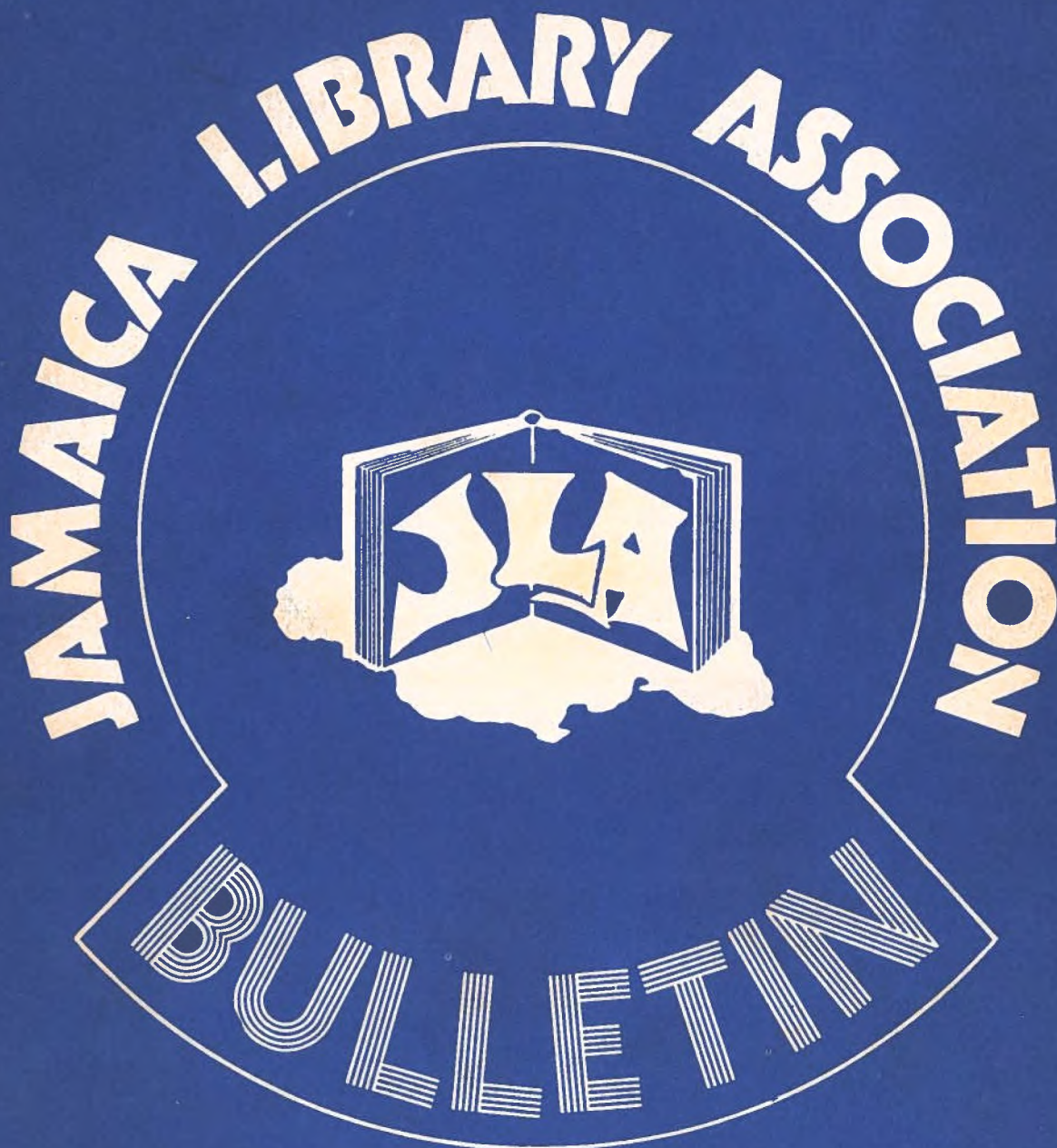


ISSN: 0448-2174



1982 - 1983

JAMAICA LIBRARY ASSOCIATION

October, 1984.

Dear Subscriber,

This year a number of unforeseen circumstances resulted in

1) lateness of the 1982/83 Bulletin

2) errors in the text

Due to time and expense factors the Committee after much deliberation, agreed to accept it.

We ask you to respect our decision and to do the same. The content is good and touches on many aspects of our work.

We anticipate a better production for 1984.

Thank you,

THE EDITOR.

# E R R A T A

Contents page	line 4	read "Presidential" for Presidentail
	line 8	delete National Library of Jamaica
	line 12	delete Hudson's Green Mansions and substitute Green Mansions by W.H. Hudson: a note
Page 3	Section (d)	Staff Training
	line 2	read "satisfy" for satisfy
Page 15	line 1	add "Cont. on p.50" at foot of article
" 16	add	add (Contributed) at foot of article
" 17		delete National Library of Jamaica at head of article
		read "Universal Availability of Publications (UAP) and its implication for libraries in developing countries" in caps,
" 17	col.2 line 27	read "succeed" for succeed
" 17	col.3 line 15	delete natiional
" 17	" line 17	read "publicising" for publishing
Page 18	col.1 line 17	read "overriding" for overriding
	col.2 line 18	onwards.....It appears however, that very few developing countries make effective use of exchange programs as a source of acquisitions. Such countries could work towards.....
" 18	col.2 line 34	insert , after activities
Page 19	col.3 para.3 line 2	after.....this article. Add (See chart at end of book)
" 25	col.1 para.3 line 7	read "interested" for interesting
" 25		Section CONCLUSIONS & RECOMMENDATIONS
	col.3 para. 1 line 1	read "institutions" for insitutions
" 23	col.2 para. 2 line 17	read "Jamaican" for Jamaica
Page 26		FOOTNOTES
	line 18	"Royal Charter" for royal charter
Page 27		At head of page delete Hudson's "Green Mansions": fiction as a tool for research. Substitute "Green Mansions by W.H. Hudson: a note"
"	col.3 para. 1 line 14	read "earthy" for earthly
"	col.2 para. 2 line 2	read "1841" for 1941
Page 29	col.1 para.1 line 9	read "rima" for Rima
"		at foot of column 3 add (Contd. on p.35)
Page 35	col.1 line 21	read "Nufflo" for Nuflo
"	col.2 No.7 line 11	read "Marjorie" for Marjory
	line 13	read "Carrell" for Carell
" 31	col.3 line 33	read "Socio-Economic Information Network" for Socio-Economic Network
Page 38	col.3 line 16	delete 333-337
	" line 21	" 93-100
	" line 26	read "p.90" for 91 p.
Page 39	col.1 line 12	read "University" for Universtiy
" 40	col.3 section BIBLIOGRAPHY line 18	read "point" for poing
Page 41	line 4	read "19" for 19
Pa'e 45	line 40	read "University" for Univeristy
	After Page 52	Jamaica Library Association Institutional Members (overleaf) Library
	col.3	Supreme Court, P.O. Box 491 add Kingston
	col.3	University of the West Indies read "Bookshop" for Bookshops
Unpaged chart at end of book should read with article by Jean Tyson pp.19-21.		



## **FOREWORD**

In 1983 Jamaica celebrates 21 years as an independent nation. The Jamaica Library Association salutes her.

The country's coming of age coincides with some significant developments in the transfer of information which hold unlimited potential for the future: e.g.

1. The University of the West Indies Distance Teaching Experiment (UWIDITE) operating from the 3 University campuses – Mona (Jamaica), Cave Hill (Barbados) and St. Augustine (Trinidad), Dominica and St. Lucia.
2. Jamaica National Investment Promotions (JNIP) multi-country Teleconferences and seminars
3. Deepening of the Caribbean News Agency (CANA) to transmit voice reports and documentaries for radio stations in the Caribbean as well as the United States and Europe.

The articles in this issue address techniques for communicating and retrieving information. As information specialists, we must continually provide information which will contribute meaningfully to Jamaica's development, in old ways and new. This is our commitment.

Acknowledgements are due to the staff of C.A.S.T. Printery for the teamwork which enabled this Bulletin to be produced.

**THE EDITOR**



## **CONTRIBUTORS**

**NORMA AMENU-KPODO, SAMUEL BANDARA, HENRIETTA BROOKES, LEONA BOBB-SEMPLE, RUBY TYSON AND JOAN VACIANNA** are Librarians at the University of the West Indies, Mona, Jamaica.

**DAPHNE DOUGLAS** is Professor and Head, Department of Library Studies, University of the West Indies, Mona, Jamaica.

**STEPHNIE FERGUSON** is Director of the National Library of Jamaica.

**KEN C. HARRISON** was formerly City Librarian of the Westminster Public Libraries, London, and was until recently (July 1983) Executive Secretary, Commonwealth Library Association (COMLA).

**HERMINE SALMON** is Librarian at the College of Arts, Science and Technology (C.A.S.T.) Kingston, Jamaica.

**JEAN TYSON** is Librarian at Priory School, Kingston, Jamaica.

---

# Contents

JLA Executive Committee 1982 .....	1
Presidential Address 1982 .....	2
JLA Executive Committee 1983 .....	6
Presidential Address 1983 .....	7
Book Reviews .....	10
Library and Information Science Literature relating to the English Speaking Caribbean .....	13
The National Information System . . . . . Milestones .....	16
National Library of Jamaica; Universal Availability of Publications (UAP) and its Implication for Libraries in Developing Countries .....	17
Developing a Library Collection in Disaster Preparedness Materials .....	19
World Communication Year 1983 .....	22
Hudson's "Green Mansions" .....	27
25 Years of Library Service at CAST .....	30
Library Associations: Their Regional and Educational Activities .....	32
Preservation of Microforms .....	37
The use of Microforms in three Jamaican Libraries .....	39
Librarians in Jamaica .....	42
U.W.I. DLS Pass Lists 1982 – 1983 .....	52
JLA Institutional Members .....	

---

**RESEARCH AND PUBLICATIONS WORKING PARTY**

**LAURA-ANN MUNRO – CHAIRMAN**  
**JOHN AARONS**  
**DAPHNE DOUGLAS**  
**QUIDA LEWIS**  
**ANGELA GRAY**  
**MONICA RHODD**  
**BRENDA BROOKES**  
**SHEILA LAMPART**

**EDITORIAL PANEL**

**STEPHNEY FERGUSON**  
**HAZEL BENNETT**  
**DAPHNE DOUGLAS**  
**ALBERTINA JEFFERSON**  
**SHEILA LAMPART**  
**GLORIA ROYALE**  
**SHIRLEY REID-DAVIS**

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



# JAMAICA LIBRARY ASSOCIATION EXECUTIVE COMMITTEE 1982

President  
 1st Vice-President  
 2nd Vice-President  
 Immediate Past President  
 Hon. Treasurer  
 Hon. Secretary  
 Assistant Secretary  
 Schools Section Chairman  
 Special Libraries Section Chairman  
 Ordinary Members Representing

Others

Miss Norma Kelly  
 Mrs. Sheila Lampart  
 Mrs. Ouida Rowe  
 Miss Katie Mungo  
 Mrs. Valerie Reid  
 Miss Hermine Salmon  
 Miss Hermine Malcolm  
 Mrs. Jean Tyson  
 Mrs. Lilleth Morris  
 N.L.J. Miss Audrey Leigh  
 J.L.S. Miss Daphne Daly  
 U.W.I. Mrs. Albertina Jefferson  
 Mrs. Amy Robertson  
 Mrs. Ann-Marie Mahadeo

## CHAIRMEN OF WORKING PARTIES

Education	Miss S. Ferguson
Fund-raising	Miss Kareen Revees (from October 1982) Miss Joyce Brown
Promotions	Mrs. Ann-Marie Mahadeo
Research and Publications	Mrs. Arlene Davis
Salaries and Conditions of Service	Mrs. Sheila Lampart

## CHAIRMEN OF SUB-COMMITTEES

Building	Miss L. Thomas
College Library Standards	Mrs. Amy Robertson



**PRESIDENTIAL ADDRESS**  
**1982**  
**JAMAICA LIBRARY ASSOCIATION**

By: *Norma Kelly*

---

**OPENING REMARKS**

Today, as a salute to the city of Montego Bay, the Jamaica Library Association is holding its 32nd Annual General Meeting in this city. The theme selected by the Association is "THE INFORMATION NEEDS OF A NEW CITY." It seems appropriate therefore as we focus on those needs that the Association should share with you some information which it is hoped will be of value to this new city. That information is concerned with the goals and aspirations of the new administration. The birth of a new city is an historic event, in any language. Hopefully the Association's decision to share with you at this time will prove to be, in its own way, an equally historic event.

On July 14, 1949 the Jamaica Library Association held its inaugural meeting in Spanish Town. Over the years much has been achieved through the co-operation of so many. It is my sincere hope that the same spirit of co-operation and oneness which characterised the Association's activities in those early days may be re-captured at this time as we seek to make our contribution in the decade of the eighties. From the outset, I would ask that each person present here regard it as his or her personal responsibility to assist the Association in recruiting new members — all over Jamaica.

We will need the input of each and every one if this year is to achieve the measure of success which I am sure we would all like.

In my opinion there are several areas of need which the Association must address if it is to effectively serve its Members. I crave your patience as I share with you some of the information contained in "A Documentation of the Attitudes and opinions of Librarians about the Association", by Kareen Reeves. This should prove of immense value at this time as it gives an indication of the way some Members feel about the Association.

Some of the **SUGGESTIONS FOR PARTICIPATION** as set out in this thesis are:

1. The creation of other sections of the Jamaica Library Association.

It is pleasing to note that plans are well underway for the establishment of a **SPECIAL LIBRARIES SECTION** — the terms of reference of which have been submitted to today's Annual General Meeting. In addition a **SCHOOLS LIBRARY SECTION** is already in existence. Other Sections will, I am sure, be established as the need arises.

2. The second suggestion concerns the **ORGANISATION** of the Jamaica Library Association into **REGIONAL UNITS** — Here again there was a proposal on this before the outgoing Executive and it is hoped that 1982 will see its implementation.
3. Some Members, the report said, also favoured the **PROVISION OF LOCAL AND OVERSEAS TECHNICAL ASSISTANCE**. Funding for the association must be a very vital consideration hence this is a suggestion which, I am sure, the new Executive will consider.
4. The other suggestion for participation was the use of individuals in different capacities each year and the assigning of each to a special assignment. I support this suggestion wholeheartedly and can assure this audience that this is one year, when, God willing **EVERY** member will have an assignment. If you recall, each Member has already been given an assignment with respect to our **MEMBERSHIP DRIVE** project. Other assignments are already scheduled.

Some Members expressed the need for a more effective communication system so that the Executive could receive feedback. This, I feel, is crucial. More indepth study of this report will be undertaken to ascertain other areas in which our Membership is anxious to see improvements.

---

---

## AREAS OF CONCERN:

### (a) CONDITIONS OF SERVICE

The conditions of service for many library employees leave much to be desired. I share with you my deep concern that after thirty-four years of excellent, self-forgetting service in many instances, there is to date NO PENSION facilities for our colleagues in the Public Library Service. I state further that there are several employees with from twenty to over thirty years service who are now at or nearing retiring age but what have they to look forward to? Words fail to express our distress at this situation. The Association will need to address itself relentlessly to finding the solution to this problem. We are aware of the financial constraints on government at this time but feel that as reasonable men and women they will appreciate the urgency of this need and act accordingly. It is inconceivable that the present state of affairs can continue for much longer. As an Association we will support the Jamaica Library Board in renewing representations to Government on this matter and it is our fervent hope that before this administration is at an end the matter would have been satisfactorily settled.

### (b) SHORTAGE OF LIBRARIANS

Another area of concern is the acute shortage of Librarians. It is the age of shortages and so even Librarians are in short supply. We are pleased to note the development of existing libraries and the establishment of new ones. This however, places great strain on the few professionals available. Because of inadequate salaries and fringe benefits and the great demand for the skills and experience of many of our members several persons are now engaged in other fields, further depleting the number of Librarians serving in the field.

The island's Public Library Service is the one hardest hit since it is from this source that many Librarians have been recruited to staff libraries in Industry, Private Enterprise, Government Ministries and Departments as well as School and Special libraries throughout the country.

With the growing awareness of the importance of libraries it is anticipated that even more libraries will be established in the not too distant future. It therefore becomes increasingly important for the Association to assist in meeting this increased need for librarians. As Members of the Association I should like to see us giving active encouragement to others to choose LIBRARIANSHIP as a career. Last year the Department of Library Studies celebrated its tenth anniversary. We are indeed happy to record our appreciation to fore-runners in this Association whose untiring efforts and foresight brought the Library School to fruition. In our day it is our responsibility to ensure that the school realises its full potential.

### (c) HOUSING

This is another area of concern which I hope the Association will be able to address as it seems well nigh impossible for library personnel as well as others in the society to own their own homes.

