

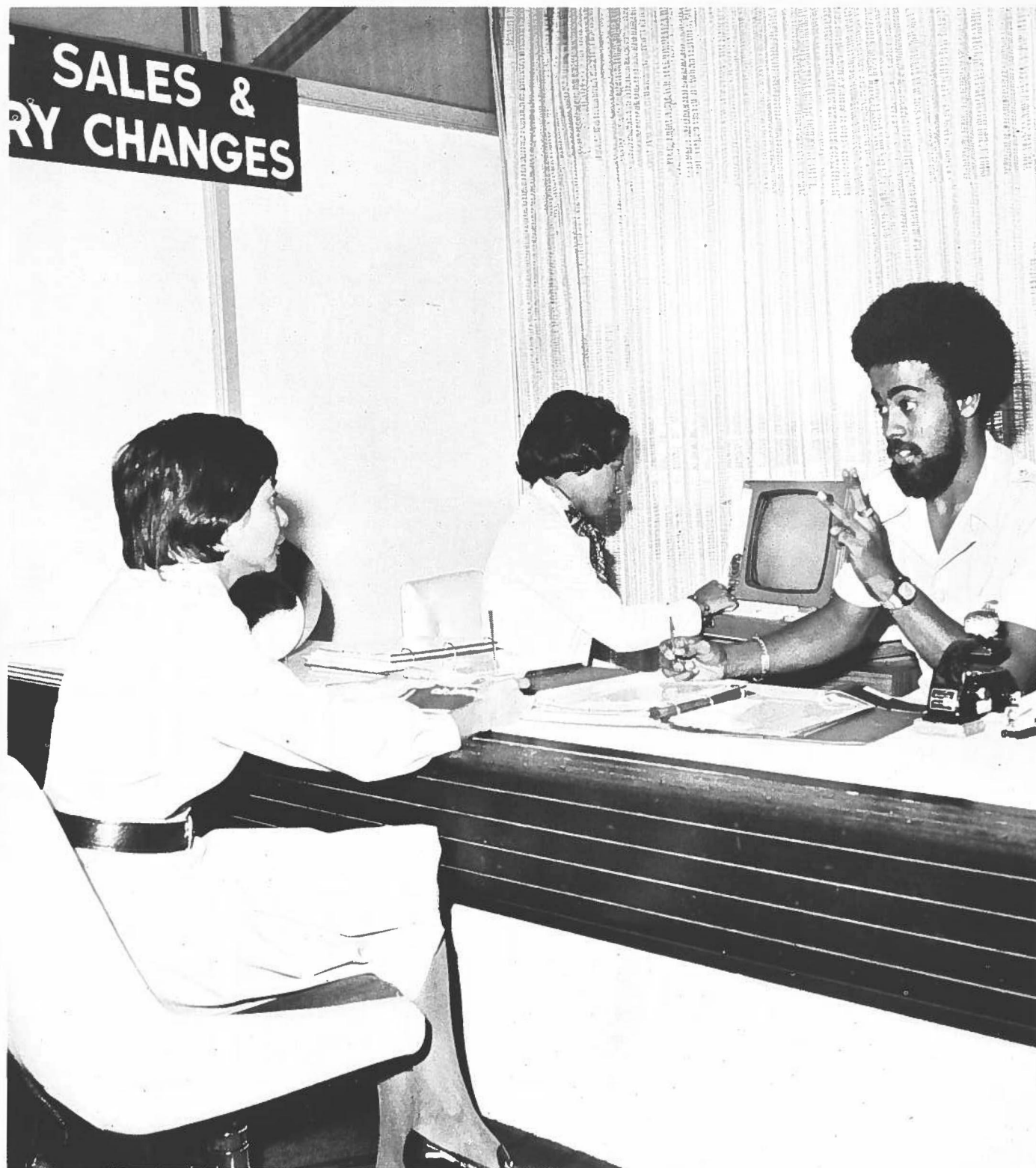


JAMAICA LIBRARY

ASSOCIATION

BULLETIN

1978



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JAMAICA INTERNATIONAL TELECOMMUNICATIONS LTD.

Jamaica Library Association

Annual General Meeting

JANUARY 1977

PRESIDENTIAL ADDRESS

by

Daphne Douglas

*Head, Department of Library Studies
University of the West Indies*

Miss Thomas, colleagues and friends; instead of sleeping, I was trying all night before last to seek some justification for my position here today, for my having been selected to lead this august body for the next twelve months. I finally came to the conclusion that it could be that because I have personally touched the professional lives of many, I could probably say most, of the librarians in this room, because I have moved freely in the professional field, having worked in a variety of library systems, here and abroad, because I have had administrative responsibilities interacting with both top management and authorities and also all types of staff in libraries, there must be something that I should be able to offer to the Association as I hold office as President. Fully aware of the extent of my responsibility and the demands for action that I must meet, I wish to express my warm appreciation for the recognition and confidence which the selection implies. I shall do everything I possibly can not to fail the opinion which has placed me in this position.

I have spent some time deciding on an appropriate theme on which to base my short discourse today. Although some very lofty ones came to mind, because I have been involved in the education and training of librarians almost from the start of formalised action in the Jamaican setting, I feel that I can speak with some authority on the matter.

I feel that there are some crucial things that need to be said now. In particular, I want to look at the hazards of transitional periods as it affects qualified and qualifying librarians today.

If we do not approach the phenomena of transition in a rational manner, understanding the implications and recognising the inherent problems and the inevitable side effects, it is almost certain that a deep cleft in the profession is likely to occur. This is unnecessary and something



which we should seek actively to avoid at all costs. There is a vigorous body of intelligent, well educated, committed librarians in Jamaica, very few, like myself, nearing retirement age. Naturally these people must continue to serve in the profession as a unified body all equally well equipped in their special spheres to meet the challenging and exciting times ahead as the role of the librarian, the information scientist, the documentalist, the archivist; indeed, the information handler comes into its own as surely it must. And I say this in itself is a manifestation of change. The new librarian in Jamaica today enters a milieu of acceptance unknown in the days when I started in the field. Such a person will have no experience of the struggles we faced for even a living wage in the early days. But none of us I hope grudge them this freedom from obscurity and I am sure each one is able to recognise this fact and acknowledge, hopefully with gratitude, the paving of the way for him or her by us older folk. Still, the chain is being built and he or she must have ongoing commitments in terms of maintaining the clear road and making it wider and smoother for those who will come after them.

The area of transition I wish to deal with specifically is in the matter of the various education and training programmes through which our librarians have passed in order to reach professional status. Largely speaking, our librarians have trained on both sides of the Atlantic and in Jamaica. Having been active in all areas I think I am able to speak dispassionately and with authority. There are certain facts to be recognised if understanding is to be achieved and the situation rationalised.

First of all, there are two basic considerations. One is that a person does not have to step over the threshold of a university campus in order to be educated. We are librarians, and we ought to know that, after all, this is our business. On the other hand, the society in which we live has emphasized the need for proof of educational achievement in certain situations. It has even stressed the requirement of a particular type of proof for specialised purposes. This proof can and has been based on different systems over the years and this base will continue to change in future years. Some of these systems have been traditional within individual environments, others have been developed on a wider spectrum as world communication has intensified and the complexity of knowledge has increased. There is much more knowledge to be acquired today. And I give you an example: I have found a vast difference between the basic general knowledge needed to comprehend subject analysis for classification in the 1950s and in the 1970s. It does not mean that something is wrong with the education system and training of the past or that it was inferior or wanting. I continually say that I would not change my FLA or even my ALA for my M.L.S. In terms of the body of knowledge I acquired, my ability to apply theoretical concepts to the solving of professional problems, to develop a professional personality and commitment

and as a basis for assimilating further and more advanced education, the earlier education and training which I had has been invaluable. Naturally, any change however beneficial is likely to cause hardship to someone. But I would urge such a victim, if I can use the term, to recognise the inevitable circumstances which must give rise to this and not to confuse issues by blaming the system. One has to keep a clear head and plan decisively, but not with malice and vindictiveness, if one is to meet the challenge of change and some of the inherent vicissitudes.

But let us face some facts. Any librarian training in 1976 is bound to cover an updated body of knowledge in some areas such as information retrieval, largely different from the body of knowledge gained by a librarian in 1966 or even 1956. For example, the 1956 librarian learnt about "miles" of Library of Congress card storage, the 1976 librarian knows that Library of Congress cards are produced by computer on demand. This is inevitable; theories and practices in any field are always changing or being improved and what the "current" trainee gains in newer knowledge, the person who trained ten to twenty years ago must lack unless he or she has arduously applied him or herself to keeping up with new developments. On the other hand, there is no way the new librarian can possibly have the post-training experience which has been accumulated by the longer serving librarian. This is just not possible, because even if a newly qualified librarian had worked in libraries before training, it would not have been possible to relate the theoretical principles subsequently mastered to the work at the time it was currently being performed. Hindsight is quite different from foresight.

I have heard "associates" inveigh against the seemingly bad advice which they received at the time when they were qualifying. I do not think that they were "given" bad advice, but rather that they got caught up in the vortex of transition. In the 1950s and the early 1960s, the "in" thing was the independence of nations, of traditional groups. Each group "was doing its own thing". The end of the 1960s and the 1970s has seen the development of the global system where international approaches have largely been

the order of the day. Some of these trends have been good, others disastrous. A method of training librarians had evolved in Britain which was accepted by and satisfactory to that country and was extended automatically throughout her then far flung empire.

What is wrong with the concept of "one time qualification" is that no profession is static and for the librarian who would advance in his career, continuing education, updating his professional knowledge must be the order of the day.

The thought I would like to leave with the two groups which, although still nebulous, I see beginning to take shape on opposite sides of an imaginary fence is that that fence really does not exist at all.

I ask the newer librarian to respect the professional standing and status of the longer serving librarians. Their knowledge, in the context of the time they began to acquire it is absolutely no different from what you have recently acquired. And they have had the opportunity to test and refine its application while continuing to acquire more and to enhance all areas in the hard school of experience. All other things being equal, you will never be able to overtake their knowledge or expertise which for the aware professional is continually advancing. You at this stage have much to learn from them and I would encourage you to create the climate and to seize the opportunities afforded for a transfer of some of this expertise to enrich your own formal education and training.

I ask the longer serving members of the profession to recognise the contributions which the brand new librarian with current knowledge is able to make, and to provide opportunities for them to exercise their particular competencies and to increase their mobility. To you falls the responsibility of developing these new entrants to the profession into the mature type you would wish to take your place as you move up and out and on. In summary, the concern is threefold: there is an educational problem, an administrative problem, and a sociological problem. I hope I have given indications in all areas how this may be viewed.

Finally, I cannot leave you without indicating my approach to my year in office, what will be my own area of concern, and the charge which I want to give you as hopefully you all support me in the months ahead.

This is not a political party, nor is it a private sector business organisation so I cannot call for worker participation. What I can do is rearrange some of the words and call for PARTICIPATION IN WORKING PARTIES. I would like to see an end to our working parties operating as small committees with only a few members and mostly the same ones called upon to serve on these bodies. What I would like to see and shall work towards and influence the Chairmen to endeavour to achieve is the affiliation of every member to one or more than one party, working party that is. And ways and means must be devised for individual input by everyone. Plans of operation must be drawn up and duties delegated to smaller groups within each party. For example, within the working party which I chair, we have drawn up a programme of activities. There is no reason why each event should not be organised by a different person or group of persons. Surely any of our members can arrange a meeting place, see that it is made ready for a meeting, mail out invitations and confirm the arrangements with the invited participant or participants. Or, again, in the promotional work done in a working party, I find a personal telephone call works wonders and if an entire working party takes on the responsibility of awakening interest in this manner tremendous resources can be brought into action. But I do not want to do the homework for these parties so I will simply exhort them to be imaginative and productive and to devise ways and means of reaching as large an audience as possible. If we do this thing alone, we will achieve much, as the rank and file of the membership will have to become involved. No longer will it be what "THEY are doing that I do not like", or "how THEY are offending me", but as an active member of the Association YOU and I will contribute to the activity process, which should become even more meaningful to the individual as there will be a place in the system for everyone.

WITH THE COMPLIMENTS OF



ALCAN JAMAICA LIMITED

THE ROLE OF LIBRARIES IN DEVELOPING COUNTRIES: FOCUS ON LIBRARIES IN BARBADOS AND JAMAICA

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The developing countries may be defined as those, mainly in Africa, the Caribbean, Latin America and Southern Asia, which are undergoing a process of economic, political and social change. In most of these countries, obstacles to rapid social change includes escalating population growth, high illiteracy — especially among the adult population — inadequate health and education facilities, and limited financial resources.¹

Education has always been regarded as a social process by means of which a community, society, or nation, seeks to transmit to the emergent generation those traditional aspects of its culture, which are considered fundamental to its stability and survival. It has also been seen as a process through which the individual becomes an intelligent, reasonable human being, trained to contribute to the progress of his group, whether tribe or nation. In the developing countries, political leaders have recognised the value of education as a means by which cultural, economic and social progress can be achieved. Consequently, government expenditure on education is usually large in relation to spending in other areas.

