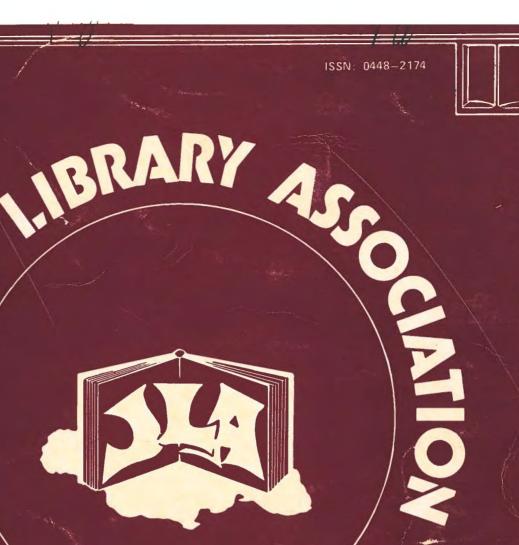
NAMAICS





1980 - 1981

Contents

JLA Executive Committee 1980					•	•	•	•				•												
Presidential Address 1980		•								•	•		•											2
JLA Executive Committee 1981								•	•	•	•	•	•		•	•		•						4
Presidential Address 1981				•		•		•		•						•			•					5
Information for Individual Growth B	y Haze	el Be	nnet	t							•		•	•	•			•	•		•	•		7
Automation of Regional Bibliograph	ic Too	ls an	d the	e Qı	ıest	ion	of	St	an	dar	diz	ati	on	by	Da	ph	ne	Do	ug	las	•	•		13
International Standards and Their Na	tional	Rele	vano	ce b	у А	rle	ne l	Dav	/is		•		•				•	•				•	•	23
School Library Personnel in Jamaica	by Ka	tie M	lung	0	•						•		•	٠		•	•	•	•			•	•	26
Why an Association of Librarians in	he Jar	naica	Lib	rary	/ Se	ervi	ce 1	by '	Glo	oria	a C	lar	ke					•			•	•		28
The Role of The Librarian in a Busin	ess Org	ganiz	atio	n by	/ Li	illet	th N	Moi	rris		•			٠		٠		•	٠			•		30
UWI Dept. of Library Studies Examin	nation	Resu	ılts	198	0 &	. 19	81																	32

RESEARCH AND PUBLICATIONS WORKING PARTY

ARLENE DAVIS – EDITOR PAMELA BLAKE JOYCE BROWN KAREN REEVES AUDREY LEIGH KATIE MUNGO

Published by the Jamaica Library Association, P.O. Box 58, Kingston 5, Jamaica, West Indies.

JAMAICA LIBRARY ASSOCIATION EXECUTIVE COMMITTEE 1980

President

1st Vice President

2nd Vice President

Immediate Past President

Hon, Treasurer

Representative Schools Section

Representative COMLA

Ordinary Members

Miss M. Josephs

Miss K. Mungo

Mrs. Audrey Chambers

Miss B. Chevannes

Mr. John Aarons

Mrs. B. Anderson

Mrs. Y. Lawrence to August 80;

Mr. J. Aarons from Sept. 80

Mr. C.L. Stuart, Mrs. V. Reid,

A. Roberts, M. Smith, J. Tyson

CHAIRMEN OF WORKING PARTIES

Education

Miss D. Douglas

Fundraising

Mrs. Y. Lawrence

Promotions & Publicity

Mrs. Ann-Marie Mahadeo

Research & Publications

IVII S. AIIII IVIAI IE IVIAIIAUEU

nesearch & Publications

Mrs. A. Alleyne

Status, Salaries & Conditions of

Service

Mrs. H. Bennett

CHAIRMEN OF SUB-COMMITTEES

Building

Miss L. Thomas

College Library Standards

Mrs. A. Robertson

Library Technical

Ms. S. Ferguson to Nov. 1980;

Assistants

Miss H. Salmon from Dec. 1980

Ad-Hoc Committee for the Supply of

Library Materials

Mrs. B. Anderson

CARINDEX Sub-Committee

Miss D. Douglas



PRESIDENTIAL ADDRESS 1980

By Mercedes Josephs

As we enter a new decade it seems an appropriate time to take stock of the progress made in our information services and to review the developments we expect to see during the 1980's.

Looking back, mention may be made briefly of some of the developments of importance to the profession which have taken place, such as the establishment of the Department of Library Studies at the University of the West Indies, the promulgation by the National Council on Libraries, Archives and Documentation Services (NACOLADS) of a Plan for a National Documentation, Information and Library System for Jamaica and the establishment of the National Library of Jamaica.

During the 1970's there was a growing awareness of the value of libraries, but there is still a long way to go before optimum use is made of the information available in our country. Indeed a good measure of co-operation exists between various libraries, but there is need for systematic development along lines already planned so that libraries, in addition to their operation as individual units serving specific users, will become part of a larger entity. This is where the networking system comes in as recommended in the Plan. A library with adequate staff and facilities is designated as the focal point of a network with which the libraries in that particular field of interest collaborate by sending bibliographical information of their holdings of materials, including periodicals, for incorporation into a union catalogue. This will enable the focal point to be aware of the existence and location of material available in that field, thus greatly enhancing the efficiency of the service to users in the network. But, however well devised a system may be, it can make little progress without the goodwill and dedication of the librarians involved and their determination to make it succeed.

At a conference on networks held in Indianapolis last year the point was made that network development is an evolutionary process which is helping libraries to survive in their present environment while preparing to move into the future. It was considered that networks bring supply and demand together. One point of view was that the state library agency is involved with all types of libraries and is best suited as a change agency for those libraries and that the state library agency is part of a recognized political support structure. The access to documents which can be made available to the user through networks was also stressed.

Here, the Science and Technology Information Network, with the Scientific Research Council as focal point, is already coming into operation and steps are being taken to build up a union catalogue of the holdings of the participating libraries, starting with a union list of serials. Other designated focal points are the Main Library of the University of the West Indies, which, although a regional institution, will be participating in the system, the Jamaica Library Service, the Jamaica Archives and the College of Arts, Science and Technology Library. It is hoped in the near future to establish a Socio-Economic Information Network (of vital importance to the nation's planners), with the National Planning Agency as the focal point. Other networks will be set up as the required facilities become available until all subject fields are covered. The network system may be regarded as flexible at the present time and subject to change if considered desirable. Included among the functions of the National Library of Jamaica will be the operation of a national referral service to provide the location of needed materials and organize inter-library loans. The Directory of Information Units in Jamaica, which is being compiled by NACOLADS, will also serve as a guide to the location of material.

At the present time adequate funding is not available locally for the establishment of the national information

network system and it has therefore become necessary to seek assistance in this respect from international agencies. One such proposal, concerning the National Library and the Socio-Economic Information Network has already been mentioned in the report of the Executive Committee for 1979.

A brief resume of other proposals submitted to international agencies by NACOLADS for approval may be of interest. One project involves assistance with the establishment of the Science and Technology Information Network; another (to be operated from the Scientific Research Council) concerns the stimulation of interest in science and technology information and will include the establishment of a publishing unit and a repository of UNISIST documents. There is also a proposal relating to the development of an integrated information system in the English-speaking Caribbean, the countries involved being Barbados, Grenada, Jamaica and Trinidad and Tobago. The need for continuing education has been recognized and the first proposal includes provision for scholarships at undergraduate and postgraduate level and for short courses. If all these projects are approved by the international agencies to which they have been submitted it will be possible in due course to have a national information system of which the country can justly be proud.

The present trend is for co-operation to exist not only on a national basis but to include participation in regional and international schemes, thus placing vastly greater information resources at the disposal of the user.

Before concluding, there are two matters on which I should like to touch. As you know, the Association has been engaged for some time in negotiations concerning the reclassification of librarians in the Government service and I hope that it will be possible for a satisfactory conclusion to be reached this year. There should be a definite career structure for librarians in this category so that a young recruit can be assured of prospects of advancement in accordance with ability to assume greater responsibility. In order to be of maximum assistance the librarian should be able to keep abreast of departmental developments by being involved in policy making. In addition, the librarian should be in control of a budget allocated specifically for the library to enable the collection to be maintained at a desirable level. It should be possible to move on promotion from one information unit to a more senior post in another, thus providing a goal towards which a librarian in the Government service can aim.

The other matter concerns the Regional Conference on National Libraries which NACOLADS is hoping to be able to host during 1980 if adequate sponsorship is forthcoming to defray the air fares and subsistence of overseas participants, in which case it might become necessary to meet part of the local costs by means other than Government subvention. If so, it is hoped that members will give their full support to any fund raising drive that might become necessary. This Conference will be of inestimable value to the national libraries already established in Guyana and Jamaica and will stimulate the development of others in the region by drawing on the expertise of participants associated with national libraries in other countries.

There is no doubt that the Association achieved some noteworthy objectives during 1979, and optimistically I hope that with your help and support this year will be equally fruitful.

(Delivered at the JLA annual general meeting, January 1980).

JAMAICA LIBRARY ASSOCIATION EXECUTIVE COMMITTEE 1981

President

1st Vice-President

2nd Vice President

Immediate Past President

Hon. Treasurer

Hon. Secretary

Hon, Asst. Secretary

Representative Schools Section

Representative Parish Library Committee

Representative COMLA

Ordinary Members

Miss Katie Mungo

Miss Norma Kelly

Mrs. Ann-Marie Mahadeo

Miss Mercedes Josephs

Mr. John Aarons

Miss Hermine Salmon

Miss Joyce Brown

Mrs. Jean Tyson

Mr. John Aarons

Mr. C. L. Stuart

Miss Thelma Higgins

Mrs. A. Roberts

Mrs. Lilleth Morris

Ms. Stephanie Ferguson

CHAIRMEN OF WORKING PARTIES

Education

- Mrs. Audrey Roberts

Fundraising

- Mrs. Lilleth Morris

Promotions

- Mrs. Ann-Marie Mahadeo

Research & Publications

- Ms. Arlene Davis

Status, Salaries & Condition - Mrs. Hazel Bennett

of Service

CHAIRMEN OF SUB-COMMITTEES

Building

- Miss Leila Thomas

College Library Standards - Mrs. Amy Robertson

Library Technical Assistants - Mrs. Valerie Holt-Vassell

PRESIDENTIAL ADDRESS 1981

By Katie Mungo

Ladies and gentlemen, distinguished guests, colleagues and friends, I feel very honoured to have been asked to serve as president of this organization for the coming year. When I think of the distinguished people who have preceded me in this position, I tend to feel a little apprehensive, but I do hope I will be able to contribute something to the association during my term of office, and I will depend on all of you for advice and assistance.

First of all, let me take this opportunity to congratulate the J.L.A. on its achievements during the past year. Among the most important was, in my opinion, the presentation of the College Library Standards to the Minister of Education, and the ensuing discussion. Now that we have a new government and a new Minister, I sincerely hope that we will continue to have a good working relationship with that office. One of the stated aims of this Association is to "promote the active development and maintenance of libraries throughout Jamaica", and we can work towards this by offering to the Minister of Education our informed and well-reasoned professional opinion on matters concerning library development.

Another worthwhile achievement is this Library Week which is just coming to a close. As far as I have been able to ascertain, it is not the first library week ever held in Jamaica, but it is the first one fully organized and conducted by this association. I think special congratulations are due to the Chairman of the Promotions Committee, Mrs. Ann-Marie Mahadeo, for her ideas, and I hope that we can make this, if not an annual affair, at least a biennial one. The publicity given to libraries via the newspapers, radio and television, the exhibition on libraries at KSAPL, and other exhibitions and programmes in other libraries throughout Jamaica have all been designed to remind the public of the value of libraries and their place in the development process, and this brings me to the theme I'd like to emphasize in this very short address viz, the importance of the LIBRARIAN's contribution in all this.

It has been written that "The prestige of any group dedicated to the performance of a particular function depends on respect and recognition given it by society".1

While I don't think we can truthfully claim that, in Jamaica at any rate, librarianship is a particularly prestigious profession, I think that our public at least recognize our existence, and some of them may have even begun to develop some measure of respect for what we do; so, we have a foundation to build on. But what can earn us more public respect and recognition, and consequently, more co-operation in our work?

Firstly, an appreciation of our performance of expert services which are clearly seen as being needed by most people. Whether our clients are children in school, college and university students, housewives, agricultural workers, engineers and technicians in the bauxite industry or members of the public services, they all know that they need information for various purposes, study, work, hobbies, recreation. What they may not know is how much we can help them; in a way this is one of the most discouraging aspects of librarianship, the feeling that large numbers of the people we are trained to serve do not recognize our work as being in any way important to theirs. Many seem well able to do without us. The question is are they really doing well? or can we prove to them that they can do better with our help?

A second element that earns a profession or occupation public respect is public admiration for material success achieved as result of performance of that profession. Again, unfortunately, one must admit that the road to material success is not the "library way", at least not for many of us, and I think this is a direct result of the first point made; that is to say, if our professional services are not seen as essential or even important, then why should anyone pay us at all, much less pay us well, for them?

These two problems can be, and are being, looked at by this association, but "the association" is all of us, and each individual must take on a part of the work. Publicizing libraries, their important functions, and the value of the work of the librarians cannot be done only during a library week; it is an ongoing activity. Similarly, the association alone cannot convince employers — corporate, public or private — of the need for adequate reimbursement for our services. A certain amount of individual professional pride and determination are essential; can it be that some of us do not succeed in convincing others of our worth because we are ourselves unconvinced? When, for example, I hear of school librarians — professionally qualified people — who spend large amount of their time organizing book rental schemes, dispensing stationery supplies, and baby-sitting classes whose teachers are elsewhere, I wonder whether they are themselves fully aware of the educational opportunities they are missing, and why they are not fighting harder against being relegated to much less important work!