### (d) STAFF TRAINING

Members of the EDUCATION Working Party will be required to intensify their efforts to identify avenues of training available to Members at all levels to enable them to be better equipped to satisfy the needs of their clientele. The avenues of training will be at the national and international levels and Members are encouraged to attend the regular meetings of the Association to keep abreast of the progress being made.

## GOALS FOR 1982/83

I wish to leave some thoughts with you:

1. It seems as good a time as any to attempt to bring together this great family of library personnel from all over Jamaica working together for the good of the country and our Association. Jamaica, itself, has a unique influence on the world as an example of a multi-racial society living together in comparative peace/harmony. Let me hope that within the Jamaican society the JAMAICA LIBRARY ASSOCIATION can be to Jamaica what Jamaica is to the world. Let us endeavour to make this Association a model which other disciplines will be proud to emulate.
2. To the Librarians as well as every other category of employees say it is our responsibility to serve all citizens irrespective of their religious or political persuasion, whether they be rich, poor in-between. It is our duty to serve each impartially. Whatever else we may forget let us never lose sight of that fact.
3. I make a special appeal to all library personnel to make your library the most attractive place in the community. A place of solace where the individual may turn for peace and tranquility and enrichment of soul, mind and body. In these days of strain and stress, of world tension our countrymen need that solace. Whether you work in a school library where you have the awesome responsibility of helping to channel young minds in the right direction or in the public library serving all areas of the society; the University library with its emphasis on scholarship and research; or in a special library meeting the needs of a select group — wherever you are — please take this appeal to heart and make your particular library the focal point for activities in the community. Make it a force for good. And now we come to what I regard as the major project which this administration hopes to undertake.

As Information Specialists one of your major concerns must be with the preservation of information for posterity. To date the Association will be to provide that home. I did promise that every Member would have assignments — well this is the most important assignment of all. This is such a mammoth task that it can only be achieved with the FULL support of every member. I have already prepared a plan aimed at raising funds for this project. These details I hope to share with you at a special general meeting for a date to be announced. Attractive prizes will be provided.

---



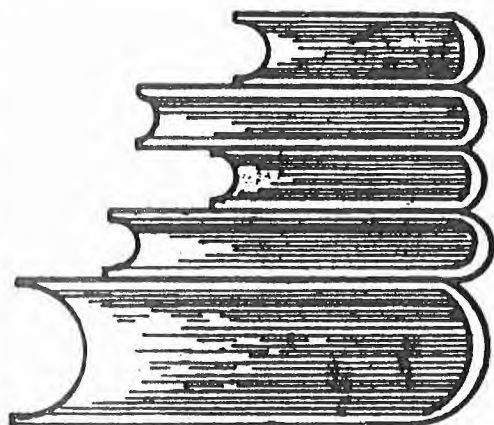
Coupled with the provision of a Headquarters will be the need for Staffing. The Association will need to gain the support of employing authorities with respect to releasing the President during the year of his or her Presidency to ensure that the Association benefits from the undivided attention of its President.

In addition it is proposed that the Association examines the possibility of obtaining funding for the employment of an Executive Secretary and Clerk/Typist.

Ladies and Gentlemen, I will not weary you much more. It may seem to some that the tasks as outlined are unattainable.

*"There are thousands to tell you it cannot be done,  
There are thousands to prophesy failure;  
There are thousands to point out to you, one by one  
The dangers that wait to assail you.  
But just buckle in with a bit of a grin,  
Just take off your coat and go to it  
Just start to sing as you tackle the thing.  
That cannot be done and you'll do it.*


*I THANK YOU.*



## Books . . . the master key that unlocks the mind.

Young and old alike benefit from the vast storehouse of information and education that is to be found in the written word. This is the legacy to mankind handed down from the greatest minds the world has known. A world of Science, Education, Commerce, Philosophy, Entertainment . . . yours for the asking from the ever expanding shelves of our Bookstores.

- Readers • Bibles • Workbooks • School books
- Dictionaries • Exercise Books

 **Sangster's**  
**BOOK STORES LTD.**

Largest Booksellers in the Caribbean

- 97 HARBOUR STREET, Kgn. Tel: 922-3640
- 144 OLD HOPE ROAD, Tel: 927-7525
- 33 KING STREET, Kingston.
- THE MALL, Constant Spring Road, Tel: 926-2271
- WESTGATE SHOPPING CENTRE, Montego Bay,  
Tel: 952-0319

# Introducing the IBM Personal Computer to keep up with modern times.



Roller skates can gain you a little speed. But they can't help with the unprecedented pressures, problems and paperwork of this information age.

That kind of challenge calls for a special solution—a tool for modern times. the IBM Personal Computer.

**"Just what is a personal computer, and how can I use it?"**



The IBM Personal Computer is a computer designed for a person. It's a tool to help accomplish just about anything a person needs to do with information. It can help a businessperson solve complex problems just as surely as it can help a small child improve his or her arithmetic.

**"Suppose I've never had my hands on a computer. How 'easy' will it be?"**

As with any new tool, you'll want to get comfortable with the IBM Personal Computer before putting it to serious use. You'll have some step-by-step reading, but our instructional literature involves you from the start. And the computer is on your side too—interacting with you as you learn.

There's no reason why you can't be executing programs and feeling good with the results within your first week. After a month, it should be clear that you've made a good investment, and you'll probably be telling your friends why they should get one.

**"What kind of software programs do you have to help me?"**

IBM Personal Computer software comes in many varieties, and it's all quality.

For example, if planning is part of your work, we have VisiCalc®—the "electronic worksheet." If you maintain a business, we offer programs that help handle everything from accounting to inventory and payroll record keeping. We also have carefully chosen programs for educational use, intelligent games, a word processing program, plus communications packages that connect you and your computer to outside information services via your telephone and a device called a modem.



**"How do I find out more about the IBM Personal Computer?"**

So to keep up with modern times, be sure to check the IBM Personal Computer. You'll find that the quality, power and performance are what you'd expect from IBM.

For information,  
call IBM at 926-3221  
from 9.00 a.m. to 4.00 p.m.



(Incorporated in Delaware, U.S.A., with Limited Liability)

IBM is a trademark of IBM Corp.

**The IBM Personal Computer ... a tool for modern times**

# JAMAICA LIBRARY ASSOCIATION EXECUTIVE COMMITTEE 1983

President  
1st Vice President  
  
2nd Vice-President  
Immediate Past President  
Hon. Treasurer  
Hon. Secretary  
Assistant Secretary  
Schools Section Chairman  
Ordinary Members Representing

Mrs. Sheila Lampart  
Mrs. Lilleth Morris  
(also Chairman Special Libraries  
Section)  
Mrs. Beatrice Anderson  
Miss Norma Kelly  
Mrs. Valerie Reid  
Mrs. Arlene Ononaiwu  
Miss Michele Diaz  
Mrs. Jean Tyson  
N.L.J. Miss Stephney Ferguson  
J.L.S. Mrs. Sybil Iton  
U.W.I. Mrs. Joan Vacianna

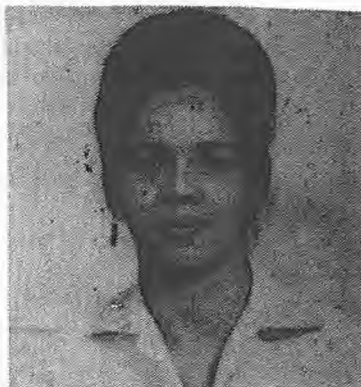
## CHAIRMEN OF SUB-COMMITTEES 1983

Promotions	Miss Kareen Reeves
Fund-raising	Mrs. Joan Vacianna
Research and Publications	Mrs. Arlene Davis (January (January — May 1983) Miss Laura-Ann Munro (from June 1983)
Education	Miss Stephney Ferguson
Salaries and Conditions of Service	Mrs. Sybil Iton

## CHAIRMEN OF SUB-COMMITTEE 1983

Building	Miss N. Kelly
College Library Standards	Mrs. Amy Robertson





## **PRESIDENTIAL ADDRESS**

### **1983**

*By: Sheila Lampart*

---

#### **INTRODUCTION**

Madame Past President, fellow librarians, ladies and gentlemen,

I deem it an honour to have been elected President of the Jamaica Library Association for this 33rd year of its existence and even more importantly on the occasion of the 21st anniversary of Independence in Jamaica. It is with humility as well as pride that I acknowledge your confidence in me and pledge to serve you to the best of my ability.

From 1981, when I was asked to accept nomination as first Vice-President, I began to think about a Programme for the year. Because of the rapid advances in information technology and an awareness that the profession as a whole ought to be conversant with the topic, I decided that the theme for 1983 should be "Professional Update". I also began thinking and enquiring of appropriate activities which could be organised to this end. Then in 1982 Miss Ferguson volunteered to be Chairman of the Education Working Party which planned and implemented an excellent programme in Communications and Communications Skills. With Miss Ferguson already effectively spearheading a programme of professional update, which I sincerely hope she will continue to do in 1983, another theme or goal for the year needed to be identified.

In the process of trying to determine the specific goals and objectives for 1983, I took time to look at the Association in retrospect, to examine its previous operations, programmes and achievements as well as the problems which have occurred and recur from time to time. It seemed to me that it would do no harm, and it would certainly be useful for the young members of the Association, to reflect briefly on the achievements of our past.

#### **IN RETROSPECT**

As an Association we have much to be proud of and I take this opportunity to pay tribute to past leaders and members who planned and worked assiduously to promote and achieve the objectives of the Association.

In the early years of its existence, when professional librarians in Jamaica were few in number, the idea of inviting a non-professional to be President every other year worked to advantage for many years. Such Presidents were selected because of their leadership qualities, business acumen and their involvement with and/or contribution to related fields. They were instrumental in gaining recognition and support for the Association and contributed significantly to our growth and impact on the community.

For over twenty years, the Library Association played a major role in providing training for, and organising in Jamaica, the overseas examinations of the Library Association of Great Britain, through which practitioners became Chartered Librarians and Fellows of the British Library Association. I am proud to acknowledge that I am a product of that system. Dedicated members of the profession gave of their time and expertise, on a voluntary basis, to assist library students to become qualified librarians. From that time, the Association began to pursue the matter of better professional education for the Caribbean and for the establishment of a regional library school at the University of the West Indies. The long struggle and the strategies which eventually resulted in the establishment of the Department of Library Studies at the University of the West Indies in 1971 testify to the initiative and perseverance of the profession.

The Association has untiringly promoted the improvement of library services in public, school and special libraries and Members have given unstinting and devoted service often beyond the call of duty which have gained for them and indirectly for their Association well-deserved national honours.

The Association has fostered and maintained important links with regional and international professional associations, which in turn have paid tribute to the outstanding professional achievements of our members, by invitations to serve on their committees, to contribute to their journals, to attend and address their conferences and meetings and by conferring honorary life membership and an honorary degree on one of the founders of our Association, Mrs. Joyce Robinson, for her outstanding service to Librarianship.

The successful mounting of an International Library Conference in 1972 attended by leading librarians from Britain, the United States of America, Canada and the Caribbean and resulting in the publication of **Libraries and the Challenge of Change** are achievements of which the Association can be very proud.

The establishment by Government in 1973 of a National Council on Libraries, Archives and Documentation Services (NACOLADS) was on the recommendation of a Library Sub-Committee of the Exploratory Committee on Art and Culture. On this Sub-Committee were long-standing and dedicated members of the Library Association who made invaluable input into the deliberations of the Sub-Committee. As professional librarians they were committed to the improvement of library and information services in Jamaica.

The recently established National Library of Jamaica (Institute of Jamaica Act 1978) is another victory for which the Association had struggled for years.

We belong to an Association with a rich historical past, of which we need to be aware, and on which we need to build. It ought to be a source of inspiration and motivation spurring us on to greater achievement and greater service.

In more recent times the Association has branched out into commendable new areas of service – the award of an annual scholarship to a JAMAL graduate, the award of a scholarship to a Library student on the occasion of the 10th Anniversary of the establishment of the Department of Library Studies and the setting up of a model library in a Basic School. These are indicative of the Association's outreach and commitment which we hope will continue and grow.

We need also to recall those areas of concern which the Association has not been able to resolve satisfactorily in spite of repeated efforts over the years:

- the appropriate grading and classification of librarians in the public sector commensurate with their duties and responsibilities as well as with other professionals in related fields;
- the mobilization of the majority of our librarians to become active members of the Association;
- motivation to undertake more research and writing,
- the acquisition of a permanent home for the Association; ;
- financial viability;
- a greater outreach towards community needs;
- a more active role in recruitment to the profession.

As you can see, there are many battles yet to be fought, many mountains still to be conquered and many rivers to be crossed. There is no lack of programmes and activities on which we can embark in 1983. How ready is our Association to tackle some of these problems? Maybe this is a good time to be introspective.

One of our cricketers, on arrival in South Africa on January 17, 1983 defended his stance with the statement "We are professionals!" I asked myself, "how do I interpret professionalism and how do I rate as a professional?" And in thinking about the matter I recalled a few things I have read and heard recently which I would like to share with you.

Douglas Foskett in his Presidential Address to the Library Association of Great Britain in 1976 says that if we look at the origins of the term "profession" we see that it applies to activities like the church, the law, the military, in which a group of people were linked together by having made some sort of declaration – of belief, purpose, intention – and that they were not producers of commodities for buying and selling, but offering a service which was of public value. The result of these activities was not mere personal gain for an individual (though this sometimes came as well) but a visible benefit for a community.

At the NACOLADS Retreat in 1981, Mr. Carey Robinson, Director of Art and Culture in the Office of the Prime Minister in an after-dinner speech, said and I quote:

"Professional integrity recognizes a set of disciplinary principles which in the particular field is calculated to produce an attitude of honesty, respect, concern and high performance, even under the most trying conditions. Professional integrity should become the motivating force in our various fields of endeavour."

These quotes mirror high standards against which we ought to measure our rating as professionals – honesty of purpose, respect and concern for others in and out of the profession, and a high standard of work. Indeed, our own Association's Code of Ethics sets out these principles clearly, and it is important for me, not only as President, but as a member of the Association, and for you also, to be poignantly aware of, and to endeavour to put the tenets of our profession into practice on a continuing basis.

Senator Anthony Johnson in his opening address at the Seminar on Acquisition Policies and Procedures, stressed the need for professionals to produce the type of reports, briefs and papers required in their workplace to be of an equal standard with those which they prepared for their professional examinations.

Librarians in the region and I speak with particular reference to those (including myself) in Jamaica, are very con-

cerned with the perception of their status as professionals and the recognition which should be accorded them by their employing authorities, the Government and other professionals.

Phillip M. Whiteman in a paper presented at the 44th ASLIB Annual Conference in 1970 reminds us that "research actively is characteristic not only of academic situations but also of the fully developed profession". One of the ways in which librarians can make an active contribution to the development of the profession and the improvement of their status is to embark on a programme of scientific investigation into matters of concern. Keeping abreast of developments and thinking in one's field are essential if one is to qualify as a professional, while research activity demonstrates maturity and professional advancement.

I mention the "support" and "recognition" because unfortunately all too often the role of the Librarian is regarded as not being too important to the functioning of an organization and it is for this very reason that we should operate in such a highly professional manner that our services make us indispensable to our respective organizations.

Professional integrity, service to the community, and professional development are not enough however. Above all, we need unity. In his memorable sermon on the occasion of the launching service of the nation's 21st Anniversary of Independence the Rev. Stanford Webley challenged us all to make unity our watch word – unity of purpose, tolerance for each other's point of view, and unity in the pursuit of common objectives.

On that same occasion, His Excellency, Sir Florizel Glasspole, Governor General of Jamaica said,  
"We must inspire and motivate our own, throwout the challenges, encourage, give free room to our own people to grow and develop, and stop throwing obstacles in each other's way."

This past year, I was thrilled by the enthusiasm, hard work and achievements of the younger members of the Executive and the recently established Special Libraries Section. Think what we could accomplish if we could get more members of the Association excited about what we stand for and what we would like to do. There is no lack of talent in our membership and I am positive there are many who would like an opportunity to contribute. I feel that the key to getting people to participate is to have meaningful goals which are attainable and to identify specific tasks to be done.

Our professional up-date programme this year will commence with two one-day seminars on computer appreciation in February. In addition to the publication of our Annual Bulletin and Newsletters we would like to set as a target, the production of a new brochure and a new slide-tape presentation on Librarianship as a career in an attempt to increase recruitment to the profession. The Schools Library Section is committed to updating the Standards for School Libraries and hopefully to mount an International Conference of School Librarians. Our Promotions Working Party will be involved in a programme of User Education in an effort to create an awareness in every citizen of his right to the information he seeks, of the role of libraries and information centres in providing such information and of the importance of information in decision-making at every level of the society. The Committee on Salaries and Conditions of Service will be fully occupied with a follow-up of our recent joint deputation with NACOLADS to the Ministry of the Public Service. The programme in which it is hoped to involve every member, is our fund-raising drive in order to put our Association in a viable financial position. The target is \$10,000 for 1983. Collection tins and a list of suggestions as to how funds can be raised will be distributed by our Fund-Raising Working Party today. We hope to apprise you of these plans and programmes in greater detail in February. We invite and urge you to contribute positively to the work and progress of your Association.