In any educational system, libraries have a crucial role to play. Their main functions are to collect, preserve, organise and facilitate access to information, thereby fostering self-development of the individual or group. In developing countries, they must also be regarded as a medium through which the social changes so necessary — if ignorance and poverty are to be ameliorated, if not eradicated — can be brought about. For

those reasons, it is imperative that government and heads of institutions of which libraries are a part, regard them as an integral part of the educational system, and plan library services within the context of national development. For example, in Jamaica a step in this direction was taken when, in 1974, the Government established a National Council on Libraries, Archives and Documentation Services to provide a national plan for libraries. The Council was established on the ground that "the national planning for socio-economic development encompasses the concept of national planning for library services, and takes account of the need for a comprehensive, co-ordinated, and integrated library service, consisting of national, public, special, university, and school libraries". One of the Council's functions is to review continuously the nation's library needs, and advise Government of national priorities in the budgetary provision.² If the Council functions according to plan, government libraries in Jamaica may eventually be able to secure a reasonably adequate share of national funds.

At this point, a survey of library networks in the Commonwealth Caribbean would be useful for two reasons. Firstly, it would provide information on a subject about which little has been published. Secondly, such a survey could be used to show how library systems in the Commonwealth Caribbean have developed in relation to systems in other developing countries. Unavailability of information renders a comprehensive survey impossible at this time. However, it must be noted that, after an official of the British Council examined public and other library services in the Leeward and Windward Islands during 1975, he expressed "bitter disappointment to find many of the . . . services still languishing in isolation, and to walk into libraries where nothing has changed in 15 years, not even some of the bookstock". Writing generally of services in these and the

other former British Caribbean Colonies, he concluded: "It can safely be said that they all need in varying degrees, additional provision for the three essentials, books, staff training, buildings and equipment, many of them at basic level".³

Library services in Barbados and Jamaica are among the most developed in the region, and are the ones on which it was easiest to gather information. In Jamaica, the main libraries are the outstanding West India Reference Library of the Institute of Jamaica, the Archives Department, the libraries at the Mona Campus of the University of the West Indies, and those of a well-organized public library system.

Indeed, the Jamaica Library Service is "so comprehensive and efficient as to be regarded as a model for all other developing countries".⁴ Some attention will now be paid to its organisation and financing. The headquarters of the Jamaica Library Service in Kingston is responsible for co-ordinating public library services throughout the island. Service is available through parish libraries in the chief towns, branch libraries in populous areas, book centres in smaller communities, and book-mobile stops in other rural areas. In 1974, there were 442 points serving 460,000 readers through a total bookstock of 857,000 books. Government expenditure for public libraries increased from J\$287,500 in 1959/60 to J\$2.8 million in 1974/75. However, in spite of this seemingly large increase, the per capita expenditure in 1973/74 was merely J\$1.04, the actual book provision only 1.8 books per reader, and the need for more books was so pressing, that membership in some libraries had to be restricted periodically. Since Government found it impossible to increase funds for bookstock, the national plan for the organisation of libraries after 1974 continued to emphasise the use of voluntary services wherever possible, to free more funds for up-grading bookstock.⁵

In Barbados, the public library system is organised in a manner similar to that of Jamaica. There is a central library in Bridgetown for adults and juveniles, seven branch libraries, a book-mobile service to twenty-six stop points, and a school libraries book-mobile service to eighty-three elementary and three secondary schools. In addition, special collections are provided in institutions such as the Queen Elizabeth Hospital and Her Majesty's Prisons.

The Barbados Public Library is a department of Government accountable to the Minister of Education since 1958. Its finances come entirely from the General Revenue, and its programme for staff-training, extension of services, and buildings, must be related to the broad requirements of the entire civil establishment. Government spending on public libraries increased from BDS\$186,777 in 1968/69 to BDS\$470,391 in 1976/77. However, salaries account for over 60 per cent of the latter amount. In fact, only BDS\$124,133 or 26.4 per cent of the 1976/77 budget is allocated for book-stock. This represents an expenditure of a mere 50c per head of population.

The Public Librarian considers the collection of 174,907 items at December 31, 1976 "reasonably well-balanced", but admits the need for additional bookstock in the juvenile library, and in the more heavily-used sections of the adult library — in sociology, management, accounts, arts and crafts.

The Public Library is well patronised by Barbadians. At October 31, 1976, the total number of active readers (those who had borrowed at least one book during the year) was 68,738, or one in every four Barbadians. All service points are well attended, and when the library sponsors lectures, poetry reading sessions, or mounts displays, keen interest is shown by the public.⁶

The ultimate aim of all public library activity is service to the public through —

- (i) logical organisation of materials for convenient use;
- (ii) lending of materials;
- (iii) provisions of information;
- (iv) guidance in the use of educational and recreational material;
- (v) assistance to civic, cultural and educational organizations in locating and using materials for projects, and the education of their members;
- (vi) stimulation of the use, and interpretation, of materials through displays, reading lists, story hours, book talks, film shows and discussions.

Both the Barbados and Jamaica

public library systems attempt to provide these services. However, it would seem that the Jamaica Library Service is much more involved in community projects than the Barbados Public Library, and, as a result, has succeeded in making some libraries the cultural centres of the parishes in which they are located.

In Barbados, other Government-financed libraries are:

The Department of Archives

Since 1964, this Department has been collecting, organising and cataloguing records of Government departments, corporations and business firms, families and individuals. They constitute an unsurpassed source of information concerning the political, social, economic and technological developments of the past. For these reasons, the Barbados Archives Department is heavily used by students, teachers, civil servants, members of the legal profession and by others who are mainly seeking genealogical information. With a qualified archivist in charge, the Department provides service of a high calibre, even though, for various reasons, the staff turnover has been high.

School Libraries

The School Library should aim at providing materials to support the school's educational programme, and other items carefully chosen to develop children's reading skills, widen their interest in reading, and teach them how to use a library as a source of information, recreation and enjoyment. Unfortunately, where they exist, school libraries in Barbados are not well enough developed to perform these functions adequately. The ten older government secondary schools have small libraries — a room with a collection of books organised by an enthusiastic teacher or library assistant, but hardly ever a trained librarian. In the ten newer secondary schools, efforts are being made to build up small collections. However, the guidelines for collection-building are unclear, and the "library" is usually a room used for a number of other purposes. Most of the independent secondary schools have no libraries, and of the 120 elementary schools, only 83 are visited by the Public Library's school mobile unit.

Libraries in Government Departments

Among these are libraries in the Ministries of Agriculture; Education; Health; External Affairs; and Attorney General. Ideally, these special libraries should serve as a major source of information for the departments concerned, by acquiring, organising and disseminating informational materials germane to the departments' activities. They should also be staffed by qualified librarians or assistants, who possess substantial

knowledge of the prescribed subject areas, capable of ordering new materials systematically, and of organising all holdings for efficient retrieval of information.

In reality, the bookstock in most of the libraries being described is inadequate, housed in cramped surroundings, and maintained by junior clerks or messengers. Book ordering is unsystematic, and record-keeping non-existent, or erratic. The situation is highly unsatisfactory, especially in departments such as legal affairs, where all library holdings are not recorded, and where legislation, reports from other Commonwealth countries, and a larger collection of up-to-date text books are all needed if the departments are to acquire the information necessary for up-grading legal standards in the country. Fortunately, the situation is not one of unrelieved gloom — the library of the Ministry of Health is currently being organised to build up a comprehensive stock in Health Science, and plans are afoot to improve conditions in those of the Ministries of External Affairs and Attorney General.

Other Special Libraries

Statutory Boards and Regional Institutions

Libraries in this category are found in the Central Bank of Barbados, the Caribbean Broadcasting Corporation, the Caribbean Development Bank and the Caribbean Meteorological Institute. These libraries are headed by qualified librarians, or in the case of the Caribbean Broadcasting Corporation, by a senior clerk with experience in library routines. The materials acquired meet the specific research needs of the parent institutions, and use by outsiders is restricted.

Commonwealth Caribbean Resource Centre (COMCARC)

COMCARC was established in November, 1972. Its functions are to identify and record aspects of Caribbean life, and especially, to stimulate investigation by Caribbean people of their cultural heritage. The COMCARC collection contains numerous tape recordings of discussions with old West Indians, photographs, slides, newspaper clippings and bibliographies of writings on various Caribbean topics. The importance of such a collection cannot be overstated.

University of the West Indies, Cave Hill

At present, the Institute of Social and Economic Research Library, the Law and Main Libraries are the chief collections on Campus. The main functions of any university library are to build comprehensive research collections, and provide materials for undergraduate education. In developing countries, where public library book-

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Bauxite is our most important natural resource. Jamaicans should know everything possible about bauxite and aluminium: the geology, mineralogy, chemistry, engineering and related crafts; the mining, refining, smelting, fabrication, and marketing.

- Do we have the available books?
- Are the schools and libraries doing enough to help our people find out?

stock may be small, special libraries few, poorly stocked and have restricted membership, university libraries are an important source of information for government departments, industry, and individuals undertaking private research.

The collection of the Library of the Institute of Social and Economic Research totals approximately 15,000 volumes, and reflects the research undertaken by the staff over the years. However, use of the Library is not restricted to Institute staff; it is extended to all members of the University's teaching staff and post-graduate students, as well as to persons engaged in research sponsored by contributing governments and/or regional institutions, and accredited scholars from other local and overseas institutions.

The Law Library, with a collection of nearly 34,000 volumes, including legislation, reports and periodicals from most Commonwealth countries, adequately meets the needs of law students, can be used by academic staff for research in many areas of the law, and is also consulted by practising barristers and government departments.

Materials in the Main Library may be borrowed by members of the senior administrative staff, undergraduates and academic staff of the University, and by others at the Campus Librarian's discretion. The Main Library contains approximately 60,000 volumes. The collection is possibly adequate for undergraduate needs in many areas, but its research capability is minimal. Chronic fund shortages have resulted in a situation whereby "standard works of reference, bibliographies and the printed catalogues of other libraries frequently have to be bypassed to supply the basic material required for the teaching programme. This handicap is severely felt by staff members who find that their efforts at carrying out private research are severely handicapped".⁷

The libraries in Barbados are typical of those found in Ghana, Israel, Indonesia, Trinidad and Tobago and Jamaica. The situation in these countries may be summarized as follows:

(1) University libraries regard the provision of undergraduate teaching materials as their most important task, but are also striving to build up research collections.

(2) Public libraries are attempting to provide a nation-wide distribution of books, and a few have become the cultural centres of the communities within which they are located.

(3) Libraries in most government departments and schools are poorly stocked, housed and organized.

(4) Special libraries of other kinds are in varying stages of development, but the policies of all except those of national or regional importance, such as the West India Reference Library and COMCARC, are largely determined by the needs of their parent institutions, and use by out-siders is restricted.

Yet, warts and all, the library services in these countries are far superior to those of most other developing countries, where library planning is haphazard, existing libraries lack staff, stock and buildings, and services to rural areas are severely restricted — or absent.

Even when these conditions exist, libraries in developing countries can still be agents for social change. If library planners and librarians are enthusiastic, and are convinced that the educational system should seek to assume a better life for all, they will use the limited library facilities available to further community and national projects.

This has certainly been the case in Jamaica, and parts of India. In these countries, governments realise that adult education is an important part of nation-building, because more literate, better informed and skilled people are needed. Libraries are expected to, and have been playing an important role in adult education programmes. For instance, in Jamaica, the most recent challenge to the library service was in 1974 when the Government decided to introduce a crash programme to educate 500,000 illiterates within four years. While it is uncertain whether the programme will succeed within the time allocated, the Jamaica Library Service has been giving full assistance, providing lectures, organising discussion groups, reading sessions and displays.

Usually, public libraries give more assistance to national and community projects than other libraries. However, even though libraries in government departments, university and private organisations cater to a select clientele, they can contribute to projects for national development by loaning reading materials and audio visual equipment, arranging and publicising exhibitions, and providing lecturers when necessary.