What I am trying to say by all this is that it is essential for all of us to work hard to promote libraries and librarians on a full-time basis. The theme of this past week has been "library and information services; your partners in progress"; it could well be adopted as a permanent motto. "Intellectual, professional, and technical leadership for our society depends upon education, and education would be severely limited without the facilities of the library and the trained service of the librarian".2

I think it is up to us to convince people of this; we must continually say by our actions, "we are here, we are competent; you need us, let us serve you". It will take time, but the process has already begun; the response to the past week's activities is proof of this. I think that the following quotation expresses the idea perfectly "The librarian is more than the building, the materials, the equipment, and everything else. He/she is the person that makes the library work." 3 And making the library work, for progress, is our business.

At this point I'd like to make a plea for additional members for the association, this is not a digression but an integral part of our own path to progress. One of the speakers at this morning's seminar pointed out that this profession does not have "strike" power, let us then at least have "number" power. Maybe our voices would be heard more clearly if there were more of us actively involved in publicizing the work we do. We can get out of the association only what we put into it; if there are more of us, we can accomplish more. Many projects are delayed or left incomplete partly because of our small membership and partly because of the low level of involvement of many members, and many problems can only be solved by strong and unified professional representation.

Our own development — as individuals and as a profession — affects that of the libraries we administer and the quality of the services we give. Only librarians who are progressive — in every sense of the word — can be effective "partners" in aiding the progress of all other sections of the community.

Thank you.

- 1. Shaffer, Dale E. The maturity of librarianship as a profession. N. J: Scarecrow, 1968. p. 120.
- 2. Ibid. p. 20
- 3. Trinker, Charles, Better libraries make better schools, Connecticut, Shoe String thess, 1967, p. XXII.

INFORMATION FOR INDIVIDUAL GROWTH

by: Hazel E. Bennet, Senior Lecturer & Head of Department, University of the West Indies Department of Library Studies, Jamaica.

In developing the theme of this paper. which is "Information for individual growth", I have used the term, "information" broadly to mean "communication or imparting instructive knowledge". "Individual growth" could be approached from several points of view - the physical, the emotional, the spiritual, the intellectual. Physical growth involves considerations of hygiene, health and nutrition. Emotional and spiritual sustenance requires interpersonal contacts and forces the individual out of his self-centered existence into having greater concern for the well-being of others. And there is the need to expand the mental faculties by educational and intellectual stimulation.

These observations raise a number of questions which have occupied the minds of philosophers, educators, scholars and statesmen throughout the ages; and they are of prime importance to the librarian, who considers that he or she has been called upon to undertake a function that is central in the dissemination of knowledge.

Much thought was given to these matters at the 1979 White House Conference on "Information for the 1980's. Two of the five subject areas covered at that historic conference are pertinent to our discussion today. These subject areas were (1) "to meet personal needs" and (2) "enhancing lifelong learning". Under the heading "personal needs" the following questions were raised: (1) Should the library and information providers offer new services to meet personal needs? (2) What measures will encourage maximum use of the Nation's information resources? (3) What legislation and funding initiatives are required to foster effective use of limited resources in the Nation's Libraries?

(4) What national policy issues must be addressed if libraries and information services are to effectively meet personal needs? (5) How should library and information services be expanded or redesigned to meet the needs of special constituencies?

And under the heading "lifelong learning" the following issues were discuss-

ed: (1) the need for more effective administration of federal legislative program supporting libraries and information services - school, public and academic, (2) identifying respective roles and areas of cooperation between school and public libraries in meeting the needs of school-age children. (3) better implementation of national network to support educational goals. (4) improvement and enhancement of lifelong learning opportunities of citizens, (5) the role of libraries and information services in promoting literacy, (6) the status of academic and research libraries with collections of regional and national significance and (7) the implications of these issues for the information age.

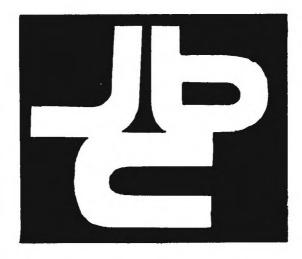
These and other matters were discussed in sessions by educators, administrators, librarians and members of the public specially invited to the conference. Clearly it would be impossible to replicate such a performance here and I do not propose to try. I will focus on a few areas which in my view are crucial for creating and maintaining an informed society through the provision and distribution of knowledge for individual growth. I believe that comprehensive library resources, whether these are seen as part of a school system and/or part of a wider national library and information system, are indispensable to the education process. Without access to such stores of knowledge our intellectual growth would be stunted by the limitations of classroom exercises and their prescribed texts. Without a strong educational foundation individuals within a society are impeded in their efforts to develop their potential capabilities fully.

I believe that if the library is to fulfil its role by bringing the products of the knowledge industry together for the use and benefit of the public, it needs to understand more about marketing and information handling methods in the twentieth century society and how to apply these techniques, to improve library effectiveness. In the

same way as the press, radio and television media reach into the homes and lives of every citizen, so should the library seek to offer more services beyond its walls to users and non-users alike, all of whom are equally in need of pertinent, accurate information. I also believe that librarians should turn a critical eye upon their own profession and upon their own performance. What we are talking about here is the service; and perhaps what is also needed is a new breed of librarians who will feel the compulsion to prepare studies designed to further acquisition, understanding and application of the products of the human intellect in their custody.

The development of information resources for individual growth and for meeting lifelong occupational challenges, places librarianship at the very heart of society and demands that librarians see themselves as an extension of the parent and of the teacher in their common concern for the rounded growth of the individual. The individual is part of the family; he is also part of the community and part of the nation. But he is anchored in time, and since he is not endowed with divine ubiquity even though he can travel from country to country, he is also anchored in place. And if he is to be able to act rationally and fulfil his mission in life, he needs to be able to go backwards and forwards in time. He needs to understand the nature of man's progress up to the present point at which he is anchored, and have some awareness of the possibilities that loom on the horizon of his present existence. It thus becomes a responsibility of libraries to aid man's intellectual and emotional advancement by bringing to him a continuous stream of knowledge out of time and out of place.

And since he is a citizen not only of his own community but also of his nation and of the entire world, the individual recognises that no man can live unto himself and that progress is the collective responsibility and achievement of mankind. He learns that he too has a contribution to make to a world shrunken to a global village un-



brings another first to Jamaican Radio

COMMUNITY BROADCASTING

Radio West

95.9 mhz + 700 khz on your dial

- Pioneers in regional broadcasting
- ♦ We keep Western Jamaican happy on

"HAPPY RADIO"

5:00 - 8:00 p.m. everyday

Radio Central

790 khz

- ◆ Through our special programming strategy YOU get the programmes YOU helped to plan from 5:00 - 7:00 p.m. Monday - Friday
- Residents in Central Jamaica can hear the BETTER SOUND on Jamaican Radio even better on 790 khz
- ◆ Listen to "COUNTRY RADIO" on JBC's Radio Central and call or write in your views: 14 Caledonia Road, Mandeville. Tel: 0-962-0887 - 9

Radio Northeast

COMING SOON

der pressure from technological advances. He requires therefore, a clearer understanding of other environments in order for him to understand his own environment better, and to appreciate its place in the scheme of things.

The library as a storehouse of knowledge which serves the collective needs of individuals should be concerned, in the first place, with responding to the needs of its own society as, for example, the British Library is with British heritage and the Library of Congress is with American heritage. But the duties and responsibilities of national libraries go further than this. Since by the aid of technology we have also been brought closer together, it is now more than ever necessary to have access to the fruits of man's endeavours from other cultures and from all over the world. There are therefore certain responsibilities that libraries in any society cannot escape; namely to build up systems and mechanisms to meet the intellectual and spiritual needs of its citizens - tasks which are not going to be undertaken on their behalf by any other country on a priority basis. National and public libraries have a duty to acquire, record and preserve information, to facilitate study of national life and traditions and to promote the passing on of that culture from one generation to another. Thereby, they reinforce the sense of self-identity and pride in nationhood which are the SINE QUA NON of citizenship.

The process of assimilating information begins at birth and gradually expands as the child's environment extends beyond his home into the school community, and later into the workplace and into the wider world society. It is important to understand and nurture those processes which contribute to the physical and psychological development of the young since they are of prime importance in the building of a balanced individual. However, I am not attempting here to discuss in any detail the information needs of the pre-schooler. For this another occasion must serve.

We will, therefore, take the schoolage child first and examine some of the ways in which the school system with its attendant supportive institutions assists in the preparation and development of this rounded human being. The purpose of education is to fit the individual for life so that he can take his rightful place in society, to equip him to earn a living, to think freely and to follow truth by which means he achieves a

sense of self-fulfilment. In addition, the individual must learn to see life not as a series of obstacles or problems but as a succession of solutions.

Changes in education focus in recent years have laid great emphasis on the need for humanizing and individualizing instruction in contrast to less desirable and less effective teaching methods of former years. There are also greater efforts to provide equal opportunity for all young people to develop their abilities and interests i.e., "to experience an educational programme of excellence", (3) but most of us are very much aware that in developing countries most educational institutions are forced to carry on as best they can with insufficient funds and personnel. Consequently, they find themselves unable to put in place, on time, supporting facilities necessary to back up that excellence society requires of them but does not demand. Experience has, nevertheless shown that with imagination and resourcefulness much can be done to provide essential enrichment programmes that are a central feature of quality education.

The school library resource centre is one such facility, where trained and dedicated library staff offer efficient service to teachers and pupils alikesupporting the curriculum, reinforcing learning through structured projects and library-related experiences. The school library resource centre encourages members of the school community to make the best possible use of the cluster of appropriate resources assembled there phonodiscs, tapes, models, other audiovisual materials and equipment, selfguided instruction which may involve use of the new technology and a host of other support materials brought together over time.

Every topic discussed in the curriculum should be represented in sufficient quantity and with sufficient depth to enable both student and teacher to obtain information on any of these topics at the time it is required. Topics, concepts and activities peripheral to the main disciplines should also be included as they provide a breadth of experience and understanding impossible to attain in formal lectures and necessarily limited class periods alone. There are times when examination goals might judiciously play a secondary role to leisure interests and activities, for it might be that it is by this route that the individual finds his true vocation in life. When the school library performs these functions well, it becomes not only an important "source, but a force for educational excellence."

Through organised instruction, and through participation in the design and execution of school projects and assignments, the student is assisted to develop the important study and research skills, which will increase his learning capabilities and his awareness. He can learn how to make value judgements, and to extract relevant knowledge from the mass of materials at his disposal; and by so doing, he acquires the discipline of independent study and research. He learns too to arrive at his own decisions in a balanced manner and becomes finally a self-fulfilment and wider intellectual horizons. To repeat Alvin Eurich's oft quoted lines, "We cannot tolerate another generation that knows so much about preserving and destroying life, but so little about enhancing it. We cannot permit our children to come into their maturity as masters of the atom and the gene, but ignorant and barbarous about the ways of the human mind and heart." (4)

Few schools today exist in isolation; and the importance of the linkage between each school and the community it serves should never be under-estimated. Indeed, this linkage should be fostered and exploited: conscious and deliberate efforts should always be made to encourage and develop a two-way flow of interest and support. The involvement of community based groups, such as parent-teachers associations, can be very powerful forces for good. Many a school has benefitted from the energies and interests of highly skilled and creative parents whose expertise would otherwise not be available. These associations have been influential in providing additional facilities which education authorities could not afford, and they have provided models of good citizenship and served as a source of inspiration to the young.

The school library resource centre is strategically placed to benefit from the participation of such groups. Through the organization of special activities such as oral and local history projects, the young can be brought into contact with those adults and elder citizens in the society who are prepared to share their thoughts and the benefit of their experiences with them.

It is an ideal situation when schools and their library resource centres can act in the ways I have suggested; and there is every reason why they should all strive to achieve the ideal. But since the public library usually serves students drawn from a number of schools. which in developing countries are frequently inadequately funded and staffed, the public library has a special professional obligation to assist in maximizing and optimizing the use of the scarce resources that can be allocated for these purposes. It can contribute by providing back-up materials where the school collection is weak, as well as organizing activities that catch and hold the interest of its vouthful clientele in attempts to guide them in leisure activities and in more serious educational endeavours.

If what I have said strikes some people as being somewhat ambitious for educational systems that we know, we have only to compare the performance and contribution to society of persons who have had the kind of educational background we are talking about with the performance and contribution of those who have not, to recognise the long term effects for good or ill such situations have upon the quality of life generally.

Library administrators know only too well the difficulty that exists in getting government ministries to make the necessary financial allocations that would enable them to do the kinds of things we have been talking about. Response often is that "we haven't got the funds" or that "we cannot afford it", which by implication is that the library is non-productive and therefore expendable. But the social cost to society of such persistent denial far outweighs the funds asked for. The failure to produce an enquiring and enlightened citizenry often results in a lack of innovation and low productivity - problems which are well nigh impossible to correct in later years regardless of how much money governments are prepared to spend at that time.

I have discussed at some length the information needs of the school because it cannot be overstressed that the products of the education system play a decisive factor in the social, economic and spiritual well-being of the society. The society can only be as strong and as successful as the foundations upon which it is built. As the tertiary level of formal education visa-vis the secondary, individual information needs are largely a matter of degree. And other things being equal, it is the preparation of students before they enter universities and other

institutions of higher learning that determines the overall quality of the results.

But learning does not cease when formal education ends; and one hopes that the competence acquired during schooling is of such that it will remain with the individual throughout life. He should have learnt by that time the impossibility of trying to assimilate everything that catches his fancy. He should have learnt that he has an obligation to justify his own existence, and that he has a commitment to repay society what society has invested in him - in a word, he should have learnt to become his brother's keeper. And at this stage the individual should be making greater and more specialized demands upon the information system.

Individuals in today's world, whether they are part of developed or developing societies have each their own cosmos; they see the world from different perspectives yet they have certain basic information needs. They need to know how to cope with everyday problems if only to survive in a harsh and complex society. They need to know how to combat inflation; how among other pressing needs to find a job, to get from one place to the next, to repair a house, how to occupy their time gainfully after retirement and how to participate effectively in the democratic process. In response to these needs the library is obliged to provide more community directed services.

