims and aspirations; affording us here in this region glimpses of a wider world of endeavour. And it was hardly surprising therefore, that many of the twenty-five resolutions passed at the end of the Conference reflected this enlarged vision of the place of the library - and library practices - in a rapidly changing world.

Arising out of the foregoing it is perhaps appropriate at this stage, Mr. Chairman, for a new President to announce some of the goals he hopes to pursue during his year of office. Naturally no consultation has yet been possible with members of the new executive and in such matters a high degree of consensus and agreement is essential. Still, it might not be out of place for me to indicate, in broad outline some of the areas in which I would like to see action taken. Many of these, I know were already being pursued by former administrations and the various sub-committees appointed to look into these matters and I can therefore claim no credit for them. There can be no harm, however in giving them a fresh airing.

What follows is not, I hasten to say, in strict order of priority although I would put high on any such list,

1. The need to make a drive for increased membership of the Association. Membership presently totals merely a fraction of those eligible.

2. The establishment of a National Library, combined with legislation for legal deposit. This was one of the resolutions arising out of the Conference.

3. Greater co-operation between libraries operating in the Caribbean area. Librarian exchange. This was also one of the matters discussed at the Conference.

4. Acceptance of the principle that Librarianship is a profession and professional status accorded as regards salary and other perquisites. This is something the Association has been fighting for for a long time.

5. Acceptance of Standards for school libraries and the extension of the school library system to embrace Secondary Schools. This also is something already being pursued.

6. Due encouragement to be given for publication of suitable material in selected fields of librarianship.

7. Realization of and acceptance of the need for modern managerial skills and techniques to be applied to library administration.

8. Encouragement of librarians, especially those in the public library sector to update their effectiveness by the study of at least one foreign language.

There are, I am confident, other ideas that will suggest themselves as we go along. Nevertheless I am sure there will be agreement that some such indication of goals was necessary at this stage. Many of those mentioned have been on our agendas for a long time and I can only hope that during the coming year we will be able to bring them to some finality.

Now, Mr. Chairman, before I made this last digression we were considering the subject of Libraries and the Challenge of change, the theme of the 1972 Conference in fact.

The time has come however when it is necessary to put the matter in its proper perspective. All of us in this room know that what we have been discussing so far is essentially a matter of - shall we call it - sectional interest and importance. Possessing a certain relevance, yes. For we are all convinced that the library as an institution, as a medium of communication must be preserved. It has also had a long and adventurous history. Even the destruction of the famed Alexandrian library in ancient times did not stem the

But we also know that there are other challenges of far greater significance being directed at us. Challenges aimed at changing the very pattern and quality of our lives, whether on papyrus or on parchment. flow of knowledge that can be transmitted from generation to generation through the medium of the written word -

What line of response are we taking?

D.J. Foskett in his paper presented at the Conference here last year ended his submission with these words:

It is only when information is assimilated into a human mind that it becomes transformed into knowledge; only when knowledge is refined by experience does it become wisdom. Wisdom, far more than information, is what the nations most need to-day; and libraries, as the repositories of information, knowledge and experience, have a special contribution to make towards that end.

The question poses itself. Can the knowledge and information accumulated in libraries over the centuries help us to solve our present problems? or, more probably, what is needed is that special wisdom of which Foskett speaks?

I do not know. One thing, however, is certain. The outcome will depend, to a large extent on the sort of response we make.

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26, Oxford Terrace, Kingston 5, Jamaica.

By: Judith E. Richards

Background to SALALM

The first Seminar on the Acquisition of Latin American Library Materials, (hereinafter referred to as SALALM), considered by its sponsors to be probably a one-time effort to resolve the problems of U.S. libraries in providing research materials on Latin America, was held in 1956 in Chinsegut Hill, Florida at the invitation of the University of Florida, under the sponsorship of this University and the Columbus Memorial Library of the Pan American Union.

Representatives of government agencies, university, special and public libraries, the export-import book trade, international organizations, and the U.S. Book Exchange, as well as individual Latin American bibliographers and scholars were brought together to discuss such general topics as the Selection of Materials and Bibliographic Sources, Book Materials, Latin American periodicals and their acquisition; government publications and documents of Inter-American organizations.

This first conference occurred a month after the Inter-American Cultural Council had recommended to the Council of the Organization of American States that special funds be provided so that the Pan American Union might be able to expand effectively the programme to improve libraries and bibliographic activities in the Americas.

Much has happened in the 18 years since SALALM was started, and during these years, as an organization SALALM has widened its horizons. The major areas in which SALALM has worked have been Acquisitions, Bibliography, Library organization, Personnel and Research. Accordingly a proliferation of committees and sub-committees have worked in these areas to make Latin American and Caribbean library materials more easily accessible.

Eighteenth SALALM. Trinidad 1973.

The eighteenth SALALM was held in Port of Spain, Trinidad, April 29 — May 3, 1973. It was jointly sponsored by the Library Association of Trinidad and Tobago and the University of the West Indies, St. Augustine. For SALALM it was a meeting which created a number of

CONFERENCES

first time records:

The first SALALM convened in the English speaking Caribbean.

The first time a Prime Minister had declared SALALM officially open, and in fact attended a SALALM meeting.

The first time SALALM had registered such a high number of participants. Over 200 registrations were recorded. It was encouraging to realise that this extra large registration was due to the support given by West Indian librarians.

In his opening speech the Hon. Eric Williams touched on certain key points which, while bearing on the subject of primary importance to SALALM, viz. acquisition of material on the Caribbean and Latin American areas, went deeper to the very source from which this material must come. Mr. Williams suggested that the time had come for Caribbean countries to collaborate officially in doing research on the indigenous population of the area. He also said that he felt there was a need for private publishing houses in the Caribbean which would co-ordinate more with libraries in the area perhaps in such matters as reprinting of standard classics. As a scholar he was aware of the need for more translation of works on the area which were in languages other than English so that these could be made available for research.

Theme of the Conference - "National, regional and international planning for library services in Latin America."

The theme of planning for library services in Latin America seemed particularly relevant at this point in time. Only those papers which were of special interest to West Indian librarians will be mentioned in this article, these were:

1. Carlos Victor Penna. "Planeamiento de los Servicios Bibliotecarios y de Informacion en America Latina", with an appendix on planning in the Caribbean by Alma Jordan.
2. Ursula Raymond. "Planning for library services in Trinidad and Tobago."
3. Dorothy Collings. "Library education in the English-speaking Caribbean."

From his wealth of international experiences in planning library services, Penna

wrote a paper which formed the foundation paper for the conference theme. Unfortunately Mr. Penna was unable to attend, but his paper was summarised, and added to it was an appendix on planning in the Caribbean by Dr. Alma Jordan, Deputy Librarian of the University of the West Indies, St. Augustine.

Penna's paper stressed the fact that library planning is a key part of the total socio-economic planning of a country. The areas of library planning which needed great emphasis right now in Latin America and the Caribbean were:

Library legislation
Personnel training
Standards
Co-ordination of effort.

Dr. Jordan's appendix to this paper outlined the history of library planning in the English speaking Caribbean. This showed that only one regional library survey and one national library plan which had been done could be cited as having exerted any real influence in the area. These were the 1934 Savage Report which paved the way for the Eastern Caribbean Regional Library, and the 1945 Bateson report on Jamaica, which when translated into action resulted in the Jamaica Library Service. Each independent territory has its own Library Association, and these associations have tended to form the main body of professional opinion and formulate such advisory statements when the need has been apparent.

The need to appoint national library advisory councils in the West Indian territories was strongly recommended by Dr. Jordan for the purpose of co-ordinating future library planning.

Moving from the general and regional approach of Dr. Jordan's paper, Miss Ursula Raymond's paper gave a specific chronological outline of the history of libraries in Trinidad. Very astutely Miss Raymond commented on previous and present library planning, pointing out that all such previous planning had been overseas in origin, and the pattern continued as specific request for education and library help had been made more recently. "Between the requests, the reports and the submissions of local librarians no national plan emerged. The librarians expected such a plan from the "government" not yet having grasped that library-planning-wise they were the "government."

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Finally in 1972 a local plan emerged as an unpublished mimeographed document, but this lacked the status and authority accorded outside opinion. Later that year a UNESCO Consultant was asked to draw up a national plan for the development of a national library system in accordance with the Government's plan for Educational Development in Trinidad, 1968-1983. A Draft Library Development Plan has now been prepared and provides, for the first time, a systematic 'total-look' at all libraries in Trinidad.

Dr. Collings presentation, based on an article which had recently been written for Unesco, gave a resume of the development of library education in the English speaking Caribbean, culminating in the opening of the Department of Library Studies at the University of the West Indies.

Conferences and their effects

Perhaps the most valuable contributions of conferences to the profession of librarianship are not seen tangibly in published papers, but consist of the many facets of conference life which make participants aware of what is going on in their specific field.

Workshops such as those held at SALALM on the subject of exchange and acquisition of publications of Caribbean origin were particularly helpful. One resolution was that a list be compiled of Caribbean libraries which carried on exchanges, and the type of material offered and terms of exchange laid down. This was seen as a preliminary step towards setting up a Caribbean Book exchange, particularly for getting publications not available for sale.

Conferences such as these help to reinforce and provide an official voice for for proposals on a wider level. When official resolutions at Conferences are made these can then be used to spur governments and employers to take action. It is only as librarians come together and discuss their problems and needs and and then present a united voice on these matters that the powers-that-be will regard libraries as an essential part of their socio-economic development planning. Conferences like SALALM 18 provided the opportunity for this, and it is anticipated that the pebble which was dropped in the Caribbean sea of librarians in May 1973 will continue to cause outgoing ripples for the good of librarianship.

ACURIL V HAPPENINGS October 21-27, 1973 Sheraton Four Ambassadors Miami, Florida

by Rosalie Williams

Theme: The Library in the development of a country.

An expansive theme and a great opportunity for Third World libraries to posit practical ideas, built on the experience of higher illiteracy and poverty rates than existed when the first tenets of librarianship were formulated. One is not suggesting the total abandonment of the old, but certainly one expected a more iconoclastic approach than was the case.

The President in her opening address stated "The absence of economic social and cultural conditions that stimulate research, have contributed an obstacle for Latin America in its effort to reach economic and cultural progress...communicated information produces changes in man's conduct and it could accelerate or stop the development, maintain the status quo or accelerate the social changes.. we must think/of the library as a communication vehicle as an instrument of social change and national development, because there is evidence that there exists an inter-relation between the general development of a country and its communication system ... The structure of today's library will have to suffer significant changes that adjust it to the new society."

What was said was a reiteration of concepts applied by our own scholars to illustrate the development or lack of it, with regard to certain of our institutions. However, it was interesting to hear of their theoretical applicability to libraries.

Personally I anticipated ideas and experiences of **Popular Public Participation** the sort of thing that happens in our own libraries - The Art and Flower shows, Hobby classes, Literacy programmes and various functions at the Jamaica Library Service - The Art Exhibitions, Hobby groups, Lunch hour concerts and more recently Music Workshops on Saturday mornings, and the Film Festival on Thursdays at the Institute of Jamaica.

We need greater representation on ACURIL. At present our Spanish brothers outnumber us - even though we share similar problems, our solutions need to be interpreted to meet our particular needs - all Commonwealth Caribbean Libraries should be represented - each one of us carries out experimental research in various fields e.g. Publications, Academic investigation, Community Relations and are therefore eligible for membership.

OTHER HIGHLIGHTS

General Resolutions

1. That ACURIL enlist the support of international organizations such as UNESCO and the OAS and local library and other professional associations in launching a public education campaign to persuade Caribbean governments, quasi government and private organizations responsible for funding libraries and citizens alike, of the essential nature of library and information services for national development as a whole and of the need for planning and funding such services to develop them adequately, deploying existing resources to maximum advantage.

2. That ACURIL promote the introduction of courses in research techniques in institutions of higher education in the Caribbean.

3. That ACURIL undertake to become a clearing house for library-oriented information in the Caribbean area.

4. That ACURIL emphasize to member libraries the need to transform libraries and documentation centres realistically to match the changing circumstances of the present and the future.

Acquisition Committee Resolutions.

1. That ACURIL forward a letter to the Secretary General of the Caribbean Community to present to the Heads of Government (of Commonwealth Caribbean territories) meeting, suggested guidelines for their discussions relating to distribution of government publications and to ask them to promote a national exchange programme through their National Libraries and through the Caribbean Community Secretariat.

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2. That ACURIL exhort member libraries to give highest priority to the strengthening and development of suitable research collections in their future programming, anticipating information needs for experimental work and to explore the widest possible source of funding, especially through industry, to supplement limited existing resources.

3. That ACURIL commend current beginning efforts in this direction in the area and urge member libraries to develop oral history and other collections of material in non-book and other non-traditional forms in support of current and future programmes of social research, seeking the active cooperation of research workers in so doing.

Bibliography Committee Resolutions

1. That ACURIL urge member libraries of the Association to make an effort to prepare a national bibliography in those countries where one is not now published.

2. That ACURIL urge the adoption and enforcement of legal deposit legislation in all Caribbean countries so that national libraries could benefit from deposit copies which facilitate the compilation of national bibliographies.

Personnel

1. That ACURIL develop guidelines and models for job descriptions and job classifications in member libraries to promote improved management techniques and uniform recognition of professional librarians.

2. That ACURIL exhort librarians in the area to broaden their range of professional and research activities to fulfil the wider types of academic responsibility consistent with their seeking and attainment of this status, and foster the development of facilities for their continuing professional education.

OTHER MATTERS

Meetings

It was proposed but not ratified by members, (due to lack of a quorum) "that full membership meetings should be held biennially."

Personal Membership

"...ACURIL can better aid in the improvement of library service and the strengthening of the profession of librarianship in the Caribbean by making personal membership in the Association available to all Librarians, not just those employed by member institutions...."

Bibliography Committee

The central committee is sited in Puerto Rico. Sub-Committees are to be up in member countries.

The objectives of this committee are:

1. To coordinate bibliographic activities of the region and to maintain the works in this field.
2. Promote the publication of national bibliographies through direct contact.
3. Stimulate promotion of legal deposit laws.
4. Establish standards for better bibliographic presentation.
5. To carry out specially needed projects within the area.

The Sub-committees will assist the main committee in carrying out these functions, and in addition will request members to send regular information re bibliographic activities as well as stimulate its members to exchange lists of periodical publications and accessions.

I was selected as Chairman of the sub-committee in Jamaica and it will be my responsibility to select local members and to hold meetings at least 3 times per year.

Elections

Mr. Ken Ingram, University of the West Indies Librarian, was elected to the Executive Committee. He got the full support of Commonwealth Caribbean countries. One amusing happening at this election was when we (The Commonwealth Caribbean) discovered that one of the vote counters was actually a candidate for election - we put a stop to that very quickly.

OAS

Mrs. Marietta Daniels Shephard, Chief Library Development Program, OAS spoke of a 16 month training course which OAS will be offering starting in June 1974. The OAS will train 6 people in Information Science and Information Mechanisms: -

Teams of 3 will be selected from each country. Any one team to comprise

- a) Computer expert or Systems person
- b) Specialist in a particular field
- c) Librarian/Documentalist.

It has not been finalised as yet who will stand the cost i.e. the country or OAS. She suggested that the OAS delegates of each country lobby the committee on Science and Technology OAS, for funds to train these teams, as at present there is only enough money for two teams.

Mrs. Shephard also spoke of an OAS offer of technical assistance, laboratory equipment and a short training course in the setting up of a regional centre for the restoration and preservation of documents. This centre would have the responsibility for training regional personnel. I formed the impression that the establishment of such a centre would involve a multi-lateral agreement between Caribbean territories regarding its functions. Assuming that there was an agreement, it would then be the responsibility of the governments concerned to request assistance from the OAS.

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COMLA: A NEW FORCE IN INTERNATIONAL LIBRARIANSHIP

by K.C. Harrison
President, COMLA

When the Commonwealth Library Association (COMLA) was formed in 1972, one reaction sometimes heard was that here was yet another international library body, and was there room for it? Fang and Songe in the preliminary edition of their Handbook of National and International Library Associations, published by ALA, list no fewer than 33 international organisations, of which COMLA is one. With so many bodies working in the field, practising librarians are perhaps justified in asking whether yet another should have been formed, and whether, in fact, COMLA will be able to live up to the high ideals outlined in its aims and objectives.

In this brief article, written especially for the Jamaica Library Association Bulletin, my aim is not merely to justify the existence of COMLA, but also to say something about its immediate and long-term plans, to try to express something of its attitudes, and to emphasise COMLA's intention of sharing its expertise and experience with other library associations.

Before proceeding further, it is necessary to stress that, although I am obviously writing as President of COMLA, much of what I say must be regarded as being subject to confirmation. COMLA has an Executive, and that Executive is going to have very important meetings in London in March 1974. It is the Executive which will determine the lines along which COMLA hopes to develop. As soon as the March meetings are over, member associations and indeed librarians throughout the Commonwealth will be informed as soon as possible of the decisions arrived at by the Executive.

Some members are bound to be disappointed when they learn of these decisions, because it is already apparent that suggestions for COMLA activities and projects greatly exceed the Association's present financial resources. The Executive's job will be to decide priorities, and when this has been done it can only mean joy in some parts of the world, but disappointment in others.

Ideally, COMLA should embark on research projects which could benefit libraries of all kinds in all parts of the Commonwealth, but because every country within COMLA is at a different stage of its library development, this ideal is unlikely to be realised, at least not all of the time.

As is generally known, COMLA derives its basic income from the Commonwealth Foundation, and librarians throughout the Commonwealth are grateful to the Foundation. Some small additional income comes from the annual subscriptions of member associations, and efforts are already being made to attract additional affiliated members, in the shape of libraries, library schools and other institutions and individuals. At the outset, such affiliated members will get little tangible benefit, except for receiving the COMLA Newsletter, and the knowledge that, from the beginning, they are aiding in the establishment of what we all hope will be a long-lived, influential and valuable international library organization.

Interest is also being expressed from bodies and individuals outside the Commonwealth, and some corresponding members, as we call them, have been enrolled in this category.

As time goes on, I visualise a steady increase in the published output of COMLA. The Newsletter will certainly improve, and be issued more often, becoming a real forum of Commonwealth library news and progress. Reports on COMLA research projects, including comparative statistics of Commonwealth libraries, will almost certainly be issued. Affiliated and corresponding members will, therefore get more for their money in due course.

Valuable as the affiliated and other members are, they are not going to bring additional income of any great significance. If the Executive wants to attract income of the compass that will support ambitious activities, it will have to turn to other sources. It is well known that there exist trusts and foundations which are prepared to finance research

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projects, if these plans are shown to be viable, and if the results of them can be applied internationally. I have no doubt that the Executive will bear in mind the possibilities of applying to these international funding organisations.

COMLA has some great assets in the existence of some strong and influential associations within its own membership, and the Executive will look to these for help and advice. Our member associations in the United Kingdom, Canada, Jamaica, Australia, Nigeria New Zealand and elsewhere have already proved in practical ways that they are ready to help COMLA develop its programme. The strong must always be prepared to give a helping hand to the weak, and I am sure this tenet will apply within the domestic circle of COMLA.

It is not suggested that COMLA can expect any additional financial help from its member associations at this stage, for it is appreciated that however strong they are in numbers, they are not necessarily financially well off. But the kind of assistance COMLA might want, and I am sure will get, is information and advice on developing its projects, especially when these are local or regional in character.

My recent Caribbean visit convinced me that regional projects could well form important parts of COMLA's future research programme. Ideas for these have already been forthcoming, not only from the Caribbean but from other parts of the Commonwealth too. The Executive is clearly going to be confronted with a difficult task in putting these in priority order. Since funds are going to be limited, it might be helpful if members proposing ideas for regional research plans could also submit suggestions as to where the Executive might apply for the necessary funding.

COMLA is not any one person or group of persons; COMLA is not any one member-association or group of associations; COMLA means involvement - involvement by the maximum number of those concerned. The Executive wants every librarian working in the Commonwealth, whether he be in Suva or Nicosia, Lusaka or Bridgetown, Colombo or Kingston, to feel that he is part of COMLA, that he has access to its council and Executive, and that he can

feel free to suggest developments in its programme. Better still - librarians are needed to contribute voluntarily to its progress.

By its very nature as a Commonwealth association, COMLA is, I suppose an exclusive organisation. It obviously cannot admit to its full and voting membership any library association from outside the Commonwealth. But COMLA wants above all else to co-exist with all library associations - national, regional or international. It does not want to rival or interfere with any other existing library organisation but, if approached, it will gladly cooperate with them. COMLA wants further to share its progress and findings with other bodies for the mutual benefit of librarians everywhere.

With this in view, COMLA has already joined IFLA and is in close two-way communication with that body, with its Working Group on Developing Countries, and indeed with a number of other international library organisations.

I am grateful to the editor of the JLA Bulletin for giving me the chance to write about COMLA, and I take this opportunity to thank all those colleagues in Jamaica who did so much to organise my recent visit, making it so pleasant and memorable. I would also thank everybody concerned in setting up the COMLA Secretariat in Kingston: I was delighted with all that I saw and I know I can count upon further help and cooperation from the Jamaica Library Association and all its members. Without the assistance that JLA has already given, COMLA could not have reached the position it now has, poised as it is on the brink of an exciting new era of progress. Thank you, Jamaica.

LOCAL NOTE

The Secretariat office of the Commonwealth Library Association (COMLA) has been established at 2A Ruthven Road, Kingston 10, since 1973 September 1. The mailing address is P.O. Box 534, Kingston 10. Office hours are 8.30 a.m. to 4.30 p.m. Monday through Friday.

The staff consists of the Secretary, Mrs. C.P. Fray, and her assistant Miss Gloria Coke.