I thank you for your attention and close with the words of Goethe

"I find the great thing in this world is,  
Not so much where we stand,  
As in what direction we are moving".

*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*



# SOURCES FOR WEST INDIAN STUDIES: A SUPPLEMENTARY LISTING WITH PARTICULAR REFERENCE TO MANUSCRIPT SOURCES

Compiled, edited and in part described by: *K.E. Ingram*,  
Switzerland Inter-Documentation Company, 1983

The decade of the 1970's saw the publication of three major guides to West Indian manuscript material held by libraries and archives in Europe, particularly the United Kingdom, and North America. The first to appear was a *Guide to Manuscript Sources for the History of Latin America and the Caribbean in the British Isles*, edited by Peter Walne and sponsored by the International Council on Archives. This was followed by *Manuscripts Relating to Commonwealth Caribbean Countries in United States and Canadian Repositories and Sources of Jamaican History 1655 - 1838, with particular reference to manuscripts sources*, both by K.E. Ingram, at that time Librarian of the University of the West Indies.

These guides are of immense value to scholars and other researchers as they provide information on the existence and location of material in numerous overseas repositories and private collections. Very often these documents are found in larger collections not previously examined in great detail for West Indian material. As a result of the painstaking work of Ingram and Walne, particularly the former, who examined most of the material himself, a great deal of hitherto unknown material came to light.

Mr. Ingram has continued his work of locating, examining where possible and recording West Indian manuscripts overseas, as well as locally, a pursuit to which he has been able to devote more time since his retirement as University Librarian in 1981. He has recently produced a new work which is an important sequel to his two previous publications. It is intended he says to be a supplementary listing to material described in *Sources of Jamaican History* and in Walne's guide to West Indian material in British repositories. This is so as it lists material not picked up by these works or which have come to light since their publication. However, it is more than a supplement as it includes material beyond the scope or intention of these guides and it can therefore stand as a work in its own right.

The main feature which distinguishes it from the other works is that it lists source materials regardless of date and irrespective of location. There are however limitations, as all the sources for West Indian studies, even concentrating as the compiler has done on the countries of the Commonwealth Caribbean, could not hold in one volume. The bulk of the material is from repositories in the United Kingdom, but some collections in Holland, Denmark and Australia are noted along with the holdings of certain categories of material in some of the principal repositories in the West Indies. These include the libraries of the University of the West Indies at Mona and St. Augustine, the National Library of Jamaica and the Jamaica Archives. The listing of material in the region is of particular importance as too often historians and other researchers are unaware of what is available locally. This can be attributed partly to the disorganised state of many of these collections and the unavailability of lists and other finding aids. Information on some of this material is being published for the first time and should be of great assistance to local researchers.

The great value of a publication such as this is brought sharply into focus when one notes the rich collection of material on Simon Taylor, that wealthy eighteenth century Jamaican planter and one time owner of Vale Royal, in a private collection in Denmark. It includes volumes of Taylor's letter books for the period 1799-1812. Who, one wonders would think of looking in Denmark for material on Simon Taylor! Jamaican historians might also be interested in the material on Edward John Eyre in libraries in Australia. It might throw a new light on the man irrevocably linked to one of the most significant events in Jamaican history, the Morant Bay Rebellion of 1865.

The contents of the guide is well organized and it is easy to use. The material is listed by country under the name of the repository where it is located. The United Kingdom is divided into England, Scotland, Ireland and Wales,

each of which is sub-divided according to country and city. For each repository, entries are arranged in chronological order and each entry has a number to which reference is made in the comprehensive subject index.

It is hoped that one of the results of works such as this will be that governments of this region will be made aware of the importance of preserving the records of their respective countries and aim to obtain, wherever possible, records relating to their country or region when these appear on the open market. The government of Trinidad and Tobago is therefore to be highly commended for providing a special grant for the purchase of the records (in excess of 50 volumes) of the West India Committee. These records from the mid 18th to the mid 20th century are now located at the University Library, St. Augustine. Even if original records cannot be purchased, it is hoped that funds will be provided for the acquisition of copies of the material, either as photocopies or in microform. The U.W.I. library at Mona already has a substantial collection of these.

An interesting feature of the work under review is that it lists documents produced by persons who are still living. The collections of Richard Hart and C.L.R. James in the Institute of Commonwealth Studies of the University of London, provide such an example. Libraries and archivists in the region should be encouraging their prominent citizens who have personal collections to deposit them in the relevant institutions in their respective countries. This is important if we are to build up collections of private papers and other documents relating to our history. If this action is not taken we will be in danger of losing a valuable and important area of our heritage.

*John A. Aarons*  
National Library of Jamaica



**A BIBLIOGRAPHY OF REPORTS AND STUDIES, 1965 – 1981:**  
**A SUBJECT INDEX OF REPORTS AND STUDIES PREPARED IN GOVERNMENT MINISTRIES,**  
**DEPARTMENTS AND OTHER BODIES**

Compiled by: *L.G. Pottinger, Librarian JNIC Ltd.*

One of the more frustrating tasks librarians face is keeping abreast of government publications. The Government Printing Office does not publish a record of reports they print. Although they have been urged to do so, such a large amount of printing is done for the government by private printers that this approach to Bibliographic control is fraught with problems.

Miss Pottinger, Librarian at Jamaica National Investment Company, has performed a great service by attacking this problem at the source. Miss Pottinger spent the better part of a year in the various Government Ministries and Departments recording every report and

study she could find. Her aim was to compile a comprehensive list of government reports issued between 1965 and 1981.

Since some materials were inaccessible (a problem with which librarians are only too familiar) the bibliography cannot claim to be exhaustive. It nevertheless fills three volumes. Some subjects are better covered than others – an inevitable result of Miss Pottinger's approach.

Access is by subject, and there is a location index. The latter should not be confused with the issuing body. The two are not always synonymous. In fact, there are numerous entries for reports issued by non-governmental bodies. The subtitle

might be more descriptive if it read, "A subject Index of Reports and Studies Located in (rather than Prepared in) Government Ministries . . . ."

However, the bibliography is clearly presented as provisional. Perhaps a revision clarifying such misleading information, as well as including pagination for each report is planned?

What we do hope is that an update will be forthcoming. These three volumes are of immense value to librarians and researchers and well worth the J\$100.00 that JNIC charge for them.

Miss Pottinger deserves our thanks for having the tenacity to carry through such an overwhelming task.

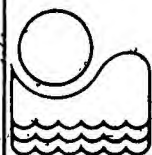
*Shannon Ricketts*  
Small Businesses Association

In less than twelve years, Life of Jamaica has established itself among the leaders in the economic development of the country. That's because our policy is to plan right and grow strong. Today, Life of Jamaica has the largest in-force volume of ordinary and group business of \$2.5 billion and assets including the Pooled Investment Fund now well over \$231 million. Our aim is to achieve a volume of \$5.5 billion by 1985. And we know we can do it because of our consistent performance since 1970.

**we have a policy...**  
**plan right, grow strong.**

Our team excels in a challenging and competitive field, ranking with the best in the world, constantly meeting and surpassing production targets.

Our investments in real estate, mortgages and other development projects are also helping to ensure maximum growth and profitability to our policyholders, shareholders, employees and the community. Life insurance remains the best way to give your family real financial security. Let our representatives prepare you for life's needs, disability income, equity-linked investments, group life and retirement schemes just right for you, your family, your business and the future. Let our policy be yours too. Plan right and grow strong.



**Life of Jamaica**

Half-Way Tree 926-4320-4  
St. Andrew Circle 929-6820-8  
Montego Bay 952-4700  
Spanish Town 984-2846

Ellesmere 926-6374, 926-6721, 926-4066  
Trafalgar 926-1635-5, 926-4830  
Ocho Rios 974-2389  
May Pen 986-2097

Knutsford 927-8379, 927-9922, 927-4245  
Mandeville 962-2166, 926-2182, 962-3333  
Special Agency 929-5540-3  
Head Office: 17 Dominica Drive, New Kingston  
Telephone: 929-8920

## STUDIES IN MANAGEMENT WITH REFERENCE TO LIBRARIES

By: *Charles Kariuki Wambugu M.A. Dip. Lib.*  
Nairobi: Karfa Ltd. 1982: 109 pp.

The need for Management practices to be applied to libraries has been recognised and a number of publications have emerged in recent years on the subject. We cannot but welcome this volume written by a practising librarian in a developing country. Mr. Wambugu is Deputy Chief Librarian of the Kenya National Library Service. Even more welcome is the fact that the majority of the work relates to staff development.

In the Preface Mr. Wambugu states that the publication is the result of his wish to share "some of the knowledge and the experience gathered during my studies for the Master of Arts Degree at the Leeds School of Librarianship in England." It is intended to be of interest to "... practising librarians ... teachers and the students of Librarianship and finally to the admirers of Management as a discipline."

The first observation which must be made relates to the title "Studies in Management with reference to Libraries", not Management for Libraries. The author's apparent care in making the distinction is supported by his statement in the preface "Management ideas are pervasive and can be applied in the analysis of all formal organizations in the improvement of their performance and effectiveness. This fact is not common knowledge. Indeed the feeling that only large profit oriented organizations need bother about the theories of organization and personnel management is still prevalent among the managers and administrators of public organizations."

We feel justified in quoting at length from the Preface to make the point. Those who take the initial statement for granted, must regret the trend which

necessitates the latter, made as recent as 1982. Although expressed from the author's particular context and without qualification, we must acknowledge the point as having some merit.

The book is divided into two main sections each supported by a relevant case study. The first deals with "The characteristics of libraries as organizations" and the second "Staff Development! a literature review." It is easy to read with supporting charts and diagrams.

In part one the author looks at the structure of libraries in relation to its goals. He uses his own organization – a public library – in the illustration of his points, and quotes various management and organizational theories and definitions attempting to measure library management against these. He submits that the goals of public libraries are "often vague, ambiguous and pluralistic (14) (and here he refers to the aims of the American Library Association 1933, the British Public Libraries Act 1964 and the Kenyan Library Act) but concludes that they "justify the existence of public libraries in society" (14). The problems caused by libraries in seeking to be 'all things to all men' are discussed in a very general way. Part two consists of a case study of an Academic Library as an organization.

Part three and four deal with Staff Development, one section being a "literature review" and the other a case study." As in part one, the author quoted a number of theories in the realm of staff development – for example Maslow's Theory of motivation and McGregor's Theory X and Theory Y. These are compared with studies in staff development in libraries notably those by the Library Association's Working Party (1977) and the

American Library Association Staff Development Committee (1971). Special attention is given to the topical subject of continuing education, in areas such as management and staff development. Methods proposed are short courses, workshops, seminars, research and further education, for example M.A. Courses.

The book is primarily concerned with people and their effect on organizations. Mr. Wambugu devotes the greater portion of his work to staff development the attitudes of people and the role of the manager in the operation of effective and efficient organization. The case studies used, adequately bear out the points made, although the informal interviews conducted in the first study result in very broad guidelines as to the range of the discussion, and little as to the slant of questions.

This work does not break new ground. In fact, that is not its objective. What it does is to bring together well known theories which have occupied the attention of management students and personnel for many years, and also various readings on the approach to staff development.

As a basic introduction to Management, particularly for students of librarianship, this book should prove valuable, as well as to library managers who are interested in the subject but who have never been exposed to formal management training. To those experienced and trained as Managers, it may prove interesting reading but little else.

*Jean Jackson*  
St. Thomas Parish Library, Morant Bay



WITH THE COMPLIMENTS OF

**ALCAN JAMAICA COMPANY**



---

# LIBRARY AND INFORMATION SCIENCE LITERATURE RELATING TO THE ENGLISH-SPEAKING CARIBBEAN

## TOWARDS A METHODOLOGY FOR IDENTIFYING ITEMS

By: *Daphne Douglas*

---

### INTRODUCTION

In recent years, attention has been directed towards the existence of literature relevant to **Library and Information Science** pertaining to Latin-America and the Caribbean. As library and information systems develop, more and more interest is being given to recording some of the knowledge which has evolved concerning this area. Little or no attention has however been paid either towards the bibliographical control or understanding of the growth of this material although the need for such activity has been voiced in several quarters.

Because the nature of development, traditions and language all appear to run as common intertwined threads in groups of countries, it appears a good idea, as a beginning step, to seek to overcome this gap, by assaying the problem from this joint approach. If there is to be any system to the collection of items of record, then one must carefully work out a methodology to tackle the task. This has proved very interesting to the writer who has attempted to determine what this might be. Set out in this article therefore is a discourse on what has been worked out as a strategy for undertaking this compilation, as well as some ideas of some ways in which it might be made to serve a variety of purposes.

The bibliography, therefore, to be issued as a checklist in the first instance, will seek to identify and list material pertaining to the English-speaking Caribbean as well as countries associated with the environs of the Caribbean *per se*.

It is my thesis that, over the last three or more decades, as library and information science theory and techniques have been applied in these countries on a systematic basis, the relevant literature has imperceptibly grown until now there is a reasonable body which can be consulted by researchers and other interested persons.

The parameters set for this study are basically three: one, geographic location, two, the language common to the grouping and three, a specific time span. In the

first instance, the geographic area is limited to the Western hemisphere, and in particular, to lands washed by the Caribbean sea, the North Atlantic and the Gulf of Mexico. Secondly, there is a cohesiveness between the countries which were former British colonies. In a way, this cohesiveness is exemplified by the use of English as the mother tongue. To this grouping must be added the Virgin Islands of the United States because of the fact that they are the only other territory in the area outside of the British Commonwealth countries to which this factor can be applied. If similar Spanish, Dutch and French compilations take place, these islands will not be covered. In the third instance, modern library and information development, characterized by growth as a result of theoretical and technical input, began to take place on a wide basis only in the second half of the twentieth century when the presence of trained personnel began to influence this activity in a direct way. Thus, although a few items dating back to the 1930s are included, these were forward looking and the compilation of the bibliography is more concerned with activity as it relates to the three, starting four, decades of this period.

There are three essential approaches advisable when one embarks on discovering the literature of a special subject such as the one under study. The first is an indepth awareness and understanding of the development of the field and the type of literature which such development has generated and is likely to produce. Because of the comparative newness of this manifestation and because of certain inherent problems in distribution and the inadequacies of bibliographical coverage, both in terms of deliberate exclusions and also unidentified items, checks will not yield as exhaustive a compilation as is desirable. The second approach is the identification of access points which will lead the searcher to the material sought. Although there is a conjoining element which links the region, it is a diverse one with varying nomenclature applied both in general to the whole area and to subsections thereof. In addition,

material has to be sought on an individual country basis. The third approach has to be a systematic plan to searching which in the first instance will produce on the one hand, overall expected listings from anticipated sources and on the other, will reveal the gaps in such sources. In the second instance, and again based on the first approach, a systematic mapping of possible but less well defined sources will pick up the more obscure literature, obscure in terms of bibliographically controlled citations, and possibly begin to fill the gaps mentioned.

There are two ways in which to map the search procedure. One is to start with the general bibliographical tools and to move along until specific listings are identified. At the same time, one should always be seeking to establish who are the producers of the literature, that is, the publishers or distributors and who are the users. All these three groupings will lead to the production of listings in one form or another even if it is a single item. It will also ensure that all possible avenues of approach are covered.

### LIBRARY DEVELOPMENT

At best, a first hand knowledge of the development in the field is the most desirable circumstance. Apart from the historical factors, it is important to know and to understand government policies in this regard, the influences which have affected growth, the provision of manpower, the international, regional and national organizations which have had interest in the field, as well as those with which, personnel and institutions in the area have sought to be identified in some way. Last but not least, knowledge of the influential persons both within and outside the area is desirable.

Within the literature itself, there are going to be some outstanding pieces which set the stage for comprehension of library and information activity. It is for this reason that Savage (1934) and Gropp (1941) are to be included in the bibliography, but there are others which bring the history up to date and which are essential first step reading for reinforcement before a start in designing a strategy

is made. These include for example all the relevant articles in the Encyclopedia of Library and Information Science (1968) as well as the article by Douglas (1981).

#### **ACCESS POINTS – Geographic Terms**

As Sable (1979) discusses in his article there are problems in determining the geographical scope of terms such as "Latin America". Another example is the term "The Caribbean". Even when one has defined the coverage, a comprehensive itemised list of geographic access points is not readily compilable. A list of search terms is annexed (Appendix I) but it must be clear that at this first stage, it is not exhaustive. In order to meet such a level, it would have been necessary to list every island in the various groupings, instead of just the main categories. Examples of omissions are the Grenadines (not to be confused with Grenada), individual islands in the Virgin islands (both British and American), and the Bahamas, or again, the individual islands of the Grenadines which was just mentioned. It was considered unlikely that items would have been produced in respect of such units, although it is conceivable that some might exist.