With similar focus, citizen action groups are frequently effective in keeping the community informed in areas that affect their well-being. It is often such groups, and neither government agencies, the mass media, nor the library, that alert citizens early to problems concerning their welfare. These groups are often instrumental in bringing to the public attention, for example, health hazards created as a result of negligence in the society, and they are often ready with suggestions and background information that point to better alternatives and solutions. They are sometimes instrumental in bringing about reforms by mobilizing citizen opinion, and are vigilant in monitoring public decisions and trends that could directly affect their lives.

Libraries that make an effort to have readily available the pertinent information at such times, operate in the best traditions of community-oriented service. And when libraries are able to mount visual displays that support

such campaigns, they become showcases for knowledge that induce interest in individuals with hazy notions of the issues under consideration.

Solving problems for daily living addresses the more basic and material needs of the individual. Equally important is his need for intellectual stimulation through exposure to new ideas, to controversial opinions and debates; and through the provision of opportunities he should be enabled to indulge his special interests, and to examine in critical depth current issues beyond the sketchy and sometimes disjointed accounts of the media. In addressing the 1979 White House Conference President Carter noted that "this stimulation was particularly important in a democracy where the strength of a nation depends to a major degree on a well-informed public".

It is in response to these and other identifiable needs that libraries are obliged to provide more community-oriented services and to operate as focal points for the dissemination of instructive knowledge that can influence individuals in a meaningful way. However, it should be noted that most people do not seem to know that they, as members of society, have a right to make demands upon the library system, and that is makes no difference whether their enquiries are weighty or seemingly trivial. The library, therefore, has a responsibility to acquire a range of bibliographical guides and reference sources, whether they by technologically generated or are in the more traditional printed and manual forms; the library must set out to acquire the latest and most appropriate materials, recognising that at the rate knowledge is being generated, operations can no longer be totally print-reliant.

Much of the information required in a community might relate primarily to local needs, answers to which will not necessarily be found within the covers of a "book", but will have to be put together by local library staffs themselves. Examples of this concern careers of local leaders and officials. historic records of the local community in pictures, reports and studies. in print as well as on audio and/or video tape. Such information is often required by young people with special assignments from their school and/or university. But it is not sufficient for any library simply to preserve the vast amountsof knowledge stockpiled within its walls, as well as those that will find their way there in the future. Knowledge is useless unless it is made accessible and is interpreted for the use and benefit of mankind.

While everyone will agree that libraries must continue to develop more efficient methods of bibliographic control to assist researchers to make the best use of what is available, librarians also need to examine seriously whether their normal services are in fact sufficient or even relevant to the needs of today's society. They should constantly evaluate the extent to which their services are geared to satisfy the expectations of the enquirer, with a view fo improving the situation. More emphasis should be placed upon providing, measuring and refining users services and this reducing user frustration. A satisfied user is the greatest public relations agent that a library can have.

Libraries have traditionally directed their attention to the educationally advantaged with little or no apparent concern for the several groups which do not or cannot readily benefit from services as are presently offered. The disadvantaged are often even less aware that they too are entitled to the services provided. Those not functionally literate have an equal right to the types of information regularly sought and utilized by their more priviliged brothers. If the library's RAISON D' ETRE is to facilitate the free and easy flow of information, wherever and however arrived at, it must reach out to those special groups and with the assistance of appropriate technology transmit messages in other than the printed form. Illiterates and the physically handicapped have as much need for intellectual stimulation and for information about happenings that impinge upon their lives.

Provision of standard subject biliographies, reading lists and indexes is a service function of libraries. But service in my understanding goes beyond this and beyond the handling of books over a counter. There are a number of other extension activities such as accommodating citizens' service bureaux and guidance counselling services, all of which draw upon the resources of the library to provide information for their clients. There should be nothing against their being established in the vicinity of the library and operated with the active collaboration of the library staffs. This would probably require a more complicated organizational structure, but in the long run it would lead to reduction of unnecessary duplication of information services and resources and would ensure more efficient use of public funds. These are but a few examples of important ways of providing information for individual growth.

During the past twenty-five years the profession of librarianship has been moving steadily away from a preoccupation with what had become traditional procedures towards a stronger. theoretical and philosophical base, and back to the concept of the librarian being also a scholar. Librarians themselves recognise that by developing a high level of competence in one or more areas of knowledge, they can better serve the information needs of their individual users. The ideal situation is one in which the librarians together in a library represent an impressive mix of disciplines in addition to their specializations in librarianship. It is by their capacity to discover and recognise prime sources of knowledge and to pull together the most critical information required in the several areas of knowledge that libraries will be able to make their optimum contribution in providing information for individual growth.

I have stressed the importance of community linkage both at the level of the school and at the level of the public library, and have underscored the central position of the library in the dissemination of information for individual growth. In my own experience in Jamaica public libraries have

become more than a place where books are borrowed. For example, the Jamaica National Festival of the Arts was fostered in the early years by the islandwide public library service, and its branches are still among the major agencies encouraging and organising the creative efforts of the people. They are involved in the local literacy programmes and in the many local community organizations. Often when a serious issue is to be debated or other cultural extension programmes are to be presented, it is the local library that takes the lead and provides a home for the sustaining organization.

In "The End of an Age" published in 1949, William Inge said: "I believe there will be a great revival of community life, and that these communities, many of them self-supporting, will keep the torch of learning, science and art burning, through the age of vulgarity which

some think is coming upon us.

Society transcends politics. In the often quoted words of Burke, it is a spiritual community, 'a partnership not only between those who are living, but between those who are living, those who are dead and those who are yet to be born.'

The individual is anchored in time and place, but his growth must equip him to take his place in this spiritual community. Our libraries as instruments of national development can play their part by providing a bridge to assist the individual to gain happy and resourceful membership on that partnership.

REFERENCES

- Information for the 1980's: Final Report of the White House Conference on Library and Information Services, 1979. Washington: U.S. Government Printing Office. [1980] p. 94.
- 2. Ibid
- Davies, R.A. The School Library Media Center: a force for Educational excellence. New York: R.R. Bowker (Xerox Education Company) 1974.
- Eurich, A. "Toward a more Relevant curriculum in The School Library Media Centre.
- 5. Information for the 1980's. p. 4.
- 6. Inge, W.R. The End of an Age and other Essays. London: Readers Union with Putnam, 1949. p. 36.

WITH THE COMPLIMENTS

of

WORKERS BANK

With the Compliments

of

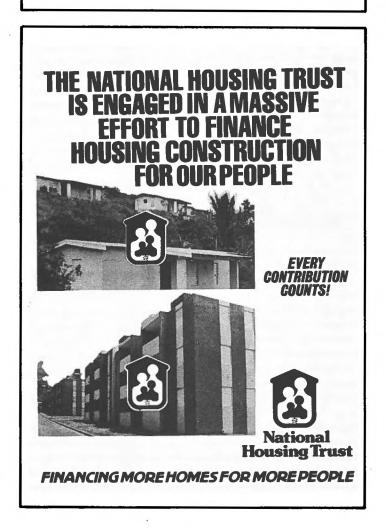
Grace Agricultural & Industrial Co. Ltd.

237 Marcus Garvey Drive Kingston 11 or P.O. Box 639 Kingston. Telephones 92-36670 92-36630 92-39951 92-36843

WITH THE COMPLIMENTS

of

DAIRY INDUSTRIES JA. LTD.



AUTOMATION OF REGIONAL BIBLIOGRAPHIC TOOLS AND THE QUESTION OF STANDARDIZATION

by: Daphne Douglas, Senior Lecturer, Department of Library Studies, University of the West Indies.

INTRODUCTION

The Caribbean is indeed fortunate that at the time when it begins to think corporately about automation in respect of library functions, so much has already been established in the field. A disadvantage of this, however, is that although a great deal has been achieved. many things are not yet settled and there is still the possibility of choice and decision-making, both of which have their own problems. Two things are going to be emphasized at the beginning. No regional approaches should take place without due consideration, one, to the international scene, in other words, provision for participation in the Universal Bibliographical Control (UBC) programme must be a working factor. And the other is also very crucial, that national systems within the region and the regional system must work in unison. The community is too poor for these concerns to work in isolation and not develop unified systems; which will not require switching systems within the region even if these have to be developed for extra-regional transfer of bibliographic data.

Hopefully, what this paper will attempt to do is to indicate the areas of concern in this process, to identify some of the provisions that have already been worked out and to point the way for the region to proceed. POSSIBLE RETRIEVAL TOOLS

What is it that has to be created? What retrieval tools are necessary for bibliographical control? There are four basic types which need to be created. They are:

- Regional biliographies for books, serials, non-book/non-print materials, archival materials, etc.
- Regional union lists covering materials at 1.
- Regional indexes and abstracting journals for periodical articles, technical reports, patents, standards, etc.
- Regional authority files standardizing names both of personal authors and corporate bodies, uniform titles, series and subject approaches.

All of these types might have general coverage or might be designed to cover sectoral interests, say in science and technology or even more specifically agriculture or energy. The systems de-

vised for their automation must be such as to permit use for any of these approaches. The fewer the systems devised, the less costly and the more uniform they will be across the broad spectrum of what is desirable.

To date, it has been possible to identify the beginnings of some of these tools. National bibliographies are being fed into the regional bibliography, produced by the Caribbean Community (CARICOM). All these are in classified format and are being produced manually. CARINDEX, the Caribbean index to literature in the Social Sciences is also being produced manually by the Indexing Committee of the Association of Caribbean University Research and Institutional Libraries (ACURIL). At the same time, a thesaurus is being developed as a subject authority for this publication. CARISPLAN, an abstracting journal in the area of planning is being issued by the Caribbean Documentation Centre (CDC). The production is computerised on the basis of the UNISIST Record Manual which will be dealt with later and the Macrothesaurus is utilized for vocabulary control. Finally, the AIRS index to the Gleaner is being issued by the National Library of Jamaica on the basis of inhouse subject headings. The methodology used for its automated production can best be described as a KWAC system (Key Word Augmented in Context): a string of terms, comprising author(s), title(s) and descriptors are permutated to form index

If the national and the regional organizations work together and with international concerns, then what might be expected is a product that is high in quality and uniformity. This will permit as far as possible, the utilization of that technology which is most suited to understood needs having regard to financial and other constraints. It will also greatly enhance the interchange of information. And once legal deposit laws, and hence access to all publishing are in place, the several nations will be able to benefit, on the one hand, from the total sum of their cultural heritage as recorded and on the other hand, will be able to utilize whatever information may contribute to their socio-economic independence and stability. They will not only be fed information running from north to south, but from south to south in the real sense of this reference.

If systems are standardized, this will promote co-operation and the ability to enter into shared cataloguing schemes and will enhance the possibility of networking, which can best be achieved when each participating unit is following the same pattern and using the same tools.

Above all, this adds up to better service to users which is really what is the concern of the activity. And it will lay the foundation for even wider coverage if by wise choices, the system is able to interface with patterns in the rest of the world, at least with respect to English-speaking peoples, and to open the way to general access to information being made available as a part of the UBC programme. Although concentration of effort for the present may be placed on the English language, the importance of being able to override language barriers must not be treated lightly. The West Indian islands are being forced to draw closer together and interchange of information between them will involve not only English but also French, Spanish and Dutch.

FORMAL STANDARDIZING PUBLICA-

Librarians have been accused of failing to use their own services. Many of them have failed to appreciate the work being done by a series of institutions at national, regional and international level which would greatly assist them in their technical processes operations. The work is being undertaken by "standards bodies" such as the International Organization for Standardization (ISO), the British Standards Institution (BSI) and the American National Standards Institution (ANSI), and "standardizing bodies" such as the International Federation of Library Associations and Institutions (IFLA) and other library associations. Both Rather (38: pages 625-626) and French (13: page 94-95) indicate a number of these bodies and the way they work, while the UNISIST guide offers a comprehensive listing of available standards (48) and is well worth perusal.

The work of standards bodies is less familiar to librarians than are the more related publications by standardizing bodies within the profession, but it is of vital imporatance to what they are doing. It is significant to note that these bodies often work in conjunction

with each other and that work started by the specialist bodies often ends up as formal standards. The international standard bibliographical descriptions (ISBDs) (14-21) for example are being submitted to ISO for acceptance into their programme of publications. On the other hand ISO and IFLA are working closely together on an international filing standard.

BIBLIOGRAPHIC DATA

It is fortuitous that, at this time, most of the ISBDs have been developed to a point where they can form the basis of cataloguing practice. With the production of the General Standard (ISBD (G)), it has been possible to streamline the specific ones so that they are all compatible. However, a warning should be issued that the ISBDs were never intended to be codes and should not be used as such. The information provided can best be employed to elaborate on provisions of the tool cataloguers used for regulating descriptive cataloguing, entry headings and author-and titlerelated access points.

Another fortuitous circumstance is the existence of the Anglo-American Cataloguing Rules, Second edition (AACR II) (1). For the first time, there exists a book of rules which treats most of the materials found in libraries on the same level and in the same way. It is a mighty force in the standardization of bibliographic entries. But its short comings in this very area must be recognized, and here is where the organizers of any co-operative cataloguing scheme have to begin their work. AACR II has a number of options and some one or some group has to go through, rule by rule, and select in every case, the option which is to be enforced by the system. Until this is done, input will not approximate any degree of uniformity. This relates to manual as well as automated cataloguing and is an essential first step to consistency.

A more difficult problem to deal with is the places in the code where the need for the application of the cataloguer's judgement causes the possibility of variations. Narrowing the exercise of this judgement can help as well as the application of control editing.

This function of decision-making as it relates to opinions and judgements has to be seen as an ongoing activity. As the new rules are implemented, gaps and the need for clarification and expansion become apparent and for a time continuous revision will be taking place. The controlling body has to be aware of where decisions are published, to have access to these sources, to maintain control documentation and to communicate decisions to persons inputing in the system.