The premises are air conditioned. Small committee meetings can be held in the COMLA office by arrangement. Larger meetings can be held on the same premises in the Professional Centre, or the large conference room, also by arrangement.

It is planned to establish a documentation centre at COMLA and shelving has been erected to accommodate this material.

Visitors are welcome. Come up and see us sometime!

C. P. Fray
Secretary,
COMLA

PROJECTIONS

Discussions were held with representatives of the International Research Centre of Canada in early January 1974 about the possibility of having a Conference of National Librarians of the English-speaking Caribbean. It is hoped that this will be held in Jamaica in April or early May. Funded by the IDRC and co-hosted by the West India Reference Library of the Institute of Jamaica and COMLA, the purpose of the meeting would be to discuss bibliographic and information retrieval problems with a view to working out a system of standardization for the area.



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NEW DEVELOPMENTS IN LIBRARIANSHIP IN BRITAIN [An Outsiders View]*

by Roy Flood,

*Paper presented at a Professional Meeting of the Jamaica Library Association held on Tuesday 16th March, 1973.

Mr. Flood is Director of the British Council Library Department, London, England.

The whole library scene in Britain is at present both exciting and confusing. I must first confess that I cannot attempt to give a detailed description of all the aspects of change because developments in the last few years have led to new concepts of librarianship, new methods and invariably a new jargon.

There have been three major items of legislation

The Public Libraries and Museums Act 1964

The British Libraries Act 1972, and the two acts covering local government reorganisation in London and England and Wales.

These followed upon investigations by committees set up by government — the Roberts Committee on public libraries, the Dainton Committee on the National Libraries, and the Maude Committee on local government.

We had reached a stage in Britain when change was inevitable and what was being recognised in the reports of the investigating committees and in legislation was the importance of libraries and other community services and the need to improve standards. In the case of local government and public libraries, it was realised that while it was still important that many community services should be locally administered, those services could not achieve the standards required in present day circumstances unless the local administrative units were larger and unless central government accepted greater responsibility for national standards as a whole.

A.R. Hewitt in the 4th edition of his "Summary of Public Library Law" described the effects of the Public Library and Museums Act as follows:—

"For the first time a Minister of the Crown, responsible to Parliament, is charged with the specific duty of superintending and promoting the improve-

ment of the public library service and is given extensive powers to enable him so to do.

Provision is made for a unified system of nation-wide co-operation in library services.

Inefficient library authorities are now liable to deprivation of powers. A duty is imposed on library authorities to provide a comprehensive and efficient service — powers are no longer permissive as was the case under the former Acts which were "adoptive".

Powers and duties are laid down in general terms so that an authority is no longer hampered in the discharge of its functions as was the case under the former Acts which gave little latitude in their interpretation."

The White Paper which preceded the British Library Act put forward the reasons for creating the British Library in these terms:—

"For many years librarians and users of libraries have recognised that we have in this country the resources to create a national library service without rival in the world. Four institutions in the United Kingdom possess between them unequalled collections of printed material and librarians of the highest experience in both the reference and research and the lending service of a national system. These institutions are the British Museum Library (which includes the National Reference Library of Science and Invention), the National Central Library, the National Lending Library for Science and Technology and the British National Bibliography. The Government has decided to combine these institutions into a single organisation to be called the British Library."

"Objective of the British Library."

The objective of the British Library will be to provide the best possible central library service for the United Kingdom. They include:

a. preserving and making available for reference at least one copy of every

book and periodical of domestic origin and of as many overseas publications as possible. The aim will be to provide as comprehensive a reference service of last resort as possible. If a reader cannot get what he wants near at hand he will know he can find it in the British Library.

b. providing an efficient central lending and photo-copying service in support of the other libraries and information systems of the country; and

c. providing central cataloguing and other bibliographic services related not only to the needs of the central libraries, but to those of libraries and information centres throughout the country and in close co-operation with central libraries overseas. The Act itself which is commendably brief, has one paragraph which particularly illustrates the present trends in libraries in Britain.

"The Board shall make the services of the British Library available in particular to institutions of education and learning, other libraries and industry; and

a. it shall be within the functions of the Board, so far as they think it expedient for achieving the objects of this Act and generally for contributing to the efficient management of other libraries and information services, to carry out and sponsor research, and

b. the Board may contribute to the expenses of library authorities within the meaning of the Public Libraries and Museums Act 1964, or of any other person providing library facilities, whether for members of the public or otherwise."

I do not intend to go into recent legislation regarding local government in similar detail. Essentially larger administrative units have been created. The process started in London in 1965 when the London Government Act 1963 came into effect.

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Although it involved major administrative upheavals it was relatively painless but it remains to be seen how it works out in 1974 in the rest of England and Wales. Certainly there will be some unfortunate effects - perhaps the most disastrous being the break-up of the West Riding County Library because the West Riding will cease to exist as an administrative unit. Not everybody is happy about the new local government units and the application of the new legislation is by no means perfect. However, it was noticeable at the recent Library Association Public Libraries Conference how speaker after speaker emphasised that librarians had the opportunity to effect an enormous improvement in the library service to the community and that they had a duty to seize the opportunity and build for the future.

I was also particularly pleased at the conference to hear tribute paid to Lionel McColvin who more than 30 years earlier in the McColvin Report of 1942 had the vision to put forward ideas on the organisation of public libraries which we are only now beginning to realise.

Now I have talked at some length, albeit in general terms, about legislation but this of course is the first essential of successful national library systems. Much of what has been achieved in Britain - even more of what is planned for the future has stemmed from the situation created by recent legislation. The creation of an Arts and Libraries Branch of the Department of Education and Science (DES) and the incorporation in it of the Office of Scientific and Technical Research (OSTI) - the existence of a government minister directly responsible for libraries, the creation of Library Advisory Councils and the appointment of library advisers within the DES - all this has enabled action to be considered on a national scale. Government funds are being used increasingly to finance research projects in librarianship - the move towards universally high standards is accelerating - the larger administrative units are able to put much needed reorganisation into effect.

This last was noticeable in London after the creation of the new London boroughs. Some form of reorganisation was forced on the new library authorities if only to standardise the dissimilar methods of the old library systems which had been amalgamated. Bring together 3

boroughs each having appreciable differences in the cataloguing and classification, which are completely different in their issue systems (one using photo-charging, one a token system and the third a punch-card system) and so on, and faced with the task of welding them into one library system one has to think in terms of drastic reorganisation, one has to consider new concepts of library practice.

These giant new local authorities, some with an annual budget equivalent to that of small nation, were already involved in use of computers. The librarians therefore had to consider how to computerise at least the house-keeping routines. This in turn led to re-examination of routines and of organisation. At the same time - an inevitable result of amalgamation - the whole staffing structure had to be taken apart and reconstructed.

However, the various changes and development in British Librarianship are not all traceable to legislation which itself of course was not divinely inspired. It was the result of pressure from the library profession but they in turn were not inspired by some professional revelation but forced to re-think some of their ideas because of the pressure of circumstances.

What are these circumstances? One obvious one - that which has become a cliché is the "information explosion". I hardly need comment except perhaps to emphasise the obvious - that this posed a double problem - how to deal with the rapidly increasing amount of information and how to make it quickly available to the (also rapidly increasing) mass of people requiring information. Also let's not fall into the trap of thinking this is solely a matter of scientific and technological information; the explosion affects the whole range of knowledge.

Others may not be so immediately obvious. There is another explosion - in education. New methods, more students, more school children using the public library, the effect of the Open University, of television programmes. Probably, though I can't quote statistics off-hand a movement away from recreational reading - since other forms of recreation were directly competing towards reading for some purpose.

There are the reading problems of a large immigrant population. Two things

here - provision of books in the languages of the various immigrant groups and special provision of literature to help the children and adults struggling to become literate in English - remembering that many do not only have the problem of English being a foreign language but also have to get used to the Roman script. At the same time we have the problems of the backward readers, handicapped readers, illiterates among the indigenous population.

Then there is the situation that the written or printed word no longer occupies the same pre-eminent place in communication. Non-print material, audio-visual material, call it what you will - the records films, slides, filmstrips, tapes, cassettes and new video-tape: increasingly these are used in conjunction with the printed word. Libraries cannot ignore them and so the idea of multi media resource centres has grown up. Personally I agree with Brian Enright that these are still libraries. After all the first libraries did not contain printed books but clay tablets. The media may change but the library remains and we should not be like the Duke of Albanesi who refused to admit those new-fangled printed books into his library because they were different from the manuscripts which had previously constituted the content of a nobleman's library. Again the public library is under pressure to fulfil a variety of purposes - as an instrument of education (the Open University, the ever-increasing number of students of all ages, the overseas students - Westminster City Libraries run special courses on how to use the library for Italian students), as a centre for information (and this ranges from the scientific and technological to research in the humanities, to commercial information and to the activities of the citizens' advice bureau) as a recreational centre catering for different age groups and providing facilities which even extend to coffee bars, and as an integral part of the cultural amenities of the community. One of the new concepts of management in local government has led to a grouping of related activities under one committee and one Chief Officer. This can be a sensible and happy grouping - eg of libraries, museums, art galleries and cultural activities such as music and drama - it can be less happy when the public amenities committee (not universal) is equally responsible for parks and cemeteries. So far the Chief Officer has tended

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to be a librarian, thus creating a class of librarian administrators with wide responsibilities. However, the position could arise where the Chief Officer would be solely an administrator with no knowledge of libraries - it is conceivable for example that the post could go to the former Superintendent of Parks and Cemeteries. In fact, what could be a means of effectively co-ordinating related activities, has in many cases become that curse of modern administration the "overlord" - an entirely unnecessary institution which clogs the processes of management. We have reached the position when it is no longer enough to say that the public library service is available to everyone. It is now necessary to ensure that the public library provides a service which meets everyone's needs. The customer may be doing advanced research or be newly literate, he may be interested in electronics or be reading Beowulf - he may be requiring special reading material because his reading ability is in some way handicapped. He may want to use books in conjunction with tapes or film strips or he may wish to borrow recorded music or reproduction of works of art. He may just wish to read for relaxation or he may require information urgently. The public library in present day Britain has got to meet all these requirements - it has also to take an active part in the cultural life of the community.

Trends in academic and research libraries, in the special libraries and information services - for that matter in the school libraries are not dissimilar. The students whether at school or University expect more of libraries - demand more of libraries so too do the research workers and the industrialists.

I mentioned the use of the computer in information retrieval and in doing the routine household tasks. However, I think it is true to say that we are only now learning to make the computer our servant and not our master, and a great deal of research is going into this. Equally it is only of recent years that management techniques are beginning to be applied intelligently to the running of libraries. This is important because the library services will always have to face the problem of making the best use of limited resources to meet increasing demands. Also whether one considers public libraries academic libraries or special libraries they are competing with other services for their share of the financial cake. They will receive greater consideration if they demonstrate that they are efficient. I mentioned research into librarianship - I suppose the present situation is a mixture of research and experimentation. Much of it is concerned with various applications of the use of MARC tapes. Here I confess myself as playing the part of the amazed but slightly suspicious innocent. I am impressed by mention of the British Marc experiment, by the West

Sussex use of the computer for household tasks, by Cheshire County's use of the computer for book ordering and for cataloguing using visual display, by Westminster's computerised production of a catalogue on micro-film, by Camden's present plans to computerise book ordering as well as cataloguing book issues etc. using a mini computer in the library linked to the Council's computer. Having said this, may I ask that all questions on matters of detail are addressed to Mr. Harrison. In any case, I suspect that some of my audience are far better than I in these matters. I was also impressed recently at the Library Association Conference to hear the Librarian of Hull (or to give the town its correct name since it is relevant in this place - Kingston upon Hull.) who gave a talk on the application of management techniques in his library service. He spoke of management by objectives (which I take to be the application of commonsense to management) of the team approach, of targets and measurement of achievement. So far so good but subsequently I got lost in the jargon of management. I await the publication of his paper because I felt that there was much good stuff in it but that it needed time to understand and digest it. There are other developments going on - Cambridge University has a library Management Research Unit - similar research is going on at the University of Lancaster. There is an organization called LAMSAC (Local Authorities Management Services and Computer Committee) which at present is undertaking a two year programme on contract to the Department of Education and Science, Arts and Libraries Branch into measurement of staffing needs for public library services.

So far so good - so long as we all understand what we are doing and don't get led down the garden path by computer salesmen, who will tell you that the computer can do anything cheaper and quicker than us old fashioned human beings - which is basically untrue. One thing I have learned is that the first step is to call in a good independent consultant to do a feasibility study. I also learned from such a consultant that nine times out of ten - if the consultant is really independent and knows his job, his advice will be "don't."

Now this has been a fairly shallow look at British Librarianship - perhaps too optimistic because I am optimistic about library development - not too optimistic - I know progress takes time, there is always the one step back for the two forward but I think we librarians get their in the end with perhaps more lasting results.

One thing I have been pondering - how does all this apply to Jamaica? I think it does - I think Jamaican Librarianship is poised for a great move forward. You have new challenges servicing the new literates, providing an information service to government, to industry and commerce,

to those doing research in all subject fields and to the population in general. These are two vital areas of development - building on the sure foundations you have laid. You have "Library Power" in Jamaica and it is very real. I had an example of it in the Jamaica Pegasus Hotel. The Bell Captain has been exceptionally helpful and I learned the reason yesterday. It was because he had read in the paper that I was speaking at this meeting. He has a great admiration for Mrs. Robinson and Miss Thomas and all the staff of Jamaica Library Service. Mind you he was also critical - he thinks that Jamaica Library Service bookstock is not keeping up to the demands upon it. I gather that sometime he must have been in business because he also mentioned using the Library for information on importing and exporting. So remember the Bell Captain at the Pegasus he represents your public - appreciative but expecting more of you.

LIBRARY EDUCATION AND TRAINING

A Lecture to members of the Jamaica Library Association by Mr. Roy Stokes, Director, Graduate School of Librarianship, University of British Columbia, Vancouver, Canada. 20/6/73.

Dr. Collings, Mrs. Robinson, ladies and gentlemen.

First of all may I say most sincerely, what a wonderful experience it has been to come to Jamaica after waiting for this for so long. It really goes back to a time very soon after the foundation of the Loughborough School, when Beryl Fletcher became the first Jamaican librarian to come to Loughborough, took the longest week-ends of any librarian I ever met, and said in those days, "When are you coming to Jamaica?" Then, others came along, Amy Robertson, and everybody said "When are you coming to Jamaica?" and I had to wait from 1946 to 1973 to come.

It is very wonderful, not simply because of the year during which we had, in Loughborough, a number of Jamaican librarians — and I want to say more about that in a short while; but also because this was my first opportunity to talk with Dr. Collings and the rest of the Faculty of the School at the UWI of what is happening, and what is planned for the new programme. It is not easy to set up a new programme in librarianship these days. There are many difficulties and it is, in fact, some of what I see as the difficulties facing the education and training of librarians that I want to talk about this afternoon. I think that the way that this school has tackled its problems during its initial years, can only bear wonderful fruit as the school develops with the entire help of the profession. But having this afternoon spent this last hectic hour with Mrs. Robinson moving me on steadily from spot to spot, not pausing for doors to be opened, we moved on through the building as a whole, and it is quite obvious that if you have a library service as this, where so much is happening, which has, I think, more feeling of life and vitality within it than any library which I have visited for a very long time; then I think that there is no doubt whatsoever but that the school will continue, in increasing measure, to get

within its early years what it needs more than anything else; and that is the entire help of the profession. If this service is typical of the attitude of the profession, then this library school is one of the nicest things in library education anywhere worldwide. I wanted to talk for a while, — I have no formal prepared talk to give you, for the simple reason that I didn't know I was going to give one when I set out — because there are one or two areas that I wanted to discuss in the hope that with varying backgrounds and varying interests, we could discuss this as a purely professional matter this afternoon.

The first is, in fact, precisely this — We spent a long time in the school this morning, speaking about some of the specific problems which face the school; the 3rd year programme and the new post-graduate programme. These are problems which face library education today, and I think that they are basic for consideration simply because there are indications in library education in certain areas of the world, that some basic ideas are being forgotten. I think the most basic idea, which we can forget only at our peril, is that library schools are preparing people to work in one of the most practical professions on earth. I say that, because occasionally within that part of the library profession which is practising, rather than educating, you can occasionally hear odd sounds, about "those of you in those remote ivory towers who don't know what life really is like down here, where the heat of the battle is, who are concerned and content to be simply and solely theoretical, who produce people"; and the libraries occasionally say "look, the people the library schools are turning out are not the sort of people we want in libraries. They don't know how to do this or that." This can be so, and there is a temptation against which schools of librarianship have to guard constantly. This temptation is to look upon this whole business of library education and training as a rather happy, theoretical area, in which we can discuss, endlessly, problems which can be made to seem important. Any problem can seem to be important if you talk of nothing else in the morning, noon and night; and it would be possible for us to commit ourselves to that kind of

activity within a school librarianship. There are occasions when I think the faculty of any school has to say, looking at the programme, "What is the practical end in librarianship towards which we are heading while we were thinking, discussing and doing this." We ought always to be able to see what is the practical outcome; not necessarily in one particular type of library, but in librarianship as a whole. Nobody anywhere on earth is going to pay more money to employ a theoretical librarian. It wouldn't be worth it. There is nothing for them to do. We do not want people who are going to sit quietly in a corner and think beautiful thoughts about librarianship. I get suspicious when, in library education we occasionally think of introducing courses, which somehow or other call themselves something like the 'philosophy of librarianship.' I have always been a bit suspicious about philosophy of librarianship simply because I think it is akin to having a philosophy of digging a hole in the middle of a road. Now our job is as practical as that. It needs theory in the sense that without theory you bumble around in practice. You'd try everything and if it didn't work you'd say, "that didn't work" and you try something else. This can go on endlessly, and you can imagine trying that at a busy reader service point. We have not got to know why we are doing what we are doing, for there is no point whatsoever in our having a theory which does not affect our practice. We must keep watch constantly to see in what particular way this which we are now talking about is going to affect the practice at the point where librarianship really matters. If one says that there is a moral duty to try and say what are the points in which librarianship really matters — and I think there are two (the two pre-eminent points in the whole of librarianship) — moments where if you can do well at those two moments, assisted by everything else that you will do, you will be likely to succeed.

One, the thing which it is easy to forget because it is with us, hour by hour and day by day; the whole process of acquisition, the stock building, the book selection, call it what you like, the whole business of bringing into this service which we operate, the materials which we use. Now, you can

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build the most glamorous library building on earth but if the materials which you put into that are poor, inadequate, ill-chosen, your building is useless and you might just as well hand it over for bingos straight away. This is the essence of the librarian as a bookman and I am old-fashioned enough to believe wholeheartedly, that whatever else the librarian needs to be these days, in addition to business manager, personnel manager, automation king - these are all desirable attributes provided they are built on the concept of the individual who believes and understands, implicitly, the nature of the material for which the library exists. Whatever part anyone plays in bringing in the materials which are the core of the library, then they are a part of the most fundamental of all library jobs - that is something for professional categories to remember. Because when the van drives up the door and somebody humps out an enormous heavy box of new materials, this is the first essential step, without which we can theorise for months and months on end and get absolutely nowhere. So this whole concept of acquisitions is one, I think, of the two golden points of librarianship.

The other is the moment, when, at the end of everything which we do - bringing together our collections, organizing our collections, cataloguing our collections, classifying our collections we can sit back and think that these are operations which we are doing towards one end and one end only. That is the moment, absolutely the **divine** moment in librarianship, when there is a reader and a librarian face to face; the actual moment when everything for which these millions of dollars have been spent are suddenly justified because here is a real live, living, throbbing reader. They don't really mind what you have done. You can't impress them by telling them the toils through which you have gone to catalogue the stock, classify the stock, how your automated system works. They won't care a brass farthing about that, provided that the moment they come in and want something, no matter what it is, this incredible machinery, so complicated that it takes us so long in library schools to master it basically, satisfies that request. It is just for this one given moment. Now there is, I think, a lot of work which goes into preparing people to be capable of working in those two points, assisted by all other layers of work which we do. There is an awful lot which goes into that, which cannot be transmitted simply by somebody standing up in front of a group of people and orating at them for any given number of hours over one, two or three years.

There is a basic job to be done in the education of librarians and that is, first and foremost, to decide what are those parts of the whole background of a librarian which can best be learned in

practice, what can best be learned initially by talking about it, by being theoretical about it, and then by adding some practice on to this background of theory. But its fundamentally wrong to try and transmit to somebody even why the most complicated audio-visual aids something which is better learned on the shop-floor.

There was an incredible manual of librarianship produced in England 40 years ago which provided, I think, one of the best examples of this kind of thinking. In a manual on librarianship, the author, in fact a very revered librarian, who was doing what was reasonably right and proper 40 years ago, gave verbal instructions how to paste a label in a book; and it went something like this - that you put the label face downwards on the table, and you place the index finger of the left hand in the centre of the back of the label, and with your right hand you take a paste brush. You then paste around the index finger of the left hand and having done that, you remove the index finger of the left hand, and you paste where the index finger of the left hand was, and, behold, the whole of the back of the label is now covered with paste, and so you turn it over and put it into the book. Now how complicated, and how stupid a way of telling somebody, verbally, something which you can show him in practice very simply and much more effectively. Because by that means you can't say "if you get a dirty great blob of paste here you are in for trouble." This kind of thing is simply a technique. And there is much that we need in librarianship which is straightforward technique and which is learnt that way. We have to solve this whole business - what we learn that way; what can be learned the other way by talking about it in theory and then resolving it in practice.