Also elusive are the many ways in which regional and subregional groupings are referenced. And one has to recognise the limited use of terms for short periods, for example, "Commonwealth Caribbean" was used for a relatively short time. However the opposite is also relevant: bibliographical tools do not change subject headings easily and continue to use terminology even after it is no longer applicable. An example is the use of the term "Leeward Islands" to describe a grouping in a context no longer relevant which has been found in a listing of the 1980s.

Finally in this connection is the manifestation which links English-speaking Caribbean countries with other areas in socio-economic or other groupings. The term "Latin America and the Caribbean" or just "Latin America" alone may or may not include the area being dealt with in this study. The same applies to the term "The Americas". A writing on "Developing Countries", or "Underdeveloped countries" may be worldwide in coverage, or may cover only Africa and/or Asia and/or islands in the Pacific Ocean, plus or minus the Caribbean region. It is necessary in most instances of the use of these very generalized terms to

scrutinize the actual works in order to determine their relevance to the subject.

#### **Subject Terms**

In terms of subject access points, especially when searchers are being undertaken in general tools, all the possible subject terms spanning not only **Library Science** per se but also **Information Science** and Archives and to a lesser extent Records Management have to be clearly delineated in order to bring in focus the scattered interests of the search. These are also listed in Appendix I.

#### **SYSTEMATIC SEARCHING TECHNIQUES**

This must be two-pronged. There is nothing to replace a knowledge of the general as well as the special subject tools which will produce items. One recognises as a matter of course, the usefulness of the hierarchical search starting with the most general works (bibliographies of bibliographies) and spreading to more restricted coverage tools both broad subject (e.g. social science literature), geographical divisions (e.g. Caribbeana, Latin American and Caribbean studies) and other world groupings (i.e. dissertation bibliographies). Finally one hones in on the specific subject literature, in this instance, library and information science literature. This is essential and will yield the bulk of the entries in the bibliography. The product will represent the literature which is comparatively easily available.

But by far the most interesting and rewarding is the delineation of less obvious and little known sources which sometimes produce significant collections of entries or single items, often less well known and difficult of access. For example, conference literature at best is a problem. This forms the subject of Kawatra's article (1979). The problems touched upon are very real in the Caribbean context where the material generated is often the only source material that exists and yet it is so hard to come by. He states the case very clearly: the preconference circulation of papers without adequate bibliographic details, conference papers issued in short supply which are jealously guarded by the few recipients, conference proceedings which never get published, conference proceedings which take too long to be published, oral presentations which are expected to be documented but never are, the list is long. Identification of mounted conferences (and here the various alternative terminology must be considered) and steps to get at the literature produced

is a hard but at times rewarding task. As a matter of fact, it can either be rewarding or frustrating depending on the successes or failure to locate identified material or even to obtain a satisfactory citation. The search could include consulting lists of participants in order to discover who might likely have a copy of a particular paper or a whole set of the documents emanating from a conference. It is in such instances that knowledge about the users and their habits is useful.

Again, for those international, regional or other agencies which have involved themselves in Caribbean information handling affairs, a search through their catalogues of publications or their checklists of documents, sometimes restricted or limited, might prove useful. Such should be the case with UNESCO or the Organization of American States (OAS). Catalogues and/or Collections of institutions specialising in Caribbean material such as the University of Florida, the International Library Centre (ILIC) at the Graduate School of Library and Information Science (GSLIS) University of Pittsburgh or the Commonwealth Foundation Library are examples.

The checklist annexed as Appendix II is not comprehensive but it constitutes a starting point and can be elaborated as time progresses. In point of fact, discovery leads to discovery and additions are sure to be made as the search reveals other possible sources.

#### **ANTICIPATED PROBLEMS**

The greatest problems lie in the area of production/distribution. Because Caribbean publishing is as yet largely unorganized, the producer/publisher/printer tends to be one and the same entity. The merging of these functions creates overlap and results in confusion and the lack of clear cut paths for the searcher. The absence of comprehensive bibliographical tools and the haphazard listings, present in more sophisticated environs, adds considerably to the business of locating material.

Another problem is to be found in the fact that a scattering of information about Caribbean libraries is now to be found in general reference works. The location of such information is difficult to identify. Examples are the more obvious entry in the *Unesco Guide to Library Schools* . . . (1981) and the less obvious chapter included in *Halm's Development of Special Libraries as an International Phenomena* (1978).



One other problem is the phenomena of writings on the subject in languages other than English. This poses a problem of discovery since it is not easy to search in other language bibliographies and except the article appears in a general index or is known to exist, it might not be included. An example is the Betten and Betten article (1976) published in the German *Buch und Bibliothek* and fortunately indexed by *Library Literature*. As the Caribbean area continues to be linked more and more with Latin America, writings in the Spanish language will appear. Already there are examples in the material produced by the Economic Commission for Latin America (ECLA).

For this reason, the compilation has to be an ongoing concern in the hope that retrospective gathering will converge with currency at the point when bibliographical control and formalized publishing takes over.

#### FUTURE ACTION

The compilation of this bibliography is really the beginning of an even more important study. Until the bibliography exists, it is not possible to look at the manifestations of the growth of the literature or the accents of its content. In addition, the immediate results will be twofold. Already both within the Caribbean and without, there has been expressed need for such a compilation. It will fill this trend and if it can be extended into a form of location list, then it will serve the purpose not only of identification but also availability, two urgent needs to be met.

Secondly, it will form the basis of an ongoing study both in terms of bibliometric interests and in the analysis of how a literature grows: its genesis, its limitations (subjective writing) and the gaps which need to be filled. It should

provide a fair amount of room for ongoing research.

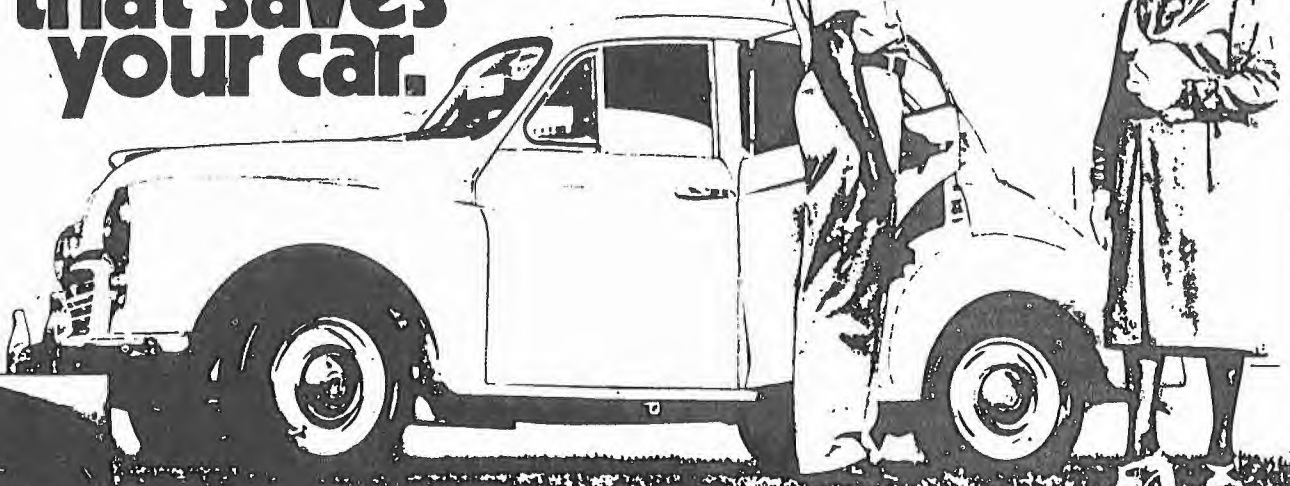
A first step will be the publication of a checklist of items identified up to a point. This, if widely circulated, should result in editorial improvements as well as the notification of omissions by interested parties. It will also test the climate for the publication of a definitive work.

The next step will be to produce the bibliography in machine readable format with manipulative capabilities. One immediate advantage would be providing the library educational institution with a data base for teaching and experimentation. To have a highly relevant data base will ensure a measure of realistic application.

So it is hoped that this work which has been started will have major thrusts as well as several spin-offs in terms of benefits and uses.



# The softer ride that saves your car.



The Super Cushion G8 tyre is built to give a quieter, softer ride. This means your car lasts longer as it saves on springs, shock absorbers, and general wear and tear.

## SUPER CUSHION G8

*The car savers*

**Growing older gracefully... with Super Cushion G8 tyres**

## THE NATIONAL INFORMATION SYSTEM

### ..... MILESTONES .....

1. The National Council on Libraries, Archives and Documentation Services (NACOLADS) is to be congratulated for spearheading two significant events which came to fruition in 1983 under its Plan for a National Documentation, Information and Library System for Jamaica.

One of the developments envisaged in the Plan was the grouping of all libraries/information units with a socio-economic base into a Socio-Economic Information Network (SECIN) with a Documentation Centre at the National Planning Agency (NPA) to serve as its focal point. The Documentation Centre would be responsible for co-ordinating the development of the other libraries in the network.

When this was proposed, the NPA's library was a small overcrowded room measuring 375 square feet. In 1980 another room on the floor below was allocated for stacks making the total library space 695 square feet.

At that time the library was manned by one Library Assistant only. In September 1980 a trained Librarian was appointed and given the responsibility for the development of the network. SECIN had now become a special project jointly funded by the Government of Jamaica and the International Development Research Centre (IDRC).

IDRC agreed to provide temporarily for a number of posts — a documentalist/librarian, a research officer and two indexers/abstractors — and also to supply equipment, training, resource materials and the cost of publishing the first issues of an abstracting journal. The Government in turn agreed to absorb the temporary positions on the NPA's permanent establishment and to assume responsibility for the development of SECIN.

Work on the project began in earnest in late 1980 following the appointment of the Chief Librarian. Considerable restructuring had to be undertaken as well as the recruitment and training of new staff. The next hurdle was to find a suitable site for the Documentation Centre. After many meetings and inspection of premises, it was decided to convert the parking area under the NPA building into the Centre.

It was not until February 1982, after complex negotiations and the surmounting

of many obstacles that a "ground breaking" ceremony by the Hon. Edmund Bartlett, Minister of State in the Office of the Prime Minister and Mrs. Martha Stone, Associate Director, Information Sciences Division, IDRC took place. By June of that year, the Centre was operating in the new building although it was not yet fully equipped.

On June 7, 1983 the National Planning Agency was indeed honoured to have the Rt. Hon. Edward Phillip George Seaga, Prime Minister of Jamaica declare the Centre open. In his address, the Prime Minister emphasised the importance of information to planners and policy makers and invited the NPA's Librarian to visit Jamaica House to select documents for addition to the stock of the Centre.

Mr. Claude Paul Boivin, Programme Officer, IDRC, who represented that organization at the Official Opening delivered an address which was of particular significance to library and information personnel. While rejoicing with us at having acquired this beautiful new structure, he reminded us that "a library or documentation centre is not a building but must be an ongoing service that provides and delivers the information that is required by its user community". He reminded the guests that the occasion was to honour those less visible daily efforts that are necessary to ensure that the system continues to work effectively and efficiently. Mr. Boivin also pointed out that he had recognized our government's commitment to the expansion of the national information system and commented on the willingness of the information specialists to co-operate. (At no time was this spirit of co-operation more evident than in preparing for the opening as the information community was deeply involved).

In closing his address, Mr. Boivin observed that he was aware of our problems resulting from involvement with many institutions, people, and a volume of diversified information. As he said, "the work is not over, it has just started".

The beautiful new building, modern equipment and the varying demands of our clients have challenged us to produce. The staff of the National Planning Agency

Documentation Centre is aware of its responsibilities with regard to the development of SECIN and is fully committed to the task.

2. A comprehensive **Records Management Programme for Jamaica** has been developed with the assistance of the Organization of American States (OAS). It provided the services of a records management specialist, Mr. Thomas Wadlow who paid several visits to the island between 1978 and 1982. He surveyed existing practices of the maintenance and disposition of government records and made recommendations for their improvement. His principal recommendations were that the responsibilities of the Jamaica Archives be expanded to include the government's Records Management Programme, new procedures established for the disposition of records, registries in government departments be upgraded, and a records centre be established.

New procedures for the disposal of records have been introduced and these are embodied in a **Records Management Handbook** which was drawn up with Mr. Wadlow's assistance. This has been circulated to all government agencies. The Archives Department was expanded to include a records management division and a building to house the records centre was made available by the government. It has been refurbished and equipped with shelves etc., and is now ready for use. Budgetary provision for staffing has been provided and some senior appointments have already been made.

Mr. Wadlow conducted seminars on Records Management primarily for staff in existing government registries. He also worked on a formal set of Regulations on records management to be enacted under the new Archives Act passed in December 1982, and which came into operation in January 1983. In these and other ways, such as in meetings and discussions with senior government officials, he highlighted the advantages to be derived from a sound Records Management Programme, and the great benefits it would have to the efficiency and effectiveness of government operations.



## NATIONAL LIBRARY OF JAMAICA

### Universal Availability of Publications (UAP) and its Implication for Libraries in Developing Countries

By: *Stephney Ferguson*

**UAP** – Universal Availability of Publications is both an objective and a programme being promoted by UNESCO in collaboration with the International Federation of Library Associations (IFLA).

The objective is the widest possible availability of published material (recorded material in all formats issued for public use) to intending users wherever and whenever they need it, in support of economic, social, educational and personal development.

Based on this concept, UNESCO/IFLA seek to promote programmes which will lead to improved availability of publications at all levels from the local to the international and at all stages from the publication of new material to the retention of last copies.

#### BASIC REQUIREMENTS OF UAP

Effective availability requires:-

- that publishers in each country seek to match their publishing and distribution programmes closely to national and international requirements by soliciting manuscripts and by selecting from unsolicited manuscripts.
- that effective book trade channels be developed to ensure the prompt availability of material to customers.
- that libraries, documentation centres and archives develop effective policies and procedures for the acquisition of material, whether by purchase, gift or exchange, to serve present and future needs.
- that libraries, archives and documentation centres develop effective policies and procedures for the supply of documents, either in the original or as copies, to remote as well as to local users.
- that the library and archive system of each country is such as to ensure the retention of at least one copy of all published documents required.
- that effective cooperation at the international level should be established to ensure improved availability of publications across national borders.

#### RESPONSIBILITIES

UAP recognizes the responsibilities of varying groups in improving and ensuring availability.

- It recognizes the responsibilities of governments who must provide the policy framework as well as adequate financial resources and organizational support to ensure the translation of policy into effective practical action.
- It recognizes the responsibilities of professional associations to discuss and study means whereby the availability of publications may be improved and also the responsibilities of these associations to influence the determination of policies for an improved service through interaction with governments, publishers, the book trade and libraries.
- It recognizes the responsibilities of individual publishers, booksellers and information personnel in cooperating to promote programmes to improve availability.

#### REQUIRED IMPROVEMENTS

If the UAP Programme is to succeed, improvements will have to be made in many countries in the following areas:-

- Access and availability to users.
- Production and supply of publications
- Acquisitions policies and practices.
- Repository policies and planning.
- National and international inter-lending policies and practices.

#### UAP & DEVELOPING COUNTRIES

These areas in which improvements are needed although relevant to most countries are of particular significance to developing countries.

In many of these countries, library and information service development is still at an early stage, and many such countries are now engaged in the planning of national information systems and national libraries. For these countries, the UAP concept presents special challenges. On the one hand, it would appear that such countries could more easily work towards the achievement of the objectives since the existing poor library infrastruc-

ture would result in fewer problems than in well developed library systems with in built inflexibilities. These countries could so to speak, start with a clean slate and gear planning towards the achievement of the UAP programme objectives. In practice however, this may be more easily said than done, as the bread and butter issues which these countries face will certainly take precedence over library development in the allocation of resources, and adversely affect the planning and implementation of library programmes. In spite of this however, I believe that national libraries in developing countries can, as a long term goal, work towards UAP by publishing the UAP concept, influencing planning and initiating activities which will lead to improved availability and accessibility to published material.

One could argue that the paucity of library professionals in developing countries due to the relatively low level of library development will militate against the influence which can be extended to achieve improvements in library provision. This is not necessarily so, the astute librarian can use many methods to win support for library development programmes. One well proven method is to ensure high visibility in the support and promotion of social, cultural and educational programmes on which the government places high priority. Such support if it can be integrated in the library's outreach programme is bound to pay off in support for library development plans. In the event that integration is not possible, the librarians high visibility in supporting and promoting such programmes could eventually lead to sympathetic consideration and support of library development plans.