In developing countries, libraries can also assist in fostering cultural awareness, and national and regional consciousness through book selection. For instance, in the West Indies, public and university libraries encourage the great interest being shown in books on West Indian and African history, literature and public affairs by acquiring and displaying reading materials in these areas. In the field of West Indian history and literature, the West India Reference Library's collection is outstanding. Smaller, but

important collections in this area are to be found in the University's Main Libraries at Cave Hill, Mona and St. Augustine.

By the same token, libraries in developing countries should also encourage the study and teaching of aspects of local history, culture and current affairs. This they can do by collecting and inviting the public to see works of local artists, by sponsoring poetry reading and music sessions, recording interviews with "old-timers", and collecting information on events of local significance.

In a provocative article entitled "Libraries in Life-long Education", Winston Wright, United Nations Information Assistant for the Caribbean, suggested that libraries in developing countries would play a more meaningful role if they were organised as potential cultural centres, rather than mere store-houses of information. He felt that this objective could be achieved if, instead of the occasional exhibition, lecture and art-show, a comprehensive programme of continuous education in the arts, sciences, humanities, current events and the socio-economic and political problems of developing countries was instituted.⁸

Since many public and other libraries in developing countries are too poorly housed, staffed and stocked, the adoption of such a programme would hardly be feasible. However, if all libraries were integral components of a nation-wide system of information services designed to support the institutions and activities which contribute to national objectives, Wright's suggestion could be put into practice. It would be possible for libraries to become cultural centres in the way he advocates, because they would support each other's activities, pooling staff, reading and audio-visual materials and equipment when necessary.

Indeed, given the paucity of funds at their disposal, most libraries in developing countries will continue to perform inadequately, unless greater co-operation and co-ordination of library services are achieved. Governments, library associations and individual librarians should together plan programmes aimed at minimising duplication of stock, facilitating inter-library loans, producing joint publications — such as a National Bibliography — and pooling ideas and materials for cultural happenings.

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(Continued on page 13) (col. 2)

Plans For The Co-ordination Of Library And Information Services In Jamaica

Paper prepared by
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Executive Secretary
National Council on Libraries,
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at the
Meeting of Librarians and Documentalists
29 November — 2 December 1977
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organised by the
ECONOMIC COMMISSION FOR LATIN AMERICA
Office for the Caribbean

CARIBBEAN DEVELOPMENT AND CO-OPERATION COMMITTEE

INTRODUCTION

The subject of this paper was originally defined as "Existing National Facilities for Information in the Social and Economic Field". However, since major collections in this field have already been well documented by Bennett,^{1/} Douglas,^{2/} Robinson,^{3/} and others, the change to "Plans for co-ordination of these services including Science and Technology" was welcome.

Recognition of the need for the co-ordination and integration of information services in Jamaica resulted in decisive action by the Prime Minister in 1973 when he appointed the National Council on Libraries, Archives and Documentation Services. This move was further strengthened in 1974 when Government "accepted as policy the pursuance of activities which will lead to the effective provision or improvement of national information systems which can be accommodated within the national budget."

It was therefore most timely when the National Council, with the invaluable assistance of UNESCO Consultant, Dr. Dorothy Collings, produced the **Plan for a National Information System (NATIS) for Jamaica** which was officially presented to the Minister of Culture and Information on April 29, 1977. Criteria for the formulation of the integrated national information system were that it should:

- (i) effectively meet the priority needs of the nation;
- (ii) retain the best features of the existing information services;

(iii) involve as widely as possible persons engaged or interested in the improvement of libraries, archives and information services as well as available subject and specialised expertise; and

(iv) be flexible and responsive to change.

National Priorities

Jamaica, the largest island of the English-speaking Caribbean, occupies an area of 4411 square miles and is populated by approximately two million people. Agriculture, Mining and Manufacturing make the greatest contributions to the national economy. As in most developing countries, areas of concern are the rapidly increasing population, inadequate housing and educational facilities, widespread illiteracy, low levels of skilled personnel and a high rate of unemployment.

Today, Jamaica is attempting to achieve economic and social reconstruction based on self-awareness, self-confidence and self-reliance involving all its people at all levels — researchers, policy-makers, planners, administrators, practitioners and workers.

In this context, there is a vital need for education and training in many disciplines and at all levels and the provision and dissemination of information which is an indispensable tool for social and economic reconstruction.

Wide Participation

The formulation of the Plan involved a wide cross-section of persons — librarians, archivists, documentalists, researchers, educationists, publishers and other persons in related fields — who served on one or

more of ten working parties set up to assist in the task. Each working party dealt with a particular type of library or major topic of concern and made an invaluable contribution by providing background information and statistics, indicating how the services could contribute to the national information system and proposing recommendations for action in the short, medium and long terms. The working party reports form annexes to the Plan.

The Draft Plan based on the recommendations of the working parties was then circulated to librarians throughout the island, members of the working parties and other interested persons for discussion, comments and suggested revisions at a seminar organized for the purpose. The final revision incorporated many of the suggested revisions.

Government Approval

The Government of Jamaica has recently given approval to this document and has authorised the National Council "to move ahead towards implementation, bearing in mind the financial constraints of the country at the present time."

This introduction attempts to provide a suitable context in which to present the plans for co-ordinating library and information services in Jamaica, with particular reference to the social and economic field and including science and technology. The paper, therefore, consists of an amalgamation of the relevant recommendations of the Plan and pertinent sections of the Reports of the Working Parties which substantiate these recommendations.

NATIONAL ORGANIZATIONAL FRAMEWORK

The Council has recommended the implementation of a national organizational framework designed to co-ordinate and/or integrate library and information services with particular reference to government-aided library services.^{4/} The main objective is to obtain greater effectiveness and more economical use of limited resources while at the same time maintaining the significant traditions and specific functions of individual library services.

The proposal envisages a series of networks which will form the National Information System. In keeping with the principle of building on existing strengths and useful experience, three well-established systems are to be maintained and further developed to make a more meaningful contribution to the whole.

These are:

- (i) **The Jamaica Library Service** which now maintains a union catalogue and organizes inter-library loans to serve the users reached by its 535 service points, and provides library services to government supported primary and new secondary schools. The scope of these services is to be expanded to include all government-supported secondary schools and to provide centralised purchasing and cataloguing services to seven teachers' colleges.

Further development to be encouraged is an up-to-date and comprehensive union catalogue (of at least non-fiction works) conforming to international bibliographic standards. It must also be appreciated that this network with its many service points throughout the country, provides convenient outlets for the dissemination of information.

- (ii) **The Libraries of the University of the West Indies, Mona**, will co-ordinate the collections of the main library and all special and departmental libraries located on campus; and maintain a union catalogue, at least of main entries, of all the holdings of these libraries. Jointly, these collections are the largest and richest source of recorded knowledge and information in Jamaica, and it is therefore most encouraging to note the positive stand that the Mona Libraries (which form part of a regional University) are willing to take with regard to participation in the national information system of Jamaica.

Services currently extended to other libraries by the University Library are inter-library loans, photocopying services, distribution of accessions lists to selected libraries, extension of reading and reference facilities to individuals outside the University and telephone inquiries of a 'quick' reference nature.

Within the limits of its resources, the University Library is willing to be designated the national resource for foreign publications in the areas of their various specialities, and in subjects which are exclusively or almost exclusively within its domain, e.g. Clinical Medicine, Natural Sciences, Foreign Languages and Literature, Bibliography and Librarianship, while the Humanities and Social Sciences, though not exclusively represented in the campus libraries, are nevertheless to be found there in a variety, richness and depth not equalled elsewhere in Jamaica.

Provided the physical facilities at the Mona Libraries are improved, and adequate professional staff is available the University Library is also prepared to provide reading areas and reference facilities for consulting its West Indian and special collections, its Government Serials, United Nations Documents and documents of other international organizations. The University Library also recognises that it should take a prominent part in promoting bibliographical standardization and a national programme for the conservation and preservation of research material.

In the application of the newer forms of technology, the University has already taken the lead in exploring the feasibility (a) of automating and computerising the technical processes of its libraries, and (b) of establishing links by telephone or satellite with data bases of bibliographical or abstracted information. This has been done with the assistance of the U.S.A.I.D., and future developments will depend largely on the measure of overseas aid received in this highly technical and expensive field. It should be clear therefore that the Mona Libraries have much to contribute to a co-ordinated national system of libraries and every effort will be made by the Council to bring about the conditions which will ensure their participation and

leadership role in the national information system.

- (iii) **The Jamaica Archives** will continue to maintain the national archives and will be responsible for the administration of the expanded records management service and the proposed Records Centre.

The national archives constitute an indispensable national resource for historical research and the expertise is available to help the agencies of government to plan good functional record-keeping systems.

These two basic roles of the national archives are of special significance in Jamaica, where economic and social development is to a great extent guided and supported by government and much depends on governmental administrative effectiveness.

The Jamaica Archives has for long functioned as an integral part of the information system by making its contents and facilities available at all times, primarily to the government agencies it serves, as well as to private organizations and individuals.

Current developments, fully supported by the National Council, are:

- (a) new archives legislation scheduled to be tabled in Parliament in the 1977/78 programme and designed to provide a modern legal foundation for continued maintenance of the national archives and the administration of an expanded Records Management Service and Records Centre;
- (b) financial provision by an international agency for:
 - technical assistance in the area of Records Management;
 - training for Registry officers and staff of the Jamaica Archives;
 - training assistance in preservation techniques.

In the context of the national information system the Jamaica Archives will therefore play a significant role in establishing an effective system of records management in government and quasi-government agencies to ensure the preservation of records of permanent value (both for present administrative and later research uses), and the regular

systematic disposal of ephemeral records with the resulting release of costly office storage space and equipment for current records.

- (iv) A fourth network system to be established is designed to link community colleges and technical and vocational schools with a focal point at the College of Arts, Science and Technology (C.A.S.T.), which will be responsible for compiling and maintaining a union catalogue of the holdings of the constituent parts of the network.

It seems likely that C.A.S.T. should eventually become the focal point also for co-ordination of the libraries of the proposed College of Jamaica, including the Jamaica School of Agriculture and the seven teachers' colleges.

National Library of Jamaica

The most important gap in the basic structure of Jamaica's national information system is the lack of a National Library so designated by law and with its functions and responsibilities clearly defined. Legislation for the establishment of the National Library of Jamaica has been incorporated in the Institute of Jamaica Amendment Act 1977, scheduled to be tabled in Parliament in the 1977/78 programme.

The Plan for a National Information System (NATIS) for Jamaica strongly recommends that the West India Reference Library (WIRL) should be restructured and designated the National Library of Jamaica. Some of the reasons put forward in the Report of the Working Party are as follows:

- (a) the WIRL already has by far the largest collection of materials, issued in and about Jamaica, which now exists anywhere in the world as well as one of the most extensive collections relating to CARICOM countries and territories;
- (b) since its establishment in 1894, WIRL has provided an indispensable source of information for scholars, writers, artists, government officials and others engaged in creative work and historical research;
- (c) WIRL already performs several of the essential functions of a national library: for example —
 - the quarterly publication of the **Jamaica National Bibliography** based on WIRL's acquisition of Jamaican material and in accordance with the re-

quirements of International Standard Bibliographic Descriptions for Monographs and Serials (ISBD);

- creation of its own data bank, Automated Index Retrieval Services (AIRS), based on the computerised index to the **Daily Gleaner** and application of the computer to circulation data, i.e. list of users of WIRL;
- production of a number of important works including bibliographies, documentaries and exhibitions, based on its holdings;
- exchange of publications.

Role of the National Library of Jamaica in the National Information System

In addition to the traditional functions of a national library with particular emphasis on the oral history, musical and other recordings of our present situation as it emerges from our folk tradition, the National Library of Jamaica will be responsible for:

- (a) co-ordination, upgrading and overall supervision of the libraries of government and quasi-government bodies under functional sub-systems representing subject groupings;
- (b) stimulation of the development of libraries in the private sector (e.g. business, industry, professional organizations), and encouraging their participation and co-operation to strengthen the national information system and in turn receive appropriate services;
- (c) operation of a National Referral System, comprised of sub-systems based at strong existing libraries, designed to provide rapidly on request the location of needed materials and organize inter-library loans;
- (d) provision of access to local and foreign data banks and on-line systems in co-operation with the University of the West Indies and other organizations, public and private, having such facilities.

Section (a) concerns the libraries of government and quasi-government bodies which presently constitute the weakest link in the national information system and require the greatest organisation and co-ordination.

For this reason and because of their number and variety, two Working Parties were assigned to study and report on these libraries, one dealing with information sources in science and technology

and the other with government and special libraries (exclusive of science and technology).

Members of these Working Parties supplemented the Council's ongoing survey of these services by visits, interviews and expert personal knowledge and submitted their findings and recommendations as follows.