Now I think that many of the misunderstandings about library education in recent years have grown up, because one has not been clear about this kind of division. And it is becoming increasingly important that we become clear as the range of programmes designed to equip librarians for practice is extended. You have Ph.D. programmes in librarianship; Advance Certificate programmes, Masters programmes. Bachelors programmes, Bachelor of Education with a major in Library Science, non-graduate programmes. You have - and they are equally a part of it - areas where community librarians, as happens in Br. Columbia for example, are given one week courses simply to equip them to be better community librarians. There is no good saying that the Ph.D. programme is that much better than the one week programme for the community librarian. Neither is better or worse than the other. They are simply different ways, different levels of pre-

paring people who are going to work together to make the library effective.

Now there is no point whatsoever in a library school saying "we want to make our programme the absolute perfect balance between theory and practice" and just saying, "this is one of our ideals", unless, the whole of the profession surrounding that school is prepared to come in and take its measure of responsibility. This is where, I think, the school here is in a fortunate situation with a profession which is doing the kind of work which you are doing here. It is obviously equipped by nature and design, to provide just this kind of working relationship. And what we need to do is to say to the professional librarians who are out in the field, "our programme is largely ineffective unless you are an integral part of this programme". I am anxious in Br. Columbia to get a situation in which no librarian will enter the school until the student has had a minimum of a year in full time experience in a library on a properly organized in-service training programme. Not just any odd year spent around any odd library. But what we want is an in-service training programme which is organised jointly by the school and by the profession to say, "you can do this well and we can do that well, let us work together, then we can do a number of things." We can give people the opportunity in a properly organized in-service training year to decide whether this is the profession which they want. And how do you know that until you've tried it? It's like the taste of an orange you know it when you've eaten it, you can't describe it. You can't describe librarianship to anybody, no matter how you try, you can only say, "come in, experience it under good conditions". So the students get a chance of saying "no, it isn't the career I wanted, it isn't what I thought, I'll get out now." But after somebody has gone through an expensive and long two or three year programme, and then discovers that he doesn't like it, he is not going to get out, he is going to stay with it as a grumbling malcontent for the rest of his natural life. We have got enough of those in already and we don't want to add to the number. The profession needs a chance to be able to say "however much you think you want to be a librarian we don't think that you've got what it takes to be a librarian." Because again it's the balance. Somebody could know every textbook ever written about librarianship and know it off by heart, and still be the individual who, when faced with the reader would send that reader screaming up the walls, simply because of the kind of person he is and the kind of attitude he has in personal relations. I can't do it at the moment, because when I see a new recruit for librarianship and I say,

AWARDS AND HONOURS — 1973

The Jamaica Library Association wishes to congratulate the following members on the honours which they have received during 1973. The Association is happy to note that their contribution both to the profession of librarianship and to the development of the nation has been recognized and honoured.

Jamaica Library Service

The Press Association of Jamaica nominated the Jamaica Library Service for its prestigious National Press Award for 1972.

The Award is made annually to the public body or institution whose work in the nation's interest during the previous year has been most outstanding.

Miss Leila Thomas, Acting Director of the Jamaica Library Service received the Award at the Press Association's annual banquet held at the Sheraton Kingston Hotel on Saturday, September 1st, 1973.

Mrs. Joyce Robinson, M.B.E., F.L.A.

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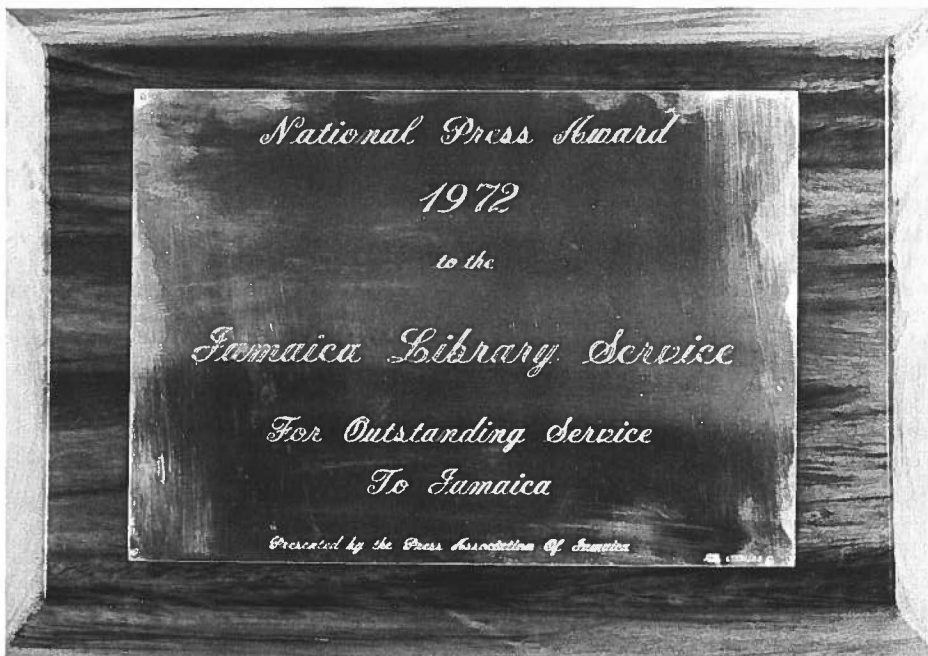
G.T. Alley	Bengt Hjelmqvist
Dr. L. Brummel	Dr. G. Hofmann
Dr. Luther H. Evans	Miss M. O'Byrne
R.L. Hansen	Sir Harold White

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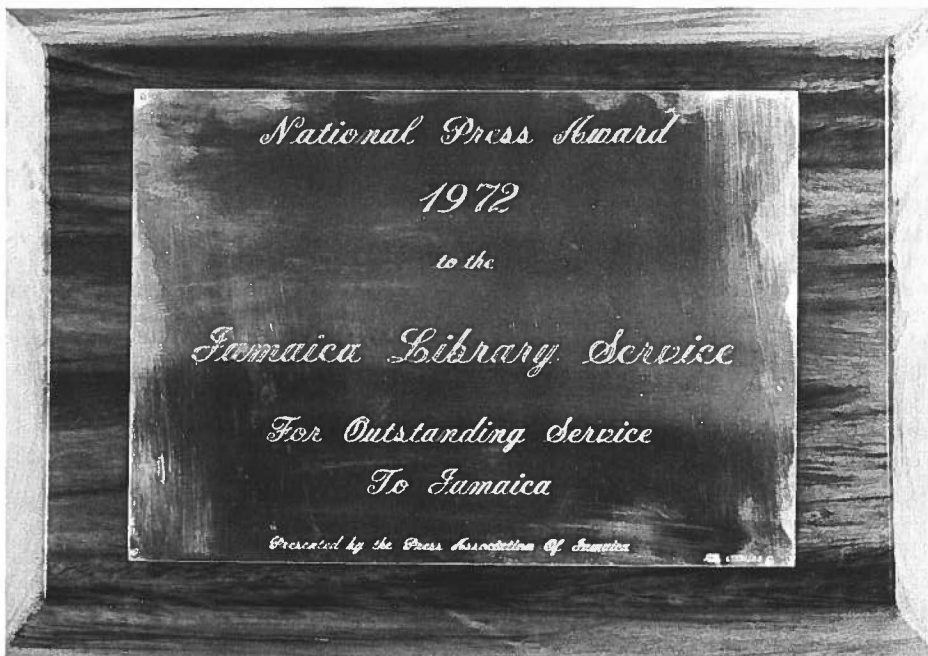
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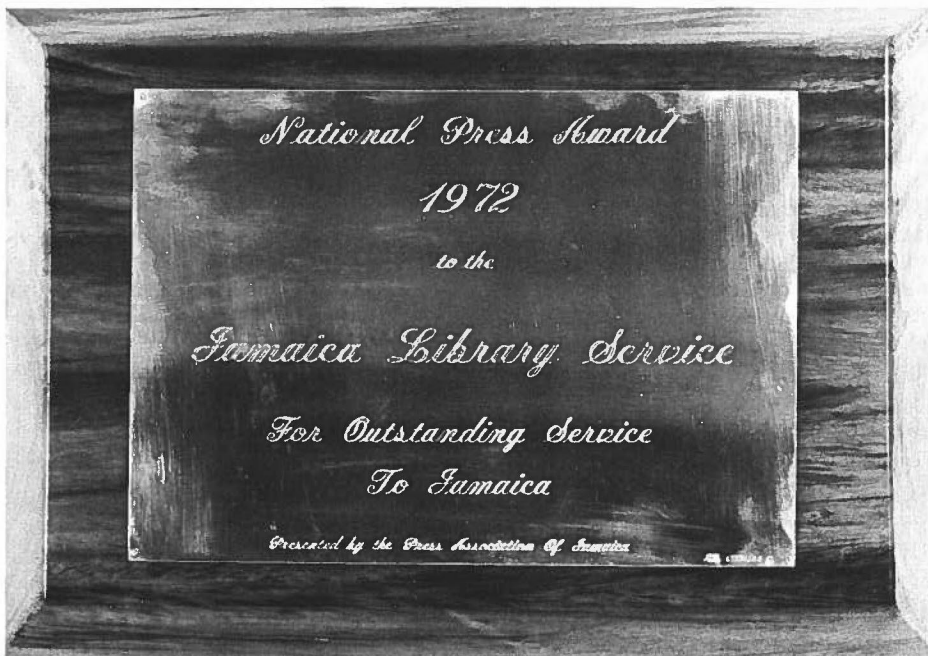
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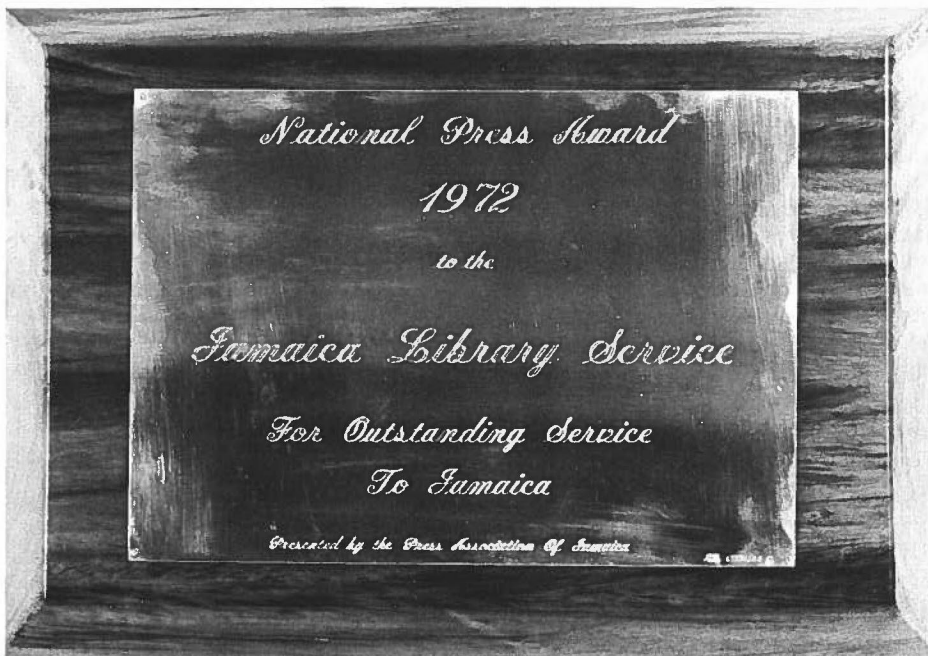
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Miss Leila Thomas receives the National Press Award on behalf of the Jamaica Library Service from Miss Cyrene Tomlinson.

The Jamaica Library Association honoured the recipients at a dinner held on October 19, 1973. The following is the text of a speech delivered on the occasion by Mr. K.E. Ingram, Librarian, U.W.I. Library.

Madam Chairman,

It is an honour and a pleasure that I should have been asked by the Executive Committee of the Jamaica Library Association to speak on behalf of the Association on this occasion which has been arranged to honour Mrs. Joyce Robinson and Miss Leila Thomas and also to welcome and express our appreciation of Mr. Harrison, President of the Library Association and of the recently formed Commonwealth Library Association.

Mrs. Robinson as you all know was, until recently, Director of the Jamaica Library Service, from which post she has been seconded as Director of the National Literacy Programme. She is also currently President of the Jamaica Library Association. The particular achievement for which we are honouring her this evening is her nomination by the Council of the Library Association as Honorary Vice-President of that body. It is an office whereby the Library Association honours overseas librarians who have, in their opinion, made an outstanding contribution to library development in the world. It is our understanding that up to 12 persons may be so nominated but so far the full complement has not been named.

In every story of human success there are at least two factors which might be characterized in terms of the man and the moment. The former I use in a generic sense and mean thereby no disrespect to the female of the species. By the latter I refer to that particular point in time which may or may not be favourable to the exercise of a particular set of human talents. I do not mean thereby, that the moment is necessarily one of fair weather for smooth sailing, more often than not it may be one of difficulty and of challenge, but it must contain within it the potentialities which favour growth and the capacity to be set ablaze from the sparks generated when the strength of human character grapples with the flint of circumstance. It in no way belittles the outstanding accomplishments of Mrs. Robinson, to say, and Mrs. Robinson is herself too modest and too realistic a person to deny it or to believe that human success is achieved in a vacuum, that it was at such a moment of time when Jamaica was experiencing a ferment of national and social stirrings, that she was presented with a particular opportunity and challenge, which she took up and carried through with such panache and success that tonight we are honouring her for the lustre she has brought to the profession of librarianship beyond the confines of our country and the scene of nearly all her action.

However, we are here tonight not to analyse the moment but to honour the human being, who, as a young lady with

no professional experience, so to speak stepped within the threshold of her future career when she became a voluntary librarian with the St. Elizabeth Parish Library in 1946, in which capacity she served until 1950 when she was appointed a Senior Assistant at the Headquarters of the Jamaica Library Service, which had then been established for only two years. Her determination and sense of vocation both sustained and spurred her on to obtain the Associateship of the Library Association in 1954, through private study. No doubt her ability was spotted and won for her a British Council scholarship to do further study in 1954/5 — a period of study, the particular end of which was accomplished by election to the Fellowship of the Library Association in 1959. However, she had made her mark in the library field in Jamaica before she obtained this highest award for study and practical experience conferred by the incorporated professional body of librarians of Great Britain.

I am sure that many of you have read or heard it recounted how on returning to in 1955, relatively inexperienced, she was appointed Deputy Director of the Jamaica Library Service and was in fact in charge of the service, on the withdrawal of the British Council appointed Director, until 1957 when she was appointed to the post of Director. This then was her moment and she did not fail to grasp it. All that followed is history, albeit the history not merely of a great personal success, but of the establishment of the public library in Jamaica as a powerful force for social, cultural and intellectual change and growth. She was fortunate to build on the solid foundations laid by her predecessors and Mrs. Robinson has always been the first to acknowledge this, with that characteristic generosity of spirit and sincerity which have not only contributed to her professional success but which also endear her as a person.

The record of that achievement is set forth in a recent publication **Jamaica Library Service; 21 years of progress in pictures, 1948-69**, and I shall not attempt to go over all the details here save to point the fact that during her administration there was a more than four fold increase in the number of libraries, a restructuring of the service, an increase in the building programme, the expansion of the Schools Library Service, the introduction of a Bookmobile service, an acceleration of the training programme for her staff and an almost tenfold increase on expenditure in libraries from central and local government sources.

Mrs. Robinson threw herself with enthusiasm not only into the expansion of

the public library service but into almost every other concern of the library profession in Jamaica and, in due measure, those of the Caribbean and the international scene. She was a foundation member of the Jamaica Library Association and has served as President and Vice-President on more than one occasion. She has always been concerned with professional standards of service and with the proper recognition of qualified staff though in this connection be it noted, that to the best of my knowledge, she has always upheld the notion that rewards are more often claimed with success as the fruits of service rather than as the pre-requisite of service. In the matter of standards too, without compromising her profession, she has had a realistic approach to the problems of a profession like librarianship in a developing country. Without such an approach the Jamaica Library Service could not have achieved the reputation it has as a model of public library service in a developing country. Though Albert Schweitzer was a qualified doctor and member of an ancient profession when he went to Africa as a medical missionary, I dare say he would not have accomplished what he did had he insisted on a trained nurse always being at hand to present him with a hypodermic needle. It is a lesson she did not fail to learn and exemplify in her own practice and I trust that we all will.

She was also in the van of those who urged the case for a library school in Jamaica and, if I may be pardoned a mixed metaphor, I dare say she was particularly well placed to play the right shots in and out of court, and she is today a member of the University's Advisory Committee on the Library School.

Her far ranging interests led her to make full use of the training facilities offered by the Eastern Caribbean Regional Training Programme, prior to the establishment of the Department of Library Studies (UWI), to seek scholarships for her staff so that they might obtain further training or experience in England and elsewhere abroad, to miss no opportunity in urging the Jamaica Library Association to be represented at international conferences as for example the International Conference on Cataloguing Principles held in Paris, 1961, the IFLA Council meetings of 1972 and 1973, on which last occasion she was the recipient of the honour which this function is being held in part to mark. She was also closely associated with her then Deputy, Miss Leila Thomas, whom we also honour tonight, in the arrangements for the International Library Conference held in Jamaica in April 1972. We know also that her interests and services extend to a wide range of social, educa-

tional and cultural subjects and organizations, nay even political ones (shades of the International Conference!!) in that she has represented Jamaica at the United Nations. This record of administrative ability, wide ranging interests and immense stamina and enthusiasm must in part be held to account for the fact that the Jamaica Library Service, though not the profession of librarianship, has been bereft (temporarily, I hope) of her services, now that she has been seconded to head the National Literacy Programme. Jamaica has not been slow in recognizing the worth of an able and outstanding citizen — for, as you know, she was awarded the M.B.E. in 1959 and the Silver Musgrave Medal of the Institute of Jamaica in 1969. I am certain that I voice the sentiments of all present and of all members of the Jamaica Library Association and indeed of many others outside the library profession when I say to Mrs. Robinson, 'Heartiest congratulations on this most recent well-merited honour for your "outstanding contribution to library development in the world."

If I have exceeded the limits, or give indications of exceeding the limits of time which you would have expected me to observe, I must plead in extenuation that you have asked me to pay tribute to two members of our profession and to welcome our distinguished visitor — subjects to which I could not have attempted to do justice with greater brevity than I have observed, or have yet to observe.

If it is a commonly held opinion that behind every successful man there is a good wife then it is almost a foregone conclusion that behind every successful chief librarian or library director there is an able deputy and one is therefore not surprised tonight that we are also here to honour Miss Leila Thomas, Acting Director of the Jamaica Library Service, and until recently Deputy Director of that Service, on having been awarded the Order of Distinction "for public service particularly to the Jamaica Library Service and the Festival Movement."

Miss Thomas too made her approaches to the profession through being a voluntary librarian — the first Voluntary Librarian for the St. Catherine Parish Library, from 1948-50. In 1950 she was appointed Librarian of the Manchester Parish Library, the oldest free public library foundation in Jamaica, and from thence rose through the ranks of office to the position which she presently holds, having been elected an Associate of the Library Association in 1957 and a Fellow in 1961. During the years that she was Deputy Director, from 1967 to a few months ago, she was closely associated with Mrs. Robinson in very many of the undertakings which I have

already recounted and, by assuming the responsibility for personnel work and much else, she released her to address herself to so many of the tasks which otherwise might not have been done or have been done less well. I have heard Mrs. Robinson from time to time gratefully acknowledge the support and co-operation of all her staff in the measure of success which the Jamaica Library Service and, as a corollary, the success which she herself has attained, and hence I do no more than echo the sentiments of one of our principle guests of honour Mrs. Robinson, when I associate Miss Thomas with much of what I have said of Mrs. Robinson in the capacity of the latter as Director of the Jamaica Library Service, for the period that Miss Thomas was Deputy Director and, prior to that, according to the measure of support which her status and function permitted at various stages of her career.

Nevertheless, I would not wish it to appear that the honour which we do Miss Thomas is merely a reflection of another's glory. There is indeed an unmistakable brilliance and exuberance which is pervasive on a day of sunshine, but there is also the enchantment and peace of a luminous day when the beams of light are muted by transparent clouds. Miss Thomas, with a quiet dignity combines great tenacity and sustained optimism — qualities which a librarian needs in a milieu such as ours. Her countenance is serious but there is no trace of sadness or lack of resolution in her professional thrust — the most outstanding example of this was her chairmanship of the Steering Committee of the International Library Conference held in Jamaica last year — an undertaking which required great courage and serious purpose and which, by the agreement of all, was greatly indebted to her leadership for its success. While I cannot speak from direct knowledge of Miss Thomas' work for the Festival Movement it is clear from the citation for the Order of Distinction that she has exercised similar or related qualities in that field. So, to her also I extend our warm congratulations on the honour shown her and wish her continued success in her chosen field.

As you all must know, Miss Thomas was our able advocate at the Conference held in Nigeria last November when the Commonwealth Library Association was brought into being and the decision taken to site its Secretariat in Jamaica. Mr. Kenneth C. Harrison, President of the Library Association (of Britain) was elected President of COMLA and it is in a two-fold capacity that I therefore, on your behalf, welcome Mr. Harrison's presence with us tonight. He has of course been

officially welcomed by the Jamaica Library Association on another occasion and hence I know that Mr. Harrison will recognize that these words of welcome, coming at the end of these remarks are no less warm for coming late but that the purposes of the occasion were a determining factor.