#### THE SPECIAL ROLE OF NATIONAL LIBRARIES IN PROMOTING THE UAP CONCEPT

The growth of national libraries in developing countries is of relatively recent origin. These youthful institutions not only seek to perform those functions such as acquisition and preservation of the national imprint which are tradi-

tionally associated with national libraries of developed countries, but they are also playing an important role in the planning and development of integrated national information systems. Such institutions could play a major role in promoting the UAP concept in the following areas:

#### **ACCESS & AVAILABILITY**

Library professionals both at national and other libraries, must influence public opinion and educate users on the important role which improved availability and accessibility of publications can play in social, economic and educational development. This is important since governments of Third World countries, faced as they are with the overriding need to provide basic necessities, are unlikely to respond favourably to the representations of information professionals for improvements in the availability and accessibility of publications. They will however, be more inclined to respond to public opinion which clamour for improvements.

#### **PRODUCTION & SUPPLY OF PUBLICATIONS**

The problems associated with the production and supply of publications in developing countries are well known and appear to be almost insurmountable. The barriers which restrict access to material from abroad are in many countries due largely to the result of economic rather than political constraints. It will therefore be extremely difficult for information professionals to influence change in this area in the light of prevailing economic conditions. This does not mean however, that efforts should not be made to highlight the adverse effects of such barriers and to keep this issue alive so that the necessary changes can be made as early as is possible. Securing Government's ratification of the Florence Agreement and the 1982 Protocol, would be one important step in minimizing such barriers.

With regard to publications which originate locally, whether commercially or from government agencies, the national library can play a central role in pressing for effective legal deposit, ensuring effective bibliographic control and in general by cooperating with appropriate agencies such as Book Development Councils and Publishers Associations which are working towards improvements in the production and supply of local materials. In addition, National Libraries can direct efforts to ensure that the publications of the country are acquired, preserved and made available when needed.

#### **ACQUISITION POLICIES & PRACTICES**

National libraries in developing countries are well placed to provide leadership in the establishment of national acquisitions policies. In view of economic conditions, it should not be difficult to convince governments of the benefits to be derived from the sharing of resources which is implicit in a national acquisitions programme. Care should be taken however, to ensure that the policies and programmes developed are not mere imports from other countries, but are designed to meet the specific needs of the country.

#### **EXCHANGE PROGRAMMES**

UAP emphasizes the important role which exchange of publications can play in improving availability. It appears however, that very few developing countries could work towards the ratification of the relevant UNESCO conventions by their governments so that the mechanisms for participating in such programmes can be put in place. These libraries can also act as clearing houses on information on the exchange of publications.

#### **REPOSITORY POLICIES & PLANNING**

One of the main functions of national libraries whether in developed or developing countries is the conservation and preservation of the national imprint. It is very likely that in such countries, the national library although engaged in conservation and preservation activities is ineffective because of lack of adequately trained personnel, equipment and other facilities. Steps can be taken to obtain technical assistance in training personnel and upgrading equipment to improve conservation programmes on a national level. Steps could also be taken to ensure that the planning of national repositories is undertaken as an integral part of planning for library development and as a complement to national acquisitions programmes.

#### **NATIONAL & INTERNATIONAL INTERLENDING POLICIES & PRACTICE**

It seems paradoxical that in developing countries where due to limited funds, the need to share resources through interlending is greatest, in reality there is virtually a total absence of national interlending policies and systems. The experience of librarians in developed countries indicate that national interlending systems provide an effective method of improving availability of publications. It seems therefore that as a matter of urgency, developing countries which support the principles of UAP,

could immediately design appropriate national interlending systems to improve the availability of publications within their borders. At the same time, the benefits of International interlending should also be recognized and steps taken to facilitate this by establishing the machinery where necessary.

#### **LEADERSHIP**

Quite often in many countries the difference between adequate and inadequate library and information services is the type of leadership available. National Libraries can assist in providing effective leadership in many areas. They can lead the way in the use of the new technology in improving information services, they can conduct the relevant research in areas such as user needs or the development of appropriate systems which will lead to improved planning. They can play an important role in obtaining the co-operative effort which is necessary to ensure that scarce resources are used effectively for the benefit of all.

Implied in UAP is the development of effective and efficient library and information services. With acceptance of the concept and implementation of relevant programmes, developing countries can lay the foundation which will lead to effective provision of library and information services in the future.



## DEVELOPING A LIBRARY COLLECTION IN DISASTER PREPAREDNESS MATERIALS

By: Jean Tyson

"Jamaica has created an Office of Disaster Preparedness and Emergency Relief Coordination following advice from the United Nations Disaster Relief Organization (UNDRO) and the United States Office for Foreign Disaster Assistance (USOFDA) in order to adequately prepare for the disaster threats present in the environment".<sup>1</sup> ODIPERC<sup>2</sup> was established in July 1980 after the disastrous floods of 1979.

The effective planning and establishment of administrative procedures to be followed before, during and after disaster events has led to the formation of Parish Disaster Committees which then form local contingency plans. These committees supply information and materials as well as train officials in emergency management techniques.

"ODIPERC's main function therefore is to set in place arrangements to facilitate management of disaster situations and create an information base which will lead to mitigation through physical planning and Building Regulations; to educate and inform the public of the history of disaster and the level of risks; the many steps that can be taken to protect persons and property in the event of a disaster; and to establish the basic emergency command system, Emergency Operation centres and communications system required to control and disseminate information for disaster management".<sup>3</sup>

To prepare the nation to cope with disasters three divisions of ODIPERC were suggested.<sup>4</sup> One of these was Disaster Information and Training, whose purpose is to raise the level of public awareness and provide information on disaster(s). Each natural and man-made disaster has tended to be approached as a singular event; personnel involved in disaster relief received little advance information. The availability of resources is often not well known by relief or development personnel; and past approaches to relief and reconstruction programmes under similar conditions is often unavailable on any organized basis.

The development and dissemination of information on public awareness of risks, plans and personal actions to be taken is a vital part of Disaster Preparedness. Research papers, case studies, biblio-

ographies as well as books, pamphlets, periodicals, newspaper clippings and even tapes, films and slide presentations on disaster preparation can be assembled and organized into a system for efficient dissemination of information. The peculiar specificity requires a classification system which is relevant and integrates an ability to immediately glean and communicate the information required to areas where disasters occur.

In Kingston, a Library team<sup>5</sup> spent approximately 7 - 10 days in January 1981 surveying the collection of disaster-related materials gathered by ODIPERC. This team approached its task as a part of the planned National Information network attempting to link government-related bodies across the island. The Team's recommendations included some physical suggestions of furniture and supplies in their planning; the establishment of a Library staffed by a professional librarian with some clerical help; the subjects to be keyed to a classification system known as DISS<sup>6</sup>. All relevant information was to be collected in such a way as to develop manpower resources for ODIPERC, while making information available to researchers and other patrons. Before the development of DISS by INTERTECT there had been no common storage and retrieval system in use, limiting the accessibility of information in field operations. DISS is not only designed to facilitate information exchange between research centres around the world through communication linkages, but to facilitate more accurate reporting and exchange of ideas.

Jamaica is severely limited in trained library personnel. Funding is difficult and new posts must be established. The Department of Library Studies of the University of the West Indies, was contacted to ascertain if anyone was available to initiate this Library project.

The author was asked to interview for a Consultancy by the ODIPERC Training Division and agreed to undertake the project on a part-time basis from February to August, 1982.

The DISS Information Sharing System was to have been cross-referenced by subject matter, according to a list of key words. However, this Key Word Index

was not yet operational at the time of the establishment of the collection. Therefore, a detailed study was made of the classification scheme. Modifications were made to adapt it to specific needs and local terminology added. The Regional numbers 801 - 3 were amplified, particularly the Caribbean area, to include other islands, i.e. Montserrat, Antigua, Barbados, St. Lucia and Dominica. The European geographical area also needed further specific numbers and additional numbers were assigned. Individual state or country abbreviations were designated by adding the appropriate abbreviations to the classification number. A copy of the DISS Scheme is available from INTERTECT or the Library of ODIPERC.

The next step was to decide how best to use the available space to accommodate the collection. The final recommendations of the National Library Team on furniture needed and eventual space requirements were not economically feasible at the time. However, a room was available with a series of metal shelves, a file cabinet, a desk and a table to be used by patrons.

To develop a shelving scheme, subject headings were suggested after consulting with ODIPERC training staff, as well as a preliminary study of the materials to be classified. These subject areas were quite broad and included:

- Disaster Preparedness
- Pre-Disaster Planning
- Public Awareness Disaster Relief
- Post-Disaster Technology
- General Reference
- Grant/Proposal Information

A copy of the original shelf arrangement is attached to this article. Types of disasters (with the exception of earthquakes which seemed to have an inordinately large number of studies and materials) were shelved alphabetically in Princeton file boxes on the General Reference shelf. The Disasters list from the DISS scheme was used and its flexibility allowed for the designation of some boxes specifically by the type of disaster and adding "in Jamaica" - the file boxes included accession numbers of the materials in each box as guides for the user.

Loan slips were designated thus:

**OFFICE OF DISASTER PREPAREDNESS AND EMERGENCY  
RELIEF COORDINATION LIBRARY**

Author:

**Title:** Technical Assistance in Disaster Preparedness for the Government of Jamaica

**SHELF LOCATION:** DISASTER PREPAREDNESS IN JAMAICA

**ACCESSION No:** 540A

This item is due to be returned on or before the date stamped below

--	--	--	--

1. Roman numerals
2. Add an A to sequence if the papers are simply further drafts of the same paper (or other letters as needed)
3. Split the Disaster plans by state and country and use the abbreviations suffix
4. Add a JA suffix to particular groups of numbers like earthquakes –
5. Add an OO prefix to one group e.g. like books (they would then use the same scheme numbers as the box-filed papers); use O for publications etc.
6. Set up a box specifically for ODIPERC (materials relating specifically to its work in Jamaica and papers by its Director relating to its inception and organization)
7. Set up a box for INTERTECT scheme materials
8. Divide Grant Proposals and Conference Reports into more specific geographical areas:
  - (a) Regional – Caribbean
  - (b) Overseas

Figure 1

Materials were sorted and arranged by type and the loan slip attached to the back of each document to be filed. Clippings and Ministry Information papers were filed in cabinets. The Training Division assigned one staff member full-time to clerical duties.

A cataloging system was devised with coded numbers compatible with the INTERTECT DISS system as well as being expressed in Descriptors. A catalog card was designed as below:

The Descriptors (Subject Headings). Public Awareness code number is 101 (as indicated on the upper left hand corner of the card) and Disaster Preparedness in Jamaica is 303/G – 303 is Disaster Preparedness in the DISS Scheme, G is the regional letter to be added for Jamaica.

A set of notebooks (one for each shelved box or series of boxes on a particular subject) served as accession books. A set of numbers was assigned to each subject area. Each item of material catalogued and classified was marked off in the numerical sequence and the number used, not repeated.

A wall chart, explaining the card system and outlining the box and shelf arrangement was mounted. A card catalogue was begun with the preliminary shelf card made for each material shelved, and complete sets with the subject heading

descriptors typed. DISS code numbers translated into subject headings, were also assigned.

In order to accommodate further materials (only 60 numbers were initially assigned for each subject area), possible additions and/or adaptations are suggested below:

INTERTECT  
CODE NO.:

101  
303/G
105

**SHELF LOCATION**  
**DISASTER PREPAREDNESS IN JAMAICA**

---



---



---



---

**DESCRIPTORS:** 1. Public Awareness  
2. Disaster Preparedness in Jamaica

This was put on in pencil – could be removed when computerized or shelving changed

Accession number by which the material is filed and located in the Princeton file box – in pencil

Subject headings used in the card catalog;  
N.B. – these descriptors relate directly to  
INTERTECT CODE NUMBERS

Figure 2

On June 9, 1982 a Library Technical Assistant was hired to maintain the collection. The part-time project of developing the ODIPERC library resulted in a six month project which culminated in the establishment of a Resource Centre (comprising a comprehensive collection) of disaster materials. The Consultant only catalogued and classified non-book materials as time did not allow for more. All materials were shelved in the arrangement designed, using available furniture and space.

A suggestion that the Library or Resource Centre be staffed by a professional librarian in a full-time capacity was set forth in a proposal to the Ministry of Public Service. The U.S. Peace Corps assigned a retired librarian to ODIPERC to assist with developing the collection in February 1983.

My last written report to ODIPERC was a Project Proposal that the Disaster Preparedness collection in Kingston be designated the Documentation Centre for the Caribbean Disaster Preparedness Project. It is a preliminary yet varied collection, designed as a research library open to interested users. It is the only one of its type in the Caribbean.

#### Footnotes

- 1 "Technical Assistance in Disaster Preparedness for the Government of Jamaica"; a project report.
- 2 ODIPERC, The Office of Disaster Preparedness and Emergency Relief Coordination, is a Department in the Office of the Prime Minister.
3. The Role of the Office of Disaster Preparedness in National Disaster Planning", ODIPERC, Sept. 1981, p.3
4. "Functions of the Office of Disaster Preparedness and Emergency Relief Coordination (ODIPERC)".
- 5 A task force funded by IDRC (International Development Research Centre) Canada, of the National Library of Jamaica.
- 6 Disaster Information Sharing System INTERTECT, Dallas, Texas.
- 7 An independent school, grades K-12' (plus 6th forms), located at 32 Hope Road, Kingston 10, Jamaica.



## *Developing Jamaica's Energy Resources*

Striving to ensure that we can meet the needs of tomorrow on our own - helping us to live on our own energy.

**PETROLEUM CORPORATION OF  
JAMAICA**

12, Ocean Boulevard, Ocean Mall  
Kingston.

# MOORE

## helping business communicate

through a wide variety of business form/systems and related graphic communications products.

#### SERVING:-

AGRICULTURE    INSURANCE  
CONSTRUCTION    MINING  
HOTELS, TRAVEL & TOURISM  
INDUSTRY & COMMERCE  
BANKING, BUILDING SOCIETIES &  
OTHER FINANCIAL INSTITUTIONS.

#### WITH PRODUCTS FOR:-

PURCHASING RECEIVING STOCK - KEEPING  
PRODUCTION SELLING DELIVERY  
BILLING COLLECTING DISBURSING



## WORLD COMMUNICATIONS YEAR 1983

### <sup>1</sup>THE UNIVERSITY OF THE WEST INDIES, MONA CAMPUS LIBRARY'S EXHIBITION ON TELECOMMUNICATION AND EDUCATION

By: \*N. Amenu-Kpodo, L. Bobb-Semple, R. Tyson

#### INTRODUCTION

Universities in developing countries have been criticised frequently for being ivory towers of research — a part of, yet remote from the societies in which they exist. Libraries of these universities share in the vulnerability of their parent institutions. While conscious efforts are made on all sides to break down some of these real or imaginary barriers, libraries could play an important part in assisting parent institutions in the task of projecting their work and achievements to the larger communities of which they form a part. In so doing, a library also projects its own capabilities and usefulness within the community it serves.

Exhibitions are useful tools in these endeavours. They can be scaled down to the available resource level, and when put together with zeal, artistry, and some degree of innovation can produce results.

The experience of the University of the West Indies, Mona campus Main Library in setting up an exhibition to commemorate World Communication Year (WCY) is useful in highlighting some of the problems and in showing ways in which these problems can be minimized. The library has had a long tradition of mounting exhibitions. Its calendar of exhibitions reveal the following types as typical:

Topical exhibitions, for example *West Indian Children's Literature*.

Those celebrating particular weeks, for instance *"Jamaica National Heroes (Heritage Week)"*

Those which are recurring exhibitions *"Biographical and Bibliographical Aspects of the Honorary Graduands (Mona)"*.

#### METHODOLOGY

In an attempt to communicate more effectively, a new thrust was made to improve and expand on aspects of display mounting in order to give a new vibrance to the display area. The following preliminary decisions were taken to provide a frame-work within which any improvement could take place:

- i. Research content should be high.
- ii. A theme should be carefully chosen to provide the Library with an

opportunity to reach out into society to obtain information and to give information in return.

- iii. The variety of exhibits should be wide — combining print and audio-visuals from inside and outside of the Library and the University where necessary. The variety should include newspaper clippings, pamphlets, posters, maps, brochures, photographs, books, slides, cassettes and telecommunications models if available.
- iv. Silence and stillness should be interspersed with sights and sound of video
- v. The exhibition was not to be confined to display boards and cabinets. The concept of total use of available space was to be highlighted — walls, catalogue-tops, unused spaces, were to be activated.
- vi. Experimentation with different and more varied complementary colours was to be brought into play.
- vii. The exhibition should be advertised effectively.
- viii. Photographs were to be taken for purposes of Library records.
- ix. It was to be in place by May 9th, a week before World Communications Day.

Three members of the professional staff — a cataloguer, an acquisition librarian, and a special collections (Government/UN) librarian combined efforts to mount the exhibition. Willingness to venture into unfamiliar areas, compensated for any lack of formal training and expertise in the appropriate display skills.