Most co-operative cataloguing systems work towards the ability of the system to accept entries based on minimum standards with the possibility of upgrading the data whenever more reliable information is available. OCLC, Inc. has this capability but it is important to note that some one or some body has to have ultimate responsibility for deciding the validity of the data being substituted or added.

The introduction of a worksheet for notification both of new entries and alterations cannot be over-emphasized. Despite the claim that the ISBD punctuation allows for optical recognition of areas and elements, this is an oversimplification and where there is variety in the training and experience of personnel inputting into a system, a well-designed worksheet which is edited and then coded and transcribed by a few well-trained technicians at the input stage will provide more consistent entries.

AUTHORITY FILES

The creation of a number of authorities for a co-operative system is essential. There are three basic types which should be provided for. These are as follows:

1. Author-and title-related access points:

Cataloguing rules which deal with these areas are among those the application of which calls for the judgement of the cataloguer and hence the product is prone to inconsistency. The authority files which need to be established are Name authority files, that is, for personal authors and corporate bodies and an authority file for Uniform titles. Geographic names may be incorporated in the corporate bodies file. The library of Congress now publishes NAME HEADINGS WITH REFERENCES (45) quarterly and it includes all new headings established during the period covered. Rather states the problem as it applies to the name headings succintly. She says:

"This problem arises from two sources. First is the difficulty of "devising rules which will be consistently interpreted alike by two different cataloguers. This situation results both from the way the rules are written and from the infinite variety of names of people, societies, meetings, institutions, governments, etc. The second problem derives from the rules which specify what form of name is to be used but allow any additional information necessary to distinguish one name from another to be added. This kind of decision can be made only by comparing a given name against an authority file." (38)

The same may be said to apply to uniform titles and to series. Library of Congress also publishes MONO-GRAPHIC SERIES (44), which establishes the standard format and also indicates the series for which access points are created.

With regard to Uniform titles, again, code practices make these the choice of the cataloguing agency. One body must therefore be the final authority as to what title is selected and a record must be made and passed on as each new instance occurs.

2. Subject representation:

Authority files are necessary for both coding (classification symbols) and natural language access points together with references. If the system uses a dictionary catalogue, it might be possible to dispense with classification controls but if a classified catalogue is used then as far as is possible, some control will be essential to narrowing differences in application, especially if author numbers are to be used.

In both cases, however, of subject representation by natural language index terms, be it a subject heading list or a thesaurus, the authority with ongoing updating capability must be established and maintained. This is dependent of course on the selection of a subject indexing system for the operation.

In addition, one would wish to establish authorities for spelling and filing. The WEBSTER'S NEW TWENTIETH CENTURY UNABRIDGED DICTIONARY is pretty authoritative and is being used in several systems as the spelling authority (49). Filing is more a problem. Apart from the normal problems presented in manual filing, automatic filing has its own special problems.

A computer will handle whatever characters are given to it but the manual concept of ignoring or converting characters mentally just does not work in automated filing. Each character has a filing value, be it a letter, number, punctuation mark or space and computers operate on an "as is", and not on an "as if", basis. A fair amount of investigation on automatic filing is being done and the international standard on filing principles mentioned before is being drafted, hopefully to fill a pressing need.

There are two important implications for automation in respect of authority files. Because decisions do affect manual systems and can make them more efficient, it is an area where pre-automation work can begin. The more of these decisions implemented during the preparatory period, the easier will automation be instituted. The second point is that identified in the list of tools at the beginning. All these tools can be automated for easy control, manipulation and updating. Print-outs of the main files and supplements can be circulated at regular intervals. Once the main bibliographic process is automated, advantage should be taken of this medium to provide the records needed to ensure a high degree of consistency.

The Library of Congress has in conjunction with the Washington Library Network (WIN) and the New York Public Library (NYPL), developed an authority record format and therefore the technique is available. The National Library of Canada also has its authority file for vocabulary control automated and the British Library indexing system the Preserved Context Index System (PRECIS) was designed specifically for computer operation. Worksheets for input also exist in every case.

One other relevant point which will be discussed again when formats are being dealt with concerns the codes necessary for conversion of bibliographic data to machine-readable format. Because computer storage space is expensive, coding is used extensively and dictionaries of these codes need to be established and maintained. Some codes are already established internationally such as ISO 3166-1974 - Code for the representation of names of countries, (23) as well as the standards for International Standard Book Numbers (ISBN) (27) and the International Standard Serial Number (ISSN) (28). There is more than one system for abbreviating or symbolizing serial titles. There is the ISO standard (ISO 4-1972) (25) and also the Coden system (9). These are mentioned here in order to indicate some additional types of authorities which have to be selected and used uniformly throughout the system.

Finally, if the bibliography ever moves into the area of including material in non-roman alphabets, a standard transliteration system will have to be adopted. This might yet be necessary if attempts are made to pick up West Indiana as a wider field to West Indian publishing. This is an example of the use of foresight. If the bibliography starts picking up items from other bibliographies, even though the need for control editing might be recognized, the transliteration systems might not and in the end more than one might find its way into the bibliography. **FORMATS**

What decisions are to be taken regarding machine-readable formats? Reference is made glibly to MARC formats and there the problem is thought to end when it is just beginning.

A start can be made in this paper

first of all by explaining the construction of a computer catalogue or bibliography as it exists in machine-readable form. Because the computer will do the work of moving from sequence, to sequence multiple unit entries are not constructed. The main file can consist merely of a single record or full entry for each individual item in no more selective order than by serial number as each record is added. Then a series of inverted files ordered by selected access points are created and these form indexes to the main file. For example, the index file by access point of author would list the author's name and the relevant serial numbers of the entries containing the name, thus:

Brown, James 26486, 29384, 34826, 43782, 58693.

When someone asks the computer what books exist written by James Brown, it looks at this list first and then goes to the full entries with these serial numbers. The entries are printed out if that is what is asked for. The computer can be programmed to print them out in alphabetical or maybe chronological order depending on what is required. The computer can be made to print out just selected information. For a classified catalogue, for example, it would be possible from these files for the computer to arrange the full entries in class order and to pick up for the indexes just the authors' names. titles and dates and class number (i.e. an abbreviated entry!).

Next, the concept of the machinereadable record is dealt with. There are two concerns here. One is with the content of the records or the data elements consisting of bibliographic information. that is, standard cataloguing data, together with additional information concerning the item itself, such as the language of the work, the level, the type (conference report, government publication) on the one hand, and on the other, information about the record itself, for example, the library originating the entry, the serial number, the date of entry and some statistical counts. The other concern is with the structure. And here again there are two divisions. One deals with the framework in which the content is recorded: this should specify what and how control information is included and should define the layout of the data fields. The other division concerns content designators. These consist of tags to identify the fields or units of information, e.g. imprint; subfield codes, e.g. for place, for publisher, for date; indicators to signal special cases and computer action, e.g. characters to be omitted in filing, points of access to be created, names to be inverted; and field and record terminators. For these last two, an analogy seems appropriate. If a cable is envisioned as a continuous strip, one can get the idea of the record or magnetic tape. In the case of the cable, to signal the end of a sentence the convention is the use of the word "STOP". Each field in the record has to have a similar convention established. And as records are input consecutively, they have to be divided by a conventional terminator, the way one uses AMEN between prayers and/or hymns. So that, in tabulating this, one would get the following pattern:

Content
Bibliographic
Other item related information
Record or entry related information
Structure
Layout
Content designators
Tags
Subfield codes
Indicators
Field terminators
Record terminators

One other requirement needs to be explained. Some bits of information can fit specifically into designated spaces. For example, it is is decided to have a six-digit serial number, then the first six characters of the record can invariably be assigned to this number. In the same way, media designations and language can be coded and the result placed in specific character spaces. This is what is commonly referred to as a fixed field. The first part of the record is invariably allocated to these fixed fields. But the length of the author's name, the number of authors, personal and corporate, which might be present and the length of the title are all unpredictable and a method has to be devised to take care of what are termed variable fields. A start is made by identifying the tag set aside for that field and then counting the number of characters in the field. then the record character in which the field starts is identified. These three bits of information are put in the first part of the record in a fixed field. In a series statement BEST BOOKS FOR THE LAY-MAN, the fixed field could look like

840004500240

And this could be interpreted as follows:

840 tag for series
0045 — the number of characters
in the field

00240 - the 240th character in the record where the series

statement starts an invariable fixed field of

This is an invariable fixed field of twelve characters. The second and third numbers can be calculated by the computer and inserted at the appropriate place. The variable field would look like this:

With the compliments of



Heinemann Educational Books

(Caribbean Ltd.)

175 MOUNTAIN VIEW AVENUE, KINGSTON 6, JAMAICA, W.I. TELEPHONE 927-5659

THE WORLD IS GETTING SMALLER.

As modern technology keeps pace with mankind's need for international communication, the boundries of distance are continually being broken down.

The world, linked together by telecommunications systems such as ours, becomes a "global village" where the transfer of messages from one end to the other presents no problem.

We're JAMINTEL. Telecommunications is our business. And as Jamaica's International Telecommunications Company, providing Jamaica with its link to the rest of the world through our telephone, cable, telex and ancillary systems (including our Satelite Earth Station), we are doing our part in making vast distances immaterial to the transmitting and receiving of information.

In short, helping make the world smaller. By making international communication better.



JAMAICA INTERNATIONAL TELECOMMUNICATIONS LTD 15, North Street, Kingston Phone 922 603 45 36 Fort Street, Magiego Bay Phone 952 4400 Best books for the layman

The two first characters are indicators, both blanks in this case (indicated by b). If the name of the series started with the article "the" the second indicator could carry a "4" to indicate that four characters are to be dropped when filing by the series title. The F is the field terminator. The "variable field" directory called the Record Dictionary is marked at starting character 48 for the information about the ISBN variable field. This can be compared with the actual field starting at character 55 of the bibliographic data.

Having hopefully without too much detail indicated the way a Marc record may be constructed, this presentation continues with some of the problems involved in creating these records.

One of these is the highly uncertain nature of bibliographic data. Firstly, there is the presence or absence of a specific data element, for example, there may or may not be a series statement. Secondly, the fields may vary in length. Thirdly, an element may occur one or more times, for example, a number of authors may be associated with a work or there may be need for several subject headings. These create standardization problems.

Basic to all MARC formats is the ISO standard 2709-1971. However this standard lays down specifications for the structure of the record but does not itemize details as to tags, content designators, etc. Fortunately, because of the work done on MARC I and MARC II by the Library of Congress and the British National Bibliography, there has been some standardization across the board, but there are still many variations. Each designer makes a few changes or many changes and/or adds special features. The Canadian MARC, for example, has had to accommodate a bilingual record. The greatest differences appear to be in the terminators which are often computer system related.

The following systems of MARC are the ones which it is believed will interest the region most:

- 1. Library of Congress MARC
- 2. British Library MARC
- 3. Canadian MARC (with the 1975 Canadian Mini-MARC which is a simplified version but compatible with the full version)
- 4. The European MARC developed by France, Luxenbourgh and Belgium
- 5. The German MAB I
- 6. The South African MARCAL
- 7. The Malaysian MALMARC

Although these systems are in a way compatible, they are still being developed and changes are being made so that there is some instability even within systems.

The international format which has

been developed by IFLA is known as UNIMARC (Universal MARC). This started out as SUPERMARC but later changed its name. This format is designed as a switching system. By this is meant that if tapes are obtained from different sources, they can each be converted into UNIMARC and then into the MARC being used. This avoids having to possess several programmes to switch each MARC format into the one being used.

MARC formats however are all largely designed for monographic materials and do not lend themselves readily to periodical literature, that is to say, analyticals. There are two considerations. One is the type of citation necessary and the other is the difference between summarization of subject topic usually applied to monographic materials especially books and indepth multiple subject access necessary for periodical articles. Technical reports are usually associated with the latter. The first named, summarization, is often expressed by one or more, but not many subject headings or class marks and index entries such as chain indexing or PRECIS. The latter is often expressed by a number of descriptors, usually not less than 10 and often 20 or 30, sometimes used by themselves and/or in the abstract if provided. These descriptors can be weighted for greater or lesser significance in the work.

Because of the orientation of MARC

towards monographic citations another format has been developed for the indexing and abstracting community and is to be found in the UNISIST Record Manual published in 1974 (42).

Both the MARC format and the UNISIST Record Manual format are well established. But work continues in attempts to arrive at a single format that will accommodate both types of citations. UNESCO is working on a Common Communication format which is to incorporate features from both UNIMARC and the UNISIST Record Manual. This is being designed particularly with third world countries in mind and eight mandatory elements have so far been agreed on. This too will serve as a switching Library of Congress format. approached the difficulty by attempting to develop an Analytics format based on L/C MARC. They consider that MARC as it is, can handle technical reports which are really monographic in nature although they require indepth indexing. Another attempt is also being made by a working group sponsored by the Council on Library Resources to develop a format for journal articles and technical reports which will be based on the Record Manual format but which will be compatible with MARC formats.

OUTPUT AND CHARACTER SETS

In order for the output from a computer to approximate normal printing and/or typing style, the joint matters of bibliographic entry format and character sets have to be addressed.

It is usual for hard copy entries to be extracted from the computer in two formats. One is the worksheet format as exemplified in layout decisions such as Annex B. The other is the normal catalogue type entry which requires indentations (hanging titles, etc.) and column printing. The computer will take the basic record (e.g. the MARC record) and produce whatever is required if so programmed. But built into this must be provisions for upper and lower case letters based on the Roman alphabet, numbers Roman and Arabic, punctuation marks, accents and special characters (e.g. currency symbols). The selection of character sets will depend on the extent of the languages used and the anticipated material which will have to be printed. ISO has developed an extended latin character set standard for bibliographic data processing (26). Included in the capabilities for special characters must be control characters such as the Canadian field terminator F and record terminator R to which the computer assigns a special value not related either to capital F or capital R, but which give instructions which the computer understands. A normal alphabetical character or word would cause confusion with the text.