Government libraries vary widely in value and effectiveness with clearly evident gaps and unnecessary duplications. Four basic problem areas were identified: insufficient as well as few qualified staff with little or no provision for training or career opportunities; few assigned budgets for acquisition of materials and operational costs; a lack of clearly defined objectives and responsibilities; and severely overcrowded quarters, poorly equipped. The wasteful results of the establishment and operations of many of these libraries, often in isolation from each other, are clearly evident.

In view of Jamaica's limited resources, it is urgent that all possible sources of scientific, technical and developmental information be made readily accessible. A thorough re-organisation of government libraries should be urgently considered by the National Council in close co-operation with relevant policy-making government officials and qualified librarians in the field. To this end, the Plan also recommends that "the services of a senior-level expert consultant with extensive administrative experience in this field should be sought for at least six months to prepare a systematic phased development plan and guide the start of its implementation."

Concurrently, it is recommended that the following stages of development be undertaken on a phased basis:

- (i) Grouping of libraries into sub-systems of the national information system with a well-organised library, directed by qualified staff, designated as the focal point to assist in the co-ordination and development of the sub-system.

It is felt that without undue delay, and in advance of the provision of substantial funds which may be needed for adequate staff, premises and collections development, important immediate improvements can be made in rationalising these libraries by such means as planned acquisitions of journals, expensive reference tools and other materials (to end unnecessary duplication), the start of uniform cataloguing and the establishment of union catalogues.

Examples of the types of groupings

envisaged are:

- (a) The various departments within a Government Ministry, e.g. Ministry of Justice;
 - (b) Government Ministries and quasi-government bodies with the same subject coverage but operating under different Ministries, e.g. Urban Development Corporation, Town Planning Department, Ministry of Housing, National Housing Trust;
 - (c) Government and private sector, e.g. Ministry of Mining, Alcan Technical Centre.
- (ii) Development of subject networks for Science and Technology, Physical Planning, Social and Economic Sciences and the Legal Field. It is envisaged that the Humanities would be taken care of jointly by the main University Library and the National Library of Jamaica.

The **Scientific Research Council (SRC)** is already taking active steps and seeking overseas financial support for the establishment of networking arrangements for co-ordination of Information Services for Science and Technology. The Technical Information Service (TIS) of SRC will form the focal point for a number of relevant sub-systems — Agriculture, Mining, Natural Resources, Conservation, Health and Medicine, and Industry.

By Law, *inter alia*, SRC is required:

- (a) to collect, collate and review information concerning scientific research schemes or programmes relevant to the development of the resources of the island;
- (b) to establish and maintain a scientific information centre for the collection and dissemination of scientific and technical information.

Current publications include an annual report which lists Reports generated by its various divisions, some of which are subsequently published as Technical Papers; a semi-annual journal which is a vehicle of expression for scientists in the community; and a bi-monthly accessions list formerly an abstracting journal. SRC also provides limited SDI services.

SRC will maintain a union catalogue of the science and technology information in the island. This will be achieved by each co-operating sub-system sending bibliographic details of the contents of their centres to SRC, which will provide accessibility to local resources by acting as a Switching System — i.e. procuring material located in another unit of the network or as a Referral System, i.e. informing the user where the information can be located.

SRC will also establish links with the Science Centre of the Institute of Jamaica, the Science Library at the University of the West Indies, with other similar agencies both public and private and a direct link with the proposed computer facilities at U.W.I.

Already SRC has begun to implement a short term recommendation and has obtained financial provision for a Seminar on "User Education" to inform all persons concerned of the facilities already available, and of the proposed plan for development of the Science and Technology Network.

Other current developments in sub-systems of this network are as follows:

The **Ministry of Agriculture Library**, as the national input centre for the International Information System for the Agricultural Sciences (AGRIS) and the Inter-American Information System for the Agricultural Sciences (AGRINTER), provides a monthly bibliographical list of agricultural publications, including periodicals, issued in Jamaica (with the exception of extension material). This library has also been named liaison centre for the Current Agricultural Research Information System (CARIS).

The **Natural Resources Conservation Department Library** of the Ministry of Mining and Natural Resources now participates as the national focal point for the International Referral System (IRS) of the United Nations Environment Programme (UNEP), submitting regularly to Nairobi for incorporation in the International Directory of IRS Sources, entries for sources of environmental information in Jamaica. Eventually the Library proposes to produce a National Directory of environmental information resources in Jamaica and where this information is located.

Technical assistance is being obtained in regard to information systems development and help is also being sought for the development of capabilities for control of environmental information.

In the **Ministry of Health** investigations are currently taking place regarding the re-organisation of the Ministry's Libraries with emphasis on centralising operations for more effective administration and better services.

In the **Legal Network**, the Supreme Court Library is to become the headquarters of a centralised legal library service comprising Resident Magistrates' and other special Courts. Re-organisation and development of the Resident Magistrates' Courts have already begun.

It is in the closely-related networks

proposed for Physical Planning and Social and Economic development, those of greatest concern to this meeting, that rationalisation is most needed.

The proposal to establish two networks, hopefully, will accelerate development, and the decision to build on existing strengths and useful experience is of particular relevance. In each area there are services where data collections and processing, and exploitation of the collections to meet the needs of specified clientele exist and it is with the assistance of the qualified and experienced personnel who man these services that rationalisation is to be effected.

In each sub-system within the networks the aim is to regularize acquisition policies and methods, standardise bibliographic procedures, strengthen and co-ordinate SDI practices and establish union catalogues of the holdings of the constituent parts. Eventually the focal point of each network will maintain the union catalogue of the entire network.

The **Physical Planning Network** is especially important to provide the continuous and up-to-date flow of data essential to the ongoing process of reviewing and analysing facts for revised plans and policies. The data required for planning purposes can be divided into two main categories: statistical and locational. The former is collected and disseminated in the form of reports, quarterly and annual publications and occasional special reports by the Department of Statistics. The latter is taken care of by several departments, the Town Planning and Survey Departments, the Ministry of Local Government and its many branches and the Urban Development Corporation. Land Valuation, Industrial Development, Housing, Works and Communications have all contributed to the increase and complexity of information required.

A comprehensive data collection and processing system for planning purposes is highly desirable. It is envisaged that the Town Planning Department should initiate this task, and with the help of an expert in the field, carry out the activities that will result in a data base for planning purposes.

In the **Social and Economic Network**, the designated focal point is the National Planning Agency (NPA), whose role is the co-ordination of all projects for planning and development and all technical assistance programmes. NPA already maintains close links with the Institute of Social

and Economic Research at the University of the West Indies.

Within this network, current developments for the Ministry of Education include use of the Educational Resources Information Centre (ERIC), i.e. acquisition of ERIC documents in microfiche form and the establishment of a similar system for Jamaica. To this end, an Education Information Analysis Centre (EDIAC) for storage and retrieval of documents specific to Jamaica's educational needs, particularly information generated by research work in the Ministry is to be part of the Education Development and Demonstration Centre (EDDC) at Caenwood.

The Agency for Public Information (API) has been named the co-ordinating centre for the media with particular emphasis on films and the Cultural Training Centre for sound recordings and manuscripts in music, speech and drama.

Recently established financial institutions have been provided with facilities for library and information services, and early co-ordination and integration of these nucleus services will have to be undertaken by the qualified personnel available and under the aegis of the Ministry of Finance and Planning.

Detailed plans for the establishment and operation of these sub-systems, and the designation of some focal points are yet to be made.

National Referral System

The overall supervision of this co-ordination and upgrading of services in government and special libraries is to be the responsibility of the National Library of Jamaica, a special section of which is designated for this purpose.

In addition, the National Library is to establish and maintain links with the focal points of all networks — the National Referral Service designed to provide rapidly on request the location of needed information.

The Directory of Library Resources in Jamaica currently in preparation is also expected to provide a valuable resource tool for the location of information.

THE NATIONAL INFORMATION SYSTEM

To summarize, the National Information System is to be based on and result from the careful co-ordination of all types of libraries, archives and documentation services. Its aim is to ensure that information is available as needed to all sectors of the society with maximum effectiveness and economy. The

means by which this is to be achieved is the grouping of the services by subject or function for voluntary co-operation in acquisitions, bibliographic control and availability of services. The goal is the ultimate linkage in one system available to the public as a whole.

THE ROLE OF THE NATIONAL COUNCIL

Much depends on the initiative and drive of the National Council as well as on the availability of adequate personnel and physical facilities (buildings, equipment, etc.) for the implementation of the proposed developments. The realisation of an integrated national information system is a **long-term project for which basic financial support must be provided by Government**. Bearing in mind the present economic crisis, the implementation of those aspects of the plan which have financial implications will have to be carefully phased on a priority basis.

A great deal of further planning is yet to be done and the Council proposes to set up a number of task forces involving information specialists, government administrators, appropriate subject expertise and users of information to assist in mapping out effective courses of action.

The re-organisation and development of government libraries and information services is a priority and one which requires a policy statement by Government regarding:

- (a) the role and functions of such libraries within an organisation;
- (b) specific budgetary provision; and
- (c) staffing.

The most important constraint in the development of these services is the lack of professional and technical personnel. The plan provides sound recommendations for recruitment, for education and training of professional and technical support staff, as well as for the preparation of a comprehensive classification scheme and pay plan to be recommended to Government.

Government is now taking measures to bring into operation the recently passed Copyright Act 1977. The Council, with the assistance of one of its sub-committees proposes to submit recommendations for regulations regarding the application of the Law to library operations.

Another area of legislation in which the Council is to take action is the replacement of the Books (Preservation and Registration of Copies) Act 1879, with modern legislation providing for the legal deposit of all materials, both print and non-print, issued in Jamaica.

Preliminary work initiated by the Jamaica Library Association has been done on the compilation of a union list of serials. Unfortunately, much of this work is out-dated due to unavoidable delays caused chiefly by lack of funds. It is hoped that with the assistance of the focal points of the proposed networks, the National Council, on completion of the **Directory of Library Resources**, will be able to work on this important bibliographic tool.

REGIONAL CO-OPERATION

The plan cites the long-standing tradition of library co-operation within the Caribbean region, which has been particularly close and fruitful within recent years. It further recommends that regional networks embracing existing documentation centres devoted to agriculture, science and technology, social science and other fields be developed in conformity and linked to international networks such as DEVSIS, UNISIST, etc. from which the region can benefit.

CONCLUSION

It will be seen from the foregoing account that considerable basic planning for co-ordination and integration has been initiated, but much ground remains to be covered before an effective national information system can be achieved. Significant developments in many areas attest the need for constant monitoring by the National Council on Libraries, Archives and Documentation Services.

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ACURIL IX AND C.A.A.

by John A. Aarons

The ninth annual conference of the Association of Caribbean University and Research Libraries (ACURIL) held in Curacao in November 1977 differed from previous meetings in that it was held jointly with the Caribbean Archives Association (C.A.A.). It was an historic occasion because for the first time the librarians and archivists of the region came together to discuss common problems and possible solutions. The theme of the conference which was attended by over 140 delegates and observers from 17 countries was 'Caribbean Resources: sharing, conservation and photoduplication'. Organized by both associations it was sponsored by the Curacaose Archief Bibliotheek en Documentatie Vereniging (CARBIDOV).

The main feature of the conference was a workshop on conservation and photoduplication conducted by Messrs. Frazer Poole and Charles LaHood, the heads of the Conservation and Photoduplication sections respectively of the Library of Congress. Their presentations

were accompanied by slide shows as well as in Mr. Poole's case, a demonstration of some of the conservation techniques used at the Library of Congress. Of particular interest was a demonstration of the technique of polyester film encapsulation for restoring brittle or fragile documents. Some of the advantages of this repair method over lamination which is not recommended by the Library of Congress are that it requires no expensive equipment, may be learned quickly by the untrained person and makes the document readily available when needed.

The other presentations at the joint conference sessions were a paper by Mr. Clinton Black on the preservation of books and records, presented in his absence by Mr. Hugh (Tommy) Payne of Guyana; a survey by Mrs. Albertina Jefferson of regional and local collections; a paper by Dr. Alma Jordan on resource sharing in the Caribbean and papers on the microfilming programmes in libraries and archives in Jamaica, Bermuda,

Venezuela, Curacao and the Virgin Islands.

Separate sessions of ACURIL and the C.A.A. were held to discuss matters pertaining to each association. In the administrative session of ACURIL formal approval was given to amending the Articles of Incorporation of the association so that the name could be changed to "Association of Caribbean, University, Research and Institutional Libraries". This was in keeping with a resolution passed at ACURIL VIII, and it now permits the association to embrace all types of libraries in the region. In the C.A.A. sessions plans were made for the third Caribbean Archives Conference scheduled to be held in Nassau in 1979 and a workshop was held on 'Training of Archivists in the Caribbean', one of the most pressing problems confronting the profession.