Mr. Harrison's attainments as a librarian are too well known, or may be verified from recognized sources, for me to recount them here, but I would like to say that his presence on this occasion is a particularly happy event in that it was he who, on behalf of the Council of his Association bestowed the honour of the Vice-Presidency on one of our guests of honour, Mrs. Robinson, and that Miss Thomas in

turn was associated with him as newly elected President of COMLA in the decision to make Jamaica the headquarters of that Association. His fields of interest, I understand, lie in that of international librarianship and of the relation of the library to the community and hence it seems most fitting that he can be present with us on an occasion when we are honouring librarians whose prime concerns have been the role of libraries in their own community and in the wider community of man. We hope your stay Sir, has been a fruitful and happy one and we appreciate your presence here on this occasion.

Library Association Dinner in honour of Mrs. Joyce Robinson and Miss Leila Thomas at the House of Chen. October 19, 1973.



Congratulations J.L.A. on your 25th Anniversary

ANDRE DEUTSCH

BOOK REVIEWS

Buisseret, David. A Popular history of the Port of Kingston, written by Dr. David Buisseret, Department of History, U.W.I., for The Shipping Association of Jamaica. /Kingston, /Printed by Lithographic Printers Ltd., /1973. 30p.

This history of the various ports of Kingston Harbour is, as its title implies, of a popular nature, and in fact is chiefly a pictorial record arranged in chronological order and accompanied by detailed captions which are expanded to give interesting historical details.

The introduction states that the terms of reference for this history were laid down by its commissioners The Shipping Association of Jamaica, who desired the story of the port told in "an interesting and entertaining way." This booklet was prepared to co-incide with an extensive exhibition which was mounted by The Shipping Association at the Kingston and St. Andrew Parish Library in October 1973. It is encouraging to see such Associations willing to engage the services of an efficient and experienced historian who has published a variety of other useful historical accounts on different aspects of Jamaican history.

The account commences by briefly mentioning the ports which preceded the foundation of Kingston. Unfortunately the recorded history about the establishment of the various wharves in the 18th and 19th centuries is very scanty. Dr. Buisseret has used the information that was available in a competent manner, though at times the reader gets the feeling that he is having a hard time finding something to say about a particular picture or aspect with which he is dealing. This difficulty of finding facts on which to base his account may explain why at times he has such sentences as:

The figure on the extreme right appears to be standing just by a kind of canoe with a small sail, mostly hidden by the wharf. Could he have been the ferryman? (p6)

This seems rather condescending in tone as though a child is being addressed.

For the 20th century the photographs consist mainly of aerial views of the wharves. Where possible, the ships in dock have been identified and sometimes a brief comment given on the fate of a particular boat. The crowded condition of the wharves is shown and then the important development of New Port West commencing in 1964 and culminating with its opening in 1966 is recorded pictorially.

The production is printed in sepia which is particularly suitable for reproducing the older maps and photographs. The quality of printing is good and all told it is an attractively designed little booklet. Its lack of a title page is unfortunate, as well as the fact there is no date of publication given anywhere. Even on the page which has the caption "The Fort Today", no year has been given, which in a history is a serious omission.

J.E. Richards,
Institute of Jamaica

Education is the means by which we equip today's generation for tomorrow's possibilities.

Michael Manley

Rose Hall, Jamaica; story of a people ... a legend and a legacy. Edited by Rex Nettleford, Rose Hall Publishers, 1973.

Forty Three Excellent colour photographs and some short texts make up this book which describes the historical background of the Island, Rose Hall Great House and its legend and the rooms of the restored great house. It is an attractive coffee table book which should prove popular as a souvenir for visitors to Jamaica or as a gift to friends abroad.

Stephany Ferguson,
C.A.S.T.

* * * *

Manley, Michael. The Politics of Change; a Jamaican testament by Michael Manley London, Andre Deutsch, 1973.

This is an important work not because it is the first book published by a Jamaican Prime Minister, but because it attempts to explain the reasoning behind the policies and actions of the person who at this time wields the the greatest political and socio-economic influence in Jamaica.

Mr. Manley takes a dispassionate look at the political, economic and social history of Jamaica, recognizing the legacy of colonialism and slavery and its effect on the personality of a people.

He identifies in the Nation among other things, 'a dependence psychology' which gives rise to a lack of self reliance and belief in our capacity to achieve "attitudinal conditioning" which favours the perpetration of a "privileged elitist group" and "which relegates certain types of work to the lower section of the social scale."

He asserts that the first task that this "Post Colonial Society" must tackle is the "development of a strategy designed to replace the psychology of dependence with the spirit of individual and collective self reliance."

He looks at alternative forms of political systems to assess their capability to achieve this transformation, and al-

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though recognizing the problems of the democratic system, comes out strongly in its favour, as the system "which places proper emphasis on the libertarian spirit ... which wisely handled is most likely to supply the context within which men may achieve the best that is in themselves."

Mr. Manley argues passionately for "equality" and "social justice" in the society. Using the analogy of the family he clearly explains his conception of these terms, "great parents love all their children equally and have an equal place in their hearts for every child ... each child will weigh equally in the heart and consideration of the parent", so should the nation regard all its citizens. He defines an egalitarian society as that in which as in families "every single member feels instinctively, unhesitatingly and unreservedly that his or her essential worth is recognised, and that there is a foundation of rights upon which his or her interest can safely rest", implying guarantee of social justice for all.

"The Politics of Participation" he sees as the way in which to consciously involve people in the business of government, the way in which to mobilize the nation to achieve.

He examines various aspects of Jamaican life and institutions in the context of the "politics of change." These include Political Parties, the Church, Women, Minorities, Youth, Trade Unions and the Professions. He sees a need for the restructuring of the economy involving "a participatory system which has as its ultimate objective the concept that every single citizen should own a part of the economy, and feel as a consequence that they are genuine part owners." Of foreign policy, he says this should "begin with the perception of self interest" and education should "reflect the interpretation placed by each society upon its own needs." This in the context of Jamaica's political freedom and economic transformation "demands educational transformation aimed at both technical adaptation and new attitudinal patterns."

His final chapter "First directions" outlines actual strategies which have already been initiated and are being carried out by the Government to achieve this politics of change

Mr. Manley writes lucidly with an overwhelming sincerity. His thought provoking work should be read by all well thinking Jamaicans with a concern for their country.

*Stephany Ferguson,
C.A.S.T.*

LIBRARY ASSOCIATION EXAMINATION RESULTS PROFESSIONAL EXAMINATIONS Pt. 11.

The following have completed the examination.

SUMMER 1973

Mrs. Monica Rhodd

Miss Grace Mullings

WINTER 1973

Mrs. H.K. Reid

Mrs. P.E. Jackson

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Michael Manley

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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
P.L.	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.

ALLEN, Gloria

ALA 1967. Senior Librarian, Clarendon Parish Library. At JLS since 1962. Special interests: Reference and Information work; work with young people; Music Library work.

ALLEYNE, Alvona Mrs.

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

ANDERSON, Gloria

Completed examinations for ALA 1968. Senior Librarian, Westmoreland Parish Library since January 1973. Library Assistant, JLS Schools Library Section. Acting Senior Librarian, Manchester Parish Library; Staffordshire County Library and Birmingham Public Libraries, England. Special interests: Readers Advisory work.

BARNES, Claudia

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

BARNES, Sandra K.

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

BENNETT, Mrs. Hazel E.

FLA 1963, M.S. (Southern Connecticut State College) 1966. Lecturer, Library School, UWI. Teacher 1947-1952. At JLS 1952-67; Deputy Director of JLS 1957-67. Librarian/Documentalist UWI, Institute of Education 1967-1971. Lecturer, Dept. of Library Studies 1971 - Special interests; Library education and administration. Publications: "Jamaica Library Service" in UNESCO Bulletin for Libraries vol. 13, May 1959, "The Jamaica Service: its foundation & development" (MS Thesis 1966). "Private subscription libraries in Jamaica before 1879" in Journal of Library History vol. 3 No. 3. July 1968. "British West Indies Libraries" in Encyclopedia of Library and Information Science Vol. 3, 1970.

BROOKS, Judith

Completed ALA examination 1971. Senior Librarian, St. Elizabeth Parish Library. At JLS since August 6, 1961. Special interests: work with young people and children.

BROWN, Patricia

Completed ALA 1972. Librarian J.L.S.

CAVE, Roderick

ALA 1958, FLA 1960, MA (Loughborough) 1972. Visiting (UNESCO) Lecturer, Department of Library Studies, UWI on secondment from Loughborough University. Formerly at Islington Public Libraries, 1954-1957, British Iron & Steel Research Association, 1957-59, UWI (Mona and St. Augustine Campuses) 1959-64, Ahmadu Bello University, Nigeria 1964-65 and Loughborough School of Librarianship 1965-71. Special interests: Bibliography history of printing, reference work, Publications: "Typographia naturalis" 1966. "The Private Press" 1971; Richard Smyth's "Dissertation on the first invention of the art of printing, c 1670" (Unpublished MA thesis). Editor of the "Private Library" 1957-59 and 1965-69, of "Private Press Books" since 1959; numerous pamphlets, articles and reviews on librarianship and bibliographical topics in British, American, Swedish and German journals.

CHAMBERS, Mrs. Audrey

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

CHAN, Graham, K.L.

B.Sc (Newcastle-on-Tyne) 1969, M.Sc. (Sheffield) 1971, ALA 1973 Assistant Librarian (Cataloguing) UWI January 1972-June 1973. Asst. Lib. (Science Library) UWI since June 1973.

CHANG, Mrs. Joan E.

ALA. 1968, Lib. Kingston & St. Andrew Parish Library. At JLS since September 1960. Special interests: Work with children and young people.

CHEVANNES, Barbara E.

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

CHUNG, Mrs. Clover L.

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

CLARE, Mrs. Gladys A.

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

CLARKE, Gloria L.

ALA 1964 Senior Librarian, Portland Parish Library. At Jamaica Library Service since May 1957. Formerly Resident Magistrates Courts Department. Special interests: Local History and Information work.

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COLLINGS, Prof. Dorothy G.

Ph.D. (Chicago 1947) M.A. (Columbia) 1935, B.S. (Simmons) 1933. Visiting Professor and Head of Department of Library Studies, University of the West Indies, 1971 - (Unesco Expert). Chief Educational Liaison Section, UN Secretariat, New York, 1956-1971 and Part-Time Lecturer (Comparative Librarianship), Columbia University, 1956-1971. With Unesco from 1948-1955 serving first at Unesco Headquarters in Paris (Chief Documentation Section, Education Clearing House) 3 years in Egypt (Chief Regional Clearing House, Arab States Fundamental Education Centre); 3 years Associate Professor, School of Library Service, Atlanta University Atlanta, Georgia (USA), 1941-1944. Library Consultant for Government of Nigeria, U.S. Peace Corps, etc. Special interests: Comparative Librarianship, Education for Librarianship. Publications: Various including, Editor, Education Abstracts. (Unesco, 1948-52); Technical Libraries in Co-operative Programmes. (Washington, D.C., ICA 1956); Planning Nation-wide Public Library Services in Africa Unesco/LBA/Seminar 10/10, Paris, 1962, "Comparative Librarianship" in Encyclopedia of Library and Information Sciences, v.5 (N.Y. Dekker, 1971); "Library development in Africa" in Encyclopedia Americana New York, Americana Corp., Vol. 14, pp. 320-323. "Library Education in the English speaking Caribbean Unesco Bulletin for Libraries, vol. 27, No. 1 (January - February 1973), pp. 12-17.

DAVIS, Norma E.

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

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

(English Hons. UWI) 1957, ALA 1958. at UWI, Mona, 1957-58. 1959-61. Barbados Public Library, February-September 1963. UWI, Barbados 1963-66, UWI, Mona 1966-69. Special interests: West Indiana.

DAVIDSON, Constance

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

DOUGLAS, Daphne R.

FLA 1959. Lecturer, School of Librarianship, UWI. 1971. With Jamaica Civil Service, 1944-1956, (Librarian - Colonial Secretariat, 1964-1971) including secondments to IJ (Acting Librarian) 1961-1963 and Jamaica Mission to UN (Librarian/Registrar) 1963-1964. Special interests: Library administration, professional training, reference work.

DUNN, Patricia Y.

ALA 1963. Librarian W.I.R.L./IJ. At IJ since January 1957. On study leave UWI since October 1972. Special interests: West Indiana, bibliographical publications, reference work. Publications: Editor "Jamaican accessions 1964-67" Kingston, IJ, annual; joint editor, "Jamaican national bibliography 1968" Kingston, IJ 1969. Joint author of "Library Resources for research in the Caribbean: Caribbean literature in English". Paper submitted to ACURIL III held in Caracas, November 7-12, 1971.

EDWARDS, Mrs. Eppie D.

B.A. (General Studies) 1973. Librarian St. Hugh's High School. Part I 1968; One paper of Part II. At JLS 1965-1970. Scientific Research Council April 1970 - September 1971. Special interest: Scientific Libraries.

EVANS, Patricia Mrs.

BA (Spe. Hons UWI 1968), BLS (UBC 1970). Librarian Mico College since Sept. 1971. St. Thomas Public Library Ontario 1970-71.

EVANS, Mrs. Suzette, B.

ALA 1968. Lib. Moneague College Library WIRL/IJ 1964-1972. Special interests: Periodical indexing; Information retrieval.

EWBANK, Mrs. Joyce M.

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

FERGUSON, Mrs. Cynthia

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

FERGUSON, Stephanie W.L.

Librarian College of Arts, Science & Technology. Previously at JLS 1958-1970 with secondments to Jamaica High Commission, London 1968 and Jamaica Parliament 1968-1969. Publications (1) "Impact of Recent Developments in Library Education on Librarianship in Jamaica." in "International Librarianship; surveys on recent developments," edited by George Chandler. The LA 1972. (2) Karst literature in the Caribbean; a bibliography. Unpublished research paper submitted to the Geography Department, UWI as part of the requirements for the B.A. Interests: Many and varied. Includes promoting the professional status of Librarians and information storage and retrieval.

FRAY, Mrs. C. Phillippa

MRCVS 1943; (Mod.) BA (TCD) and BSc (Vet.) 1950; DVPH 1954; MSL (Illinois) 1964. Library Consultant, Property Rentals Ltd., 1 Stanmore Terrace, Red Hills P.O., St. Andrew since May 1969. At Scientific Research Council 1962-68, Jamaica School of Agriculture 1968-69. Appointed Secretary, Commonwealth Library Association (COMLA) as of 1973 September 1st. Address 2A Ruthven Road, Kingston 10. Teaching a course on Special Libraries and information centres at Department of Library Studies, University of the West Indies, Mona to third year and post graduate students in 1973-74 session. Special interests: Special libraries, technical and trade information, serials. Publications: "Co-operation between special libraries that are government libraries in Jamaica," MSL thesis University of Illinois 1964, Published in part in Jamaica Library Association Bulletin Vol. 2 No. 1, 1965; "Brief Notes on cataloguing times and costs in a small special library in Jamaica" in Jamaica Library Association Bulletin 1970.

GRAY, Mrs. Angela R.

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

HAIGH, Richard.

B.Sc. (Chemistry) Leeds. Completed L.A.P.G. examinations July 1973. Previously graduate trainee at National Lending Library for Science and Technology, Boston Spa. Assistant Librarian U.W.I. December, 1973.

HAMILTON, Mrs. Yvonne M.

ALA 1967. Lib. Shortwood Teachers' College since January, 1973. At JLS September, 1957 - December 1972.

HANSON, Mrs. Dorothy

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

HARRISON, Kathleen M.

ALA 1968. Acting Senior Librarian Trelawny P.L. Falmouth. At JLS since 1962.

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- HAY, Mrs. Joan
Completed examination for ALA 1969, Schools Library Service, JLS.
- 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 science, medicine.
- HUNT, Mrs. Barbara E.
ALA 1968 Lib. Ardenne High School. At JLS August 1958-June 1964, Leyton Public Library, London, July 1964-July 1967, JLS September 1967-July 1970 IJ August 1970-August 1973. At Ardenne since September 1973. Special interests: Cataloguing and work with children.
- INGRAM, Kenneth E.
ALA 1945, BA 1947, FLA 1955, M.Phil. 1970, Lib. UWI. At IJ. 1941-44, 1947-50, at UWI since February 1950. Special interests: Bibliography of the West Indies with special reference to source materials for their history. Publications: poems in "Focus" and various anthologies, articles in the Jamaica Historical Review Vol. 2 No. 1, and Vol. 3. No. 3 review in The Library, Vol. XXVIII, No. 1, (March 1973); "Bibliographical Control of Commonwealth Caribbean Government Publications" in Jordan, A. (ed.) Research Library Cooperation in the Caribbean (Chicago, A.L.A., 1973), pp. 87-100 Manuscripts relating to Commonwealth Caribbean Countries in the United States and Canadian Libraries and Repositories, a descriptive list" (MS in hands of publishers), "A Bibliographical Survey of the Sources of Jamaican History 1655-1838 with particular reference to manuscript sources", (unpublished thesis for University of London M. Phil).
- ITON, Mrs. Sybil
ALA 1969. Acting Deputy Director, JLS. Formerly in Jamaica Civil Service, at JLS since July 1953. Special interests: bibliography literature and librarianship of the social sciences, work with young people, information retrieval.
- JACKSON, Mrs. Pearl
Completed ALA exams 1973. Bank of Jamaica. At JLS April 1961-December 1965. Ministry of Finance Library Jan. 1966-May 1970. Ministry of External Affairs Lib. June-August 1970. Bank of Jamaica since August 1970. Special interests: Information retrieval especially in Economics.
- JAMES, Mrs. Gloria S.
Completed exams for ALA, 1968. Senior Lib. Kingston & St. Andrew P.L. At JLS since 1957. Special interests: reference work, special libraries.
- JEFFERSON, Mrs. Albertina
BA (Soc.) Toronto 1963, MLS, Columbia, 1964. Formerly at Central Library of Trinidad and Tobago. At UWI Library Mona since October 1965. Special interests: Bibliography and reference work.
- JOHNSON, Mrs. S. Anita G.
Fil. mag. (Lund, Sweden) 1965, Postgraduate Diploma in Librarianship (Stockholm) 1967. Lib. WIRL/IJ. At City Library of Gothenburg 1967-69, 1970-1971 Hammarkjold Memorial Library Zambia. Special interests: Classification and cataloguing.
- JOSEPHS, Maria Mercedes D.
BA (London) 1937, Diploma of London College of Secretaries 1938 ALA 1953. Deputy Lib. UWI Worked in Food Production Office and Civil Service 1940-48, At UWI since October 1949. Special interests: Librar computerization, medical literature.
- KELLY, Norma
ALA 1963, Principal Lib. JLS Region 3, Mandeville. At JLS since February 1958. Special interests: reference and readers' advisory work.
- KENT, Mrs. Arlene
BA (Radcliffe College) 1954 MLS (Simmons) 1957. Lib. WIRL/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.
- LAMPART, Mrs. Sheila I.
Licentiate Royal School of Music 1952. ALA 1962. Senior Librarian, St. Thomas Parish Library 1971 - . At JLS 1958-59, ISER/UWI 1960-61, Jamaica Industrial Development Corporation 1961-64, JLS since September 1969. Special interests: Library administration.
- LAWRENCE, Mrs. Yvonne
ALA 1969. Deputy Librarian Supreme Court Library, Kingston. At JLS 1960-66. North Western Polytechnic 1966-68 JLS January-May 1969. Special interests: cataloguing, classification, Law librarianship.
- LEIGH, Audrey A.
ALA 1966. BA 1973. At Mico College Library 1960-64, GL/IJ 1964-October 1970. IJ/WIRL since October 1972-July 1973. Special interests: reference work and special libraries. Publications: contributions to IJ's weekly newspaper column "Book power on East Street", 1969-70.
- LEIGHTON, Mrs. Carmen
ALA 1968. At JLS April 1959-December 1970.
- LLEWELYN, Dorothy
Completed exams. for ALA 1969. Librarian, Bureau of Standards Kingston. At JLS October 1965-December 1967; October 1969-November 1970. Special interests: Modern methods of information retrieval.
- LETTMAN, Mrs. Marlene
ALA 1963, BA (UWI) 1971, Senior Librarian General Library/IJ At JLS November 1955-February 1966, IJ since 1966. Editor JLS Bulletin. Special interests: reference services.
- McLAUGHLIN, Mrs. Rosalind
ALA 1963, Principal Librarian Schools Library Service JLS. At JLS since April 1958. Special interests: Library administration and management, Children's librarianship. Publications: Jamaica Library Service 21 years of progress in pictures.
- MARSH, Mabel
Completed exams. for ALA 1971. At JLS since August 1966.
- MULLINGS, Grace
Completed ALA exams. 1973. Lib. Manchester Parish Library.
- MULLINGS, Blossom
Completed exams. for ALA 1971 Senior Librarian, St. Ann Parish Library 1973. At JLS since April 1964. Special interests: rural library development, extension work, reference work.

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NEUFVILLE, Elaine R.

ALA 1971. Library Asst. JLS 1966-1968, Librarian WIRL/IJ 1971-1973 Librarian Wolmer's Girls' School since October, 1973
Special interests: cataloguing, indexing and information retrieval.

NUGENT, Winsome

ALA 1972. Library Advisor, Sangster's Bookstores since Sept. 1973
JLS 1963-1969, J.S.A. 1969-1973.

PALMER, Dorothy M.

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

PICART, Myrtle J.

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

POTTINGER, L. Gwendolyn

B.A. (Toronto) ALA (1963) Excelsior School Library 1974 At JLS July 1957-1963; Ministry of Agriculture 1964-67; Queen's University, Kingston, Ontario, 1967-68 National Museum Library (Secretary of States Dept.) Ottawa, 1971 Ministry of Natural Resources, Toronto 1973 Secretary of Jamaica Library Association 1965-66

REID, Mrs. Hazel

Completed ALA exams. 1973. Librarian Ministry of Health. JLS 1957-71. GL/IJ October 1971-1973. Special interests: Preservation of Library Material

RHODD, Mrs. Monica

Completed ALA exams 1973. Lib KSAPL. Duhaney Park Branch Library. At JLS since 1963. Special interests: Reference and Information Service.