ITEM IDENTIFICATION

There are different methods of identifying items conclusively and uniquely. Mention has already been made of ISBNs and ISSNs, but the absence of these from West Indian materials can be a problem and the need to bring the region line with international practice obvious. Alternatively, even if these are established and included in the data base, one might want to develop a special numbering system such as is used by the Library of Congress or the British National Bibliography. This system could be a single sequence or since the entries for the regional bibliography will originate largely with national bibliographies, a uniform system might be developed for all such national entries and these might be easily integrated into the regional product. Weisbrod has suggested a rather elaborate system for universal MARC record identification (52: page 238 - 239). ISBNs and ISSNs are related to books. What is needed is identification of the machine readable record. It has been found that some libraries using Library of Congress copy, select the wrong edition record and alter it to serve for the edition they possess. When this is put into a cooperative data base it causes problems. This factor is also tied in with the problem of duplicate entries to which a satisfactory solution has not yet been found. Veneziano reports on the work being done and comments on the need for a computer generated algorithm to detect repeats (48: page 123-124).

AUTOMATED SYSTEMS

Probably where one should begin here is with the selection of the make of the computer. It is not that compatibility cannot be achieved with the use of different makes of computers, but this is an expensive exercise and standardization of operations is best achieved when all computers in a network are able to use machine readable records with the least possible adjustment. System engineering will always be called for, but this must be kept to the minimum. Next, the computer language used should also be the same as this will promote exchange of machine readable records and the joint use of programme.

The software needed to automate a bibliography may be provided by different means. Use may be made of an existing system in its original form. Such a system may also be acquired, modified and used, or one may develop and implement one's own system in-house.

Selection of utility packages will naturally depend on whether or not they can be obtained under the required conditions. By a package is meant a set of related computer programmes which will perform all the tasks of input, file maintenance and construction and output required by the service.

A survey of existing packages and an understanding of their capabilities and provisions for their use matched against what is required in the regional system would assist in the selection of an appropriate package. Some systems may be bought outright, sometimes with permission to modify, while others have to be leased on an ongoing basis. This has the advantage that the most efficient versions should be available.

The two most referred to systems at the moment is the IBM STAIRS, a commercial product and UNESCO's CDS/ISIS (Computerised Documentation System/Integrated Set of Information Systems). The International Development Centre (IDRC) "cousin" system MINISIS has been developed for a Hewlett-Packard minicomputer, which is not widely

available in the West Indies, nor does it have maintenance services in this region equal to say IBM. This is the point being made at the start of the section regarding choice of computer. In point of fact, the ISIS system has developed into a family parented in Geneva by the International Labour Organization (ILO). Another well known system is DOBIS, developed from a German original in the University of Dortmund. The National Library of Canada has developed a version. Like the ISIS system, this package also has a family group. There also are many other packaged being developed. There is the University of Toronto's UTLAS, BLAISE and MERLIN of the British Library.

Over all is needed a general operating system which will load and run all the programmes in the package. An example is the IBM CICS (Customer Information Control System).

METHODOLOGY FOR DEVELOP-MENT

An attempt has been made to itemize the requirements which need decision-making in an effort to highlight the implications for standardization and the areas which it will affect.

I believe that one of the first steps that needs to be taken is the integration of national automated systems and the regional system. Some of the larger countries are beginning to plan for automation and there should be two way communication so that standardization will be incorporated at a very early stage.

Secondly, I believe that if at all possible financially, a system analysis should precede any attempt to computerization. A manual system should never be automated as is but much is to be gained if the manual system is streamlined in anticipation of automation.

I am satisfied that the introduction of worksheets would greatly facilitate future automation. If the decision process started early, the worksheets could double as an immediate basis for manual production of the bibliography and could also form the basis, now or later, for input into the automated data base. Once selection of the machine-readable format is settled, the data could be keyed on to a diskette by use of a word processor. And here might be included a word about retrospective bibliographies. No process has been yet established that satisfactorily provides automatic conversion of print or typescript into machinereadable form, unless at the time of creation, the format was adequately designed for the purpose. Library of Congress has experimented with automatic format recognition for this type of file, but basically inadequate data inhibits the satisfactory use of the methods devised.

It seems obvious at this stage of development that both the MARC format and the UNISIST Record Manual format will have to be used in any development of regional bibliographic work. It seems obvious also that the only viable computer make is the IBM since, like it or not, it is the only company with established maintenance services of the order required throughout the West Indies.

Finally, whatever are the decisions taken, I recommend for your earnest attention the matter of documentation. I have mentioned a great many items for which decisions need to be taken and standardization assured. The only way this can be achieved is for a system manual to be developed, hopefully in looseleaf form, which will be able to accommodate changes and extensions. It is of the utmost importance that every decision taken be duly accounted for and included. Many concerns today keep such a manual in machine-readable form. Here again, a word processor is adequate for the purpose. Periodic updates can be serially numbered and printed out for circulation and updated versions of the manual, duly dated and identified, can be also circulated, if necessary less frequently.

FUTURE DEVELOPMENTS

For a long range view, I see online access to the region's bibliographic output, with interlinkage between the countries. I see magnetic tapes being offered for sale and exchange throughout the world wherever interest has been or will be displayed in the publishing activities of the region. I see an input into the National Union Catalogue (NUC) through a National Programme of Acquisition and Cataloguing (NPAC) linkage. I see this bibliography current and regular providing a cataloguing service to the region and elsewhere. And finally, I see the region taking its place in the UBC network.

BIBLIOGRAPHY

- Anglo-American Cataloguing Rules, prepared by the American Library Association . . . et al. 2nd ed. London: L.A., 1978. 620p.
- Avram, Henrietta D. "International Standards for the Interchange of

- Bibliographic Records in Machinereadable form", Library Resources and Technical Services 20(1), Winter, 1976, pp. 25-35.
- Bardwell, Michael. "Documentation at B.S.I." The Indexer 9(3), April, 1975, pp. 116-119.
- Blum, Fred. "International Library Standards Update: ISO Technical Committee 46"., Library Resources and Technical Services 18(4), Fall, 1974, pp. 325-335.
- Blum, Fred. Standards Update: ANSI Committee Z 39", Library Resources and Technical Services 18(1), Winter, 1974. pp. 25-29.
- Boss, Richard W. The Library Manager's Guide to Automation. White Plains, N.Y.: Knowledge Industry Publications, 1979.
- British Library Bibliographical Services Division. UK MARC Manual 1st Standard edition. London: B.L. B.S. D., 1975. 117p.
- British Standards Institution. Specification for Bibliographic Information Interchange Format for Magnetic Tape. London: BSI, 1971. (BS: 4748-1971)
- Coden for periodical titles. 1970. (issued to 1975 by ASTM, and after by Chemical Abstracts Service)
- Devadason, F.J. "Standardization of Computer Readable Bibliographic Record: a proposal for a Common Exchange/Communication Format", Library Science 16(4), December, 1979, pp. 99-110.
- 11. "DOBIS: The Canadian Government Version by William L. Newman . . . et al. Library Journal 36(4), August, 1979, pp. 181-194.
- Freedman, Maurice J. "The Automation of Cataloguing 1976", Library Trends 25(3), January, 1977, pp. 703-721.
- French, E.J. "Standardization as a factor in Information Transfer", Journal of Information Science 3 1981, pp. 91-100.
- International Federation of Library Associations and Institutions. ISBD (M): International Standard Bibliographic Description for Monograph Publications. 1st standard ed. revised. London: IFLA International Office for UBC, 1978. 51p.
- -. Joint Working Group on the International Standard Bibliographic Description for Serials. ISBD(S): International Standard Bibliographic Description for Serials. 1st standard ed. London: IFLA International Office for UBC, 1977. 61p.

- –. Working Group on the International Standard Bibliographic Description for Non-Book Materials. ISBD(NBM): International Standard Bibliographic Description for Non-Book Materials. London: IFLA International Office for UBC, 1977. 60p.
- Joint Working Group on the International Standard Bibliographic Description for Cartographic Materials. ISBD(CM): International Standard Bibliographic Description for Cartographic Materials. London: IFLA International Office for UBC, 1977. 58p.
- Joint Working Group on the International Standard Bibliographic Description for Printed Music. ISBD (PM): International Standard Bibliographic Description for Printed Music. London: IFLA International Office for UBC, 1980.
- -. Working Group on the ISBD(A): national Standard Bibliographic Description for Older Books (Antiquarian). London: IFLA International Office for UBC, 1980.
- –. Working Group on the General International Standard Bibliographic Description. ISBD(G): General International Standard Bibliographic Description: annotated text. London: IFLA International Office for UBC, 1977. 24p.
- -. Working Group on the International Standard Bibliographic Description for Component Parts. ISBD (CP): International Standard Bibliographic Description for Component Parts. London: IFLA International Office for UBC, 1981. 39p. (Typesscript draft).
- –. UNIMARC: Universal MARC Format. 2nd. ed. rev. London: IFLA International Office for UBC, 1980.
- International Organization for Standardization. Code for Representation of Names of Countries. Geneva: ISO, 1974. (ISO 3166-1974).
- 24.—. Documentation Format for Bibliographical Information Interchange on Magnetic Tape. Geneva: ISO, 1973. (ISO 2709-1973)
- 25. Documentation International Code for the Abbreviation of Titles of Periodicals. Geneva: ISO, 1969. (ISO 4-1972). 4p.
- Extended Latin Alphabet Character Set for Bibliographic Use Geneva: ISO, 1975. (ISO/DIS 5426-1975).
- –. International Standard Book Numbering (ISBN). Geneva: ISO, 1978. (ISO 2108-1978).

- International Standard Serial Numbering (ISSN). Geneva: ISO, 1975. (ISO 3297-1975.
- -. 7-bit Coded Character Set for Information Processing Interchange. Geneva: ISO, 1973. (ISO R/646 1973).
- Symbols for Languages, Countries and Authorities. Geneva: ISO, 1967. (ISO R/639-1967).
- 31. Lebowitz, A. A Common Communications Format for Machine-Readable Bibliographic Data: Report of a Comparative Study. Paris: UNESCO, 1977.
- 32. Malinconico, S. Michael and Fasana, Paul J. The Future of the Catalogue: Publications, 1979. 134p.
- 33. National Library of Canada. Canadian MARC Office. Canadian MARC Communication Format: Authorities. Ottawa: Supply and Services Canada, 1980.
- 34. —. —. Canadian MARC Communication Format: Mini-MARC or Canadian Association Reporting Communication Format, Monographs/. Ottawa: Supply and Services Canada, 1975.
- -. -. Canadian MARC Communica tion Format: Monographs. 3rd ed. Ottawa: Supply and Services Canada, 1979.
- 36. —. —. Canadian MARC Communication Format: Serials. 3rd ed. Ottawa: Supply and Services Canada, 1979.
- Pobukovsky, M. "The UNESCO CDS /ISIS System" International Co operative Information Systems: Proceedings of a Seminar held in Vienna, Austria, 9-13 July, 1979. Ottawa: IDRC, 1980. pp. 102-111.
- 38. Rather, Lucia J. "Exchange of Bibliographi Information in Machine-Readable Form", Library Trends 25 (3), January, 1977, pp. 625-641.
- Shoyinka, Patricia. "The Potential of MARC for Nigeria: The North American example", International Cataloguing 6(3), July/September, 1977, pp. 32-36 (Part I), 6(4), October/December, 1977, pp. 44-45 (Part II).
- Simons, Peter. Data Element Directory. Paris: UNESCO, 1979 (PGI/CCF/1/2-1)
- UNESCO. Guidelines for ISDS. Paris UNESCO, 1973.
- 42. UNISIST/ICSU-AB. Working Group on Bibliographic Description Reference Manual for Machine-Readable Bibliographic Descriptions. Paris: UNESCO, 1974.

There's only one way to make the best impression: Indelibly.

That's the way we'll impress you.



Offset Presses Mimeograph Stencil Printers Fluid/Spirit Duplicators

PRINTING INKS Flexographic Lithographic Silk Screen Gravure Letterpress

SUPPLIES

CHEMICALS: SUPPLIES
Nationwide Plastic Films
Dayco Blankets
Industrial Blades
Screen Printing Fabrics
Printing Plates
Graphic Arts Films
Duplicating & Printing Papers Gum Arabic Fountain Concentrates Developers

JAMAICA GRAPHIC & PRINTING SUPPLIES LTD.

helping you to make the best impression.

ember CAT and Carreras Group of Companies

ORDER YOUR COPY NOW FROM

Jamaica National Investment Company Limited

A BIBLIOGRAPHY OF REPORTS AND STUDIES 1965 - 1981: A SUBJECT INDEX OF REPORTS AND STUDIES PREPARED IN GOVERNMENT DEPARTMENTS AND OTHER BODIES.

Only \$100.00 per set (3 vols.) Contact: Miss G. Pottinger, JNIC, 12 Ocean Blvd., Kingston. Phone: 92-20915-9

WITH THE COMPLIMENTS

0F

PETROLEUM CORPORATION OF JAMAICA



Box 579

KINGSTON 10, JAMAICA

TELEPHONE : 922-9670/5

TELEX: 2356 PETCORP JA



THE NATIONAL REFERRAL SERVICE

J A S I N-(JAMAICAN ACCESS TO SOURCES OF INFORMATION)

By: Hyacinth Brown.

In keeping with its role as the focal point for the National Information System, the National Library of Jamaica, under the sponsorship of the International Development Research Centre (IDRC), began plans for a National Referral Service in June 1981 and began operation on April 19, 1982 as a sixmonth Pilot-Project-JASIN, was felt that such a service was long overdue despite the fact that few information units are sufficiently organized and staffed to contribute meaningfully to such a service. However, the demand for technical. scientific and socio-economic information in a developing country such as Jamaica, is such that whatever resources are available, whether adequately organized or not, must be harnessed and utilized. Many information units have been operating in ignorance of each others' resources and because of this ignorance have sometimes failed to satisfy information needs of their users. Hence, the establishment of formal information - sharing systems is a priority and the Referral Service an important step in this direction.