At the closing session of the conference a number of resolutions were passed including one proposing that 'ACURIL and the C.A.A. jointly establish

a regional committee on Resources to co-ordinate the development of Caribbean collections and to stimulate the publication of guides to important collections and of special bibliographies and descriptive lists'. The need for co-operation between ACURIL and the C.A.A. was stressed throughout the meeting. It was reinforced by Dr. Gustave Harter in his

presidential address at the closing banquet when he decried the barrier between the two professions and called for the recognition that "... no matter what the origin of the information, and no matter what medium it is recorded, the essential fact is that we are the custodians for society of that unique commodity, recorded knowledge, which has over the centuries,

made the difference between mankind and animals. And let us therefore, through all possible means here in the Caribbean keep open the lines of communication and co-operation so that we may better serve the public to whom we are dedicated".

EXAMINATION RESULTS

UNIVERSITY OF THE WEST INDIES DEPARTMENT OF LIBRARY STUDIES

There were on role 55 students during the 1976/77 academic year: 6 postgraduates and 49 undergraduates.

As a result of the June, 1977 examinations 9 first degree and 6 postgraduate diploma students graduated in January 1978. The Department obtained 2 upper second and 5 lower second class honours.

RESULTS

B.A. DEGREE — OPTION 18 — LIBRARY STUDIES:

Upper Second Class Honours

Novlet Bell	Jamaica
Sheila Smalling	Jamaica

Lower Second Class Honours

Beverly Abrahams	Jamaica
Dianne Gittens	Trinidad
Gem Klass	Guyana
Joan Mason	Antigua
Ishwarduth Topsy	Mauritius

Pass

Ruthelda Edwards	Jamaica
Jean Slowe	Guyana

POSTGRADUATE DIPLOMA:

Susil Bahn	Fiji
Sylvia Burke	Jamaica
Olga Mills	Jamaica
Maureen Newton	Guyana
Bonnie Nguyen	Bahamas
Olive Smith	Jamaica



Chairman of the National Council on Libraries, Archives & Documentation Services, Mr. Henry Fowler (right) presenting a copy of the National Plan to Mr. Arnold Bertram, Minister of State in the Office of the Prime Minister. Others from left to right are Mrs. Henry Fowler, Mr. K. E. Ingram and Dr. Dorothy Collings, UNESCO Consultant.

Workshop On Research & Documentation For The Development Sciences In The English-Speaking Caribbean -

MAY 3, 1977

Remarks made at the Opening Session
by

K. E. Ingram

Mr. Chairman, Pro-Vice-Chancellor Augier, ladies and gentlemen, when I was asked to make some remarks at this opening session of your workshop, my guide-lines were, a copy of your programme and the assurance that I could talk for as long as I liked and on any subject that I chose. I made haste to assure Dr. Greene, as I now hasten to assure you, that I shall not take up more than 10 minutes or so of your time and I shall endeavour to be relevant.

At the opening of a workshop planned to explore in some detail the nature of research in the development sciences, the role of information and documentation in the support of this research, and the methods and strategies likely to advance such research, it seemed to me that I might usefully attempt to relate in an overall and general way these concepts and their supporting organizations and methods to that older, wider and perhaps better known organization called the library.

Research in the development sciences will certainly include pure as well as applied research, though I am led to conclude that both the needs of the English-speaking Caribbean area and the current emphasis on planning and policy-making indicate that priority is being given to the latter rather than the former. However, whether you are concerned with basic research or its applications, you will feel the need for information or access to sources of information.

Because of the information explosion, the complexity and inaccessibility of much of the most current literature, and because those concerned with applying the results of research to the solution of urgent social and economic problems, particularly in a developing area such as ours, want ready information rather than the task of searching for it themselves, there has been an increasing importance attached to prepared information as distinct from having access to sources of knowledge and information, with the consequent growth in the number of documentation centres, data bases and a new emphasis on the training of specialized personnel called documentalists and/or information scientists. In many instances such documentation centres do

indeed successfully serve the purposes for which they are created but the measure of their success will depend on a number of factors — the availability of expert staff with the right subject specializations, carefully selected documentary material oriented towards the specific fields of research and classified, indexed and abstracted in such a way as to extract the required types of information, and with the technical facilities for speedy retrieval and dissemination of information, and, where possible, links through networks with larger data bases which may supplement or complement the information and documentation locally available.

Documentation and information services which are purposeful or, to use a term from the DEVSIS study team, 'mission-oriented', may exist as separate units or within the ambit of a more comprehensive library service. In fact, the beginnings of such services to some extent are to be found in the old commercial and technical library divisions of public libraries with their clippings and vertical files, collection of patents, trade literature and directories, geared to give speedy information to the businessman or to those engaged in applied science or industry.

Useful and necessary as these services indeed are, they cannot function effectively, or rather I should say, research whether basic or applied, supported by such services, cannot be done without the additional support of a good library. It would be as if one could conceive an engrafted scion thriving without its rootstock.

The research worker will need from time to time to consult not merely the latest report, periodical article or pamphlet, but also older runs of government serials, periodicals, occasional reports, scarce ephemera, non-print media and secondary sources which often may only be found in the library, in addition to the current material which it holds. Increasingly, sociologists, anthropologists

and philologists are turning to the records of the past for evidence of the theories deduced from their observations of contemporary society, and some of the most antiquarian documents seemingly devoid of relevance for present day society have been skillfully used to illuminate demographic, ethnic and linguistic studies pertaining to the past,

which are most pertinent to an understanding of contemporary social problems. I note also that ISER'S Development-Output Evaluation and Research Service (DOERS) has been engaged in copying PRO records though the interest here is evidently in those which pertain to 20th century social and economic conditions.

However, the point I am really making, is that there is no real dichotomy between libraries and documentation services, nor should the attractions of the one or the other service serve to create any polarization in the search for information.

This leads me to the practical conclusion which I throw out in the form of a question for what it is worth to each one of you, but for which I claim no other basis than the fruit of some little reflection coupled with my own experience, an experience with no pretensions to definitive authority. If the essential character of the documentalist and the information scientist is a dominant concern with the process of extracting and disseminating information for a special purpose, is there any reason why he should not do this and do this more effectively, **more** often than **not**, within the ambit of the more comprehensive and inter-disciplinary collections of the Library, **provided** that the latter is cognisant of and sensitive to these varied needs and is so staffed, so structured, so stocked and so equipped as to enable it to meet these needs in addition to the more conventional requirements of its technical and readers services? The question, in my opinion, is far from being a rhetorical one and would seem to me pre-eminently relevant in discussing research and documentation in an area such as the English-speaking Caribbean.

May I close by adding a cautionary word on the subject of information and its retrieval. Librarians have traditionally been, and by training are still inclined to lead research workers (and I distinguish here between research and reference enquiries) to the sources of knowledge or information, rather than to provide potted information, but we have seen how the proliferation of informational literature has led busy practitioners to turn to information scientists often using automated methods capable of speedily handling vast bodies of data. These latter methods have revolutionized and will further revolutionize many of the practices of librarianship, especially as the data bases on which they draw

are broadened. However, in order to exploit their capabilities we must be aware of their limitations. Apart from the more obvious limitations of computerized data-based processes, which those of you who looked with preception and not only with awe at that most recent interesting DIALOG demonstration on this and other campuses, may have noticed, my attention was recently drawn by the published text of a lecture given at Loughborough University's Library School, to an obvious and commonplace hazard in information transfer, which anyone who receives bills from a computerized service will have noticed but which I had not especially related to my own professional concerns — namely, that "computers ... can also be resistant to rectification of error".¹ The human element, however, even more than the machine, needs to be cautiously observed in the presentation if not the manipulation of information. In this

regard may I conclude by reading you an extract from the same article entitled "The enemies of information" taken from a perfectly innocuous library journal. Though the quotation relates specifically to public relations work, with due alteration of details, it carries a message for all types of information work:

"A sub-genus of obstructionist is often to be found among professional PR and information officers, whose role is to filter information to the public and the media to obtain the best possible image. Such arrangements also serve to protect responsible officers of an organization not only from disturbance of their normal work but from their liability to utter rash disclosures. Ring a county council to ask about library cuts; the information department like as not will try to fob you off; the librarian, if not gagged, will speak from the heart".²

My only preference would have been if he had spoken straight from his head. If you and I do so, however, there can be no mistaking these necessary cautions as disparagements of computers, or information scientists, or as any failure to realize how important and increasingly necessary they will become to any modern library which wishes to flourish and is allowed to flourish.

It is my hope that your deliberations will lead to a clarification of the research needs of the development sciences in the area and to a rationalization of the documentation and library services required to support and enable this research.

1. R. M. Walter, "The enemies of information." *Library Association Record* 79 (3) Mar. 1977, p. 141.
2. *Ibid.*, pp. 139 – 140.

SEMINAR FOR UNITED NATIONS DEPOSITORY LIBRARIES

by
James Wellvang

The Dag Hammarskjöld Library and the United Nations Institute for Training and Research organized a Seminar for United Nations Depository Libraries in Latin America and the Caribbean held in New York 6 – 9th September, 1977. The seminar was led by Mr. A. G. Moss UNITAR Librarian and Trainer with the assistance of Miss A. Levy, Librarian Dag Hammarskjöld Library.

There were nine participants, a small enough number to allow for a great deal of interaction and stimulating working sessions as well as an excellent opportunity to meet and discuss with colleagues from the region. Depository libraries in Barbados, Trinidad, Guyana, Costa Rica, Honduras, Surinam, Brazil and Jamaica were represented.

Discussions centered around two basic areas of interest. Depository libraries' entitlement to various classes of publications, problems of non-receipt, questions about disposal after archival publication, and similar "house keeping" problems in the depository libraries and in the distribution system cropped up throughout the seminar. Background information was provided and certain individual problems were dealt with especially during the visit to the Documents Distribution Section.

Aspects of the retrieval of UN documents were handled effectively in two ways. Introductory talks on the UN organs, particularly the General Assembly and its subsidiary bodies; the ECOSOC and its functional and regional economic

commissions (particularly ECLA) and UNCTAD were covered from the point of view of the relationship between their structure and work to their documentation. Practical experience in using the existing indexes and other reference tools to answer prepared questions was an extremely valuable approach. The symbol system, sales material, reproduced material, and how to deal with material without symbols were covered in some detail.

Tours of the Dag Hammarskjöld Library, the Documents Distribution Section, as well as the social opportunities to meet colleagues involved in similar work rounded out and provided more breadth to the seminar.

INTERNATIONAL CONGRESS ON NATIONAL BIBLIOGRAPHIES

*— Organized by UNESCO within the
framework of the General Information
programme in collaboration with IFLA
held 12-15 September 1977 in Paris.*

**A comprehensive report
by
Elaine Neufville**

Increasingly the importance of readily available information is being acknowledged as one of the bases for social and economic planning to achieve national developmental goals. More and more libraries and information systems must see themselves as the providers of this information on the national level. At the foundation of all this lies the need to record and disseminate the complete national bibliographic record, in terms of what has been written, where published, in what form, and where is it available.

The objectives of this UNESCO Congress are related to the effective control of bibliographic information both at the national and international level. The aims as set out by the organizers were;

- (a) "to reach agreement on minimum standards and for acceptable practices for the coverage, content and form of national bibliographic records, taking into account the requirements for their international exchange."
- (b) "to reach agreement on acceptable guidelines for the presentation, arrangement, frequency of the printed national bibliography."
- (c) "to discuss and make proposals for the sharing of resources to assist countries in achieving national bibliographic control, using either manual or computerized methods of producing national bibliographies."

The UNESCO Conference was designed as a workshop to cover all aspects of standardizing bibliographic work. The technical workshop sessions brought together representatives from National Bibliographic agencies who were involved in the compilation, preparation and publication of National Bibliographies. The Representatives, including Jamaica, were from the 72 Member States of UNESCO and numbered 145, plus 18 observers. They were either from National

Libraries, University Libraries, Public Libraries, or National Bibliographic Centres. Countries which do not yet have National Bibliographies, but are planning to produce one, were represented as well.

These included a large contingent from the developing States of the Afro-Asian block. The Caribbean was well represented as delegates were from Guyana National Library, Barbados Public Library, Trinidad and Tobago Central Library and St. Augustine Library, U.W.I. Such a large contingent from the Commonwealth Caribbean testified to the success of recent efforts to standardize the production of their National Bibliographies. These efforts further go to realize production of a regional bibliography, the **Caricom Bibliography**, published for the first time in January 1977. Throughout the Congress, the work of the Caribbean area was highlighted as an example which could be considered for other areas which share similar geographical, linguistic, and historical links.