RICHARDS, Judith E.

FLA 1962, B.A. (Hons. UWI) 1972 Act. Chief Librarian, IJ. At IJ since 1956. Senior Librarian WIRL/IJ. 1962. Actg. Deputy Chief Lib. IJ 1965-69. Study leave 1969-72. Appointed Deputy Chief Librarian, 1972. Special Interests: Bibliography, West Indian African literature, Publications: "Directory of Jamaican Libraries Part 1, "Kingston, JLA, 1967; Bibliographical aids for building reference collections on the British Caribbean" in XII SALAM 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. Valarie

BS (Columbia) 1958, ALA 1959, Senior Asst. Lib. (i/c. Science Library, U.W.I. Mona. At U.W.I. Library 1949-54 and since 1959. Special interests: reference work, assistance to readers.

ROBB, Reive

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

ROBERTSON, Mrs. Amy B.

ALA 1957, F.L.A. 1968. Librarian/Documentalist. School of Education, UWI since October 1972. J.L.S. from 1946-1972. Special interests; Educational developments; work with children.

ROBERTSON, Glory

MA (Hons. St. Andrews) 1951, completed exams for ALA 1963. Librarian JLS HQ February 1972. Taught at St. Hugh's High School September 1951-December 1959. At WIRL/IJ January 1960-January 1972. Special interests: reference work, West Indian History, library exhibitions, Publications: "Members of the Assembly of Jamaica 1830-1866" IJ 1965, Mimeo, "The Rose Hall Legend

in Jamaica Journal December 1968; contributions to IJ's weekly newspaper column "Book power on East Street", 1969-70, joint ed. Jamaican Historical Society Bulletin from September 1965-Dec. 1970.

ROBINSON, Mrs. Joyce L.

M.B.E., F.L.A., Director, National Literacy Programme since July 1973, on two-year secondment from substantive post of Director, Jamaica Library Service. President, Jamaica Library Association 1973. Hon. Vice-President, The Library Association (of Great Britain). Taught at Simon's College and Black River High School 1943-1950. At Jamaica Library Service since 1950; F.L.A. 1959. Awarded M.B.E., 1959. Member of Jamaica delegation to U.N. General Assembly 1966; to U.N. International Conference on Human Rights, Teheran, 1968; Awarded Silver Musgrave Medal of the Institute of Jamaica, 1969 "for her devoted and effective service to the development of Libraries in Jamaica." Appointed Hon. Vice-President of the Library Association (Great Britain) in May 1973 "in recognition of your distinguished work as Director of the Jamaica Library Service." Special interests: Library Administration, staff training, building and furniture designs; Publications: "School Library Services in Jamaica" in UNESCO Bulletin for Libraries, Vol. XXI, No. IV July-August 1967, joint author "Jamaica Library Service - 21 years of Progress in Pictures" 1972 "Rural Library Development in Jamaica," UNESCO. Bulletin for Libraries Vol. XXVII No. IV July-August 1973.

ROWE, Ouida

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

ROYALE, Mrs. Gloria

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

SALMON, Mrs. Gloria E.

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

SALMON, Hermine C.

Completed exams for ALA 1972. Senior Librarian, Hanover Parish Library since March, 1973. At JLS since June 1966. Special interests: Cataloguing, Classification, Reference and Information work.

SEGRE, Norma E.

B.A., FLA 1960. UWI Extra Mural Dept. Montego Bay. At JLS 1950-62. UWI 1963-68, UWI Extra Mural since 1969. Special interests: Library training and administration, Adult education.

SHEPHERD, Mrs. Eileen

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

SMITH, Mrs. Glenor L.

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

TAYLOR, Merle E.

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

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THOMAS, Lelia M.T.

O.D., FLA. Jamaica Library Service since 1950. FLA 1961, Deputy Director, Jamaica Library Service since 1967 Acting Director from July, 1973, Foundation member Jamaica Library Association, served as Secretary, 1st Vice President, 2nd Vice President, President and member of the Executive of the Jamaica Library Association. Chairman International Library Conference, Kingston 1972. Representative of the Jamaica Library Association, on the COMLA Council. Represented Jamaica at Unesco Seminar on Standardisation of Library Statistics, Paris, 1970. Appointed an Officer of the Order of Distinction 1973 for outstanding contribution to the Jamaica Jamaica Library Service and the Festival Movement. Special interest: library administration, book selection, staff training.

TYSON, Mrs. Ruby

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

VACCIANA, Joan

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

VERNON, June

Completed exams for ALA 1969. Lib. JLS/HQ. Special interests: Cataloguing and classification. Work with young people.

WALLEN, Joyce

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

WARMINGTON, Mrs. Cynthia M.

ALA 1956. At JLS 1952-1972 including internship Toronto Public Libraries 1957-58. Special interests: reference work and cataloguing Publications: "That all may read" in Torch May-June 1963, Library planning in Jamaica in "Planning of library and documentation services" ed. C.V. Penna, and ed. rev. Paris, UNESCO 1970, and articles in professional journals, JT. ed. Jamaica Library Service 21 years of progress in pictures. Since July 1973 Assistant Director, Special projects - National Literacy Board.

WEDDERBURN, Maisy

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

WELDS, Jacqueline Monica

B.A. Special - English - (UWI) - 1969. Dip. Lib. College of Librarianship, Wales. 1973. Librarian WIRL/IJ.

WELSH, Mrs. Dede

ALA 1969. Lib. Alcan Jamaica Ltd. since February 1971. JLS 1958-1971. Special interests: Cataloguing and classification, reference work and work with children.

WHITE, Mrs. Adlyn

BSc. (Education) 1965, Certificates for 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 and college libraries, children's literature. Thesis: The Library as the educational centre of the school.

WILLIAMS, Fay M.

ALA 1969. Senior Assistant Librarian - Court of Appeal Library Kingston. At JLS 1965-1970, at Court of Appeal since July 1970. Special interests: reference and inquiry techniques in special libraries, information retrieval with special emphasis on legal data compilation of book lists, bibliographies and subject indices.

WILLIAMS, June Y.M.

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

WILLIAMS, Pamela J.

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

WILLIAMS, Mrs. Rosalie I.

B.A. (Hons., UWI) Economics and Sociology, 1972; ALA 1966 Lib./Cat. WIRL/IJ 1966-71 Actg. Senior Lib WIRL/IJ till Dec. 1971, Senior Librarian WIRL/IJ since September, 1972, Actg. Deputy Chief Librarian, since September, 1972. Publication: Editor Jamaica National Bibliography. Special interests: Bibliography, mechanised information storage and retrieval, Caribbean Socio-economic and political problems.

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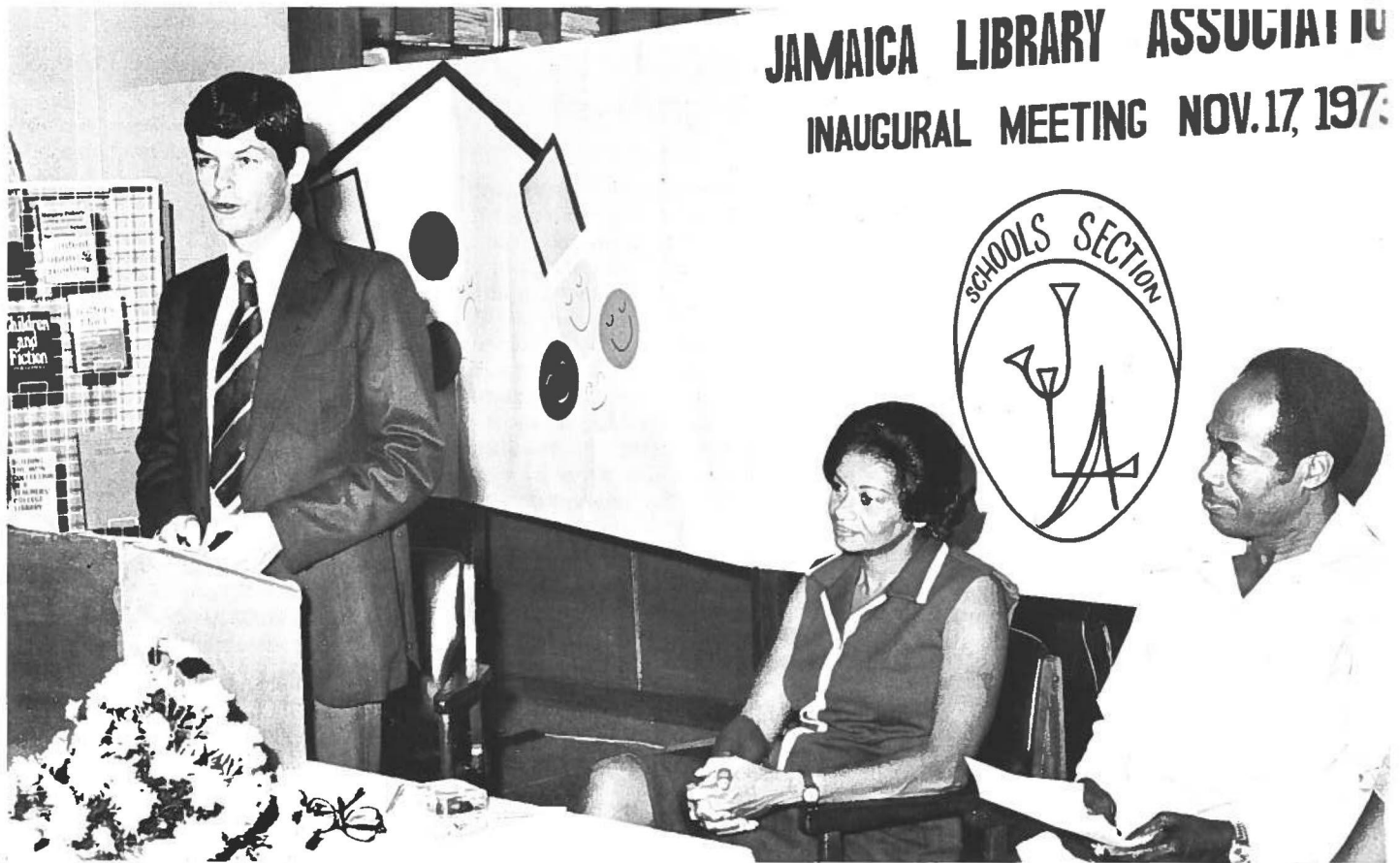
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SCHOOLS SECTION

JAMAICA LIBRARY ASSOCIATION INAUGURAL MEETING NOV. 17, 1970



The Schools Section of the Jamaica Library Association

*By: Sister Tarcisia,
Chairman, Schools Section.*

Some years ago a seed was planted. Many people watered it, nurtured it and finally it grew and flowered into the newly inaugurated Schools Section of the Jamaica Library Association. For many years the librarians in the Schools Library Service - Mrs. Bennett, Mrs. Warmington, Mrs. Hay - and the Bookmobile librarians encouraged the development of libraries in schools. The Library Service invited teachers who worked in school libraries to participate in some of their training courses. Besides the professional training offered at these courses, the sharing of

ideas and problems and the association of these two groups was valuable. Those who participated in such courses felt that it should be an on-going thing. Then several events followed in quick succession.

The drafting of a Teacher-Librarian Programme for teachers' colleges brought together a group of practising librarians from different kinds of libraries. That committee finished its work in March 1970. Then Bookwave, under the chairmanship of Mrs. Jean Floyd, brought together a larger group of librarians and involved booksellers, publishers, publisher's representatives and the general public. The emphasis was on teen-age reading, but the exhibition did encourage interest in libraries for young people. Committees

worked on that during 1970. Then the World Confederation of the Organizations of the Teaching Profession, held in Kingston in August 1971, saw the inauguration of the International Association of School Librarianship. Later that year, November 1971, a circular letter inviting librarians from Corporate Area school libraries to a "Talk Shop" session at Immaculate Conception High School library received enough enthusiastic response to hold sessions once a term for the next year. Since everyone could not be present at every meeting, it was suggested by some that we have a newsletter.

The Jamaica Library Association during that same year, set up a committee, representing all sections of library work

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in schools and for young people, to draft Standards for School Libraries. The committee presented its final draft to the executive in February 1972 and those Standards were presented to the Minister of Education in July 1972. In April 1972, the International Conference was held in Kingston. At that conference Mrs. Amy Robertson presented a paper on library work with young people. As a result of the discussion two resolutions were adopted. One urged the establishment of well-planned, efficient and functional libraries in every school and the other urged the drafting of regional standards and a programme for training teachers in the use of libraries.

After the Annual General Meeting of the Jamaica Library Association in January 1973, a steering committee was formed to draft proposals for a section for school librarians and others who are involved in library work with young people. The Steering Committee finished its work in May but deferred the inaugural meeting to the first term of the 1973-74 school year. The inaugural meeting was held November 17, 1973 at Jamaica Library Headquarters with Mrs. Joyce Robinson as chairman. At that meeting the following officers were elected — Sister M Tarcisia, chairman; Mr. Harold Pidduck, vice-chairman; Miss Katie Mungo, secretary-treasurer; and the following to serve on the executive Mrs. R. McLaughlin (JLS), Mrs. Hazel Bennett (U.W.I. Dept. Library Studies) Miss Windrus (Shortwood Practising School), Miss Y. Hamilton (Shortwood Teachers') Mrs. E. Giesbrecht (Guy's Hill Jr. Secondary) Miss Carole Gooden (St. Andrew Technical) Mrs. Macleavy and Mrs. White to serve as rural consultants.

At the inaugural meeting the emblem was used for the first time.

Several members of the section are attending library school this year in both the graduate and the undergraduate courses. Our newsletter will continue and our "Talk Shop" sessions.

We have used our sessions for in-service training by selecting a topic and either inviting an outside speaker, having a panel or demonstration. The sessions are informal but very lively. Last year, we held them at different places so that we could become familiar with a wider field than just our own. The host librarian served as chairman of the session and could select her own format for the meeting.

Now that the seed has flowered, the plant should grow — in membership, in professional activity, in service to the young people.

School Library Development

by T. Harold Pidduck

As a 'Johnny-come-lately' to the island of Jamaica, I find the invitation to submit an article on school Library development in Jamaica for the 1974 Jamaica Library Association Bulletin both flattering and somewhat amusing. The Irish portion of my ancestry makes me susceptible to flattery and has left me with a legacy of impudence and impetuosity. Impudence and impetuosity led to my involvement in the movement to establish a schools section of the Jamaica Library Association and in that spirit I dare to write

Much has happened in the two years plus one term since I arrived in Jamaica culminating in the launching of the schools section on November 17th 1973 and in the first beginnings of a mid-island chapter at Mandeville only two weeks later. But the new section and its chapter are the fruits of a rather longer period of gestation. Much of this period of development is covered in four succinct paragraphs by Sister M. Tarcisia in her article on 'The School Library' in last year's issue of the Jamaica Library Association Bulletin. Other aspects of the efforts to respond to the needs of young people are outlined in the paper which Mrs. Amy Robertson presented to the International Conference on Librarianship held here in April 1972. The work of the 'Bookwave' committee is outlined in an article by Jean Floyd in the 1971 issue of the Jamaica Library Association Bulletin. A short list of the salient dates in the history of the school library movement in Jamaica might include the following:

- 1940 - the opening of Junior Centres by the Institute of Jamaica.
- boxes of books purchased by Carnegie Foundation grant.
- 1951 - Braille library service at the Salvation Army School for the Blind.
- 1952 - the start of School Library Services to primary schools.

- 1955 - a basic coverage of 60 books renewed every second term to all primary schools. the beginning of school Bookmobile service.
 - 1962 - a complete school Bookmobile coverage of the Island.
 - 1969 - "Books for Teenagers" scheme in 8 post-primary schools started.
 - 1970 - a Draft Training Programme for Teacher-Librarians at Teacher's Colleges in Jamaica formulated. the "Bookwave" selection and exhibition of recommended reading for teenagers.
 - 1971 - publication of School library Standards by Jamaica Library Association
inauguration of the International Association of School Librarianship at World Confederation of Organization of the Teaching Profession (WCOTP) Conference in Jamaica.
the opening of a Department of Library studies at UWI (Mona)
 - 1972 - the beginning of informal "Talk Shop" sessions one per term by a group of School Librarians.
 - 17th November, 1973.
inaugural meeting of Schools Section, Jamaica Library Association.
 - 1st December, 1973.
first organization meeting of Mandeville Chapter of the Schools Section.
- In her article prepared for publication early in 1971, Mrs. Floyd states, "The Jamaica Library Association now has a schools section which has worked out guidelines for school libraries." In fact the schools section referred to did not come into being formally until nearly three years later. Thus we can say that the birth of the Schools Section was anticipated and actually took place rather late in time. The reasons for this difficult birth are now history. Already the infant seems to be waiting lustily and like all who attend the birth of a child, we are more interested in the future than the

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past.

But for the benefit of those who still have honest doubts about this first-born offspring of the Jamaica Library Association, let me again refer to the remarks of P. Havard-Williams of the British Library Association from his paper on "The Role of Professional Association" which was presented to the International Library Conference here in Jamaica and which I quoted at the last J.L.A. Annual General Meeting in defense of the motion to establish a Schools Library Section. Mr. Havard-Williams states -

"...One professional association then is essential if its work is really to be effective.

On the other hand, one association must cater for differences and recognize specialities. There need to be sections or groups or divisions - call them what you will - which cater for the various interests of members. While unity in the profession is important, diversity of activity responds to a real need. Conferences, seminars, workshops, continuing education in general, are important to a profession which is undergoing such rapid changes. These are best organized by type of library..."

An analogy might be made to the individual human being - each of which represents a unity - which is made up of a myriad of individual cells which a variety of specializations functioning to the benefit of self and the whole body.

What then of the future? To what areas of specialization has the new cell of the Jamaica Library Association been called into being? I believe that the School Section will be built firmly on the twin pillars of training and standards.

It is probably a fact that most teachers librarians began their professional careers simply as teachers and were later pushed, cajoled, or otherwise motivated into assuming a hybrid role. I personally put a very high value on teaching experience as part of the background of a school librarian. But, in my opinion, the greatest common denominator amongst those serving in a variety of school library situations is their felt need for more opportunities for in-service training. The position of school librarian is the loneliest job on the staff of any school. Other teachers have colleagues with whom to consult but the school librarian is usually the sole resident expert in the field of librarianship. Thus association through talk-shops, seminars, courses, etc., has a very high premium.

Another aspect of training involves the Draft Training Programme formulated three years ago. To the best of my knowledge library education is part of the programme at only three institutions concerned. The Schools Section should

take an active role in the lobbying for more courses in school librarianship until teacher-librarians are being graduated at every teachers' college in the land.

The other foundation pillar solidly put together by a committee of the parent association while the Schools Section was still being incubated is School Library Standards. This document was published in 1971 and presented to the Ministry of Education where apparently it languishes. The Schools Section must form a 'ginger group,' which will not rest easy until these standards bear the imprint 'Approved by the Ministry of Education. Then it will be possible for a teacher-librarian to go to his Principal and argue with conviction and authority that the budget is too low, the book collection needs strengthening, library facilities are sub-standard, clerical assistance is required and so on. However the Ministry is unlikely to move quickly until it hears a multitude of voices - the voices of a strongly organized body of teacher-librarians, chapters of the J.T.A., groups of concerned parents, local parish councils, enthusiastic school principals, electors - all crying from the wilderness "prepare ye the way".

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A sabe-so meck meck-so tan-so
Accomplishment depends on understanding.

Inaugural Address to the School Library Section of the Jamaica Library Association

By: Dr. W. Boyd Rayward;
Visiting Lecturer;
Dept. of Library Studies,
University of the West Indies.

May I say how pleased I am to have been asked to talk to you today. It is a most important occasion. It is not every day that the Jamaica Library Association creates a new section - indeed it is the very first day - but to have done so marks a clear forward step in the evolution of the Association's work. The School Library Section of the Jamaica Library Association which we now inaugurate, represents the Association's mature recognition of the importance of school libraries and its formal assumption of part of the responsibility for ensuring their successful development and a proper place for them in the educational system of the country. Our meeting today is the culmination of much preliminary planning and all those who participated in laying these foundations should be congratulated. It is also, of course, only a beginning and much sweat and toil lies before the new Section until that day when all schools in Jamaica have an adequate collection of library materials, housed in adequate facilities with at least one qualified librarian in attendance. When this is achieved, it will not mark the millenium; nor will the Section happily seek disolution upon this day. It must then work for better collections, better facilities, more, and more highly trained staff.

Let me draw a comparison by way of encouragement in your new endeavour. I am an Australian. Australia has a shorter history than Jamaica, but its history is in many ways similar. As a country it too is influenced by being an island, though it is many times bigger and more varied geographically than Jamaica. It has a long chequered colonial heritage and, though there were no slaves, its origins lay in the deportation to its shores of British felons or convicts. Like Jamaica, it has no long tradition of school libraries and librarianship. Nevertheless, a few years ago, the School Library Section of the Australian Library Association and other interested bodies were convinced that the trend in the educational system away from textbooks and the force feeding of facts to students for regurgitation at external examinations, would continue and was an important new educational phenomenon. The freer, project-oriented, self-determining system replacing the older system, was in their view much hampered by the lack of adequate library facilities. Urgent representations were made to the federal Minister of Education and Science for financial help. They were, naturally, not immediately successful for Ministers tend to be suspicious and hard to convince. Moreover, they have in their turn to convince Treasury or Finance officials that

funds should be released and these officials, quite properly hawklike guardians of the public purse, are tighter than Scrooge. But their case was cogently argued, much publicised and backed up with facts and figures and, having won the interest and support of a good many pressure groups, was ultimately successful. Tens of millions of dollars have been spent in the last five years or so on capital grants for the erection of library buildings in secondary schools. But secondary schools are only one element in the system. The Library Association of Australia and its various supporters cheered by their success with secondary schools got down to the business of obtaining library assistance for primary school libraries. Not long ago I learned that the government has decided to allocate \$52,000,000 over two years for primary school libraries. Of course, not having these kinds of expenditure exhausting their budgets, educational authorities responsible for actually running schools in Australia, State Governments and some private authorities can more comfortably begin to provide books and other materials, and, of course, librarians.