#### PROBLEMS

The first problem related to the choice of theme and its delimitation for effectiveness. World Communications Year 1983 and World Telecommunications Day May 17th were appropriate starting points. The fact that the International Telecommunication Union had been designated the lead agency in determining a programme of action for the year, provided a pivotal point around which celebrations, displays and policies could be made. The stated objective of WCY was:

- 2 "to provide the opportunity for all countries to undertake an in-depth review of their policies on com-

munications development and stimulate the accelerated development of communication infrastructures"

For our purposes it was important to choose a theme that would embrace the above features as well as the following ideas simultaneously:

"One world one network"

"The interdisciplinary nature of telecommunication"

"Telecommunication in the University"

"Telecommunication in the Caribbean and in Jamaica".

Telecommunication and Education was chosen as offering the best scope for development, in the light of available resources. The fact that the Main Library which is the Arts and Social Science library planned and housed the display which had a large scientific content, highlighted the interdisciplinary nature of the theme. The chief telecommunication agencies were outside of the campus and with the dearth of information on their operations in the Universities libraries it was necessary to go out to organizations to obtain information.

The University, through the combined efforts of several units had been using the new telecommunication technology to expand its educational communication systems with some success. The theme provided an impetus to look into progress being made not only with respect to the U.W.I. but also to other educational units in the society. Three geographic subdivisions were used to limit the subject and set the theme in its proper perspective within the World Communications Year, namely World (International), Caribbean (Regional) Jamaica (National).

The international character of the theme also provided a setting for other local events to commemorate World Communications Year. One such event was the *"First Caribbean Basin Telecommunications Conference"* held May 15 - 17, 1983, at Ocho Rios, Jamaica, sponsored by the Caribbean Central American Action in cooperation with the Private Sector Organization of Jamaica and some major United States Telecommunications Firms — At & t International, Comsat,



Control Data, GTE, IBM, ITT, Dialcom, Northern Telecom, Tymnet and Western Union.

Locating and obtaining sources of a variety of exhibits is time consuming and the only suggestion that can be offered is to start well in advance of deadline. When exhibitions are being mounted on topics of interest to the United Nations, "Kits" or posters can usually be obtained from its agencies directly concerned with the subject, if they are requested in advance. The International Telecommunication Union provided a kit consisting of stickers, posters, photographs, film catalogues and descriptive information on ITU. Unfortunately, the captions were not enclosed with photographs and eleventh-hour measures had to be taken to locate the missing captions.

The acquisition of local information and exhibits was by far the most exhausting and frustrating but rewarding part of the plan. In a situation where a letter is known to have taken weeks from point A to point B within the same city, where telephone lines are frequently out of service, the business of communication can be daunting. Personal visits with follow-ups were the most successful means of obtaining results. A start was made by collecting relevant material in the organizations in which individuals (usually librarians) were personally known and from these sources we obtained names of persons within their own or allied institutions who could offer assistance. The results were overwhelming — the contacts made on behalf of the Library were useful. With the benefit of hindsight, the number of trips could possibly have been minimized, if preliminary contacts could have been made by letter or phone well in advance indicating the library's intention and suggesting the type of input that would be expected from each organization.

#### CAMPUS COMMUNICATION UNITS

Exhibits and information relating to campus communication units, Radio Unit, Electronics Unit, Computing Centre, Caribbean Institute of Mass Communication (CARIMAC), University of the West Indies Distance Teaching Experiment<sup>3</sup> (UWIDITE) Project Office were not readily available as had been anticipated. Although documents, tapes and photographs existed, their existence appeared to depend on the enthusiasm or lack of it, of individuals, rather than as part of a University administrative archival policy. The consequent variation in quantitative and qualitative

content, slowed down the collecting process. Many units did not have a simply prepared factual hand-out of their history and present activities. In one instance a unit head was persuaded to do such an information sheet, in another, the librarians offered to do it if given data. It is interesting to note that the information given was verbal (incidentally by phone) rather than written. A substantial amount of writing, summarizing, editing, became intrinsic parts of the exhibit information collecting process.

Locating photographic files from which suitable selections of photographs could be made also presented difficulties. The Library's photographic resources are minimal and nothing was available there. The University's Public Relations Office, though helpful, did not have any relevant photographs. The few that were obtained at times from enthusiastic individuals often highlighted personalities rather than activities and were often unsuitable. The task would have been made simpler if the responsibility of maintaining select archival quality negatives or photographs of the activities of the University and its Departments had been made a function of the Library or the Public Relations Office. Such a collection must be properly indexed for easy retrieval. Where such photographs originate in departments, a copy could be deposited in the Library's University Collection. Where tapes have been made they should be edited to allow for cohesiveness in presentation and sent to the Library for retention and indexing. The need for this type of activity cannot be overstressed.

#### OFF CAMPUS EDUCATIONAL UNITS

In mounting an exhibition to highlight the theme Telecommunication and Education one had to look beyond the University environment to the wider community to determine the extent to which the electronic aspect of communications contributed to educational development in the country. Jamaica had been involved in Educational Broadcasting for Schools (EBS) since 1949, thus we knew that information existed and could be tapped; for the rest of the region even though educational broadcasting existed in some of the territories we were not able to acquire any material relating to this. Jamaica also has a literacy programme — the Jamaica Movement for the Advancement of Literacy (JAMAL) and a Telecommunication and Electronic

Training Centre in the College of Arts, Science and Technology (CAST). These organizations spanned various levels of education — primary and secondary in the case of EBS, tertiary in the case of CAST and Adult education with respect to JAMAL, thus providing a comprehensive view of the entire system.

Collecting material from these organizations was not without its problems. After making many trips, the usual photographs and printed material as well as a collection of slides were received. With the exception of one institution, material was neither organized, documented for easy retrieval nor was any record kept of slide titles or description of photographs. Indeed, what seemed to be common throughout the entire collection process was also evident, namely, that no one person was responsible for the maintenance of material, but rather an unorganized collection was kept in miscellaneous files in various offices.

#### ELECTRONIC MEDIA

Telecommunication and education was seen as involving the electronic media—Radio Jamaica Rediffusion Network (RJR), Jamaica Broadcasting Corporation (JBC), both of which are definitely agents of educational influence, both directly through beaming the JAMAL and EBS programmes as well as through their internal programmes. The Jamaica Telephone Company, an important telecommunication agency, Jamaica International Telecommunications Limited (JAMINTEL) — the focal point of telecommunications activities and the Post and Telegraphs Department — the government's regulatory body had to be included. Although through personal contacts, great cooperation was experienced everywhere, the obvious lack of centrally located information made the material gathering somewhat frustrating and time consuming.

#### VISUAL EFFECTS

Some emphasis was placed on aesthetic appeal with the use of colour as this would attract prospective viewers. Two display cabinets were lined with a subdued rust orange colour and three display boards with beige, avocado green and yellow cartridge paper respectively. The fourth was left with its own natural colour burlap lining. Against these backgrounds were set photographs, pamphlets, summaries and posters with coloured borders that contrasted effectively with the board linings. Orange and yellow

(Continued on Page 25)

# We make investment easier for you.

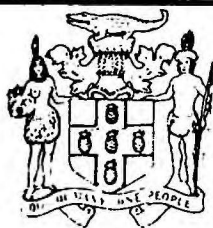
The  
JNIP is  
a one-stop  
government  
investment agency.  
And would like to make  
you an offer.

If you want to take advantage of  
Jamaica's investment opportunities,  
come to us. We'll make the investment process  
easier.

Technical assistance, market intelligence, finding  
and linking joint venture partners, and the identification  
of sources of finance are part of our expertise.

JNIP responds to all enquiries on investment in Jamaica, and will  
advise you on available opportunities. We cover manufacturing, agriculture  
and tourism. We maintain close links with all government ministries and agencies.  
All formal investment proposals come to us because we expedite your project.

Your ideas remain confidential with us. Let's talk.



# JNIP

## Jamaica National Investment Promotion Limited

Jamaica Development Bank Building 15 Oxford Road Kingston 5 Jamaica Telephone 929-7190-5 Telex 2227 JANIPRO



were used conservatively to produce the effect of brightness without glare.

Stunning effects can be achieved if some attention is given to design. One of the more attractive display boards contained a technical drawing of the present University of the West Indies telecommunications network which links Jamaica, Barbados, Trinidad, St. Lucia and Dominica. The diagram, though interesting in itself, was made more alive by the super-imposition of coloured photographs in a horse-shoe arrangement above it. The photographs showed librarians at Mona, participating in a recent teleconference on subject specialization in libraries with their colleagues at the Cave Hill campus, Barbados and St. Augustine campus in Trinidad. These photographs illustrated the communication process at work through the UWIDITE network.

#### AUDITORY EFFECTS

In the quiet of the Library, this would obviously represent the most disturbing element, especially because students were studying for final examinations at this time of year. As far as could be ascertained, films, slides and sound were never used as part of an exhibition so this was an area in which one had to tread carefully. Two concessions were made to the students — sound sessions were confined to a lunch hour period 12 — 2.00 p.m. and the sounds were subdued enough to accommodate both those who wanted to hear as well as those who would rather not. The site chosen for viewing of films and slides (a sheltered alcove on the main floor) helped in containing any noises. Since no complaints were made about the noise level, we can only assume it was tolerable.

A few students took time out from their studies for a cursory "look and listen". One interesting precaution that may be necessary is to make sure service points in the Library are adequately manned by staff as the latter were among the most interesting viewers.

#### ARTIFACTS

The use of artifacts lends an element of reality to an exhibition. A plan had been made to try to locate a telecommunication model that could be contained in a display cabinet. Although such a model of the earliest telegraph facilities in Jamaica was available at JAMINTEL, its fragility and weight made transportation to the campus difficult within the available time. Fortunately, an alternative plan had

been made and a Darome convenor with its component microphone parts was arranged conference-style in a cabinet and connected to a telephone. Another display cabinet contained a medley of audio-visuals - tapes, cartridges, reels, cassettes etc. These attracted much attention. Apart from the immediate objective of supplementing display resources this type of exhibition also called some attention to the Library's resources within that area.

#### ADVERTISING

Publicising its activities and programmes is a normal part of a library's promotional activity. The scale of advertising is normally related to the importance of the activity or programme and the nature of the audience at which such promotion is directed. In cases of special exhibitions, additional advertising is required because internal campus news bulletins, newsletters, or notice boards are inadequate and the facilities of wider circulation print and electronic media need to be used. The exhibition was well patronised but a wider audience would have been reached if advertising was not confined only to the UWI Notebook section of the <sup>4</sup>Daily Gleaner, but was extended to include radio and television announcements. These could have been made through any general public service announcement services, offered by the radio and television stations or as part of a university programme broadcast each week. While it was evident that contact needed to be made with the media well in advance of the exhibition to ensure adequate coverage of the event, failure to do so could have stemmed from a lack of appreciation of the tremendous communication potentials of the electronic media and the erroneous belief that a good exhibition will draw its own crowd.

To supplement the above measures, personal letters of invitation should have been sent out by the exhibiting library to other libraries and to selected individuals likely to be directly or marginally interested in the exhibition. This would have been useful in attracting more viewers. The latter measures could also help in creating a Friends of the Library Group, interested and active in its programmes and progress. With respect to promotion the exhibition fell short. It is perhaps desirable that libraries look more closely at the electronic

media with a view to utilising its communication and promotional capabilities more effectively in the promotion of their programmes.

#### CONCLUSIONS & RECOMMENDATIONS

The problems encountered in the exhibition process have been discussed and short term suggestions have already been made. However, it is evident that some of these problems need to be addressed on a long term basis if improvement is to be made not only in the provision of information but also in communicating this information effectively to wider audiences. The following recommendations are being made:

1. Where applicable, institutions - (educational or media related) should be encouraged to have written statements of policy vis à vis the establishment, preservation and maintenance of their institutions' archival collections where information giving details of the past and present activities and programmes could be found and from which information can be culled for scholarly or promotional purposes. A well-established and properly maintained collection including print photographs tapes, slides, artifacts would relieve institutions of the tedious and time consuming efforts in gathering material for promotional purposes.
2. That media institutions like JAMINTEL, JBC and RJR should be encouraged through the Special Libraries Section of the Jamaica Library Association to make a concerted effort to establish centrally located archival collections under the supervision of a responsible and capable officer. The Association could also offer suitable written guidelines regarding the organization of such collections.
3. Special photographic collections and other visual oriented material should be given more attention and efforts centred around organizing and indexing these collections for use. It is particularly necessary that within the UWI Library or Public Relations Section of the university a well organized and easily accessible archival assemblage of material be maintained. Such a visual and historical record of the university's development would help in graphically



projecting its image to the wider society.

While the exhibition effort was informative and interesting it is probably a fitting time — "World Communications Year" for Libraries to look generally at their place in the communication chain and to look at the extent to which the electronic media with its potential for mass communication could be used effectively in their efforts to promote their activities as well as those of their Parent institutions.

#### FOOTNOTES

1. The University of the West Indies (UWI) has campuses at Cave Hill in Barbados, St. Augustine in Trinidad and Mona in Jamaica. It is an autonomous institution supported by and serving the following Caribbean regional territories: Antigua, Bahamas Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Jamaica, Montserrat, St. Kitts-Nevis-Anguilla, St. Lucia, St. Vincent, Trinidad and Tobago. In addition special relationships exist with Guyana and the Bahamas. The University started teaching in 1948 as a University College affiliated with the University of London and in 1962 the royal charter creating the independent University of the West Indies was granted.

\* Librarians, Library, the University of the West Indies, Mona, Kingston 7, Jamaica, West Indies.

- 2 General Assembly. Resolution A/Res/36/40 of November 19, 1981.
- 3 University of the West Indies Distance Teaching Experiment (UWIDITE) is a three year experiment by the university in using telecommunications to extend its educational and out-reach services to territories it serves. The network became operational in March, 1983, linking the three campuses and the extra-mural centres in St. Lucia and Dominica. The project is directed by Pro-Vice Chancellor Lalor and is presently funded by USAID. Early fore-runners of the project are "Project Satellite" (item 20) and the "Caribbean Regional Communications Study", (item 21).
- 4 Jamaica's leading daily newspaper. UWI Notebook is one of its regular columns.



*Cabinets with Darome speakers arranged in a daisy chain effect in fore-ground. Video screen cabinet at background in alcove — all giving effect of total use of available space*

#### SELECTED LIST OF REFERENCES TO ITEMS USED IN THE EXHIBITION AND THEIR LOCATIONS

1. A brief history of the Jamaica Telephone Company Ltd., 1983 7 leaves. Mimeographed  
Jamaica Telephone Co.  
U.W.I. Library
2. The Caribbean Institute of Mass Communication (CARIMAC) Brochure  
CARIMAC
3. College of Arts, Science & Technology souvenir album, presented to Dr. Kurt Waldheim on the occasion of his visit on January 5, 1979.  
CAST Library  
U.W.I. Library
4. Commonwealth Broadcasting Association handbook, 1981—82  
London, CBA Secretariat, 1981.  
U.W.I. Library
5. Commonwealth Broadcasting Association Who's Who 1983: Annual list of members. London, CBA Secretariat, 1983  
U.W.I. Library
6. Educational Broadcasting Service Section. [Ministry of Education, Jamaica] 3 leaves; unpublished typescript.  
U.W.I. Library
7. Educational television in Jamaica: 1965-67. Kingston, Ministry of Education 10.  
EBS  
U.W.I. Library
8. The Electronic Unit of the University of the West Indies at Mona. May 1983. 3 leaves Mimeographed  
U.W.I. Library
9. A history of telecommunication technology [poster], 72 ins. x 12 ins.  
Science Library U.W.I.
10. If one today, two tomorrow [film] Charles E. Shutt for U.S. National Aeronautics and Space Administration (NASA). English. 1976. 16mm - 28 minutes - colour  
As this film shows, the world-wide use of communication technology is one of the major factors in meeting the challenge of the population explosion.  
UWIDITE Office
11. International Subscriber Dialling: how it operates. Brochure  
U.W.I. Library  
Jamaica Telephone Co.
12. I.S.D. extended to the Caribbean April 10, 1983. Brochure  
U.W.I. Library
13. International Telecommunication Union: what it is, what it does, how it works! Brochure  
U.W.I. Library

Continued on page 49

By: Samuel Bandara

**Green Mansions: A Romance of the Tropical Forest** (1904), one of the most popular – if not the best known – among the literary works of William Henry Hudson (1841 – 1922) has been described as a West Indian novel. A.J. Seymour in his introduction to Robert E. McDowell's *Bibliography of Literature from Guyana* (1975) says that in this novel Hudson "concentrated upon idyllic courtship of the forest girl Rima who plays with a bird in the deep Guyana forest."<sup>1</sup> In his words "For many, Rima is the spirit of Guyana in a simple but passionate embodiment and her olive-skinned Venezuelan lover Abel Guevez is the symbol of the deep attraction she exercises upon individuals from abroad." In a still more recent claim for **Green Mansions** being considered a novel of Guyana, Seymour writes: "The tradition of the Guyanese novel begins around the end of the nineteenth century with two novels: In *Guiana Wilds* (1899) by James Rodway and **Green Mansions** (1904) by W.H. Hudson. Both novels celebrate the life of the hinterland, the exotic in the tropical forest and the Savannas. Of course both authors are expatriates and are attracted by the sense of the unusual in the Guyana environment."<sup>2</sup>

In the case of Hudson he was not only a non-Guyanese, but also one who had never visited Guyana. In Morley Roberts' biography of Hudson we read: "Especially is it marvellous that he so caught the wonder and power of the tropical forest, for never in his life did he come near one . . . The Pampas of the Argentine and the grey plains and rolling country of Patagonia are practically treeless and the biggest woodland he ever knew was in England. . . . It was from Bates and Ball and Wallace that he drew the spirit of the woods, and he placed the story of **Green Mansions** in Venezuela, which he had never seen because its vast interior was so little known as the builders of Copara in Spanish Honduras."<sup>3</sup> Roberts here not only indicates Hudson's lack of first hand experience of Guyana and her forest, but also identifies the scene of the story in the novel as the forests of Venezuela. Haymaker seems undecided between 'the primeval forest of Venezuela. and 'an outlying part of the Guayana

jungles' with 'its improvised topography to suit his purposes' in locating the scene of the novel.<sup>4</sup> Beyond these suggestions no writer has so far made an effort to locate definitely the geographical whereabouts of the meeting between Rima and Abel, and, it would not be an easy task if the effort were to be made, to arrive at an identification.