There are, however, other variables which, 'in toto' influence the effectiveness of any information system even more than the lack of formal information systems. In view of this, the National Library of Jamaica has launched a parallel project designed to upgrade government and government-affiliated libraries which at present operate without the services of trained librarians. A team of specialists the Library Development Team - since October 1981, has been actively organizing the libraries, improving services and systems; training staff and giving advisory services. With this 'strengthening of the base', as it were, the Referral Service will be better able to promote the effective use of information sources.

AIMS AND OBJECTIVES OF THE **REFERRAL SERVICE**

The ultimate aim is to ensure the effective use of national information sources. A major objective, therefore, is to identify sources of information and make information about these available. Another objective is to collect information on current research and disseminate this information, to avoid duplication of effort. JASIN will be concentrating on the first objective initially.

GROUNDWORK FOR THE REFERRAL (iii) The libraries' Policy and Inventory SERVICE

In June 1981, 37 libraries were invited to participate in the pilot project. These were chosen on the basis of their subject coverage, how well-organized they were, and whether professional staff was employed or not.

It was proposed that the service would be called JASIN and that the pilot project run for six months.

Subject profiles of the 37 libraries were drafted, and in January 1982, all libraries which had been invited to participate were visited. The proposed service and policies of each library were discussed and the profiles which had been constructed previously were verified and modified accordingly. Thirty-one of these libraries have agreed to participate. The other 6 are unable to because of internal problems, but will participate as soon as conditions permit.

The next step was to work out a time schedule and design a system for the operation of the service.

Design of the System

Procedures

The procedures identified are as follows:-

- Receiving requests for service, whether by telephone, mail or in per-
- 2. Searching files
- Contacting sources
- Making referrals

Equipment:

- Recording statistics
- Evaluating the systems

FILES

The main files are the Subject Index, an Index of the Libraries, and the Libraries' Policy and Inventory Index.

- (i) The Subject Index is made up of the descriptors from the profiles and arranged alphabetically by descriptor
- (ii) The Index of the Libraries is a quick

reference file which gives basic information on the participating libraries:-Name: Address: Tel.: Person i/c POLICIES Reference Photocopy

Use

Loan

file represents an official policy statement by the participating libraries. It also includes information about the publications of each library or the organization to which the library belongs.

Folder files for statistics and storing requests for service - (pre and post referrals) - have been designed. The statistics will reflect the number of requests and referrals; the number of referrals dealt with satisfactionily; frequency of use of the service by each participating library: number of times a source is used and number of requests for each subject. Forty-four broad subject headings are being used for the purpose of classifying requests by subject. The statistical information will be useful as a guide in determining how to improve the service and its proximate aims.

FORMS

Six forms have been designed for use by the service viz:- The Request for Service form; the Request/Evaluation form; the Policy/Inventory form; the Daily Records form; the Monthly Statistical Analysis (subject) form; the Monthly Statistical Analysis - (request & referrals) form.

THE PRESENT SITUATION

A six-month Pilot-project - JASIN, came into operation on April 19, 1982 under the direction of a librarian.

Unfortunately, the dedicated line which should have been installed at the beginning of April has not yet materialized. For the present we manage to offer a fairly efficient service. However as the programme picks up momentum it will be difficult to satisfy requests as quickly as a service of this nature demands.

Hopefully, this dedicated telephone line will be installed by the time this article comes off the Press.

INTERNATIONAL STANDARDS AND THEIR NATIONAL RELEVANCE

By: Arlene Davis, Librarian, Urban Development Corporation

The word 'standards' according to the Oxford English Dictionary, is the degree of excellence required for a particular purpose and "a thing recognized as model for imitation."

The IFLA Committee on Library Education has defined Standards for Library Education as "formal published criteria — qualitative and/or quantitative — prepared and approved by one or more Library Associations and/or Library Agencies, for the evaluation of library education programmes. [IFLA Journal, Vol. 2, No.4, 1976]. In the broadest sense then, Standards are guidelines or models used by institutions to measure and improve their competence and performance.

Is there a need for Standards in Library education?

Professional education for an occupation has always been a subsequent development of the occupation itself. The development of libraries of every kind, all over the world, has meant an increase in the demand for qualified staff and consequently, an increase in the number of Library Schools and Departments of Library and Information Sciences.

Now there are many basic differences to be found in library schools, from one country to another, in the level of their education programmes, their curricula, qualifications of the teaching staff, conditions of operations, and so on. This lack of a standard format of operation not only hampers library development, but also lowers the prestige of the profession.

F.N. Withers' statement concerning the necessity of Standards in planning and evaluating library systems [Withers, 1974] is also applicable to professional schools. The improvement of professional education for librarians will, of necessity, improve the service offered in libraries, since often times, a librarian's performance on the job is a reflection on the kind of training to which he/she has been exposed. It is incumbent on Library Schools therefore, to ensure that professional Standards of education, training and practice are implemented and maintained.

In addition, the new trend in Librarianship towards the promotion of

international co-operation, necessitates the standardization of professional training.

Standards for Library Education in the 20th Century.

Ever since the beginning of the 20th century, several efforts have been made to formulate Standards for library education.

In the U.S., the Association of American Library Schools was organized (1915) "to establish and maintain standards of instruction, entrance requirements and curriculum." There is no evidence however, that the objectives of this Association have been achieved. They are the sponsors of the Journal of Education for Librarianship and although Louis Wilson in 1949 said that "the importance of the organization derives from its potentialities rather than its accomplishments," Shera rather scathingly remarks that "a quarter century after Wilson wrote this, the AALS is still trying to realize its potentials." [Shera, 1972].

Prior to the C.C. Williamson report (published 1923) of the result of his field study of existing facilities for library training in that country, no obvious steps were taken towards the standardization of library education programmes. Williamson found among other things, that faculty members were not suitably qualified or experienced; admission standards, classroom teaching and field work assignments were ineffectual. Shera reflects that of the 14 library schools established before 1920, only 3 began as schools of a University; 11 were in libraries or vocational institutes, one of these being for women.

There was controversy too, surrounding the curriculum. Some schools considered librarianship purely vocational and structured their courses accordingly. Others recognized that the basic techniques were not enough and ran lectures in literature, foreign languages and 'current events', but these, according to Shera "were sporadic, uneven and superficial [Shera, ibid].

Williamson's report had a tremendous effect on the American Library community. Three sets of standards were

formulated — in 1925, 1933 and after much debating, the ALA's Standards for Accreditation were adopted in 1951. [Carroll, 1970]. These standards "provide principles for evaluating the basic program of education for librarianship covering 5 years of study beyond the secondary school" [Carroll, ibid] and cover such areas as organization and administration, financial status, faculty, curriculum, admission requirements, degrees conferred, quarters and equipment, and library services and facilities.

The 1976 Standards for Library Schools is the end product of conferences, critical studies and surveys investigating education for librarianship all funded by Unesco and conducted with the co-operation of IFLA and FID. Their activities spanned some fifty years and besides seeking to develop standards for existing library schools, they recognized "the necessity and urgency for standards which could serve as guidelines for the establishment of schools" in countries where none existed - particularly in developing countries. [IFLA Journal, Vol. 3, No. 4, 1977/]. It was the feedback the 1974 survey which formed the nucleus of the present Standards. Information was gathered on goals and objectives, status, organization, financial support, accommodation and faculty of existing schools; a questionnaire was distributed to Library Associations and Agencies around the world. The resulting draft was circulated to "representative members of the international library community", [Rovelstad, 1977] presented at the open section meetings of conferences and after "the incorporation of some modifications, the Standards were approved at the 1976 conference and published." [Rovelstad, ibid].

Philosophy and main points of the Standards

An examination of the 1976 IFLA Standards reveals that much work has gone into identifying critical areas and into analyzing the needs of library education at the international level.

The Standards emphasize "the basic principles and essential conditions of operations which ought to be found in

any library education programme in any country." [IFLA Journal, Vol. 2, ibid]. Except in a few instances, for example, the statement on curriculum, no detailed specifications are given, and even then, specification is more qualitative than quantitative. That is, emphasis is placed on 'what' rather than 'how much' should go into the curriculum. It is accepted that the content of individual courses and the emphasis of one area of instruction over another, will reflect national needs and priorities.

The main points are: "The School should function at University level. It should have clearly formulated and accepted goals and objectives. It needs a definite place in its own institution, appropriate to its professional character. Financial support should be definite and positive. Accommodation and library resources must be suitable to the needs."

To illustrate, specific areas of library school operations will be examined: its locus, the curriculum, academic staff, the admission of students and degrees conferred. It is particularly in these areas that many library schools in developing countries lag behind those in some of the more developed countries.

Although it is recommended that certain modifications be made, these should not be too drastic lest the whole purpose of formulating standards in the first place be defeated.

For academic respectability and to bring the profession into harmony with other graduate-professional education, it is essential that the School be part of an institution which awards a University degree or equivalent qualifications. A highly qualified teaching staff is necessary - 1 for every 12 students. Curriculum should emphasize principles and concepts rather than routines; it should include a fundamental 'core' of basic subjects, a general education component, and areas of professional specialization. Continuing education activities are necessary. Clear, published norms of admission of students are needed; and also clear, published expectations for completion of the programme curriculum. A suitable credential should be awarded to students who complete the study. Questions of governance should be based on clearly expressed policy; teaching staff should participate in decision-making. Records must be kept to document all activities of the school. A clear, but flexible design for future activity (long-range plan) is necessary. [IFLA Journal, Vol.2, ibid].

Library schools which adopt and

meet the requirements of the Standards are designated "approved" or "accredited" and are said to have certain advantages over those schools which are not "approved". For instance, they attract better students and staff and are able to place their graduates in better jobs. Given this incentive, it is inevitable that, local conditions permitting, weaker schools will upgrade themselves by putting these standards into practice.

Relevance to national needs

But how relevant are these Standards to national needs? We have already pointed out the importance and necessity of Standards in librarianship as a whole and library education in particular. We have examined the 1976 IFLA Standards and made some observations on its flexibility. It is this flexibility which allows for modifications to suit national and regional needs therefore rendering them relevant to national needs.

To illustrate, specific areas of library school operations will be examined: its locus, the curriculum, academic staff, the admission of students and degrees conferred. It is particularly in these areas that many library schools in developing countries lag behind those in some of the more developed countries.

Although it is recommended that certain modifications be made, these should not be too drastic lest the whole purpose of formulating standards in the first place be defeated.

For academic respectability and to bring the profession into harmony with other graduate-professional education, it is essential that the School be part of an institution which awards a University degree or equivalent qualifications.

In designing the curriculum, the needs of the country must be considered. That is, the School must be clear on the type of library personnel it will be training and this should be reflected in the course contents of the curriculum. So that while the IFLA Standards recommend programmes extending into the post-graduate zone, this practice would not be feasible in the majority of Third World countries. In many of these countries there is a rapid expansion of library development requiring a large number of trained personnel. The post-graduate programme does not produce sufficient numbers of trained personnel rapidly enough to satisfy this demand. An undergraduate programme should be adequate in the initial stages of development. Although Carroll [1970] reflects that "the establishment of doctoral programmes . . . brought academic respect and status to the study of librarianship," librarians in developing countries need to consider where our priorities lie — should we at this point in time, allow our concern for 'respectability' to over-rule that most pressing need — the need to educate to fulfil manpower requirements?!

As regards the subjects in a curriculum: it is realized that the curriculum should make a clear distinction between 'core' subjects and the Standards stipulate that mastery in the 'core' subjects should serve as a prerequisite for the study of specialized subjects. Stipulating a core of librarianship as basic to all library education programmes will have a unifying influence on the development of the curriculum in approved schools, since it guarantees that library schools will not splinter into competing specialized training centres.

Unsuitably qualified academic staff in the library school result in the school's inability to achieve positions of real acaacceptability on University campuses. It is imperative therefore that attention be paid to the improvement of faculty, and an advanced degree should be mandatory qualification for faculty appointment. In some developing countries where there is an acute shortage of suitably qualified staff, perhaps provisions could be made for the recruitment of foreign nationals on a temporary basis. so releasing the local lecturers for advanced training overseas. The programme of overseas recruitment will, of course, be phased out as more and more nationals become suitably qualified.

"The selection of students should be based on clearly stated criteria [which] should require high levels of intelligence and educational background and suitable personal characteristics." [IFLA 1976 Standards]

For entry to undergraduate programmes, 'high educational background' usually means a minimum of G.C.E. passes in 5 subjects, 2 of which should be at the Advanced level. Some flexibility is necessary here and we see that in the United Kingdom, a Grade 1 pass in the C.S.E, is generally accepted as a G.C.E. 'O' Level equivalent. At times, provision is made for the acceptance of exceptional applicants who do not satisfy the normal entry requirements. At the Polytechnic of North London, these applicants usually fall into the over-23-years age bracket and are those whom the authorities are interested in attracting to the course. At the U.W.I., 'mature entry' is possible for people over 30 years on the basis of their overall academic and professional attainment.

At the graduate level, applicants should normally be graduates of an approved University. Here again one is allowed some room in which to manoeuvre. At Loughborough University in the U.K., for example, a Pre-MLS course is offered to non-graduate Chartered Librarians.

In the U.S. degrees in Librarianship are offered only at the graduate level, as it is thought that the minimum requirements for entry into the profession should be a year of largely theoretical studies which generalize and professionalize the traditional techniques. [Carroll, ibid].