The ramifications of all of this have been remarkable. The Australian Commonwealth Government is no profligate donor. The school buildings financed by it have been carefully supervised by a committee of experts drawn from the profession. Seminars have been sponsored at regular intervals for school principals and others so that they may be led to appreciate the new concepts that have been emerging in the profession about the functions and activities of school libraries and to use their new facilities wisely. The profession itself has become conscious of inadequacies in the training of school librarians and new programmes have been inaugurated such as the combined programme of the Schools of Librarianship and Education at the University of New South Wales in Sydney. School Libraries and librarianship are now in a state of rapid and exciting developments in Australia.

A similar achievement is waiting for you. John Ward has described in much useful detail the highly planned, intricate campaign by which The Library Association of Australia won federal support for school libraries in an article in *The Proceedings of the International Conference of School Librarianship* held in London in 1972. I commend it to you as a useful guide to action. Of course, circumstances in Jamaica are different from those in Australia, economically, socially, educationally, culturally, so that appropriate modes of action may well be different for you here. I know, indeed, that much has already been done by way of preliminary planning. May I emphasise the continuing need to study carefully what is inevitably a constantly changing situation, to prepare a flexible, adaptable case for development funds, a case so

logical, precise, factual and persuasive as though you were preparing your defence in a murder trial; and then the continuing need to bring every form of influence that you can to bear on the Ministry of Education, the rest of Government, Parents and Citizens Groups, Teacher Associations and so on. Badger, threaten, cajole, denounce, but always with influential figures and groups in reserve, with a battery of facts at the ready, and with contingency plans, considered in every ramification, locked away in top security files in your leader's office. You must, that is to say, be intensely, cleverly political. Even so, you will experience disappointment, rebuffs, frustration. You will be misunderstood initially by Principals, other teachers, ministry officials, even parents whose gaze may be fixed on nothing other than the number of 'A' levels little Johnny can get and why all this fuss about libraries. Persistence and dedication will eventually earn you success.

Success is only superficially so many millions of dollars, so many thousands of books, so many certificates of professional qualification. Real success is the widest possible development and use of school libraries so that their contributions to the schools (that is, to our students and our society) is fully exploited. It is necessary to be quite clear about what this contribution is if school libraries and school library propagandists are to be effective. I don't intend to give you a long lecture on such a complex subject. But I want to emphasise an aspect of this contribution that is easily overlooked, and perhaps more easily overlooked in a developing country which has limited resources and immediate, pressing needs. This will lead me to make a recommendation to you for a specific task you might well undertake.

School libraries have a two-fold duty. One is related to the curriculum. While of the utmost importance, it is in a sense narrow and specific. It assumes that the library is an instrument of the curriculum. The other is more general. It is a duty to students in their general educational and personal development.

Following the course of the first duty, school libraries build up specific collections and offer whatever services they can to teachers as they administer the school's formal educational programme and to students who, because they are at its mercy, are in a sense its victims.

Following the call of the second duty, school librarians repudiate the restrictions of the curriculum and assert the importance of an independent contribution that they can make to the overall objectives of the school. It is in this connection that students cease to be victims and school librarians become involved with a wide range of children's literature. It is the necessity for and the responsibilities of this involvement that I want to stress today. I concentrate on this because there

are those who are made impatient by such assertions and consider their hands more than full organising and administering library collections and services just to meet the needs of the curriculum.

But they have overlooked the complexity of the goals of school libraries. This complexity must be recognised and faced, not shrugged off. Inevitably in Jamaica where school libraries are not yet well developed or long established there will be, must be in fact, a preponderating emphasis on the acquisition of specifically curriculum related materials, on the minutiae of library house-keeping on institutional public relations and propaganda. It is of the highest importance that students, teachers and administrators gradually come to recognise the value of the library and exploit well-organised collections and the expertise of highly trained staff. But to entirely overlook this other goal or duty leads to an impoverishment of function. This is the substance of my plea today: of course the curriculum overshadows all else in the school and must do, but let us not forget that there is more to school libraries than a formal instructional programme. I mean in the first instance, a general responsibility for personal growth and development and in the second the richness of children's literature.

By Children's literature I mean works of imagination and non text-book fact either written for children, or though not specifically written for them, read and valued by them. They tend therefore, to be works selected not primarily because of the demands of the curriculum, but through the librarian's knowledge of students, the school and the community in which it is placed. They often constitute the individualising element that distinguishes one equally good library from another when both are in schools governed by standard educational programmes. They are books which stretch the imagination, which stimulate and satisfy curiosity and complement and extend subtly, quietly the contributions made elsewhere in the school to the intellectual and personal development of pupils.

As librarians join these books to the other materials in their collections they increase both the range of the school library and their own responsibility for the organic and complex whole a good collection should be. The library then becomes a school library only because located in a school. Essentially, with all its various materials, selected against the numerous criteria formulated in order that its goals may be met, it is a **library** whose sphere of action is the universe of recorded human experience and the needs of young minds for experience, and the enlightenment, reassurance, provocation, stimulation and recreation that experience can bring.

Eventually, schools everywhere will move away from standard, strait-jacketing

syllabi. They will abandon archaic conceptions of children as empty vessels lined up and sounding noisily in classrooms while they wait to be filled by teachers carrying large fact-filled watering cans. As this happens, and it is happening increasingly in the United States, England and to some extent Australia, the dichotomy of goals I have been sketching rather simplistically will disappear. The school and its library will then be held together in a vital, symbiotic relationship of mutual dependence and influence.

To build up a school library so that it can meet its varied and complex obligations, school librarians require many important skills. Not the least is skill in book selection. When it comes to their independent action, as in the case of rounding out their collections with children's literature not immediately required by the curriculum, school libraries are confronted by mountains of material that publishers have somewhat indiscriminately produced in order to exploit the school library market. Librarians have to be able to sift these masses of material to find whatever is of high quality and useful in each library's particular context. The difficulty here is to balance the needs and interests of children against literary and physical excellence.

But it is not as simple as this — and I want now to propound a somewhat controversial point of view. While the notion of quality is important in the development of good collections it is not enough. A collection is something more than an agglomeration of individual items. A **good** collection is something more than the number of high quality items it contains. A good collection is well-balanced, and responsive. For it to become so in certain interests, school librarians may well have to select materials of inferior quality. They will, therefore be confronted with certain decisions which might be unexpected by many. Should I buy various kinds of comics? Should I buy various kinds of series books — The Hardy Boys, for example, or Nancy Drew, or some of the interminable Enid Blyton series? What about Biggles, William, Simon Black? Should I have certain kinds of science fiction stories with Bug Eyed Monsters and mad professors? Should I have light romance? Should I buy certain kinds of books about sex (most important in terms of student interests in Jamaica according to Jean L. Floyd's study of reading interests in connection with the Book Wave Exhibition)? Should I buy publisher's series of travel in distant lands? Such books are usually of no great literary merit. Nevertheless, series books, particularly, attract the interests and often an intense, if extremely transient devotion, of certain students. And these students do read them and this is a chink in what might otherwise be a door in their minds closed to the librarian, closed to

the influence of, to any development of facility with, the printed word upon which our whole civilization rests. Librarians must be careful not to slam this door shut and fasten and bolt it which is what I suspect happens whenever a rather priggish element in our profession has its way.

School librarians then must have an extensive and even controversial view of what their collections must be like and the skills to select materials to create this collection. They must have, however, yet another skill. While the first is bibliographic, the other to which I refer is personal. They must be able to talk books to guide and encourage students, to be enthusiastic, interested, unexpectedly collegial in their relationships.

This is of the utmost importance. Students like to discuss books, are responsive to friendly guidance, strongly influenced by the opinions of those they admire. Moreover, librarians tend not to meet students in classroom situations — at least this is usually the case although "library classes" frequently get in the way of it. Their most important work is done individually in response to conversations initiated by them or by students. It is in this respect that the student ceases to be part of the mass of a class, the victim or patient of the curriculum. He becomes an individual plunged in the midst of all the problems and joys of childhood and adolescence. The responsibility of dealing with him as an individual so circumstanced demands much of the librarian who can too easily appear threatening and unsympathetic, another adult in authority to be avoided like the plague. Not to fail in this responsibility the librarian must be informal, easy and approachable in manner, honest, undogmatic and uncensorious, yet strong enough to be respected.

All this is difficult and involves skills which can be learned, others which are more matters of temperament. But in meeting at least the bibliographic challenge of building up broadly based, responsive collections in libraries in Jamaican schools, help can be had. There is of course the School Library Service of the Jamaica Library Service, to which we owe highest tribute. There is the Ministry of Education from which much must be fearlessly demanded. There is the School Library Studies at the University of the West Indies which is beginning this year a course called Literature and Librarianship for Young People. This is the first in what I hope will be a number of such courses. As you all know, the School held a summer institute for school librarians this year, and there is no reason to think this will be the last. And then there is The School Library Section of the Jamaica Library Association. You have already worked on standards for school libraries, a most commendable achievement but hopefully they will be instantly out of

date. They will need to be constantly revised. No doubt you will prepare handbooks and manuals about technical aspects of the organization and development of school library services and collections. You may well put out booklists and even publish regular book reviews in your news sheet. Perhaps you will produce a new edition of that excellent list prepared for the Book Wave Exhibition.

This brings me to the specific task I wanted to urge you to accept. My talk has stressed the need for children's literature in your libraries, of material supplementing, rounding out, extending the influence and impact of your curricula. But what is a Jamaica school library without many Jamaica books for children, books which explore, dramatise, and accurately inform students of their Jamaican heritage? That you have several fine writers for children I have already discovered having read several of the novels of V.S. Reid, Andrew Salkey, C. Everard Palmer and Philip Sherlock. If Anansi and Three Finger Jack, are anything to go by, I'm sure you have a wealth of legends and folk lore. I know you have a rich exciting and varied history. How much of all this has been put down, not necessarily for children but in books children of various ages can read and learn to love? Is there an adequate quantity, variety, a steady production of new and exciting books? If there isn't you must encourage their production. How to do this? May I suggest you follow the example of most other countries which have set up prestigious book awards from the institution of which scholars often mark the beginning of the rapid and mature development of a national children's literature. I refer to the Carnegie, Greenaway, Caldecott, Newberry, medals, the Children's Book Council of Australia's awards, The Canadian Library Association's The Book of the Year Medal and so many more. Let us add to this list the Jamaica Library Associations Best Book Award.

Let me suggest that you assume the responsibility of setting up a Council representing the Jamaica Library Association, bookselling or publishing organizations, perhaps the Ministry of Education but certainly the Jamaica Teachers' Association to examine books currently produced in Jamaica. You might rather not limit such examination to Jamaican books given the rather small number of them produced, but extend it to all the Commonwealth Caribbean. The cost of the award you would make would be no more than the cost of striking a medal or issuing a certificate and the organization and promotion costs of a large banquet and most people would have to pay to attend this anyway. The impact of the award would gradually be felt in the publishing industry for such awards as these attract much publicity, and school libraries are a potentially large market, especially if one considers the Common-

wealth Caribbean as a whole. They also encourage writers to strive to achieve higher and higher standards for, only human, writer's thrive on informed, critical appreciation. This should be the goal of such a body: to promote a high standard of production of children's books. Initially, no doubt, you would need to consider all forms of children's books, picture books, fiction, books of fact. Perhaps initially the award might be made only every second or fifth year, say. You would need to take care that an award is made only when the available books justify it. May I commend this idea to you as one important way you may help encourage the improvement of the standard of material available in schools and to students

And now, in conclusion, let me wish you every success in the onerous but rewarding work which confronts you at the beginning of your career. Bon voyage.

School Media Centers

*By: Dr. Richard Darling**

The school media center provides library services in elementary and secondary schools. It encompasses the program of the traditional, print-oriented school library and also the audiovisual program, which often developed as an independent service. The media center attempts to meet the needs of both students and teachers of all types of materials, both print and non-print, generated by the school curriculum.

The term "media center" as a substitute for "school library" derives from the 1969 standards developed by the American Association of School Librarians and the department of audiovisual instruction of the National Education Association.

The change in the school library has come not simply from recommendations about standards but also from important developments in education and society. New teaching methods, new organizational patterns for instruction such as team teaching and nongraded schools, and curriculum reform have combined with the rapid growth of communications technology to create demands for new instructional media in schools. Educators have recognized, in most schools that it is more efficient to administer the newer media from existing school libraries than to create parallel new agencies.

The Mission of Media Centers. The role of the media center in the educational program of the school has altered and expanded through the years. Today the program of the better school media centers relates so closely to the educational program of their schools that it is difficult to discuss them separately.

Although the school media center provides services to the entire school —

administrators, counsellors, teachers, and students — its major effort is curriculum support through work with teachers and students. Usually this effort begins with the teachers, who involve librarians in planning the use of media in the classroom and in the independent activities of students.

Students come to the center individually and in small groups, as their needs dictate, for study and research or to browse and locate materials for use in the center, in the classroom or at home. In earlier years it was common, particularly in elementary schools, for each class to have a scheduled weekly library period. But in the program of the modern media center, student use of the library tends to be more flexible, with emphasis on access to materials when they are needed.

Much of the increased emphasis on school media services derives from the emphasis of educators on individualized learning. Individualized programs require diverse materials and ample opportunity for pupils to work independently. This movement will continue to bring more recognition of the school media center's importance in modern education.

Scope of Resources. The resources of the school media center include all materials used in teaching and learning, whether printed, auditory, visual, tactile, or a combination of these. Included are many materials traditionally associated with libraries and a great number uncommon in earlier school libraries.

The printed resources of the media center include large collections of books in some school media centers as many as 40,000 or 50,000 volumes. Among them, frequently, are many paperbound books that have special appeal to children and young adults. Media centers also include periodicals — from 40 to 50 titles in elementary schools and up to 200 in senior high schools, often with back files on microfilm. Most media centers also have large collections of pamphlets, pictures, and other ephemeral materials, and many have collections of text-books as well as programmed teaching materials in printed form.

The audiovisual materials collected by school media centers encompass the full range of media and the appropriate equipment for their use. These include 16-mm motion picture films, 35-mm filmstrips, slides, transparencies and overlays, videotapes, disc and tape recordings, and related combinations of two or more media often called "multimedia kits." The media center also provides projectors of several types, record players, tape recorders and small viewers for individual use.

Other materials, mostly in elementary schools, include games and puzzles for kindergarten children. Some centers have museum-type objects such as rock collection, artifacts, examples of sculpture, and

costumes of particular countries, as well as scientific models and simple science equipment.

The resources of school media centers also include special materials for teachers, such as books on education, current professional periodicals, and audiovisual materials concerning teaching methods. Frequently they also supply curriculum guides, copies of textbooks, materials on adolescent psychology and child growth and development, and advanced works in the various school subjects for teachers' background reading.

Physical Facilities and Equipment. The varied services of the media centers require considerably more space than traditional school libraries provided. The newer media centers often seat up to 30% of their schools' enrollment, and some seat even more. **Standards for School Media Programs** suggest areas of 18,000 to 20,000 square feet (1,672-1,858 sq. meters) or more for larger secondary school media centers.

Both large and small media centers include one or more areas for general study with print and nonprint media, workrooms, media production rooms, conference rooms for small-group study, a library classroom, viewing areas, stack areas, and storage rooms for periodicals and for audiovisual equipment. Some centers also include small television studios, electronically equipped classrooms and control centers for dial-access or remote-access retrieval systems.

The equipment of the media center, in addition to shelving, study space, and audiovisual equipment, includes a variety of storage equipment for various nonprint media. Materials-production areas must have cameras, paper cutters, dry-mount pressers, and machines for producing transparencies. Frequently the production area includes a soundproof recording booth and even a photographic darkroom. School media centers with television programs must have videotape recorders, television cameras, and other related equipment.

Although media centers must accommodate complex and varied equipment for certain services, their planners strive for attractiveness and informality in design.

Many schools, as part of their media centers, provide professional libraries for teachers. These are usually furnished, on a smaller scale, with the types of equipment found in the main areas of the media center.

Excellent examples of new media centers can be found in schools in many parts of the United States and Canada. In addition to Oak Park, schools with notable media centers include Greenwich High School in Connecticut and Nova High School in Fort Lauderdale, Fla. School systems that have made great progress in media-center development on a system-

wide basis include Montgomery county, Md.; Toronto and several of its suburbs, such as North York; Regina, Saskatchewan; and Calgary, Alberta. In fact, school systems have developed good media center facilities in every province and state.

Achievements and Problems. The progress of school media centers owes more to the implementation of published standards than does the development of other types of libraries. The growth of secondary school libraries, particularly in the United States, has stemmed from the standards adopted by regional school-accrediting associations. The regional standards derived from national standards, were quickly adopted by the North Central Association of Colleges and Secondary Schools and later formed the basis for the standards of other associations.

The most influential set of standards, however, and probably the single most important publication for school library development in both the United States and Canada, was **Standards for School Library Programs**, published by the ALA in 1960. The 1960 standards not only provided impetus for U.S. school library development but were a major source for **Standards of Library Service for Canadian Schools** (1967), the first national standard for school libraries in Canada, as well as for development or improvement of provincial and state standards.

The importance of the 1960 standards derived not only from their high level and quality, but more important, from the vigor with which school librarians undertook to implement them. With a grant from the Council on Library Resources, the American Association of School Librarians (AASL) mounted the School Library Development Project to introduce the standards throughout the United States and Canada. Through meetings, workshops and publications the project brought the standards to the attention of educators and other citizens concerned with the quality of education.

Partly as a result of the success of the School Library Development Project, the AASL was able to secure funds for an even more ambitious project, the Knapp School Libraries Project. With a grant from the Knapp Foundation, the AASL set out in 1963 to demonstrate the effect that school libraries that met the 1960 standards had on the quality of education in their schools. Using the Knapp Foundation funds, the association provided demonstrations of quality school-library service in five elementary schools and three secondary schools in various regions of the United States. Project funds enabled thousands of educators to visit the schools in the project.

Besides creating great excitement about school libraries nationally, the Knapp School Libraries Project spawned school library demonstrations in various states

and provinces.

Increased awareness of the importance of school libraries in education, growing from the impact of the 1960 standards and of the Knapp School Library Project, no doubt helped pass Title II of the Elementary and Secondary Education Act of 1965, which provided massive U.S. federal aid for the purchase of school library materials. In conjunction with Titles I and III of the same act, it enabled many schools that had never had libraries to organize them, and other schools were able to improve their collections greatly. Canada did not provide federal aid for school libraries, but many provinces provided earmarked grants.

While school media-center facilities and collections have improved and have often reached the levels recommended by standards, media-center staffing has remained a constant problem. Very little federal money could be used for staff. There has been a perennial shortage of qualified school librarians, aggravated by the divergence, in both Canada and the United States, between the educational and certification requirements for school librarians and the requirements for professional practice in other types of libraries.

Trends. Although many school systems have long provided central-office support services for school libraries, the development and improvement of these services have greatly accelerated since World War II. Many school systems in Canada and the United States have established supervisory positions in order to provide leadership and expert direction in school media-center development.

Under the leadership of school-library media supervisors, school districts have developed many important support services. Central offices usually provide one or more of the following services: (1) consultation; (2) in-service education for librarians, teachers, and supporting staff; (3) evaluation of materials; (4) centralized purchasing, cataloguing, and processing of materials; (5) special collections, such as film libraries, central professional libraries for teachers, and examination centers where teachers and librarians can study materials to be purchased for their school media centers; and (6) material production programs in graphic arts, printing, and television.

A major area of concern, still largely unexplored, is the relationship of school media programs to cooperative library and information networks. Meanwhile, student and teacher needs for information grow. No doubt, librarians will develop procedures by which school media centers, now largely isolated from cooperative activities, can be integrated with state, regional and national network programs.

*Dr. Darling is Dean of the School of the Library Service, Columbia University, New York City, USA. This article is an abridgement of Dr. Darling's contribution to the subject "Libraries" in the current *Encyclopedia Americana*. It stresses the influence of standards on the development of school media centers in the United States by providing a basis for influencing government and obtaining financial support both from private foundations and so complements the account by John Ward of the struggle for support for school libraries in Australia.

SEEKING SUPPORT FROM GOVERNMENTS AND PROFESSIONAL ASSOCIATIONS FOR SCHOOL LIBRARY PROGRAMS

by John Ward*

*John Ward is Secretary of the Australian School Library Association, Melbourne, Victoria, Australia. This article is an abridgement of a paper appearing in the Conference Proceedings of the International Association of School Librarianship held in London, England, July 29-31, 1972

This paper concerns seeking support from government and professional associations for school library programs. I shall use as my example our experience in Australia.

Within Australia there are six States — Queensland, New South Wales, Victoria, South Australia, Western Australia and Tasmania — which constitute the Commonwealth of Australia. In each State there are three distinct educational administrations. The first is the State Government Education Department which administers public monies to provide schools at both Primary and Post Primary levels throughout the State. It is basically a centralized system with no local administration. The second system is that conducted by the Catholic Church and includes both Primary and Post Primary schools which are usually administered through each diocese. The third system is the independent school system which consists of a number of privately run schools, some of which are conducted under the auspices of Protestant Churches or are conducted by a corporate board. These schools do not constitute a formal system of organization as each of them is independent of the other.