The problems of national library development in the smaller developing countries were well acknowledged particularly in the areas of professional and technical skills, plus lack of financial resources. Therefore, it follows that these problems could hinder the development of regional schemes. The congress made the following recommendation in respect of resource sharing.

"UNESCO and other appropriate institutions should be asked to assist in the establishment of pilot schemes for national bibliographic agencies, or in the production of national bibliographies and in the organization of national, regional or international seminars and training workshops for these."

The islands of the South Pacific came in here for mention especially as they are working towards producing a regional bibliography.

WORKING DOCUMENT — THE NATIONAL BIBLIOGRAPHY

A basic working document prepared by IFLA International Office for UBC

and titled **The National Bibliography : present role and future development**, formed the core of the discussions for the workshops. In a very detailed text the content covered:—

- (a) Universal bibliographic control and national bibliographic control.
- (b) The national bibliography and the national bibliographic agency: objectives and functions.
- (c) The national imprint and the national collection.
- (d) Access to the materials to be recorded: legal deposit.
- (e) The selection of material to be recorded.
- (f) The printed national bibliography.
- (g) The national bibliography in other physical forms.
- (h) Content of the bibliographic record.
- (i) Expansion and development of the National Bibliography.
- (j) Resource sharing.
- (k) Recommendation and the National Bibliography of the future.

Some five background documents were also provided to be used in conjunction with the working document. These are useful reference sources^(1.) and the list included:—

- 1. A survey of the contents of existing national bibliographies, by R. Chaffins.
- 2. Survey of existing legal deposit laws, by G. Pomassl.
- 3. Resource sharing for national bibliographic services, by S. Massil.
- 4. Survey of the present state of bibliographic recording in freely available printed form of government publications and those of Inter-government organizations, by F. Sinnassamy.
- 5. Standardization activities of concern to libraries and national bibliographies; an outline of current practices, projects and publications, by IFLA International office for UBC.

THE NATIONAL BIBLIOGRAPHIC AGENCY: LEGAL DEPOSIT

Of importance to the developing countries, particularly those not having a national bibliography, the Congress, after several amendments, accepted and issued the **International framework for the National Bibliographic Agency: agreed objectives, functions and Basis**. This stressed that the major objectives of this agency are to:

- collect and preserve the national imprint
- create the authoritative bibliographic records of the items that make up the national imprint.

In order to fulfill these objectives successfully, it is essential to have legal deposit stipulations. These must be comprehensive in terminology so as to ensure the deposit of all types of existing material with information content and others which may be developed.

They should state the objective of legal deposit in relation to the national bibliography, and be specific in recognizing the national library and/or other institutions which would receive as a minimum two copies of all material deposited. To be effective, the measures for the enforcement of deposit laws should not be overlooked in drafting these laws.

In the final recommendations on legal deposit, the Congress urged member states currently without legal deposit to examine the possibilities of its immediate introduction as a means of strengthening national bibliographic control.

The recommendation to UNESCO in this respect was that it "draft model legislation which would serve as a basis for member states in attaining national bibliographic control, and which would take into account the relationship between copyright and legal deposit."

In undertaking the priority function of preparing the authoritative bibliographic record, the agency should accept and implement the International bibliographic standards and codes available. These now in use are;

1. International Standard Bibliographic Description (ISBD)
2. International Standard Book Number (ISBN)
3. International Standard Serial Number (ISSN)

As a corollary to its primary function, the national bibliographic agency should establish and maintain authority control systems for national names, (personal and corporate), uniform titles and should be the authority for names of national authors.

The selection of the functions of the National Bibliographic Agency highlighted here, could be termed compulsory ones. In addition to, and in support of its primary function, the agency should undertake other functions both at the international and national level. Some of these functions are

1. Acting as a referral centre for other national bibliographic agencies.
2. maintaining the office of legal deposit
3. maintaining the national ISSN

centre for the registration of Serials

4. maintaining the national centre to allocate International Standard Book Numbers, (ISBN)
5. assist in cooperation with other national bodies in providing training courses, seminars, etc., in the use of new cataloguing codes and international standards.

In order to undertake these functions successfully, the Congress recommended that the National Bibliography agency be established at governmental level by statutory provisions. It must be assured of the technical, financial and professional resources to prepare and produce the national bibliography continuously.

From the foregoing, one can appreciate the depth of the meeting and the decisive steps taken by way of the final resolutions and recommendations made. One felt that a lot was gained from participating even though in one's own circumstances, all the deliberations would not be relevant immediately.

However with the planned developments in our National Library systems, our work in producing the national bibliographic record (though being done under limiting conditions, the foremost being the lack of legal deposit stipulations), one knows these present efforts will be enhanced by this first-hand knowledge of technical information. This can only lead to further development in the control and recording of the national bibliographic record.

(1.) These papers can be consulted at the West West India Reference Library, Institute of Jamaica.

!BOOK SPLASH!



Mr. Theodore Sealy (centre) declaring open "BOOK SPLASH" the exhibition of children's books sponsored by the Jamaica Library Association held in Kingston 21st – 26 November 1977. Others from left to right are Miss Carmen Latty of the Publishers Association, Mr. Bryan Canty of the British High Commission, Miss Daphne Douglas President of the Jamaica Library Association and Mr. C. L. Stuart Chairman of the Board of the Jamaica Library Service.

THOMAS BEWICK:

Illustrator Of Children's Books

by
Hazel E. Bennett

To Thomas Bewick we owe the revival of the practice of wood engraving in England during the latter half of the eighteenth century. His influence on artists such as Alexander Anderson is well documented. Many not only copied his style, they also signed his name to their works or took care to note that these were "after the style of Bewick". Bewick's dramatic effect upon book design prevailed for another hundred years, until the introduction of photo-engraving in the 1880's.

This contribution alone would have given him a place in the history of children's literature, but Bewick went further. He was the first artist consciously, to bring visual delight to young people through the warmth and tenderness of his creations.

Thomas Bewick was born in August 1753, at Cherryburn House near Eltringham in Northumberland, where he grew up in a strict God-fearing household. His father was a man of some means who owned a small farm and could afford to rent a colliery which employed a number of workmen. The influence of this upbringing fired him with moral zeal to influence and reform youngsters accordingly. He expresses it thus: "It is of the utmost importance to individuals and to society that attention should be watchfully bestowed upon children, with respect both to their health and to their morals. . . It ought to be impressed upon their minds that though they are young, yet the longest life is only a dream; and short as it is, it is rendered shorter by all the time lost in wickedness, contention, and strife. They ought to be taught that all they can do, while they sojourn in this world, is to live honourably, and to take every care that the soul shall return to the Being who gave it as pure, unpolluted, and spotless as possible; and that there can be no happiness in this life unless they hold converse with God."⁹

In his early years young Thomas attended the local village school, but this experience was not a happy one for either pupil or master. Thomas preferred to spend his time in the woods observing plants and animals. His parents, apprehensive for his future, enrolled him in the Rev. Mr. Gregson's school at Ovingham where "by kindly words of persuasion a

reformation was at length effected that severe discipline and punishment had failed to accomplish."⁸ Here the young Bewick acquired the rudiments of a sound basic education, which enabled him afterwards to make his way through life without too much difficulty. When the boy reached fourteen years of age efforts were made to apprentice him with Ralph Beilby, a Newcastle copper-plate engraver, etcher of ornamental silver and bill heads. But Beilby was not at first impressed, and it was only through the intervention of the Rev. Gregson that Bewick was finally accepted.

The boy had from early demonstrated his skill as a draftsman. "He filled the unoccupied portion of his books and slate with sketches of any object which came before him, and when the blank spaces of the book were full, he occupied his play hours among the gravestones and in the church porch by drawing figures with a piece of chalk."¹⁰

At Mr. Beilby's he had the opportunity to practise the art of woodcutting chiefly because his master was too busy to satisfy the occasional orders for such blocks, and the assignments were passed over to the young apprentice. One of these pieces "The Huntsman and the Old Hound" won Bewick a prize of seven guineas. In his *Memoirs* he also records that during this apprenticeship his time was "greatly taken up with the designing and cutting a set of wood blocks for the *Storyteller*, Gay's *Fables* and *Select Fables* together with cuts of a similar kind for printers."¹ Thomas Saint the Newcastle publisher was one of those for whom most of this work was done.

At the end of this apprenticeship Bewick, like others before him, set out for London to seek his fortune, but it did not take him long to discover that his source of inspiration lay instead in the familiar Northumberland countryside. Within a year Bewick was back in Newcastle and entered into partnership with his former master. The partnership lasted for many years, and out of it emerged two famous works — *The General History of Quadrupeds* and *The History of British Birds*.

"Woodcut" or "wood engraving" is the art of cutting an image first on wood and then impressing it on some other

surface, usually paper. The design can either be cut in relief with a sharp knife on the plank side of a block which, when printed, appears as a black line on a white ground, or the design can be furrowed out of the end grain of a block, printing as a white line against a black ground. Great clarity and boldness of design can be achieved by both methods. Woodcut illustrations are normally inserted into the forme and printed at the same time as the page of type.

Traditionally, variation in tonal effects had been achieved by cross hatching. Here, the block was cut to give the effect of crossing black lines, the spacing between the lines determining the density of black to be reproduced on the page. Bewick rarely used cross hatching. Instead, he gained his tonal effects by the spacing of fine lines which at times created the effect of fine white lines on a black ground. Artistically this innovation allowed Bewick to exploit the whiteness of the paper to bring atmosphere into his compositions, and to impart a subtlety of treatment never before achieved to such a degree in wood engraving.

By the use of a double edged steel graver he could incise parallel lines with one stroke. Thus his work came to have its own distinctive style which was referred to as "wood engraving" to distinguish it from the cruder "woodcuts".

The use of wood engraving for book illustration and decoration dates back before the invention of printing. It was known for a very long time in the East, where wooden blocks were used for stamping patterns on fabric and for the printing of playing cards. No one knows when the art was first introduced into Europe, but towards the end of the fourteenth and the beginning of the fifteenth centuries the production of playing cards by this technique had developed into a flourishing business in both Germany and France. The fifteenth century Burgess' Book of the city of Augsburg records the names of many card makers.

The use of woodcuts with religious themes to assist the poor in their devotions pre-dates its use for the making of playing cards. The famous *St. Christopher Woodcut* of about 1423,

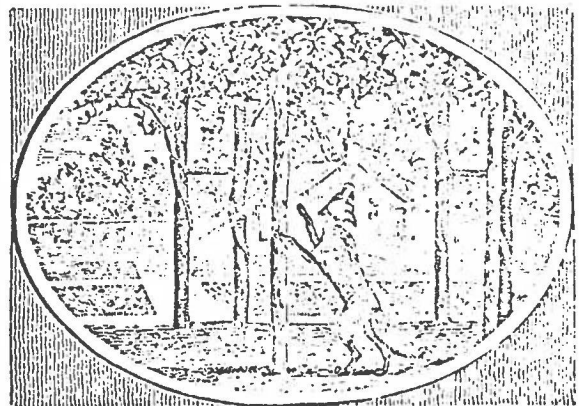
The Fox And The Grapes



FROM CAXTON'S AESOP'S FABLES
1484

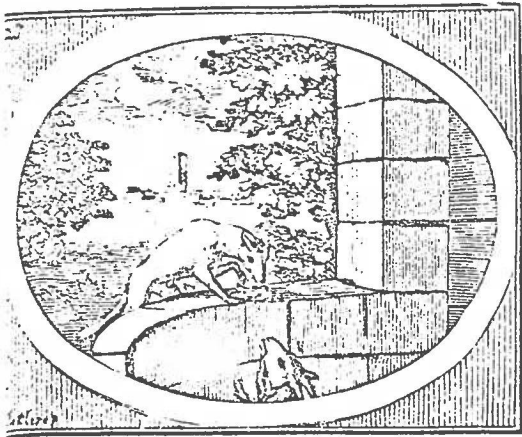


BEWICK
SELECT FABLES 1784

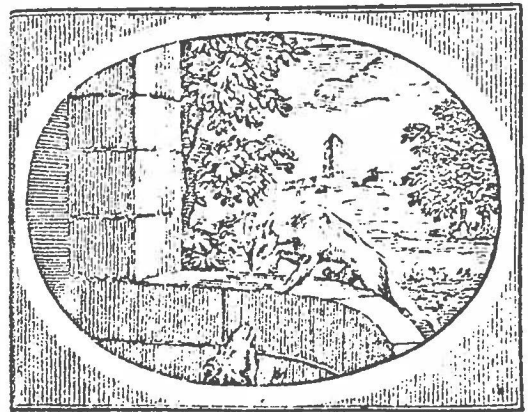


BEWICK
AESOP'S FABLES 1818

The Fox And The Goat



LE CLERC
1694



CROXALL
1772



BEWICK
AESOP'S FABLES 1818-23

now in the John Rylands Library, Manchester, remains one of the finest examples of its kind. It shows St. Christopher crossing a river, while bearing the infant Christ on his shoulders. In this cut there is some attempt to give background to the picture but typical of proto-Renaissance art the perspective is unsuccessful. The road appears to be going uphill and out of the plane instead of towards the back.