There is a wide diversity of practice all over the world in the naming of degrees. There is the BLS, the BA (Lib. Studies), MA (Lib Studies), MLS, to name a few. It is important that, as set out in the IFLA Standards "efforts be made to harmonize the terminology of library education programmes, so that students who have done substantially the same courses of study, will have comparable credentials."

Conclusions

Libraries of all types exist in almost every corner of the earth and there is a growing demand for the development of manpower to meet their staffing needs.

The cultural, social and economic differences in these diverse regions will naturally be reflected in library practices and in the level of library education programmes, in the qualification of their teaching staff and in their conditions of operations. [IFLA Standards, ibid]. However, it is this lack of uniformity which leads one to wonder just how 'professional' librarianship really is, especially when compared with other professions.

The adoption and implementation of Standards is necessary therefore, to strengthen and improve the international elements of library education. It is clear that the IFLA Standards, as they stand will not be acceptable in most countries. One suspects that they would be too vague and not vigorous enough for bodies like the ALA, for example. In any case, their application will contribute towards making the study of librarianship a professional rather than a technical pursuit. It is their realistic, qualitative character and subsequent flexibility which will allow for national and local initiative and experimentation. Considering all this, how accurate would we be in declaring

these international Standards for library education, relevant to national needs? You decide.

BIBLIOGRAPHY

BRAMLEY, G.

A history of library education. London: Bingley, 1969

CARROLL, C.E.

The professionalization of education for librarianship . . . Metuchen, (N.J.) Scarecrow, 1970.

CHURCHWELL, CHARLES D.

The shaping of American Education Chicago: Amer. Lib. Assn., 1975.

FARGO, L. F.

The Library in the school. Chicago: A.L.A., 1947.

GOLDHOR, H. ED.

Education for librarianship: the design of the curriculum of library schools. Urbana, (ILL.): Univ. of Illinois, 1971.

HAVARD-WILLIAMS, P.

"The future of library and information studies." In Prospects for British Librarianship. p. 29-40.

IFLA

"Standards for library schools, 1976". In IFLA Journal Vol. 2, No. 4, 1976.

JOSEY, E. J. ED.

New dimensions for American library service. Metuchen (N.J.): Scarecrow, 1975.

ROVELSTAD, MATHILDE V.

"Half a century of IFLA concern for library education." In IFLA Journal Vol. 3, No. 4, 1977.

SHERA, J.

The foundations of education for librarianship. New York: Wiley-Becker & Hayes, 1972.

WILLIAMSON, WILLIAM L.

A search for new insights in librarianship: a day of comparative studies . . . Madison: University of Wisconsin, 1975.

For a BETTER LIFE



72 - 76 Harbour Street

Phone 23420

SCHOOL LIBRARY PERSONNEL IN JAMAICA

A PRELIMINARY SURVEY OF TRAINING, STATUS AND WORKLOAD.

This survey was planned by the Jamaica Library Association to investigate the problems of school librarians with regard to status on the school staff, responsibilities, and workload. With this as their goal, the Schools Section undertook the project, and in 1979 reported . . .

1... a small committee has worked out a questionnaire among school librarians so that a job description can be worked out and recommendations can be submitted to the Jamaica Library Association, Working Party on Status, Salaries and Conditions of Service."

JLA Schools Section Newsletter, November 1979.

This questionaire was presented to members of the JLA Executive Committee with a request for comments. Response was minimal, and after the discussion and some suggestions from Mrs. H. Bennett, Chairman of the Working Party on Status, Salaries and Conditions of Service, the questionaire was completed and reproduced for distribution.

Mailing and Returns

In March 1980, one hundred and sixty-four (164) questionnaire (with stamped return envelopes) were mailed out to all high, secondary, and all-age-plus-secondary schools in the island. Following a suggestion made at the JLA quarterly meeting in June, eleven (11) more were mailed out to tertiary institutions, e.g. teachers colleges, community colleges, the Jamaica School of Agriculture, the College of Arts, Science and Technology, and the new G.C. Foster Sports College. This brought the total number of questionnaires sent out to one hundred and seventy five (175).

Returns were slow, and in October reminders were sent out, but only a few more replies were received as a result. By the end of November, 73 completed (or partly-completed) questionnaires were received as follows:

Teachers' Colleges and tertiary

reactions conteges and tertially	
institutions	5
High Schools	29
Secondary Schools	37
All-age-plus-secondary schools	_2
	72

Of these replies twenty (20) were from Kingston/St. Andrew and fifty three (53)

from the rural areas.

In addition, four (4) replies without questionnaires were received from schools which had no libraries or librarians. However one of these schools — Green Island Secondary in Hanover — subsequently sent in a completed questionnaire when a librarian was appointed.

Analysis of Answers

It does not seem possible to draw firm conclusions from the information collected for two reasons: (i) lack of strictly precise definition of some terms used, e.g. "Teacher-Librarian" qualification)" should have been explained, as it has since been discovered (from talking to some of these persons) that the term "Teacher-Librarian" is usually applied to teachers' college graduates who have done the option in school librarianship as part of their training, and that the term 'dual qualification" was not fully understood. (ii) low percentage of returns - approximately 45% - though a fairly clear pattern begins to emerge since answers were received from all types of schools all over the island.

a. Staffing of School Libraries. Sixtysix (66) schools reported having someone in charge of the library, with various kinds of help and with varying levels of training. Using the same terms given on the questionnaire, the information breaks down as follows:

UCVVII as ICHICVVS.	
Teacher-Librarians	30
Teachers	21
Librarians	12
Library Assistants	12
Clerical Assistants	5
Students	11
Volunteers (e.g. parents)	2
Teacher-Interns	8
National Youth Service Volunteers	2
Others (unspecified)	2

In most cases, someone in one of the first (3) categories was in charge, with help — where available — coming from the other categories. There were however, cases of persons from group 4 down being soley in charge in many institutions, including tertiary institutions (e.g. J.S.A. and Montego Bay Community College) and high schools (e.g. Hampton, St. Elizabeth Tech., and Vere Tech.). The secondary schools were most consistent, with the person in charge being either a teacher or teacher-librarian.

b. Status. Forty-five (45) persons-incharge claimed status on the school staff as follows:

Part of Academic Teaching Staff
Academic, Departmental Head
Academic, Senior Teacher
Part of Administrative/Clerical Staff 5
(incl. 2 professional librarians without teacher training).

1 EXED Library Technical Assistant graduate listed his/her status as "other" and added the note 'not clearly defined by the Ministry of Education".

Regardless of status claimed however, most "librarians" shared the responsibility for budgeting and/or determining amounts spent on the library with either the Principal or the Bursar, or both, that is where funds were identified and specifically allocated. This is noted here because preparing and controlling a library's budget is one of the librarian's most important tasks, and can be used as an indication of his/her status. Only four (4) claimed to have control of this area.

c. Workload. Twenty-nine (29) teacherlibrarians, seven (7) teachers, two (2) librarians, three (3) library assistants and two (2) clerical assistants claimed to be in the library full-time, with no other duties.

Following is a breakdown of their reported duties and activities, arranged in order beginning with those on which most time was spent:

Teaching Library lessons
Shelving materials
Arranging displays, etc.
Repairing books, etc.
Charging and discharging books
Reference work.

Teaching library lessons seemed to be the activity that took up most of the time of the majority of school/teacher librarians. Note hours quoted by some schools—Seaforth Secondary, 22½ hrs; Alexandria Secondary, 22 hrs; Balaclava and Albert Town Secondary, 20 hrs. each.

Three (3) schools reported 'shelving' as the activity that took up most hours, two (2) listed 'charging and discharging books'', and only one (1) claimed that most time was spent doing reference work with teachers and students.

Where there was no full-time "librarian" the person in charge usually had a heavy workload elsewhere, e.g. the teacher in charge at Christiana Secondary had eighteen (18) hours of Spanish classes per week. Some noted that time spent doing library work was spare-time or "over-time", and many found it impossible to quantify time spent on various library jobs.

General Comments

(a) Staffing and Qualifications

Even in this small sample it is evident that (a) not all schools have someone in charge of the library (b) where there is someone that person may have other duties which can take him/her out of the library from 3-18 hours per week (c) levels of training vary greatly, from none at all to full dual qualifications, with the majority being in the "trained-teacher-with-librarianship-option" group.

(b) Status

Even where training is adequate the school librarian's status is low. Some are on the same level as non-professional office staff, i.e. in the clerical/administrative classification. The majority, the teacher-librarians, are rank and file teaching staff, with no power to influence de-

cision-making in the school, see previous remarks with regard to budget control.

Note that even in this small sample one third of the respondents (21 out of 66) did not comment on their status at all, not seeming to know where they fit into the system.

(c) Workload

While few people reported workloads of more than 40 hours per week, the distribution of work seems to provide cause for concern. The large amount of time reportedly spent teaching library lessons, compared to lack of provision of other important areas, e.g. guidance reference work with pupils and teachers, seems indicative of some imbalance in library programmes, a possible cause being the fact that the school librarian is included in the pupil-teacher ratio, and is generally expected to teach.

Conclusions

As stated previously, no final or general conclusions will be drawn from this preliminary survey. Areas needing more detailed study are:

- (i) Qualifications of all librarians and teacher/librarians.
- (ii) Workloads: both in terms of number of hours and types of

tasks.

It is here proposed that the Schools Section devise a new, more efficient questionnaire concentrating on these two areas, and administer them as soon as possible.

Information collected as a result will be circulated to relevant organizations, e.g. NACOLADS and the Ministry of Education, along with our suggestions and recommendations for improving the status of this group of our colleagues. This report is being circulated to members of the Executive Committee of the Jamaica Library Association.

A copy as well as the returned questionnaires is being given to the Chairman of the Working Party on Status, Salaries and Conditions of Service.

Katie M. Mungo (Ms.)
(as member of Schools Section)

Now available the all-new

ENCYCLOPAEDIA BRITANNICA

NOW IN 30 VOLUMES. FORTY FOUR MILLION WORDS. THE WORLD'S FAMOUS REFERENCE WORK. NOW "PROGRAMMED" FOR SELF EDUCATION AND MUCH MORE FUNCTIONAL. THE ONLY ENCYCLOPAEDIA USED AS EXPERT EVIDENCE IN COURTS OF LAW.

Cut out and Mail

Home Books and Research Services, 40 Duke Street, Kingston

Name:		• •	• • •	• •	٠.	•	•	 •	•	•	•	•	 •	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Address:.			• • •			•	•	 •	•	•	•	•	 	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Telenhone	nı.	mh	or.													2								_			_			_	

Call: 922-4359

WHY AN ASSOCIATION OF LIBRARIANS IN THE JAMAICA LIBRARY SERVICE St. Catherine Parish Library.

The Jamaica Library Service came into existence in 1948 and the Jamaica Library Service Law (1949) established the Jamaica Library Board a body "to establish, maintain, Corporate manage, control and operate a Library Service".

From the very inception, emphasis had been on the expansion and development of the use of books, the construction of suitable buildings to house the service and the training of staff. The objectives set out in the building programme were realised in a relatively short period of time, as by 1962 eleven Parish Library buildings were completed and the remaining two lagged behind largely for lack of suitable sites. However, by 1975, all Parish Library buildings were in place and five of the earlier constructions were extended.

In 1975 however, only forty-seven of the seventy-five trained professionals were still in the employment of the Jamaica Library Service. None of the 28 who had left had reached the age of retirement or had retired. This movement of personnel created forty vacancies for professionals as there were already ten unfilled posts which had never attracted applicants.

An indepth study of the organization by a group of concerned Librarians revealed the total absence of a personnel policy within the service. There was no trained person engaged in personnel management although the staff had grown to 800. The climate for meaningful human development was sterile. The machinery necessary for evolving "functions" for the motivation of professionals did not exist. There was the need for a channel for communication in matters of staff development.

It was also clear that most of the professionals within the service had common problems and it was therefore necessary

to have an organization of such workers within the service to attempt to correct the problems through consultation with the employing authority. It is for this that the Association purpose Librarians in the Jamaica Library Service (ALJALS) came into existence.

The aims and objectives as stated in the constitution are as follows:-

- (a) To maintain and foster the highest standards in the Jamaica Library Service.
- (b) To make representations and to negotiate on behalf of all members of the Association and to protect and develop their professional and economic interests.
- (c) To ensure effective communication at all levels.
- (d) To do all things incidental and conducive to the advancement of the welfare of members and to improve and maintain the efficiency of the Jamaica Library Service.

It was recognised at the very outset that affiliation to a Trade Union was necessary as the experience of a trained negotiator would be vital on many issues. The Association therefore became affiliated to the Jamaica Association of Local Government Officers, (JALGO).

One of the earliest attempts at correcting recognized weaknesses in the system was to request a re-structuring of the organization. This has resulted in an examination of the organization by the Manpower Unit of the Ministry of the Public Service. The findings and recommendations of the Unit are currently being studied.

Effective negotiations with the Ministry of the Public Service have resulted as follows:

> (i) Librarians in charge of Parish Libraries have been designated Travelling Officers and now

receive Travelling Allowance.

By Gloria Clarke,

- (ii) Regional Librarians and Librarians in charge of Parish Libraries are eligible for Telephone Rental.
- (iii) Librarians who are required to work beyond the normal forty. hour work week and often well into the night, are allowed a Duty Allowance.

Discussions are continuing with the Ministry of the Public Service towards:-

- (i) Securing pensionable status for Jamaica Library Service employ-
- (ii) Obtaining Housing Subsidy for Librarians.
- (iii) Obtaining Commuted Travelling for Librarians not designated Travelling Officers, but who in their course of duty may be required to use their personal cars to carry out the duties of the office.

During its relatively short existence, Association had organized two successful seminars on Management. Papers have been presented by members from time to time at regular meetings, on such topics as are relevant to the effective growth and development of the Jamaica Library Service.

Representatives of the Association have served on the Finance and Planning as well as the Human Development Committees of the Jamaica Library Board.

The Association has met with the Minister of Local Government to acquaint him with the difficulties experienced by Librarians in obtaining funding for Libraries.