To give you some idea of the education vote within a State Government Budget, in Victoria some 53% of the State's total expenditure is devoted to education. Catholic and independent schools, which I shall group as non-government schools, receive their finance basically from fees paid by the pupils, and in recent times have received per capita grants from both Commonwealth and State Governments.

One of the major stimuli to the development of school library facilities in Australia has been the special Commonwealth grant known as the Commonwealth

Secondary Schools Libraries Scheme. This scheme, announced by the Minister for Education and Science in 1968, provides grants for the construction, alteration and extension of Secondary school libraries and offers assistance with the equipment, furniture and book materials required for such facilities.

The funds are provided to the State Governments who are responsible for the administration of the program, as far as their own schools are concerned, within the general program approved by the Commonwealth Minister for Education and Science. The Commonwealth Government is advised on the administration of the grants, as far as non-government schools are concerned, by a Committee, known as the Commonwealth Secondary Schools Libraries Committee. Individual members of the Committee visit non-government schools to discuss and assess library needs and to report on these needs to the Minister. Members are available to assist schools with their planning of adequate school library facilities and in their selection of suitable furnishings, resources and equipment.

The program also provides a very limited amount of money per annum — approximately \$40,000 — to stimulate crash training programs to provide staff for these libraries. Such programs are conducted by Commonwealth and State Government Education Departments and professional organizations.

In addition, the Commonwealth Secondary Schools Libraries Committee has produced a series of Standards for Secondary School Libraries designed in relation to the limited financial commitment of the Commonwealth Secondary Schools Libraries Grants program. They are not designed as standards to lead to the attaining of educational excellence in provision of school libraries.

(How did the Commonwealth Government come to its decision to implement such a programme, and what role did Library Association of Australia and other associations play in influencing its decision?)

The Library Association of Australia is the main professional body in the country and has branches in each State and Territory. Within the Library Association there is a schools section, as there are sections for Public Libraries, University Libraries, etc. These sections work at both a national and a State level but are not necessarily found in every State and Territory of the Commonwealth. Some states also have school library associations and a nation-wide School Library Association, independent of the Library Association of Australia, has also been set up.

Within the field of education the significant bodies, from the point of view of school libraries, are the Australian

Teachers' Federation, which consists of State teachers' organizations. The majority members of the member associations of the federation are government school employees.

There are also a number of organizations within a number of States which represent particular groups of teachers such as the Victorian Secondary Teachers' Associations, which have no links with the Australian Teachers' Federation. In the Non-Government school field there is an Association of Assistant Masters and an Association of Assistant Mistresses to cater for teachers working in Non-Government schools. For headmasters and head mistresses in Non-Government schools, there is the Headmasters' Conference of Independent Schools and the Association of Headmistresses of Independent Schools.

Other organizations within the field of education which are of importance to school libraries are Subject Teachers' Associations, such as the Australian English Teachers' Association, which have organizations at both the national and State level, and the Australian College of Education which is probably the most prestigious professional body in Australia concerned with education. Its membership is open to all those interested in education who are nominated and elected to become members of the College.

Now I propose to examine the ways of stimulating interest and support for school library programs in professional associations and Government authorities.

Firstly, I believe that our experience in Australia suggests that the first group to be stimulated must be the professional, school library associations.

The basic needs of members of this group are:

- vocational training for those entering the profession;

- updating the thinking of the professionally trained school librarian already in the field;

- the provision of training for those who are presently working in school libraries but lack training in education and librarianship;

- the establishment of acceptable standards for school library programs, i.e. facilities, staffing, services, materials.

- the stimulation of the thinking of employing authorities and decision-making bodies to accept the need for adequate school library programs and to ensure that the appropriate training opportunities, status and conditions exist for school libraries.

In Australia the professional school library associations conduct meetings, seminars and conferences at national, regional and local levels. Activities include workshops to provide elementary library

skills for untrained school library personnel; day seminars to identify particular issues and needs such as Media and the Educational Process, the role of the School Librarian etc.

These meetings are seen as an opportunity not only to stimulate those working in school libraries but to break down the isolation of the school librarian who may be the only person in a school library in her district.

Direct communication in the form of meetings is one form of communication, while another medium is the printed work. Newsletters, journals and occasional papers offer an opportunity for communication, a forum for ideas, stimulating new thinking, reviewing materials, sharing problems and solutions.

In Australia every regional School Library Association has a newsletter and in some cases publishes regular journals and occasional papers. Effective use has also been made of working committees who research and work on a particular issue. Such groups within Australia have produced effective statements on such issues as freedom to read, status and conditions of librarians, role of media in Education. Such statements not only develop the enthusiasm of members of the school library profession but provide useful publicity to other community, professional and government groups.

Professional school library associations should also be involved in the setting of standards for School Library Programs because of the knowledge and expertise of their members and as a way of stimulating the thinking of their members concerning the role and function of school libraries and school librarians.

The Library Association of Australia produced a Standards and Objectives for School Libraries in 1966 and this received wide acclaim. At that point in time it provided for school librarians, parents and other persons presenting cases to educational authorities for the development of school library facilities, a standard accepted by a professional association. Such standards are important if educational authorities are to be encouraged to provide the best possible facilities for school libraries to perform their function in education. Having set a series of standards, the Australian School Library Association and the Library Association of Australia have a documented statement on school library provision which they are able to use to publicize the inadequacies of the present system.

To achieve support from professional organizations and Governments there needs to be an understanding by the persons involved of the importance and significance of school library programs. In Australia, both at a national and State level, attempts have been made to achieve this aim.

Firstly, both national and regional school library organizations have sought links with other professional bodies in the field of librarianship and education. In some cases the links have been formal links. One example of this is the Australian Library Promotion Council which is a national organization with State branches which involve persons and organizations interested in the promotion of all types of libraries, library facilities and library use. This Council has acted as a political pressure group and is influential as it represents a wide spectrum of community organizations outside the profession of librarianship and education.

This year the Australian School Library Association cooperated with the Australian Library Promotion Council to provide a page of news every month on school libraries, their developments, their successes and their needs for the Council's newspaper, Australian Library News.

Exchange of publication is a fruitful way of developing the understanding of aspirations between various professional and community organizations. Newsletters, journals, occasional papers, press releases sent consistently or at appropriate times to professional and community organizations enable views of the school librarian to be shared.

Individual members and school library professional associations should be encouraged to contribute letters and articles to the journals of professional associations in the field of education and librarianship magazines of parent organizations and community bodies and newspapers.

The most significant activity for influencing and stimulating professional organization, however is through face to face contact between educational administrators, teachers and school librarians. Several of the regional Associations have conducted meetings, seminars and conferences where this has taken place.

The Commonwealth Department of Education and Science has also conducted and supported seminars involving Principals and School Librarians, Heads of Religious Teaching Orders, School Librarians and Architects, and School Librarians and Subject Teachers. All these programs enable the views of the school library profession to be expressed and

enable the profession to gain the support of other professions and groups to develop school library programs.

All Associations are ready to provide speakers to other professional groups and community organizations to speak of the role of the school library and its needs in the teaching/learning programs within schools. In one State a speakers' panel, on which is represented a wide variety of persons concerned with school library programs, is available to community and professional organizations.

By involvement in the development of relations with professional and community organizations the school library profession mobilizes a body of informed opinion and support for the development of school library programs. When the profession requires support to influence decision-making authorities it is possible to seek and gain the support of professional and community organizations.

In seeking to influence support of governments for the development of school library programs, it is vital to establish contacts with the personnel in governments who are responsible for the decision-making in regard to school library programs, both civil servants and the politically appointed heads of the appropriate ministries of education.

Within the administrative structure that controls school library programs, i.e. the Education Departments in the States of Australia, it is important to understand the hierarchy and the line of authority so that school libraries and school library professional organizations may be aware of the appropriate officer or officers to approach on particular issues relating to school libraries.

The development of relationships with these persons is of the utmost significance in presenting the views of school librarians at both the formal and informal level. They permit the provision to both the political heads and the administrative officers of education authorities, including church and Non-Government school authorities, of up-to-date information on developments in the school library field, the needs of the school libraries and an understanding of the present state of school libraries within their area of responsibility. Such information may be

conveyed in annual reports of professional organizations, school library journals, papers, conference report, newsletters, etc.

In Australia, every member of the Commonwealth Parliament receives the Annual Report of the Australian School Library Association, and I know that several State Associations provide their own Annual Report to the members of the State Legislature.

Reports of conferences of school librarians should be sent to the appropriate heads of educational, governmental and non-governmental authorities.

The feeding of such information to these groups alerts them to two factors, firstly the state of the school library programs and secondly, the knowledge that there is a concerned body of expertise in the field in the person of school librarians.

Another way of influencing government and educational authorities is to include them in seminars and conferences at both a local, regional and national level. The politically appointed head of the Education Ministry and appropriate civil service and professional officers responsible for school library programs can be involved as part of the program opening the conference, presenting a paper or chairing a session.

Another method that has been found beneficial here is to make every attempt to have the decision makers in governments view, by visits, tours, etc., the school library facilities and to see the whole spectrum of the school library program.

The value of consultants in the school Library field from overseas has been found to have been most valuable. In the last ten years the visits of six such consultants have been arranged. Such visits have been sponsored by government bodies and the professional associations. The opportunity has been taken to allow these consultants to meet and talk with the representatives of Government and non-government educational authorities, particularly with the persons who are the effective decision-makers in the school library field.

Another aspect of influencing, particularly government but also non-government educational authorities, is for school

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librarians and the school library profession to offer constructive advice for the development of school library programs. I believe that it is professionally desirable that school librarians and the school library profession should be critical of school library programs and should set standards for the development of such programs, but I believe that such evaluations should provide constructive and feasible solutions.

Some ten years ago, the Library Association of Australia presented to the Prime Minister a submission to develop a federal aid program for secondary school libraries. They were supported by: —

Non-Government School Pressure Groups:

The Headmasters' Conference

The Federation of Catholic Parents and Friends Associations

Catholic Bishops

State School Pressure Groups:

New South Wales Federation of Parents and Citizens' Associations

Council for the Defense of Government Schools

Australian Council of State School Organizations

State Teacher Groups:

New South Wales Teachers' Federation
Victorian Teachers' Union

South Australian Institute of Teachers
Australian Teachers' Federation

School Library Associations:

School Library Association of Victoria
School Library Association of New South Wales.

(N.B. The Australian School Library Association was not formed until 1969.)

As well as pressure at the Federal level, many of the above groups brought pressure to bear on the State Governments.

Such persistent pressure from these groups and certain other influences resulted in the Secondary School Libraries Grants Program.

In presenting such cases it is important that the presentation be clear, succinct and well documented. The solutions proffered should be feasible, economical and professional, recognizing that phasing-in over a period of time may be appropriate.

Yet another way to influence governments is to attempt to publicise the needs and aspirations of school library programs through the mass media providing them with a constant flow of press releases and material. The impact of mass media in influencing governments has been well documented.

In conclusion, may I underscore two major points that I have attempted to bring out at all three levels influencing the development of and support for school librarianship, namely other professional associations, and Government and Non-Government Authorities the vital factors in gaining support for school library programs are:

A recognition that relationships between people are vital if communication is to be established. Recognizing that it is people who are the decision-makers in providing adequate resources, facilities, personnel, and finances to develop school library programs.

A recognition that we, as persons concerned and enthusiastic for the development of school library programs, must provide for those whose support we seek information concerning the function, needs and aspirations of school libraries and school librarianship. Such information having been provided, it must be communicated to the decision-makers.

I believe the school library program will succeed best where people (school librarians) communicate with people (decision-makers) to meet the needs of people (teachers and students) who are the key personnel in the school library program.

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State University System of Florida Extension Library

By: Marguerite S. Wurster, Asst. Director

The Extension Library has had a significant influence on the history of education in Florida since its establishment by the legislature in 1919 as a department of the General Extension Division of the University of Florida. It has played an important part in meeting the needs of the various teacher education programs by furnishing library reference materials in support of extension classes, workshops and conferences both for credit and non-credit. Since materials were purchased for special subject areas, one of the finest professional libraries in the area of teacher education has evolved.

In addition to material on teacher education, the Library has provided material for Correspondence Study Programs, large collections of books for children have been sent to teachers or other groups and materials have been supplied to P.T.A's and Garden Clubs of Florida. These collections were known as the "Collections" or traveling libraries and include books, pamphlets, periodicals and "package libraries" (clippings and pictures).

As new universities were established, the library has adjusted to meet their needs as well. With this increase in workload, service for the P.T.A's and Garden Clubs was discontinued. We continue to service the correspondence Study programs and any programs sponsored by the continuing Education Division of any of the nine state universities. During the international space race, the library expanded its collections in engineering and business. In addition to the nine state universities there are presently twelve State Centers for Continuing Education, under direction of the various universities, in which the Extension Library maintains permanent collections of books. These are at the following locations: Bay (UWF) Brevard (FTU), Broward (FAU), Dade (FIU), Duval (UNF), Eglin (UWF), Lee (USF), Okeechobee (FAU), Palm Beach (FAU), Sarasota (USF), South Orlando (FTU), and Volusia (FTU).

Extension classes were designed to meet the needs of the educational, business

and industrial community. These people for the most part, have tremendous demands made upon them to keep up with new knowledge and techniques and are unable to quit work and go back to

school. This is what continuing education is all about. During my recent trip to Russia I was impressed with the scope of continuing education in that country. Everyone seems to be intent on improving their quality of life through learning and work. The working man — for example, the elevator operator — when not actually busy pulls out a book and studies.

The Extension Library is now located at 1011 First Avenue, St. Petersburg, and is officially the State University System of Florida Extension Library. There are ten staff members including two professionals, the Director and Assistant Director. The Director who was appointed to serve as chairman of the Liaison Committee of the National University Extension Association and the ACRL during the present year, is Osborne L. Gomez. He holds two masters degrees including an MSLS from Florida State University.

The Extension Library is more or less a self-contained unit, ordering and processing its own material. On June 30, 1973, the collection included 38,520 cataloged books in the central library and centers. There are 6,733 indexed pamphlets including 1,470 on deposit in the centers, and 41,012 periodicals including 19,774 in centers.

In order to be accredited by the Southern Association of Colleges and Universities, university extension classes must meet necessary standards for library support as to quality and number. This is our *raison d'être*.

A large majority of the people taking extension work are teachers who must have a recency of credit to maintain their certification. The majority of courses offered are graduate-level courses in subjects such as teacher education; adult, vocational, and distributive education: teaching exceptional children both gifted and handicapped; teachers of the blind and speech handicapped; and teachers at State Correctional Institutions and Hospitals.

The Extension Library is unique in the fact that it is geared to meet the

needs of this program. It has machinery for taking care of last-minute requests and cancellations. Extension education differs from on campus education in the fact that it is never static but ever changing to meet the needs and demands of the people. There is no way of making a long term projection.

Books are sent to classes, regardless of where they are held, through bibliographic request from the instructor or the university department offering the course. Since continuing education courses are serviced by the Extension Library and many subjects overlap, books receive maximum usage and this eliminates books staying idle on the shelves. Books which do not circulate are not held. This contributes to quality education at a tremendous savings to the state.

Coordination and cooperation on the part of many people are important aspects of service in this library. We are charged with getting whole libraries to specific locations before the beginning date of classes. This is important because often there is no supportive library in the area. The Extension Library maintains good lines of communication between the instructors, divisions of continuing education of the state various universities, county contact people, principals of various schools, and directors of vocational and technical education centres throughout the state.

We feel that we are making an important contribution to education in Florida and it is this fact that makes it all worthwhile.

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821, 823, 825, 827, 829, 831, 833, 835, 837, 839, 841, 843, 845, 847, 849, 851, 853, 855, 857, 859, 861, 863, 865, 867, 869, 871, 873, 875, 877, 879, 881, 883, 885, 887, 889, 891, 893, 895, 897, 899, 901, 903, 905, 907, 909, 911, 913, 915, 917, 919, 921, 923, 925, 927, 929, 931, 933, 935, 937, 939, 941, 943, 945, 947, 949, 951, 953, 955, 957, 959, 961, 963, 965, 967, 969, 971, 973, 975, 977, 979, 981, 983, 985, 987, 989, 991, 993, 995, 997, 999, 1001, 1003, 1005, 1007, 1009, 1011, 1013, 1015, 1017, 1019, 1021, 1023, 1025, 1027, 1029, 1031, 1033, 1035, 1037, 1039, 1041, 1043, 1045, 1047, 1049, 1051, 1053, 1055, 1057, 1059, 1061, 1063, 1065, 1067, 1069, 1071, 1073, 1075, 1077, 1079, 1081, 1083, 1085, 1087, 1089, 1091, 1093, 1095, 1097, 1099, 1101, 1103, 1105, 1107, 1109, 1111, 1113, 1115, 1117, 1119, 1121, 1123, 1125, 1127, 1129, 1131, 1133, 1135, 1137, 1139, 1141, 1143, 1145, 1147, 1149, 1151, 1153, 1155, 1157, 1159, 1161, 1163, 1165, 1167, 1169, 1171, 1173, 1175, 1177, 1179, 1181, 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2179, 2181, 2183, 2185, 2187, 2189, 2191, 2193, 2195, 2197, 2199, 2201, 2203, 2205, 2207, 2209, 2211, 2213, 2215, 2217, 2219, 2221, 2223, 2225, 2227, 2229, 2231, 2233, 2235, 2237, 2239, 2241, 2243, 2245, 2247, 2249, 2251, 2253, 2255, 2257, 2259, 2261, 2263, 2265, 2267, 2269, 2271, 2273, 2275, 2277, 2279, 2281, 2283, 2285, 2287, 2289, 2291, 2293, 2295, 2297, 2299, 2301, 2303, 2305, 2307, 2309, 2311, 2313, 2315, 2317, 2319, 2321, 2323, 2325, 2327, 2329, 2331, 2333, 2335, 2337, 2339, 2341, 2343, 2345, 2347, 2349, 2351, 2353, 2355, 2357, 2359, 2361, 2363, 2365, 2367, 2369, 2371, 2373, 2375, 2377, 2379, 2381, 2383, 2385, 2387, 2389, 2391, 2393, 2395, 2397, 2399, 2401, 2403, 2405, 2407, 2409, 2411, 2413, 2415, 2417, 2419, 2421, 2423, 2425, 2427, 2429, 2431, 2433, 2435, 2437, 2439, 2441, 2443, 2445, 2447, 2449, 2451, 2453, 2455, 2457, 2459, 2461, 2463, 2465, 2467, 2469, 2471, 2473, 2475, 2477, 2479, 2481, 2483, 2485, 2487, 2489, 2491, 2493, 2495, 2497, 2499, 2501, 2503, 2505, 2507, 2509, 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3507, 3509, 3511, 3513, 3515, 3517, 3519, 3521, 3523, 3525, 3527, 3529, 3531, 3533, 3535, 3537, 3539, 3541, 3543, 3545, 3547, 3549, 3551, 3553, 3555, 3557, 3559, 3561, 3563, 3565, 3567, 3569, 3571, 3573, 3575, 3577, 3579, 3581, 3583, 3585, 3587, 3589, 3591, 3593, 3595, 3597, 3599, 3601, 3603, 3605, 3607, 3609, 3611, 3613, 3615, 3617, 3619, 3621, 3623, 3625, 3627, 3629, 3631, 3633, 3635, 3637, 3639, 3641, 3643, 3645, 3647, 3649, 3651, 3653, 3655, 3657, 3659, 3661, 3663, 3665, 3667, 3669, 3671, 3673, 3675, 3677, 3679, 3681, 3683, 3685, 3687, 3689, 3691, 3693, 3695, 3697, 3699, 3701, 3703, 3705, 3707, 3709, 3711, 3713, 3715, 3717, 3719, 3721, 3723, 3725, 3727, 3729, 3731, 3733, 3735, 3737, 3739, 3741, 3743, 3745, 3747, 3749, 3751, 3753, 3755, 3757, 3759, 3761, 3763, 3765, 3767, 3769, 3771, 3773, 3775, 3777, 3779, 3781, 3783, 3785, 3787, 3789, 3791, 3793, 3795, 3797, 3799, 3801, 3803, 3805, 3807, 3809, 3811, 3813, 3815, 3817, 3819, 3821, 3823, 3825, 3827, 3829, 3831, 3833, 3835, 3837, 3839, 3841, 3843, 3845

BUILDING SECTION



Kingston & St. Andrew Parish Library

Jamaica Library Service Recent Parish Library Building Extensions

Prepared by:

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Jamaica Library Service.*

*Mrs. S. Lampart, Senior Librarian, St.
Thomas Parish Library;*

*Miss Gloria Clarke, Senior Librarian,
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The Jamaica Library Service building programme is part of the overall scheme by the Jamaica Government to improve reading facilities in the Island. The programme is jointly financed by Central and Local Governments, the former contributing 75% and the latter the site and 25% of the building cost.

To date, the Jamaica Library Service Headquarters and 12 Parish Library buildings have been erected. Over the years, the Headquarters building and the St. James and Hanover Parish Library buildings have been extended. The most recent extensions were St. Thomas, completed April, 1972, Portland Parish Library completed February 1973, and Kingston and St. Andrew Parish Library completed July, 1973. An outstanding feature of all these extensions is the architect's design which merges the old with the new to make a harmonious whole and reflects some of the most modern trends in tropical library architecture and interior decoration. The St. Thomas and Portland libraries were

identical designs in the first phase of building but each has been extended by a completely different design to suit the land space available. Both designs are equally pleasing and functional.