In the novel, Mr. Abel (Abel Guevez de Argensola), the narrator, a Venezuelan who had made his home in Georgetown, relates the story of his being lost in the jungles of Guyana where he discovers the 'Bird Girl' Rima. She had never known civilization, and had acquired extraordinary powers over the forest animals. She could speak freely with birds. The narrator falls passionately in love with Rima, but she will not leave her home in the forest. In the end she is burned to death by ignorant Indians who are hostile to her as a result of their superstitious fear of her. And, Abel, discovering her death, broods in the jungle for a time, collects her remains and finally manages to reach Georgetown after a journey of much hardship through the forest. There he makes his home. It is while living here that Abel relates his story to his friend who records it as it appears in the novel.

The author of **Green Mansions** was born on 4th August 1941 at Quilmes, 10 miles from Buenos Aires, whither his parents had migrated from Massachusettes. As a young boy he was brought up on farms and ranches of Rio de la Plata where he 'ran wild in a wild land.'<sup>5</sup> As a young man he wandered from place to place in South America and at the age of 33 (1874)<sup>6</sup> went to England where he lived for the rest of his life. In England he gained fame as a writer, both of literary works as well as writings on natural history, the latter especially on birds. By the time **Green Mansions** was published he had to his credit more than a dozen full length published works. In 1902 writing to his friend Edward Garnett, Hudson said, "When birding days are at an end for the summer I may take up **Green Mansions**, but I feel rather coldly about it now."<sup>7</sup>

Edward Garnett was very much responsible for getting this novel published and he also advised Hudson on it before it

was put into its final form.<sup>8</sup> Later **Green Mansions** proved to be one of the greatest successes of Hudson both as a literary work as well as financially. Although all of Hudson's fiction will not be rated in the first rank it is now accepted that his creations **Green Mansions** and **A Crystal Age** (1887) assure for him a place among the best of the writers of fiction in the English language.<sup>9</sup> **Green Mansions** has been described as 'one of the best fantasies in our language.'<sup>10</sup>

In spite of the fact that the story forming the framework of **Green Mansions** is one of 'ethereal spirituality' hanging thin on the marvellous to the extent that the reader's credence is at times strained almost to the breaking point, Hudson balances these scenes with others more life-like and this-worldly so well that here one finds a special craftsmanship in the author's skill as a writer of great fiction. Both in the more poetic scenes for instance the fanciful dreams of Abel in his loneliness after the death of Rima, and the more realistic scenes of earthly fact (such as that of Nufflo's feast of coati-mundi flesh in which Abel joins) Hudson displays his special talents as a writer. The ease with which the author introduces the narrator in the brief but full prologue and effects the transition to the story of the narrator himself by the use of the two words 'he said' in the first line of chapter one, thus beginning the record of the story of Abel as related to his friend in an after-dinner session in the verandah of the house in Georgetown's Main Street, shows Hudson's skill in the art of narrative writing.

Many years later when after Hudson's death a memorial for him was to be erected in London's Hyde Park, the central figure of the novel **Green Mansions** Rima, the bird-girl – was the subject selected for a sculpture. Marjorie Stoneman Douglas in her paper "W.H. Hudson: Monuments to his Green World" (1974) gives an excellent account of this and other monuments to him.<sup>11</sup>

At its first publication in England **Green Mansions** did not meet with much success. It was at first not much cared for by English readers, but later had great success in the United States.<sup>12</sup> In fact it



was the printing of this novel in New York by Alfred Knopf in 1916 that brought the first financial success to its author in his literary efforts.<sup>13</sup>

In the hands of literary scholars, the majority of them American, the novel has received considerable attention by way of analysis and study, and a few of these studies have been focussed on the identification of its sources. J.V. Fletcher noted that the immediate ancestors of Rima "are Wordsworth's Lucy, Shelley's Cythna, and Meredith's exquisite girl of love in the valley."<sup>14</sup> The portrait of Rima in whom Hudson "incarnated his dream woman, an exotic creature who represents the ideal of human nature and bird nature"<sup>15</sup> seems to be the element in the novel that intrigued most researchers and perhaps many readers as well — and, several attempts to unravel her mystery and to trace her literary origins have been made. Haymaker suggests that while the success of the novel "depends to a considerable extent upon the expert description of the primeval forests of Venezuela", it "depends more upon the presence of Rima, one of the rarest creatures of fantasy in the whole of English literature."<sup>16</sup> Before surveying the conclusions arrived at by those who engaged themselves in this search, it is interesting to note the significance Hudson's critics and his reading public have seen in this unusual creation.

When in 1925 the sculptor Jacob Epstein represented Rima in the form of a "stylized figure in high relief of a gaunt girl, naked and awkward as a new-hatched bird, with a face that near-to seems rough and heavy, straining upward with blind eyes . . . her small breasts . . . sharp as the point of her ribcage . . . thin arms and curious hands like great bird claws . . . held up in a strange 'W' shape . . . a naked nestling yearning for the skies"<sup>17</sup> in the monument in Hyde Park, it shocked many people and aroused strong protests. In his speech at the unveiling of the monument Stanley Baldwin spoke of that "love which exists in English people wherever they may be found, the love and craving for beauty which they can rarely use, rarely know and rarely realize in their own life" which Hudson tried to foster, and with the aim of drawing attention to which the monument was being erected.<sup>18</sup> These words were spoken before the monument was unveiled, and when the figure came into view, according to Robert B. Cunningham Graham, the

Chairman of the Committee that organized the erection of the monument, a shiver ran down the impeccable back of the speaker and he winced at the sight that was before him.<sup>19</sup> If one takes it that the words spoken came from the understanding the speaker had of Hudson and what he stood for by having read what he had written, and the shiver from the fact that the figure created by Epstein to represent Rima could not be reconciled with that understanding, one could form some idea of the meaning conveyed by Rima to the minds of Hudson's readers. From the protests that were raised and the demands made that the monument be removed from the Park (including the demand to that effect by the President of the Royal Society) it is clear that many people had such a figure of Rima in their minds that could not be reconciled with the one presented by Epstein. The words chosen by Stanley Baldwin in unveiling the monument seem to echo the mind of Hudson in conceiving of the Rima of the novel and the image created in the minds of his readers reading the novel. Morley Roberts writing on Rima says: "Sometimes I have thought that there was a Rima, some woodland child whom the boy Hudson loved, and then again I come back to the thought that I now hold to, that she is the embodiment, but no more than that, of all his imaginations concerning the girl-woman who would have satisfied his body and soul."<sup>20</sup>

In real life too, Hudson seems to have had reason for wanting to create such a lovely and innocent creature in his imagination. As Williamson so admirably puts it "A sense of failure had overcome him Hudson, due to the circumstances of his living in London: for the green earth is always ready to refresh the spirit of man, however old and finished he may consider himself, provided that love is by his side. But love was not by Hudson's side."<sup>21</sup> According to Ruth Tomalin, Mrs. Hudson who was older than her husband, did not like, and did not hide her dislike of the gatherings of her husband's friends, usually on Sunday nights in their home, gatherings that Hudson loved and enjoyed very much. "After one of these tea-parties, when the atmosphere had been more strained and unhappy than usual, Hudson accompanied to the door a woman guest who burst into tears and exclaimed passionately, 'why do you stay here? Why don't you find someone to love, and go away?' Herself happily

married, she was taken aback by the desperation of his answer 'Oh! I have loved you for years!'"<sup>22</sup>

It appears that most critics are agreed about the dream sweet-heart notion held about Rima. Affirming the view expressed by Robert Hamilton that the erotic element in Hudson's romances is quite extraordinarily unconvincing<sup>23</sup>, Hoxie N. Fairchild finds that Rima is "too avian to be human and too human to be preternatural, too unearthly to be a woman, and too womanly to be a bird; thus one cannot believe in her as anything."<sup>24</sup> However this cannot be taken as a criticism to the disadvantage of Rima's creator for this is how he seems to have wanted her to be, a figure bordering between the real and the unreal, the physical and the spiritual, the childlike and the womanlike, of whom Abel could continue to dream in Georgetown until the end of his days.

To return to those writers who have sought to discover the source of the idea of Rima, Fletcher recognizes her ancestors in the characters created by Wordsworth, Shelley and Meredith as mentioned above. Fletcher was satisfied in recognizing Rima as a type and found no need to go further to identify any particular and unique literary creation as her historical prototype. Carlos Baker stated that Fletcher 'has nearly hit the truth'. Baker's identification was more specific in that he recognized the character of Rima as well as the central incidents of the whole story as being modelled on the novel *The Missionary* (1811)<sup>25</sup> which relates the story of Laxima, a nature poetess of Cashmir.<sup>26</sup> Haymaker, while agreeing that *Green Mansions* does owe something to Lady Morgan's *The Missionary* 'though not so much as has been claimed by Baker' points out that in essentials the two novels differ very much. According to Haymaker "to say that Hudson's heroine is 'closely modelled on Laxima', who represents the luxuriant beauty and profound culture of the East, is to mistake a few externals for essentials."<sup>27</sup>

Fairchild finds that the character of Rima as well as the whole work *Green Mansions* owes much to the narrative poem 'Colibri' by Arthur O'Shaughnessy in his *Songs of a Worker* (1881)<sup>28</sup>. In the central character of Colibri there was the suggestion of how to combine and objectify Hudson's erotic and ornithological enthusiasm in a heroine of South American woodland Romance.<sup>29</sup> Haymaker agrees with Fairchild's identifica-




tion of Colibri as Rima's 'most likely immediate progenitor.'<sup>30</sup>


In 1965 Rudolph J. Landry looked at the name of Rima from the viewpoint of the etymologist and pointed out that the name is a technical term used by ornithologists to refer to "an atomical structure in the larynx . . . the passage in the glottis between the vocal chords and the artenoid cartilages, and it is the upper Rima that gives utterance to the note."<sup>31</sup> In naming the heroine of his story Rima, according to Landry, Hudson may have sought metaphorically to give her a literal and symbolic association with the birds since the distinguishing feature of the girl is her birdlike voice more than anything else.

While the historical identity — if it could be ascertained — of Rima as well as her mysterious character are most fascinating aspects of the work, there are other interesting features in the novel that also deserve further study. It has already been pointed out that an attempt to discover the exact geographical location of the encounter between Abel and Rima is likely to prove a futile exercise. Considering Hudson's interest and his writings on natural history, a study of *Green Mansions* for its natural history content should prove to be fascinating. The fact that the novel's action was placed against the background of the exotic tropical forest of South America was perhaps one of the reasons for its great popularity in the

United States during the first half of the century. It is all the more interesting to focus attention on this background as Hudson's creation of this scenery was entirely imaginative since as pointed out above he had never set his eyes on the sylvan scene or one similar to that which he sets out to create in his novel. In one sense it is one of the major achievements of his mind and pen that he was so successful in visualizing in his imagination so realistic a picture of the tropical forest and recreating it so convincingly for his readers in the written word.



*With the Compliments of*

  
**URBAN  
DEVELOPMENT  
CORPORATION**

Kinston, 8th Floor, The Office Centre Building,  
12 Ocean Blvd., Tel: 92-28310-4

**Making  
development happen...**

## 25 YEARS OF LIBRARY SERVICE AT CAST

By: *Hermine C. Salmon*

### HOW IT BEGAN

Much has been written about CAST and its history and much more can be written. Not very much has been written about the library service at CAST however, and I am pleased to have this opportunity to share with my colleagues in the library world something of the past, some of the present and some of the future plans for the development of this very important service in one of Jamaica's leading Educational Institutions.

The College of Arts, Science and Technology (CAST) was established in 1958 on the present site which was then occupied by the Jamaica Farm School, which later became the Jamaica School of Agriculture. It began with the modest number of 56 students and 7 full-time lecturers offering training in Construction, Electrical and Mechanical Engineering and Institutional Management.

The Library was established along with the College in 1958. It had a small collection and a seating capacity of 15. The College developed rapidly and the library soon became inadequate for its needs. However, the library remained in cramped quarters until 1970, when under a World Bank Programme, the present building was erected to provide accommodation for 100 persons. In 1976 more space was provided with the addition of a Learning Resource Centre.

### EXPANSION AND GROWTH

As the growth of the College accelerated, the facilities of the library became more and more inadequate and in 1977, plans were developed for a new modern library to be built under a 3rd Government of Jamaica/World Bank Agreement. These plans were carefully researched and prepared by my predecessor, the first full-time College Librarian to be appointed, Stephney Ferguson, now National Librarian. The plans are now nearing realization as in October 1982, work began on the building and it is anticipated that we will be able to move into it before the start of the 1984/85 academic year.

25 years is a short time in the life of an institution and in the life of a nation. This year, the College marked with pride 25 years of outstanding achievement and contribution to the building of our country. During these short years the

College has grown from two to six departments and a Computer Centre. Training is provided for students in some 100 courses offered through full-time, part-time and evening studies and also special modular courses designed to meet the needs of industry, commerce and government. The student population is now approximately 3,500 and staff members over 300.

### RESOURCES

Currently, the library's holdings include some 30,000 books, 300 journal titles, newspaper clippings, pamphlets, examination papers and a limited number of audio-visual material and the accompanying equipment. As book prices continue to rise the library in addition to providing curriculum support materials has to stock more and more textbooks to assist students who find it difficult to purchase these expensive texts. Our main source of acquisition is through college funds received from the Ministry of Education but over the years we have benefitted significantly from the generous contributions of books and journals made by many organizations. While it is impossible to name them all, mention must be made of the Netherlands Government, the British Government, USIS, Canadian Overseas Book Centre, O.A.S., Project Hope, UNDP, Black River & St. Andrew Rotary Clubs, Carreras Jamaica Ltd., Brothers Brothers Foundation and LICA.

### SERVICES

In spite of its limitations the library has played a central role in the College over the years. A wide range of services are offered including co-ordination of the textbooks orders for all departments and centres. The preparation of booklists and select bibliographies, the publication of brochures and fact sheets on the library and the mounting of exhibitions are regular features of the library's activities. The routing of current journals, materials selection guides and articles of interest to lecturers is done as a matter of course.

An important aspect of the service is the user education programme for all first year students which is offered through the co-operation of the English Section of the Teacher Education Department. The service is also extended in depth to students of this department and to stu-

dents doing selected courses in the Engineering and Science departments.

### WHAT OF THE FUTURE?

It can be readily appreciated that with limited staff, limited accommodation and limited resources — a complaint of most libraries — the library is literally bursting at the seams. It is therefore with a mixture of delightful anticipation and misgiving that the staff contemplate the move into the new building. Delight because of the vastly improved accommodation and facilities that will be put in place. Although complaints have already been voiced that the new facilities will still be inadequate for the College, I prefer to view them as an improvement and a step towards further development. The new two-storey building will be able to seat three times the present number of persons and will include special accommodation for faculty, library staff, and students receiving library instruction. The increased use of non-book media in the teaching process throughout the College and the recent implementation of a course in Instructional Technology will serve to heighten the awareness of non-traditional sources of information. A substantial portion of the library's information resources will consist of non-book materials and the individualized learning concept will be encouraged through provision of a well equipped media laboratory.

### AUTOMATION

The Computer Centre has been asked to carry out a study and make recommendations as to the feasibility of automating some of the library systems and functions so as to improve the services offered to the College. Those of special interest are: the readers advisory service, information retrieval, publication of bibliographies and booklists, the ordering of materials and the loan system. The Computing Staff and students headed by Mr. Alan Wilson are very keen on this and we are hopeful that we will be able to utilize this aspect of the training offered by the College to speed up routine processes and increase efficiency for the benefit of all our users.