The Association holds quarterly meetings at different venues throughout the island.

Compliments



IRBAN DEVELOPMENT CORPORAT

The Office Centre — 8th Floor, 12 Ocean Boulevard, Kingston, Jamaica.

Telephone: 92-28310-4

- 43. U.S. Library of Congress. Automated Systems Office. MARC Formats for Bibliographic Data. Washington, D.C. L.C., 1980.
- 44. U.S. Library of Congress. Monographic Series. 1974-. Washington, D.C.: Library of Congress, 1974-3 quarterly issues + annual accumulations.
- 45. U.S. Library of Congress Name Headings with References' 1974- Washington, D.C., L.C., 1974- 3 quarterly issues + annual accumulations.
- 46. Vajda, E. UNISIST Guide to Standards for Information Handling. Paris: UNESCO, 1980. 304p.
- Valantin, Robert L. CDS/ISIS and MINISIS: A Functional Analysis and Comparison. Ottawa: IDRC, 1981. 88p.
- 48. Veneziano, Velma. "Library Auto-

- mation: Data for Processing and Processing for Data" Annual Review of Information Science and Technology 1980, pp. 109-145.
- 49. Webster, Noah. Webster's New Twentieth Century Dictionary of the English Language unabridged. 2nd ed. extensively revised by the publishers editorial staff under the general direction of Jean McKechnie. New York: William Collins Publishers, 1979, 2129+p.
- West, Martha W., Quiros, Alice and Glushenok, George. "Library Automation, a Bibliography, 1973-1977",
 - Journal of Library Automation 11(4) December, 1978, pp. 339-365.
- 51. Western European Seminar (1974: Banbury, England). The Interchange of Bibliographic Information in
- Machine-Readable Form: **Papers** given at the Western European Seminar held at Banbury, England, 12-16 May, 1974. London: L.A., 1975. 100p. Partial Contents: "The Exchange of Subject Information" Austin: "Machine Derek by Formats" Richard Coward: "Bibliographic Standardization and Machine Records" by Michael Gorman: "Character Sets and Coding Techniques" by Joel Poncet.
- Weisbrod, David L. "NUC Reporting and MARC Redistribution: Their Functional Confluence and Its Imprication for a Redefinition of the MARC Format", Journal of Library Automation 10(3), September, 1977. pp. 226-239.

With the compliments of

WILLMAN SALES CO., LTD.

DEALERS IN OFFICE EQUIPMENT AND STATIONERY SUPPLIES

2 King Street., P.O. Box 336, Kingston, Jamaica, 9227188 9227716

THE ROLE OF THE LIBRARIAN IN A BUSINESS ORGANIZATION

By: Lilleth Morris, Librarian, Grace Kennedy Library

Whenever the word Librarian is mentioned, it conjures up a picture of an elderly lady in pince-nez and a bun, 'guarding' shelves of books and quieting everybody (usually children) who venture to speak in her territory. This is the traditional, old-fashioned image of a Librarian. Both the image and the function have changed drastically in the last few decades.

No longer is the profession considered the domain of females, many men are now entering the profession especially in the developed countries. The Librarian no longer 'guards' her shelves in that very strict manner but rather tries to disseminate as much of the information filed there as she can.

The main function of a Librarian is to provide information. A School or College Librarian provides information for the staff and students of that educational institution; the Special Librarian provides information for a specialized group of persons with a particular interest, and the Public Librarian provides information for the general public and therefore caters to a wide cross-section of the community.

Libraries and information centres in business organizations are a new feature that developed in the industrialized world towards the latter part of the ninteenth century. It has only been in recent years that we see them mushrooming in developing countries. With the growth of industry and industrialization the need for the systematic organization of information relevant to that industry automatically evolved. The information might be on current topics to keep the clientele aware of new developments in their field or it might be on retrospective studies or past research; the collection is usually based on both.

With rapid progress and technological development there was a significant increase in the amount of information generated. Over the last few decades there has been much talk of the "transfer of technology" from the industrial/developed countries to the developing world. With our limited resources in manpower, money and machinery, it behoves us in the developing world to use

all relevant information available to effect this "transfer of technology". Certainly the information resources available do not only come from foreign technology but also from the vast amount of research done on our own shores.

Each day, tons of relevant information which we do not have time to read are published in papers, documents, reports, books and periodicals. In Jamaica this is true of government and private companies and organizations. The great need for relevant up-to-date information has forced firms and business organizations to employ the services of full-time professional staff to operate in-house information services. Some examples are the libraries in government ministries and organizations e.g. the National Housing Trust, the Jamaica Telephone Company, the National Water Commission, the Town Planning Department, Natural Resources Conservation Department, the Jamaica National Investment Corporation, the Jamaica National Export Corporation and the Jamaica Industrial Development Corporation. Some organizations in the private sector which have established libraries/information centres are: Alcan, Jamaica Bauxite Institute. Jamaica Institute of Management, Touche, Ross, Thorburn (an accounting firm) Dunn, Cox and Orrett (a law firm) and Grace, Kennedy Company.

What then is the role and function of the Librarian in a firm like Grace, Kennedy? The main objectives of the Librarian are:-

- to keep records of laws, technical data, periodicals, government publications, company reports, etc., as may be used by the Grace Group of Companies.
- to provide sources books, periodicals, tapes, films, etc., for employees to increase their knowledge and skill in matters pertinent to their jobs and in other areas of interest.
- to conduct research in order to find the kind of information as requested by individual companies.

In order to achieve these objectives certain functions have to be carried out.

These cover the three main areas of Acquisition;
Processing; and Dissemination

Acquisition: Information in various formats have to be acquired to satisfy the needs of the library's users. The Librarian has to ascertain users' needs. Factors, such as the function of the organization, the subject relevant to that role, the level at which the information is required — whether introductory, intermediate or advanced — have to be examined before the acquisition process starts.

The Librarian must have a good knowledge of sources of information relevant to the needs of the organization served. For example, in a business organization it is important to know the major booksellers of business books, the agencies which do the most reliable market research, the periodicals available on the main subject areas in which the company operates, the theses recently completed on related research, the conference proceedings recently concluded on related topics, the government organizations which publish papers from time to time on legal matters which could affect the company, and sometimes, which resource person one could "talk to" to get information which is not documented.

There are times when a request for information is received but the Librarian cannot find this information in any one place or in the form in which it is needed. In these instances research has to be done from primary sources and the relevant information collated and presented to the client who requested the information. For Grace, Kennedy we can refer to two publications - which resulted from requests made by two Directors. One was a statistical survey of figures on various aspects of the Jamaican economy and sociology entitled Jamaica in Figures 1981 and the other was a listing of research done in the field of tropical agriculture entitled Tropical Fruits, Vegetables, Root Crops and Spices: a select Bibliography.

The Librarian has to be able to manage a budget even in a limited way so that the best sources can be utilized to

purchase material and equipment at the most economical cost and with the least time-consuming procedures. This involves both local and foreign expenditure and therefore all the accounting measures to be taken are brought into play.

Processing: When the material is received in the library it has to go through various stages of processing before it is ready for use. This entails:

- 1. accessioning the material so that it can be easily identified against any other piece of material:
- 2. cataloguing the material i.e. recording the particulars about a book (or other material) in a certain format and this is usually done on a special 5" x 3" card called a catalogue card.
- 3. classifying the material i.e. giving it a special classification number which places it at a specific place in the collection. The classification number enables the library staff as well as the users to locate a publication in the stock. All the above processes are geared towards making the material easily retrievable as well as ensuring that maximum use is made of the resources.

Dissemination:

The most critical area of any Librarians' job is to see that maximum use is made of the resources. The ultimate test of the library is the manner in which its impact is disseminated and the quality of the output as seen by the potential user. In a company such as Grace, Kennedy this is not at all an easy task. The library is a central information unit that serves approximately thirty subsidiaries and approximately eighteen hundred employees. Providing a service to a group as large as this keeps the Librarian constantly busy pouring through books, periodicals. newspapers. pamphlets. reports, papers and other documents to find requested information. The information must be brought to the attention of the patrons and there are various ways in which this can be done: it should be mentioned that all these methods do occupy much of the time and the expertise of any efficient Librarian. One of the major difficulties for the Librarian in a Special Library as regards use of information lies in the fact that everybody is too "busy" to read long-winded, irrelevant materials. The information, when needed, is to be as concise as possible and relevant to the need. Sometimes the client does

not have a clear idea of what he/she really needs and therefore it is imperative that the Librarian has at least a broad knowledge of the major subject areas related to the organization's operations. This is important as sometimes the Librarian has to sort out with the member of staff exactly what is required and at times even advise on the kind, level and quality of the information that is most relevant to that particular need.

There are times when the information needed comes in other forms such as on films or tapes. Constant contact with other libraries and organizations is also necessary as the resources of these are also tapped and co-operation is established with these agencies on an unofficial basis.

Much information is acquired from abroad and therefore the Librarian needs also to know of the major data bases that can supply these informational needs. With the development of automation in libraries it is imperative that the librarian also keeps abreast with the use of the computer in libraries and also develop the skill of using the facility for storing and retrieving the mass of information that is being published on various subjects everyday.



But the people at the Citizens Bank have because we serve people. Not account a special kind of chemistry that makes numbers. That's the big difference.

All banks are pretty much the same. all the difference. We call it Citizenship...

Come on, get Citizenship.



DEPARTMENT OF LIBRARY STUDIES GRADUATES 1980 1981

ı	POCT	L.CP	AD	LIA	TEC	1980	
Į	rua i	ı-un	AU	UΑ	ILED	1200	-

BROWN,	HYACINTH
MARCELLE,	LERLYN
OSBOURNE,	JOAN
REVILL,	JOHN
RUDDER,	LORNA
SOO PING CHOW,	LUCIA
TONEY,	PATRICIA
WEBSTER-PRINCE,	MAUREEN

UNDER GRADUATES 1980

ALLEN,	BEATRICE
ARCHIBALD,	VANTA
BENNETT,	EVADNE
DAUBON,	BARBARA
DOWNER,	DAPHNE
GIBSON,	CHARLES

JAMES,	BRENDA
MADOO,	DIANA
MAXWELL,	ARLENE
ONONAIWU,	ARLENE
PERSAD,	SARAH
POWER,	CYNTHIA

POST-GRADUATES 1981

ALI,	ENA
COLE,	SYBIL
DIXON,	MARY
DRAYTON,	MARILYN
ROSS,	NEGLA
ZONICLE,	JOSEPHINE

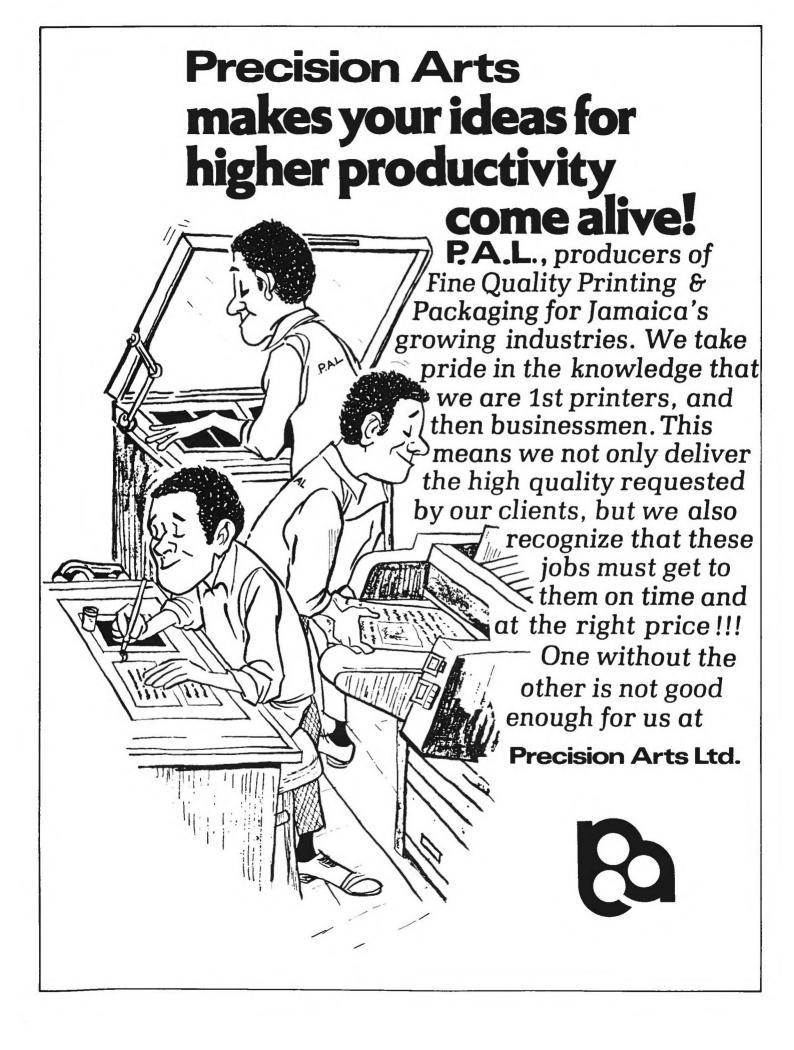
UNDER GRADUATES 1981

BLAIR,	VALERIE

BOOTHE	KAREN
BUCHANAN	FAITH
CAMPBELL	CLAUDIA
DALEY	EARMINE
DAVIS	ANDREA
EVANS	JENIFFER
GREGORY	CAROL
HOLDER	DOREEN
JAMES	DELBERT
McGIBBON	JACQUELINE
McGOWAN	DIANNE
PARRIS	SYLVIA
REEVES	KAREEN
REID	SONIA
SIMPSON	VALRIE
WAJADALLIE	ZENOBIA
WALKER	CORDEL
WALTERS	JANET
WILLIAMS	CARMEN









WITH THE COMPLIMENTS OF

ALCAN JAMAICA COMPANY