Kingston & St. Andrew Parish Library Building

The Kingston & St. Andrew Parish Library began operations in July 1955 in rented premises at 10 Caledonia Avenue and the service grew rapidly, with the active support of the Kingston & St. Andrew Corporation. On July 20 1958, a new library building was opened on lands acquired from the War Department at Tom Redcam Drive, the present site. It is therefore significant

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that the official opening of the extension to the Parish Library building took place on July 19, 1973, making 'July' an important month in the library's history. The project of the extension to the library came about because of the need for more expanded and improved service to the readers in the Corporate Area. The Reference Library for example, could only seat 18 persons and house 3,000 books.

This extension, the largest library building project undertaken by the Jamaica Government to date at a cost of \$200,000 was jointly financed by the Ministry of Education through the Jamaica Library Board and the Kingston & St. Andrew Corporation through the Kingston & St. Andrew Parish Library Committee the former contributing \$150,000 and the latter \$50,000. The extension was designed by Roy Stephenson and Associates and constructed by Page and Sibbles Construction Co. Ltd.

A special feature of the building is its flexibility. On the ground floor, the multi-purpose Reading Room is divided from the Tiny Tots Library by a temporary wooden partition. After the Tiny Tots Library closes at 5:00 pm the doors to the stage makes the room ideal for a Dressing Room when plays, concerts and similar functions are put on in the Reading Room which then becomes a lecture or concert hall. The Reference Library and the Junior Library housed adjacently on the first floor are also divided by a temporary wooden partition. When the third phase of the building is completed and the Junior Library permanently housed the partition will be removed and the Reference Library extended to include both areas. It is not normal professional planning for a Junior Library to be located next to a Reference room and it should be clearly appreciated that this is a temporary arrangement until the third phase. Precautions have been taken to lessen any ill effects as the Reference Library is air-conditioned and completely sealed off from the Junior Library section. The stairway leading to the first floor and the incomplete second floor converted to a roof patio, is erected independent of the building and persons attending functions on the 2nd floor after the library is closed, do not have to enter through the main library building. Space is left between the building and the stairway for a lift to be put in as

soon as sufficient funds are available. The Tiny Tots Room to the Junior Library can be easily converted into meeting rooms after that Library closes at 5:00 p.m.

The entire Library now covers a floor area of approximately 23,000 sq.ft. and is twice the size of the original building which was also remodelled and re-organised to bring new dimensions to the services offered.

The extension has provided: —

- (1) a spacious air-conditioned Reference Library on the first floor. Seating capacity 100 and book stock 8,440.
- (2) a larger Junior Library (still temporarily housed) incorporating a section for older children on the first floor and a Tiny Tots section on the ground floor. Seating capacity 86 and book stock 20,964.
- (3) A multi-purpose reading room on the ground floor air-conditioned both for comfort and to eliminate the noise of traffic from busy Tom Redcam Drive.

The flexible arrangement of this room will provide the accommodation for periodicals, exhibitions and displays as well as serve as a lecture room and additional reading room. Lunch hour concerts will be a feature in the Library's programmes. Seating capacity 500.

The original building was renovated and then modernised with the addition of picture windows. Four bays of shelves were removed and glass jalousies windows installed to allow for as much natural light and ventilation as possible. The temporary wall between the former Adult Lending Library and the children's library was removed and the adult lending library extended to include both areas. The re-modelled original buildings now provides:

- (1) An extended Adult Lending Library - special collections include: —

A Section of the Reference Library



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Drama, West Indian, Ghandi, Foreign Languages, Special Adults, Gunter Memorial Library (books and slides on horticulture) books for the visually handicapped and Talking books for the blind.

- (2) A Young Adults section, a new feature of the Library's Services. Seating capacity 14.
- (3) Improved staff facilities.
- (4) Offices and additional work-room areas.
- (5) Book stacks to house valuable material not always in current demand.
- (6) A music library - a new feature of the Library's services which includes books on music and musicians as well as six Listening Posts provided for readers who wish to listen to recorded music of their choice from a small collection of records which forms the nucleus of a Record Library. Seating capacity 64, book-stock 87,427.

The incomplete 2nd storey has been temporarily converted to a roof patio and can accommodate up to 800 persons. It is used for Cultural and Educational programmes; films, lectures etc., to stimulate reading interests.

The bold but sensitive use of colours in varying shades of purple, blue and green has been used to give the entire building an interesting and inviting appearance whilst retaining all the functional features of a library.



A Section of the Adult Lending Library showing the Young Adult Department, Drama Collection and the Music Collection with Listening Post.



A Section of the Adult Lending Library

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A Section of the Junior Library



A Section of the Tiny Tots Library

Portland Parish Library Building

Built in 1956 the Portland Parish Library was subsequently extended to provide four times the original space. The extension although began in November, 1970, was not completed until February, 1973.

The extended building incorporates a Children's Library, an Adult Library with a Young Adult Collection, a Regional Headquarters for the Schools Library Service as well as a Workroom, Committee Room, Staff Room and sanitary facilities for users of the library. Additional parking has also been provided.

The improved facilities include seating for 102 readers, 74 adults and 28 children. There is a separate children's library which can easily be converted into a room where meetings can be held after closing hours. The library can accommodate larger groups and children's activities can be held without disturbing the adults. Exhibitions and displays can now be accommodated in the adult library, and the Periodicals and young adult collection are more adequately housed. The bookstock was increased up to 32,141.

Every effort was made to reflect and at the same time up-date the design of the original building. The concrete walls have been complemented by large glass panels as well as glass doors. The partitioning between the public rooms is mainly glass and with low moveable furniture, a cohesive see-through effect has been achieved.

The unconventional octagonal adult issue counter like the rest of the furniture was locally built. Fretwork decorations on the counter depict on one side the Jamaica Coat of Arms and on the other a Peacock announcing the date of the opening of the extension. Fluorescent roof lighting and mottled brown Terrazo Tile floors complement the green and white columns and eaves harmonize with the varying shades of the sea and the coconut palms. The extension like the original was designed by the firm of Ashwell Associates. Messrs. Phillip Lovelock Construction Limited constructed the building, the cost of which is \$64,000.00. The fern bank outside the large picture window is

flattered by the fern pattern of the locally manufactured drape and softens the cut stone facade which is a feature of the interior wall.

Portland Parish Library,

A. Section of the Adult Library showing Octagon Issue Counter with fret work decorations.



Portland Parish Library

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St. Thomas Parish Library Building

The extension to the St. Thomas Parish Library building was completed in 1972 and officially opened on April 12 of that year by His Excellency the Governor General, St. Clifford C. Campbell, G.C.M.G., G.C.V.O.

Even regular users of the old Parish Library find it difficult to locate the original structure of some 1,087 square feet in the new edifice now approximately 5,000 square feet in area. The spacious new building was designed by the firm of Harold J. Ashwell and Associates, Architects and constructed by Mr. L. Jackson.

Readers' facilities now consist of Adult Lending, Reference and Periodical sections roughly double the former area provided. Junior members enjoy similar but separate facilities with their own entrance and issue desk. Special features include the Committee/Librarians's Office with complete visibility to supervise the adult as well as the Junior Library and the flexibility of conversion of both the adult and the junior library into two separate meeting rooms for Extra Mural activities. The Periodical section can also be used for an Exhibition area. There is also a garage/workroom which is used as a workroom during opening hours and as a garage for the library's vehicles after 6:00 p.m.

10,000 new books were supplied by the Jamaica Library Service to meet the stock requirements of the new building which opened with a total of 21,540 books, comprising 11,750 for Adults and 8,740 for Juniors. Seating facilities were provided for 50 juniors and 60 adults.

The majority of the furnishings and fixtures were new though some of the equipment had been acquired during the preceding years in anticipation of the new building. A local touch was introduced with the bamboo-designed drapes printed by Jamaica Textiles to harmonise with the bamboo furnishings in the Periodical Room, and a specially designed issue desk and divider incorporating bamboo.

The cost of the entire operation was shared by:

- (i) Central Government through the Jamaica Library Board which provided 75% of the cost of the building (i.e. \$36,000.00.)
- (ii) Local Government through the St. Thomas Parish Council which contributed \$12,000.00 to the cost of the building.



St. Thomas Parish Library



A Section of the Junior Library



St. Thomas Parish Library
A Section of the Adult Library showing the Bamboo Design.

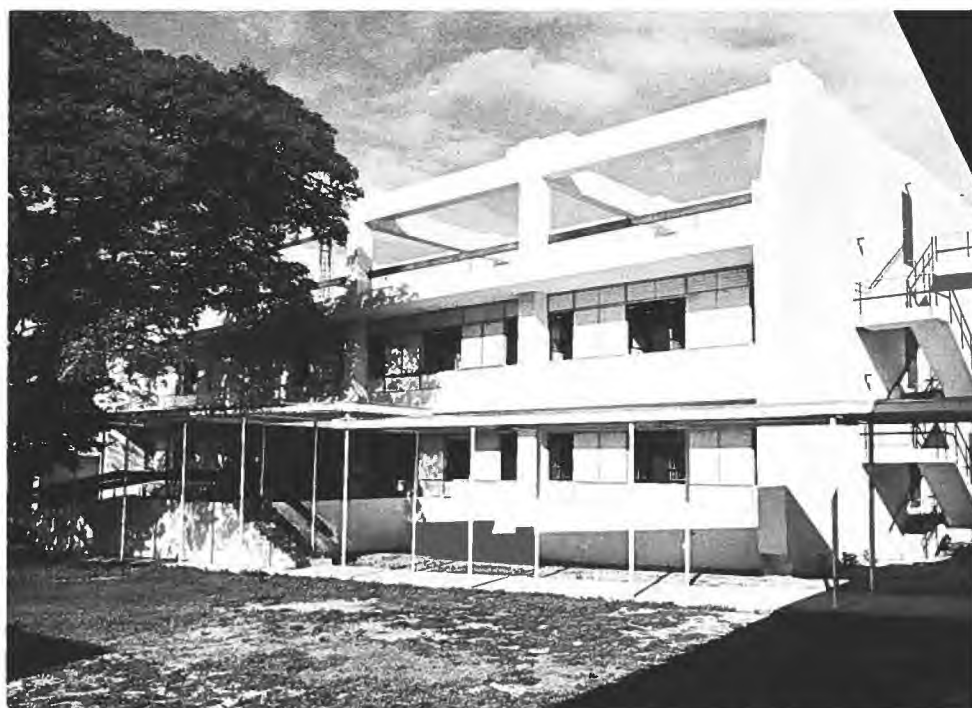
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**"THE BACKGROUND TO THE MEDICAL
AND SCIENCE BRANCH LIBRARY
UNIVERSITY OF THE WEST INDIES,
MONA."**

*Remarks made by Mr. K.E. Ingram,
Librarian, at the Official Opening, 7th
Dec. 1973.*

Mr. Chairman, Your Excellency the High Commissioner for Canada, Mr. Chancellor, Vice-Chancellor, Pro-Vice-Chancellor Robinson, Honoured guests, Colleagues, Ladies and Gentlemen,

To understand the background to the Medical and Science branch libraries one must understand something of the background of the Main Library from which they sprang and to which they are attached. Within two years from the construction of the first permanent Library at Mona in 1952, which was designed to accommodate a maximum of 40,000 volumes and 250 readers, the working capacity of the Library had been nearly exhausted and plans began to be actively made for an extension to meet the anticipated growth of a young and growing university college (as it then was) which had to catch up with the past, as well as meet the current needs of its clientele. With the aid of a grant from the British Government the extension to the

present Main Library was completed in September 1957. Since then, with the exception of minor modifications and extensions, the building has remained substantially the same. It was envisaged then that the extended Library might serve for another 15 years, accommodating ultimately 200,000 volumes, with seating capacity for 360 readers, at a time when the University student body numbered approximately 600 persons. In point of fact however, as my predecessor pointed out in 1965, its maximum capacity as a working collection was nearer 160,000 volumes and before the end of that year the Library's total holdings numbered approximately 170,000 volumes and additional shelving had begun to be installed in the reading rooms with a consequent reduction in readers' seats.

In presenting his draft estimates for 1963/6 the Librarian had forecast that the Library would be filled by 1966 if not before and in January 1965 he informed the Library Committee that it was urgently necessary to plan then for a further extension of the Library, and here I quote from the relevant minutes:

"For reasons which he would develop later he believed it would be unwise to add substantially to the existing building (as would be required if all future needs were to be provided for in the one building),

and that it would be better to plan at this stage for completely new branch libraries, in suitable locations, for the Faculties of Science and Medicine, respectively; retaining the present building with suitable alterations for the Humanities, Special Collections and central bibliographic services. An extension to the Library along these lines would probably cost more in capital and recurrent expenditure in the short run, but should obviate the greater expense of rectifying later what could be rectified now. The Library had established its unity and its centrality to the scholarly purposes of the University as a whole, and could now afford to go out to its readers—as indeed County public libraries had been doing for the past half century".

This recommendation for extension by the creation of branch libraries received an enthusiastic response from the Faculties concerned while the then Vice-Chancellor almost immediately raised the wider problems of financing such an extension with the Bursar (now our Pro-Vice-Chancellor — Finance) while indicating that "capital was going to be a frightful headache".

In December 1966 it became known that a substantial sum would be made available for the Library extension out of an amount of Canadian \$5m., which the Canadian Government had agreed to make available to the University for various

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purposes of development. The Librarian's original "blueprint" for the extension, issued on April 12, 1967, provided for two branch libraries, also for an extension to the Main Library, the whole comprising an additional 37,000 sq. ft. of building designed to house an additional 200,000 volumes and to seat 400 extra readers, the cost of which was to be met from the equivalent of Ca. \$950,000.00 of which \$800,000 was to be provided from Canadian Aid funds.

More than six years however were to elapse before we began the occupation of the branch libraries on August 3 of this year.

I shall not attempt to enter into the protracted discussions and consultations on the subject as to whether the Library should be extended as three parts or as a single building, but would merely wish to point to significant milestones during those years. The issue was resolved by the University's Planning Committee in December 1968 with the decision to extend the Library as three units. In March 1970 the Canadian Aid Office decided to limit its participation in the extension programme of the two branch libraries only.* The final preliminary plans were signed by the former Librarian on March 26, 1971, on the eve of his departure

from the campus on retirement, and it is regrettable that he cannot be here on this occasion to see the fruits of his efforts. Messrs. Leslie Fairn & Co., of Halifax, Nova Scotia, having been appointed architects, ground was broken to mark the start of construction of the two branch libraries on Friday, February 11, 1972, and the buildings were completed between May to June of this year. The installation of the shelving was completed on August 1 and the removal took place during the month of August. The libraries were opened to readers on September 3.

Some idea of the immense sense of relief experienced by those of us in the Library, with the start of the removal, may be gauged from the fact that the Main Library in the summer of this year was estimated to have in round figures some 250,000 volumes, or 90,000 volumes in excess of its maximum working capacity and its seating accommodation had been reduced over the years from 350 to 270 places, while its student body had grown from 600, in 1957, to 3,500 (in round figures). With the removal to the branches there remains an excess of some 30,000 volumes or more, over its maximum work-

ing capacity and the suggested additions proposed for the Main Library in 1965 are now eight years overdue.

The Medical Library, which is restricted to clinical medicine, will accommodate up to 40,000 volumes and presently contains an estimated 18,000 volumes. The Science Library, which contains the collections relating to departments within the Faculties of Natural Sciences and Agriculture and also those of pre-clinical medicine, will accommodate up to 50,000 volumes and presently is estimated to contain 40,000 volumes.

Given our present rate of growth the Medical Library should serve for another seven to eight years while the Science Library will be filled to capacity in less than three years. Both branch libraries are designed to be extended upwards by the addition of two floors.

The branch libraries will serve undergraduate, graduate and staff needs in their respective faculties though their use is open to all members of the University. Maximum access to books and periodicals has been provided. Facilities for Xerox copying and microfilm reading have been or will be made available; also, a variety of reader accommodation has been provided including open reading tables, moveable carrels and closed carrels. It is

*Canadian \$600,000.00 were set aside for the construction of the two branch libraries only, without the extension to the Main Library.

encouraging to see the use that is being made of these libraries as a result of their convenient location in relation to the departments served. Given adequate staff, they should provide better and more specialized reader-services and, with the co-operation of the Faculties, should stimulate and make for better book selection within their respective subject fields. The Medical Library should play a vital role in any programme of Postgraduate Medical Education and in time, could act as a co-ordinating body for the medical libraries of teaching hospitals in the countries served by the University of the West Indies. These libraries should also be able to assist Government and non-Government bodies with scientific and medical research but the fullest realisation of their potential and the maximum exploitation of their resources will depend on continued building of their collections, serviced by adequate staff.

In addition to the buildings, the shelving, the loan desk and the movable carrels are also the gift of the Canadian Government, as also certain other items not yet supplied by one of the sub-contractors —

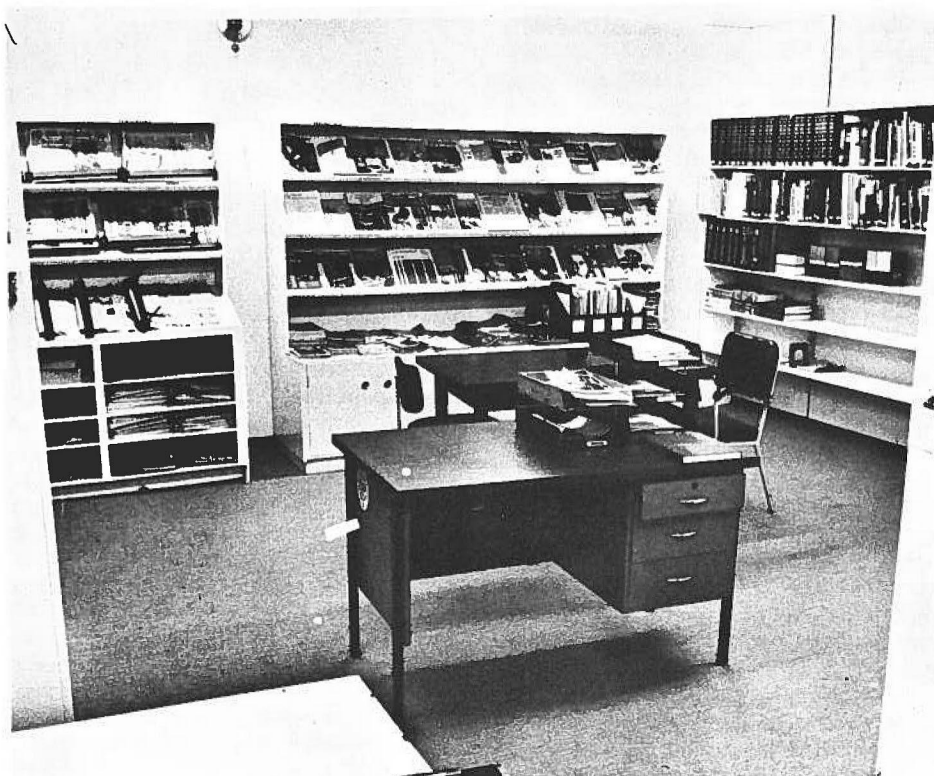
viz., baggage racks, display cases and catalogue card cabinets, for which we have to improvise at the moment. All windows will be fully draped in due course but due to circumstances outside our control it was not possible to have the drapes hung in time for the opening ceremony, as we had hoped could be done. We are indeed grateful to the Canadian Government for this munificent gift of two comfortable well-appointed and attractive library buildings, which are a most welcome and necessary addition to the Library at Mona.

The furniture was purchased by the University from various local manufacturers and here I should like to say a special word of thanks to Mr. Asher of Chalmers, Gibbs, Martin, Foster, Partnership, local representatives of the Canadian architects, who assisted me with the choice and design of furnishings and whose advice was invaluable. The contractors for the buildings were Messrs. Marley & Plant.

Finally, I should like to say a warm "thank you" to those members of staff who worked so hard to complete the removal into both libraries during the month

of August and to carry out the consequent rearrangement of the major part of what remains in the Main Library. It may be of interest to you to know that the removal involved the packing and unpacking of 5143 carton loads of material which had to be kept in classified order, a task which was greatly complicated by the large number of unbound periodical parts, which a glance at the shelves will reveal. I should like to say thanks also to Miss Kathleen Johnson, the Public Relations Officer of the firm of Desnoes & Geddes who arranged for us to have the use of 800 beer cartons and a beer truck on two consecutive Saturday mornings, to Mr. Bernard Latibeaudiere, the Executive Director of Wray & Nephew Ltd., who gave 500 rum cartons for the removal, to the Jamaica Library Service for the loan of a book truck and to various persons within the University who assisted in one way or another. In closing, may I repeat how deeply grateful we are to the donor — the Government of Canada.

Private Companies too, are becoming aware of the need for adequate library provision. Interior of the Jamaica Daily News Library.



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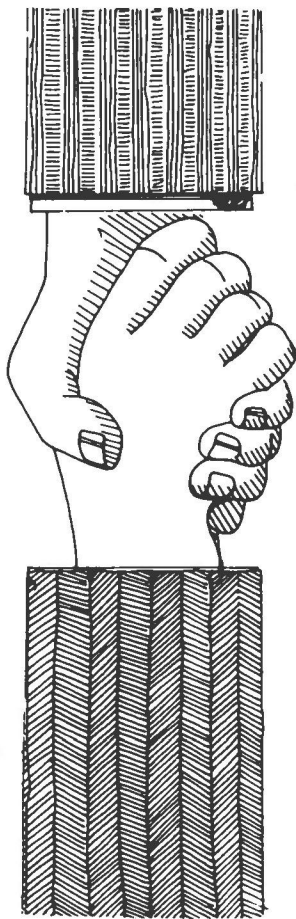
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