The invention of printing in about the middle of the fifteenth century created a new demand for printed decoration and gradually replaced the more laborious and expensive hand illumination. At first these woodcut outlines were intended to serve as guides for the rubricator but this was soon abandoned, and woodcuts of more intricate design decorated the early printed books.

It was not uncommon to find the same blocks used over and over in one book, each time representing something different. For example, the view of a city would be used to represent different cities and would not be expected to bear any likeness to any known place. In the *Nuremberg Chronicle*, the 645 separate woodcuts are reproduced a total of 1809 times which clearly demonstrates their purpose as decoration rather than as illustration. Blocks in earlier works would also turn up in later works of different printers and in different countries far from their place of origin.

Inasmuch as woodcuts were not originally designed expressly for children's books, yet this type of literature has from the outset challenged the skills of those working in the medium. The second printed book illustrated by woodcuts, and much read by children, was a book of fables printed in Germany, 1461 by Albrecht Pfister of Bamberg. The 101 illustrations are simply executed and appear as black lines on a white ground. This was the most popular style of execution until Bewick introduced the graver thereby producing more subtle tones and creating the "white line" effect.

Bewick was not the first to use the "white line" technique but he refined the art and popularized it. The sixteenth century, which saw books illustrated by masters like Albrecht Durer and Hans Holbein is recognised as the great age of wood engraving. Urs Graf who worked for Basel printers Johann Froben and Johann Amerbach, achieved the white line effect in a number of borders, initial letters and other designs, although his style was crude and his work sometimes lacking in distinction. Normally, artists would draw their illustrations on the blocks and leave the execution to apprentices and workmen, but Bewick worked without outline and cut the

blocks himself, and this probably accounts for the fine quality of his illustrations.

After the sixteenth century, wood engraving as a means of book illustration gradually declined in popularity as craftsmen turned to working on metal. From then until the eighteenth century the art of wood engraving was kept alive by hacks illustrating cheap chapbooks and broadsides for the poor.

Thomas Bewick began working in an England which was changing both physically and socially under the impact of the Industrial Revolution. Remote little hamlets and villages were invaded by the thundering "iron horse" and rumours spread of great wealth that could be made in places like Liverpool, Manchester and London. Unfair land reform bills had also driven countless numbers from their ancestral lands, and many others, attracted by the glamour of city life, went to seek their fortune in these faraway places. A number found work, primarily under intolerable conditions, in the collieries and factories where children too, were pressed into labour. Many died of poverty and disease or lived in wretched haunts where crime was rife.

On the other hand, fortunes made in the new spinning mills and factories, created a new leisured class with time to read and think. Newspapers and magazines flourished and writers like Swift, Fielding and Defoe found an outlet for the expression of their opinions. Their outspoken comments on the existing conditions pricked the public conscience and forced some amount of social reform.

A group of "better class" ladies, under the leadership of Miss Hannah More, sparked into action by these criticisms, set out with missionary zeal to save the souls of those poor miserable creatures but paradoxically, they had no desire to raise their station in life. Religious tracts and moral tales poured from their pens to counteract the cheap and bawdy chapbooks peddled from door to door. To brighten the pages of these dull, didactic pamphlets they used illustrations no less crudely executed than those appearing in their less edifying rivals, the chapbooks.

The Newcastle of Bewick's day was the centre of the famous industrial area, and a publishing business flourished there. It is said that the production of juvenile books was second only to that of the city of London. Typically, "almost half of the publications were sermons and the remainder included many *Moral Tales* and *Instructive Storytellers* for the guidance of the young, with treatises on practical subjects, guides to the natural sciences and so forth. Novels are completely lacking, belles-lettres almost entirely absent, except for an occasional reprint of a London publication."⁷

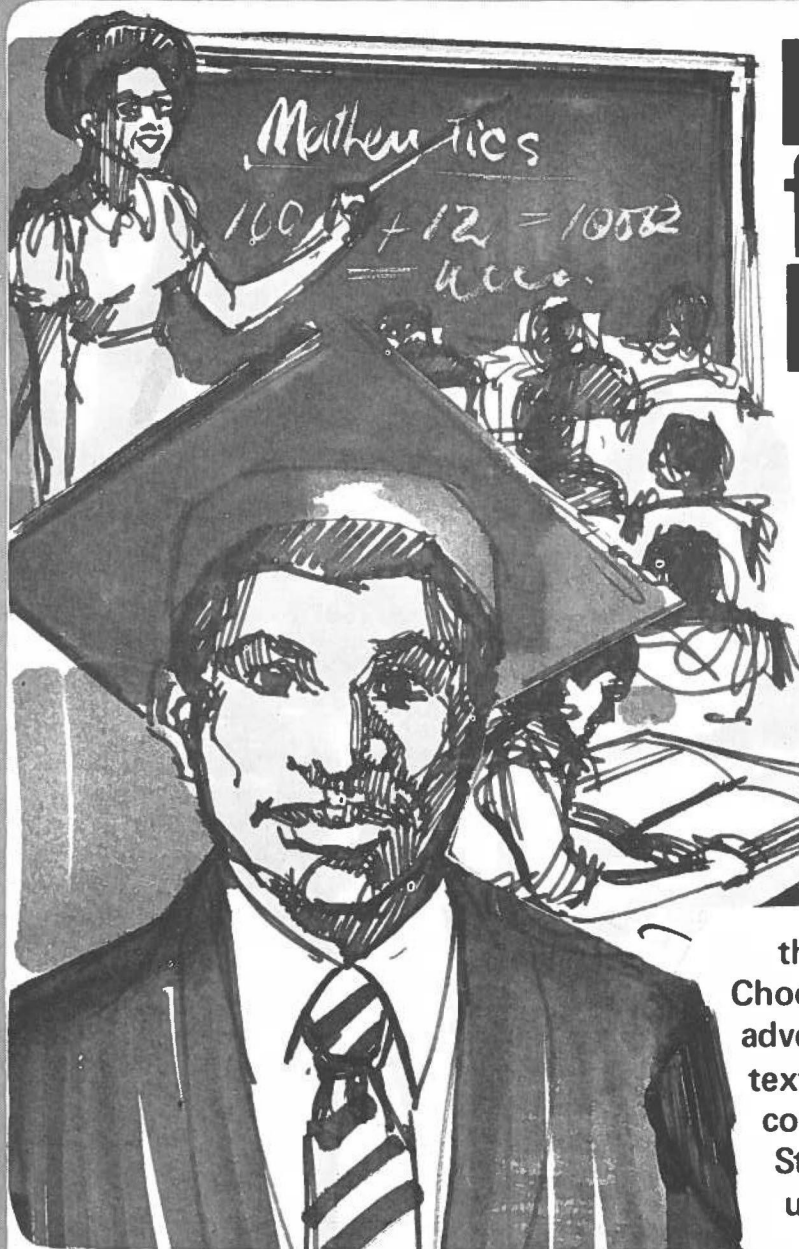
Bewick was the personification of his age. He believed that learning should be purposeful and utilitarian, and chose the medium of the fable and the fairytale for delivering his message. If the tales could be presented more attractively children could possibly be tempted to read them and the moral lessons could be learnt without coercion. He cut illustrations for not less than seven editions of fables. Their illustrations have a freshness of inspiration which had never been seen before in children's books. His animals, his trees and his people have colour and movement. They are not static, and they give the observer a feeling of something happening beyond the picture frame.

During a serious illness in 1812, Bewick expressed one regret, that if he died he would not have accomplished his dream of publishing a set of fables. On recovering, he began the task which took him six years to complete. The typographical work, although not inferior to other works of the times, did not meet his expectations and in 1823 he published a second edition. Most of the illustrations for the 188 fables in the two editions were based upon those in Croxall's *Aesop's Fables* of 1702. Some he altered slightly, but one tale *The Ship Dog* was his own original work. One other, *The Alarm*, was written at the same time but was not published until 1862.

Bewick was one of the first book illustrators to earn his living exclusively by his art. His work as a publisher and engraver falls into three classes: books which he published alone or together with others; works for which he cut illustrations; and the vast quantities of single items such as invoice headings, broadsides, race cards, letter headings and seals, which provided him with a regular income.

Among the earliest illustrations cut for others, are those for Dr. Hutton's *Mensuration*. Only one of these showed promise. It was the spire of St. Nicholas Church. This same spire he later made famous through the engraving of the bird's nest on the wind vane. This vignette illustrates the first use of the double edged graver.

Though the ideas for his works are not all original, (he copied from Croxall⁶ who had copied from LeClerc's *Aesop's Fables*, Paris 1694)³ yet he stamped his genius upon them and made them truly his own. In the story of the *Fox and the Goat*, LeClerc's, Croxall's and Bewick's illustrations are basically the same. There is a goat in the well looking up at a fox which is obviously about to attack. The LeClerc and the Croxall are rather lifeless and Croxall is obviously a mirror image of LeClerc. In the Bewick, the main subjects stand out in the foreground, and details have been filled in



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GOODYEAR

for atmosphere. The thick foliage near the well provides the right amount of gloom for such a place in which the incident could have happened. There is helpless fear on the face of the goat looking up at the fox tensed to spring.

Some of Bewick's earliest works appeared in tiny chapbooks for children such as *New Lottery Book of Birds and Beasts for Children to Learn Their Letters by as Soon as They can Speak*, printed for William Charnley by Thomas Saint, 1771. It measures 4¼" x 2¾". Letters of the alphabet with appropriate scenes depict each letter. The principal publication of 1777 is also a miniature picture book entitled *A New Year's Gift for Little Masters and Misses*, 2" x 1¼". It has no letter press, the arrangement does not appear to be in any obvious order, and the illustrations are of varying levels of excellence but two, "Red Riding Hood with the Fox" and "Cock Robin Shot by the Sparrow", are known to be by Bewick.

He has been credited with the illustration of the 1806 edition of Bunyan's *Pilgrim's Progress*, but there is some uncertainty as to how much was really his work. Goldsmith's *Deserted Village* also falls into this class.

Bewick's greatest achievement lies in two works which he published in conjunction with Ralph Beilby — *General History of Quadrupeds*, 1790 and the *History of British Birds*, 1797-1804. Of the *Quadrupeds* he had this to say: "From my first reading when a boy at school, a sixpenny history of Birds and Beasts, and a then wretched composition called the History of three hundred Animals, to the time I became acquainted with works on Natural History written for the perusal of men, I was never without the design of attempting something of this kind myself; but my principal object was (and still is) directed at the mental pleasure and improvement of youth; to engage their attention, to direct their steps aright, and to lead them on till they become enamoured of this innocent and delightful pursuit."⁹ Hodgson, the Newcastle publisher, hearing of the plan visited the partners and persuaded them to attempt a work on a much larger scale. Bewick agreed on condition that the second printing would be sold primarily for children at a cheaper rate. His dream never materialized, as with each succeeding edition the price increased due partly to the amount of revision of the blocks.

Work on the *Quadrupeds* commenced at the end of each regular day — the partners sometimes working late into the night. Bewick cut the illustrations and Beilby wrote the descriptions. A more appropriate illustrator could hardly have

been found, for Bewick had all his life been a keen observer of nature. The animals he knew are accurately portrayed in every detail and have an animation, so much so, one expects them to step off the page at any moment. For the unfamiliar animals he frequented zoos and every passing circus. In the end, he resorted to copying from other illustrations. The copied animals are marked by their stiffness and some are inaccurately represented.

In 1789 Bewick engraved what has turned out to be his most popular work, "The Chillingham Wild Bull". It depicts one of a herd of almost extinct Highland cattle. The white shaggy animal lacks the fire of so many of his other subjects and its fame rests primarily on the scarcity of the prints. The block which had been laid carelessly on a window sill broke with the heat before more than a few illustrations could be pulled, and so has created an artificial value for the Chillingham Wild Bull print beyond its true artistic worth.

The History of Quadrupeds took five years to complete. When its success was assured, Bewick commenced the other gigantic undertaking, *The History of British Birds*. He represents only birds familiar to him and this accounts for the high quality of the illustrations. The first volume, *Land Birds*, appeared in 1797 and the second volume, *Water Birds* was published 1804, seven years later. By this time Bewick and Beilby had broken the partnership and Bewick wrote the descriptions for this volume himself. Both sets of books were extremely popular and eight editions of the *Quadrupeds* and six editions of the *Birds* were published during his lifetime. No other artist working in the medium has since been able to achieve that delicacy of texture in the feathers of the birds.

Some admirers claim there is even greater artistry in the vignettes which served as tail pieces to the chapters on the different birds and animals in these great works. They seem to synthesize his keen observation of human life and nature, and for the most part are a record of life in the Northumberland countryside he knew so well. The dress, the customs and the manners of the people are all there. A careful study of these shows no less than eight ways for crossing a river; there are children having sport at the expense of something or someone; in one or two he gets in his moral lesson, as for example, the old beggar leaning on a ruined wall on which is written the words, "Did youth but know what age would crave many a penny it would save." Other nature scenes show an eagle killing a snake

or a lamb; a bird's nest, ferns, flowers and plants of the countryside exact in the minutest detail.

Bewick has been criticized for not recording happy scenes, but perhaps this is life as he knew it, with its pains and simple pleasures, and its improvised sports, country scenes, itinerants, beggars and thieves. There is also a large section devoted to children. There are children at school, and one can recognize the different types of schools he must have known. There are children and adults and the relationships are not always happy. But the most delightful and whimsical are the children at play. Children who met these vignettes in books must have felt some kinship to the children on the pages.

Like most contemporary craftsmen, Bewick had apprentices and it was also accepted practice that these pupils would do the preliminary work and their masters would add the finishing touches, whatever the craft. Some of Bewick's pupils, like Clennel, William Harvey and William Temple, were skilled workers who later achieved individual fame, which explains to some extent the large output from Bewick's shop — the British Museum has over 2,600 illustrations. In addition to cutting his own blocks, he supervised personally the printing of the blocks and took great care with the inking. Thus he was able to produce superb effects.

So it was, over time, that publishers of children's books developed an awareness of the relationship between text and illustration, and the desirability of setting high standards for such works. The quality of production in popular magazines such as Charles Knight's *Penny Magazine* also showed marked improvement. The whole level of book production improved and the movement once started reached its peak of perfection in the 1860's. It positively influenced the Romantic Revival.

Bewick died in 1828, at the age of 74, the same week that he saw the printing of his last great work, "Waiting for Death". The print depicts a dying horse, all its ribs showing, too feeble to get over the low hedge which divides it from the haven of the farmstead: a poignant statement of his own impending end. He was buried in the churchyard of his beloved Ovingham.

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Opening of the ACURIL/CAA Conference in Curacao, November 1977 — left to right: Miss Maritza Eustatia, President CARBIDOV (at podium); Dr. A. F. Paula, Director Central Historical Archives; Mrs. D. Gail Saunders, President C.A.A.; Mr. S. G. M. Rosendal, Prime Minister of the Netherland Antilles; Mgr. W. M. Ellis, Bishop of Willemstad; Mr. K. E. Ingram, President ACURIL; Miss Rosemary de Paula, Director Public Library.

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IASL'S 6th CONFERENCE: IBADAN, NIGERIA

by
AMY ROBERTSON

A member of the Jamaica Library Association (JLA) is now President of the International Association of School Librarianship (IASL). I took over from Professor Jean Lowrie, Director of the School of Librarianship, West Michigan University and author of several well-known works on School Librarianship. Dr. Lowrie who was one of the founders, served for two terms. Several bodies including this Association were kind enough to assist me financially to attend the 6th Conference in Nigeria from July 28 to August 2, 1977.

The Conference was held at the University of Ibadan close to the historic town of Ife (full name Ile-Ife) where the new university buildings are a joy to behold. The Conference Centre is modern and well used. Praying Muslims (kettle in hand) and craftsmen with their wares were part of the scene. Delegates were housed in the University guest house and student hostels. The fare is British and Nigerian. Your choice can be steak and kidney pie and two vegetables or stewed snail, bush meats various, goat roasted whole and ochro eaten like spaghetti.

Nigerian educators are optimistic about school library development in their country. The Federal Government's plan for Universal Free Primary Education (UPE) launched in September 1976 is regarded as "the first national effort aimed at bringing education to the reach of every child in the country." As part of that plan, "libraries are already being incorporated into new primary schools."

The Federal Republic of Nigeria's National Policy on Education published in Lagos 1977, states that to make it easier to carry out curricular activities prescribed for the primary school

"Government will provide junior libraries for primary school children"

"It will establish a school library service and ensure that teachers are given in-service training in the management and organization of school libraries."

The work of the University of Ibadan, Department of Library Studies in the development of school libraries and the training of school librarians must also be noted. The Abadina Media Resource Centre (School Library) set up by the Department has just published a report covering the years 1974 to date.

Spearheaded by the Department's

Head, Professor F. O. Ogunshye now Dean of the School of Education, Ibadan University, A.M.R.C. has some of the following short term objectives:

- To provide facilities for conducting research into children's literature, school library needs and the training of teacher/librarians for Nigerian schools and in particular the UPE programme;
- To provide a variety of materials to support the curriculum in Abadina schools and for recreational reading;
- To develop listening, reading and finding skills among children using graphic, audio records and other media and to develop care in their handling as well.

Its long term objectives are:

- To establish a model resource centre experimenting on standards through its services with a view to establishing realistic standards for all schools in Nigeria.
- To encourage the writing and publishing of relevant and suitable books for Nigerian children.
- To encourage the establishment of media resource centres as an integral part of the education system of Nigeria.

AMRC is very concerned with the use of local materials, local skills, and locally manufactured and produced materials and is carrying out a series of experimentations.

One of the research projects being carried out now is "The effect of teaching skills on behaviour, academic and social attainments of the child".

AMRC is funded as a public service unit of the Department of Library Studies. There is a staff of 15, and the project is directed by the Head of the Department of Library Studies who with a Committee is responsible for its development.

There were 65 registered participants representing 7 countries — Australia, Canada, Denmark, Ghana, Jamaica, Nigeria and the U.S.A. A very interesting social programme was laid on including post Conference tours of Nigeria. The Conference was supported by the Federal Government, the National Library Board, the National Union of Teachers and the

University of Ibadan amongst others.

We visited the cultural and educational institutions around Ibadan, the State libraries of Kaduna and Kano, the University Library at Zaria and the National Library, Lagos.

Echoes of Festac were everywhere, and our Conference theme "School libraries and cultural involvement" proved most appropriate.

Unforgettable for me were the Oshogbo Shrine, the Kanji Dam, weaver birds in the oil palms, a yam market, silhouette of a goat roasting in the midday sun, the River Niger, miles of mudhouses, the traffic in Lagos, Art in every form, children selling something everywhere, the cool of the Nigerian people.

CONFERENCE VENUE

1979: Denmark — invitation of the Danish School Library Association.

MEMBERSHIP

Remember that membership is only U.S.\$8.00, and this is the principal source of revenue. IASL Country Directors are empowered to collect and forward dues to

Dr. Jean Lowrie
IASL Secretariat
Western Michigan University
Kalamazoo, Michigan 49001.

Subscriptions from Jamaicans can therefore be sent to

Amy Robertson (Mrs.)
Documentation Centre
School of Education
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NEWS REPORTER

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CONFERENCE REPORTS ARE
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Note

Word has just been received that Mrs. Bernice Weise, former Editor of the Newsletter, passed away on 12th December, 1977.

International Association Of School Librarianship

Annual Report of IASL — 1977

The 1977 conference of the International Association of School Librarianship was held on the campus of the University of Ibadan in Ibadan, Nigeria, July 28 — August 2. *School Libraries and Cultural Involvement* was the theme of the five day conference. Sixty five delegates from seven countries participated in the program and discussion groups as well as in the delightful social and cultural activities planned by the local arrangement committee. The papers emphasized the potential effect of universal primary education on school library programs; ways in which school libraries in various countries have become involved in their cultural environment and heritage and new trends in educational technology and the implications for school libraries as seen in Denmark, USA, Australia, Nigeria; and book depots as supports for school libraries. At the conclusion of the conference participants emphasized that in making education a lasting reality, consideration should be given to the provision of school libraries in all primary and post primary institutions. It was recommended that the following aspects of school library systems might be considered by national library associations and other authorities responsible for school library services in strengthening their services:

1. the establishment of centers for acquisition, processing and distribution of library materials; such centers to be established at various levels.
2. the development of media resource centers in school systems for the protection, acquisition, demonstration and distribution of audio-visual materials and their associated equipment and to make accessible good quality books.
3. the designing of new school buildings with planned areas for well provided easily accessible library service both to the school population and the community.
4. an annual reward for the best children's book of the year and the best picture book of the year based upon indigenous cultural background established by national libraries or associations.
5. the creation of a forum where authors, publishers, teachers, librarians and parents may discuss ways and means of producing more children's books for pleasure and supplementary reading.
6. encouraging teacher librarians to purchase comprehensive collections of

materials already published and which are relevant and appropriate to the authors.

7. teacher librarians participating actively to encourage the development of cultural activities within their own communities.
8. the establishment of a program of certification in library schools and other appropriate institutions in an attempt to overcome the acute shortage of teacher librarians.
9. the establishment of structures which facilitate close cooperation between the authorities responsible for schools, and principals, teachers, teacher/librarian and libraries at the planning and implementation stages of the educational programs.

During this past year the Research and Statistics committee has worked jointly with the School Library Planning group of IFLA under a grant from Unesco, administered by the IFLA secretariat, with the purpose of preparing a *Guideline for the Planning and Organization of School Libraries*. The first draft was to be submitted in November '77. In addition Dr. Bielke, Chairman, has been developing a co-operative study through the Organization of American States, Library Division, to survey school library developments in Latin America.

An extensive publication program has been developing. The Publications Committee has a national school library associations directory ready to print. A new brochure on the history and development of IASL is available for extensive distribution to support a membership drive. A Policy and Procedures Manual for the organization has been developed by a committee of Canadian school libraries. A new Membership Directory has been prepared (\$1.00 U.S.). During 1976-77 the IASL published a revised and enlarged edition of *Persons to Contact for Visiting School Libraries*. This list is designed to introduce librarians to fellow librarians in 85 countries and sells for \$1.00 (U.S.).

The quarterly *Newsletter*, a perquisite of memberships, has continued to include happenings from many countries with 18 reporters sending information in regularly. The January 1977 issue was compiled by the Danish librarians and presented information about the education of school librarians and the development of school libraries in Denmark. A proposal for developing regional chapter groups was suggested

by the Danes and is under consideration by a special committee. An associate editor, Dr. Donald J. Fork, Department of Educational Media, Temple University, Philadelphia was appointed to assist the Editor, Miss Wiese. This Newsletter continues to be the only publication devoted solely to this aspect of library development. The Proceedings of the 1976 conference, held at Annapolis Junction, Maryland, was issued in November '76. This contains several stimulating articles on library/media centers — administration, utilization and materials including a provocative comment on the state of the art by Dr. Frances Henne, Columbia University Library School. All publications are available from the IASL Secretariat, School of Librarianship, Western Michigan University.

The 1978 conference will be held in Melbourne, Australia, July 27 — August 2. Some of the resolutions which came from the Unesco regional seminar on school libraries held in Perth in 1976 will be the basis for this meeting along with the concerns of democratization of education and its implication for school librarianship. It is hoped that a large delegation from the Asia-Pacific region will be in attendance.

During this past year word has been received of the formation of the **Lagos (Nigeria) School Library Association**, the **School Library Association of Nigeria** and the **Philippine School Library Association**. This continued growth of groups of people working in concert to promote school library service gives indication of the substantial place which school libraries/media centers hold in today's educational programs. It is hoped that such evidence will continue to be effected and expanded.

IASL continues to be affiliated with the World Confederation of Organization of the Teaching Profession and the International Federation of Library Associations and Institutions and is coordinating some of its efforts through IBBY, Unesco and the International Reading Association.

New officers of the IASL elected for three year terms are:

Mrs. Amy Robertson, University of West Indies, Jamaica, President.

Miss Marina Restropo, Medellin, Columbia, and Dr. John Wright, University of Alberta, Canada, Directors.

The Secretariat will continue to be located at the School of Librarianship, c/o Dr. Jean Lowrie, Western Michigan University, Kalamazoo, Michigan 49008, U.S.A. Inquiries regarding the association should be directed to this address. Membership fees (U.S.) \$8.00 may also be sent.

JAMAICA LIBRARY ASSOCIATION BULLETIN 1978

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