## THE LIBRARY ADVISORY COMMITTEE

In order to ensure that the library effectively meets the demands of the College, the Library Advisory Committee with representatives from all departments and the student body is being revised and revitalized. Its primary task at present is to guide and assist the preparations for the move into the new building and to assist in formulating guidelines for the operation of the new facilities.

## CONSTRAINTS

One of the many pressing problems to be addressed is how to ensure that materials are not illegally taken from the library. Installation of an appropriate electronic device would be the answer but such installation is out of the question at this time. Short of placing the entire library on closed access, one is at a loss as to how to effectively control this unfortunate situation. Associated with this concern is the intolerable matter of overdue books. A recent stock-taking exercise carried out by the staff revealed a shocking state of affairs which cannot be allowed to continue.

## COLLECTION DEVELOPMENT

One of the many exciting developments at the College was the initiation of a Bachelor of Education programme in 1982. An intensive programme of systematic stock building has been implemented to ensure proper information support for this course as well as others. The library co-ordinators in some departments

have offered invaluable assistance with the collection development and expansion being done. This has been accelerated with the advent of extended accommodation and the new developments, physical as well as curricular, taking place across the College. This expansion involves extension to the Science block which is currently underway and that of the Technical Education Department which is due to come on stream shortly.

## PROFESSIONAL PARTICIPATION

Over the years, Librarians of the College have played leading roles in the library community. Stephney Ferguson, while College Librarian, served as President of the Jamaica Library Association and represented the College and Association in many national and international forms. Others have served in various capacities including Secretary and Public Relations Officer. The library also participates in the Information Network activities: JASIN, SECIN, STIN and the College Libraries Working Party of NACOLADS.

## THE PROPOSED POLYTECHNIC

It would be very remiss of me to end this article without making mention of the proposed National Polytechnic of Jamaica. CAST supports the view that a second degree granting institution in the form of a Polytechnic should be established. Its primary focus should be technical and technological studies and CAST should be an important part of the new body.

In my opinion, it is of the utmost im-

portance that adequate provision be made for the further strengthening of the College library service in terms of its resources and staffing. Steps must be taken to place the Librarians in the academic grade with the accompanying benefits as is done at the University of the West Indies and in many other Universities and Colleges throughout the world.

The past 25 years have been rewarding for the College and its various departments. The present is exciting and the future is filled with challenges to be met.

## REFERENCES

1. College of Arts, Science & Technology  
2nd Five Year Development Plan  
1979/90 - 1983/84
2. Christian, Ken. Should CAST become the Polytechnic?  
Daily Gleaner Supplement  
October 12, 1983

## ABBREVIATIONS USED

USIS	United States Information Service
OAS	Organization of American States
UNDP	United Nations Development Programme
LICA	Life Insurance Companies Association
JASIN	Jamaican Access to Sources of Information
SECIN	Socio-Economic Network
STIN	Science and Technology Information Network
NACOLADS	National Council on Libraries, Archives and Documentation Services.



*Serious students at work in the library*



## LIBRARY ASSOCIATIONS: THEIR REGIONAL AND EDUCATIONAL ACTIVITIES

By: *K.C. Harrison*

I am informed that the Jamaica Library Association is considering enlarging its activities, both educationally and regionally, and that members may appreciate some thoughts on these possibilities.

By this time most countries of the world possess library associations, all of them stemming from the American Library Association, founded in 1876, and from the (British) Library Association, set up a few months later in 1877. The majority are, however, much more recent in origin, most having been started since 1945. Your own Association, formed in 1950, is one of these. The date is imprinted in my memory, because I was lucky enough to be able to join in your Silver Jubilee celebrations in 1975. On that occasion I represented COMLA, and was in the Kingston Library when E.V. Corbett, as LA President, delivered to JLA a gift from members of the (British) Library Association.

So JLA is now approaching middle age, exactly one-third of the way through its first century. A good time, perhaps, to pause and take a detached view of what you have achieved so far; what you may be proud of; what has gone wrong; and, most important of all, what still remains to be done.

When the (British) Library Association was 33 years old the year was 1910 and it may be of interest to look back to that year and try to visualise the achievements of the LA up to that time. With the help of Dr. Munford's *History of the Library Association*, published as an LA Centenary Volume in 1977, we can do this.

In the chapter covering the year 1910 Munford paints a gloomy picture of the LA. Its membership was a mere 650 and subscription income was less than £700 per annum. The Association had no headquarters building: it shared an office with NALGO, the trade union for local government officers, and employed a part-time clerical assistant to help the unpaid Honorary Secretary. It published the *Library Association Record*, which had been started in 1898 and which, of course, is still going strong 86 years later. It also organised an annual conference. But these

conferences were often pretty dull affairs and were regularly criticised by James Duff Brown and others. In fact, in 1910 Brown wrote as follows:

"The business side was dull and unproductive. It was a torrent of talk conducted by the same small ring of individuals who inflict their views on every occasion with unfailing regularity. To listen in a hot room to these men talking about nothing is an act of heroism for which every auditor deserves the medal of the Royal Humane Society or the Victoria Cross."

There were no branches as such but there were some local library associations some of which had a loose affiliation with the LA. It was not until 1910 that the LA made any positive moves to set up a recognisable branch structure, and branches were formed until the whole of the United Kingdom was covered by one branch or another. But, as Munford said, "the ideal did not become a reality until after World War II".

In addition to the 12 regional branches of LA, there are now also Groups and Sections, no fewer than 21 of them. These group together librarians with similar professional interests such as Youth Libraries, Public Libraries, Information Technology, Library Education and Training, and so on. These groupings became more essential as LA membership grew, and if it is thought that 12 branches and 21 Groups and Sections are too many remember that LA membership is now in the region of 25,000.

All these Branches and Groups operate through voluntary effort, each one having its own chairperson, secretary, treasurer, editor and committee members who are elected the members, and these neither receive nor expect any payment for their services, apart from their legitimate expenses. Get hold of a copy of the current *LA Year Book*, examine the Branch and Group listings, and you will find that there are well over 500 LA members contributing to the work and development of the LA Branches and Groups, voluntarily and enthusiastically.

In fact I would hazard the opinion that the main strength of the Library Association comes not from its Council and the headquarters in London, but from the thought and effort emanating from the 33 Branch and Group officers and committees. Their activities include weekend conferences, short courses and seminars, meetings, programmes and an annual business meeting. At the latter annual reports and accounts are presented and discussed, and attractive speakers are usually sought in order to encourage good attendances. Many of the Groups and Branches produce journals for their members and other subscribers, and in this connection such publications as *Library History*, *PLG News*, *Focus*, *SLA News* and the *Assistant Librarian* spring to mind. For many members these are the only tangible evidence of the work being done, so they have an important public relations value as well as containing valuable contributions to professional literature.

At the turn of the century, and up to the 1960s, the LA was almost totally responsible for library education in Britain, but since 1945 library schools expanded in number from one to seventeen, and the LA is no longer the centrepiece for library education. But this does not mean that the Association has abrogated its interest in the subject. Far from it! It still maintains the registers for Associates, Licentiates and Fellows, and more particularly it now organises a large number of short courses, one or two days in duration, as well as weekend schools. Some of these are refresher courses, but others are designed to up-date already qualified librarians on current developments such as information technology, library management systems, community services, AACR 2, services to the handicapped, counselling, services to youth, and so on.

Many of these courses are organised by the LA itself at its London headquarters, but it is important to realise that others are organised outside London by the Branches and Groups. Educational and training work of this kind forms a large part of Branch and Group activity. It is extremely valuable and much appre-

ciated and supported. A glance at the Librarians' Calendar pages of the Library Association Record will demonstrate the range and variety of the training and educational work done by the LA itself and its Branches and Groups.

This kind of activity has proved to be really necessary, because the library schools are rightly concerned, as your own library school is concerned, with the basics essential to the production of qualified librarians. It is true that many of the British and American library schools also organise short courses on these lines, as well as indulging in extra-mural activity, but there are limits to what they can tackle. So there is a real need for organisations like the LA, Aslib and others to provide these short, updating and refresher courses aimed at practising librarians.

Another body which has found, in its relatively short history, the need to develop regionally and to concern itself with matters of education and training, is COMLA. From its very beginning COMLA concerned itself with such problems as the reciprocal recognition of library qualifications and with attempting to organise a scheme of exchanges of staff between libraries in different parts of the Commonwealth. Two sub-committees, both working by correspondence, were set up to study these problems, and both reported at COMLA Council II, held in Kingston in November 1975.

These sub-committees had only partial success, through no fault of their own, yet their very existence, the correspondence they generated, the thought they concentrated on the problems, proved to be beneficial. Since then, time has inevitably altered the situations. The growth of librarianship as a graduate profession has certainly made it easier for reciprocal recognition, and as the professionals will in time be fully graduate, this particular problem should eventually disappear. On the other hand the position in regard to potential staff exchanges has, if anything, worsened, due to the intervention of world events. With the rocketing of oil prices, the consequential steep rise in air fares, together with higher accommodation and subsistence prices, the cost of a staff exchange, which seemed reasonable in 1975, shot up so much that COMLA's modest assistance could no longer be regarded as an encouragement for an exchange or fellowship.

Nothing daunted, COMLA has done

something on these lines. With the help of the Commonwealth Relations Trust, an annual bursary has been operating since 1978 which has enabled a young Commonwealth librarian to proceed to the UK on a three-month study tour of libraries. CRT has provided the money and COMLA has coped with the administration and the programme co-ordination. Six bursars have so far benefitted, two from Africa, two from Asia, one from Cyprus and one from Barbados. COMLA has also been able to assist in the movement of Commonwealth librarians from country to country in other ways, discreet and unsung. A Maltese librarian has visited Australia; a Jamaican librarian went to West Africa; a Singapore librarian went to Canada; a Cyprus librarian went to Malta; a Zimbabwean librarian visited the UK; — all these and other examples could be quoted of movements which COMLA supported but which COMLA did not have to pay for. Another justification, if one were needed, for the existence of COMLA.

COMLA's contributions to education and training were enhanced by the publication in 1981 of the **Training Courses for Non-professional library staff**. This is an interim document, and it should be followed by a definitive edition some time after COMLA Council V, due in Canada in 1986 or 1987. These training modules are now out-of-print, but free copies were sent to all full member associations of COMLA, as well as to those who participated in the Fiji seminar of 1979 which resulted in their publication. Photocopying of the modules is not only permitted but encouraged by COMLA and the Commonwealth Secretariat.

Since 1980 COMLA has also begun to operate on a regional basis. Each of six regions, one of which is the Commonwealth Caribbean and Canada, has its own committee and Regional Vice-President, the latter being automatically a member of the COMLA Executive. It has to be admitted that not all the COMLA Regions have yet got off the ground, but three of them have. These are East and Central Africa, currently studying problems connected with rural library provisions, and Europe, which at the moment is concentrating on giving technical assistance on the furtherance of library development in Cyprus.

Examples of regional and educational activities on the part of the LA and of COMLA have been quoted as examples of

what has been and what can be done. If more are needed, they can be founded by reference to the work of the American, Canadian, Australian, New Zealand and Singapore library associations.

The hope is that these can act as spurs to the Jamaican Library Association in its move towards increased regional and educational activity. JLA should study carefully these experiences in other countries and pick out those which might usefully be transplanted to Jamaica. As far as regionalisation is concerned, it would seem to an outsider that three branches of JLA might be set up, these to be based on Surrey, Middlesex and Cornwall respectively. One immediate advantage of this would be encouraged greater involvement by the Association's membership, for each branch would need a steering committee with the usual officers of chairman, secretary and treasurer. The first concern of such a committee would be to explore ways and means of increasing JLA membership, and this could be encouraged by having an annual programme of meetings based on the larger towns in each country.

One facet which must be emphasised over and over again is the importance of the voluntary principle. It will be vital to ensure that all officers and committee members dedicate themselves to working for JLA through the branches. Every person who submits herself or himself for election to branch office must be prepared to work one hundred percent for the aims and objects of the Association and the particular branch they are serving. The importance of having understudies should not be overlooked: people should continually be groomed for such offices as chairman, secretary, treasurer, editor or meeting organiser. Regionalisation, by the way, need not be costly; in fact it could work out cheaper for JLA in the long run, if it results in increased membership of the parent body, and if careful budgeting produces profits from conferences, study courses and publications.

Mention of study courses brings me back to the educational side of things. Jamaica is indeed fortunate in having the library school on the Mona campus of UWI, and the scene is set for perfect co-operation between the school, the JLA and the three branches I have proposed. Short courses ought to be arranged throughout the island, the local organisation and publicity being in the hands of the branches, central organisation coming





---

## THE PERSON-TO-PERSON INSURANCE COMPANY

---

Offers Insurance Protection through the following types of policies:

- MOTOR
- FIRE & ALLIED PERILS
- ALL RISKS
- BURGLARY
- CONTRACTORS' ALL RISKS
- MACHINERY BREAKDOWN
- PUBLIC LIABILITY
- PRODUCTS LIABILITY
- CASH IN TRANSIT
- GOODS IN TRANSIT
- EMPLOYEES LIABILITY
- MORTGAGE INDEMNITY
- MARINE CARGO
- FIDELITY GUARANTEE
- PERSONAL ACCIDENT
- PLATE GLASS

---

### **The Insurance Company of the West Indies Limited**

KINGSTON: ICWI Building, 2 St. Lucia Ave.  
Kingston 5, Jamaica.  
Tel: 92-69040-5, 92-69182.

The ICWI City Centre  
101 Harbour St. Kingston, Jamaica.  
Tel: 92-28415-8

MONTEGO BAY: 21 Market St., Montego Bay,  
Jamaica, Tel: 952-0301

MAY PEN: P.O. Box 421 Apollo Plaza  
Shop 13, Tel: 986-2598



## PRESERVATION OF MICROFORMS

By: *Henrietta Brookes*

Microforms have been used in libraries since the late 1920's (Saffady<sup>1</sup>). The earliest library applications were in the area of collection development, where acquisition of archives, manuscripts, rare books and research material were possible through microforms. Recently there has been increasing microform collections in libraries as use has broadened to include collections management, information retrieval and records management. Two main factors have contributed to the increasing use:- the 'shrinking space' in libraries and the advent of the computer and Computer Output Microfilm (COM) format. Technological advancements, such as colour microforms have also helped.

The increasing volume of new material and the printed library space caused many libraries to replace extensive library holdings by compact microforms. Microforms are also used as a substitute for binding, or as a second set for use when the hard copy is not available. Where large amounts are to be reproduced or where the original material is disintegrating and needs to be preserved, microforms can be an economical and suitable substitute.

Microforms are also used for information retrieval from active files. This comes as a result of the advantages to be gained from using microforms, such as file integrity, ease of duplication, the possibility of automated retrieval and the potential for the combination of human and machine readable information on the same medium.

With the increasing use of computers in libraries much of the output in the area of records e.g. catalogues, circulation files etc. are generated in the COM format. In addition, original publishing is done in microformat, and in libraries without microform equipment access to this material is not possible.

Microform is a generic term for a format, usually on a film base, containing images which are too small to be read without magnification. (Swartzburg<sup>2</sup>). Microforms are of two main groups: roll and flat. Roll microforms consist of lengths of microfilm wound on a reel or loaded into a cartridge or cassette. Flat

microforms include microfiche, microfilm jackets, aperture cards and micro-opaques. Micro-opaques differ from the other microforms in that they are printed on photographic paper, usually of archival quality, rather than on film. They usually come in their own storage boxes and can be kept on shelves just like books. Their preservation will not be considered in this paper.

Both Adelstein<sup>3</sup> and Darling<sup>4</sup> identified three factors in the preservation of film based microforms. These are film type, method of film processing, and the storage conditions of the film. Film type and method of film processing are under the control of the manufacturer. Storage conditions are under the control of the library, and can go a long way in preservation of the microform in spite of film type and processing. Factors such as temperature, humidity, light contaminants and physical handling have to be taken into account for storage. Usually master copies are kept specifically for storage, and the conditions under which they are stored are more rigorous than those of the service copies for everyday use.

Basically there are three types of film: silver, diazo and vesicular, each with different processing methods. Silver films must be exposed and processed in separate operations. They must be handled in darkness and require wet development. According to the ANSI standards for silver film, the residue of sodium thiosulphate should not be above 0.7 micrograms per square centimeter. Residual thiosulphate upon aging reacts with silver grains in the image causing discoloration or fading of the image, or staining in non-image or low density areas. Residual silver compounds from processing of silver film can cause silver image degradation.

Diazo film uses an emulsion of diazonium salts, and are processed using ammonia fumes. If processing by ammonia reaction is not complete residual diazonium salts remain in the unexposed image area. Exposure to ultra violet light will burn out residual salts and cause fading. There is also image loss of diazo film after prolonged dark keeping.

Vesicular film uses a light sensitive emulsion suspended in a thermoplastic

resin on a polyester base. Vesicular processing involves exposure to ultra-violet light and development by heat alone. Nitrogen gas formed on heating produces bubbles in the emulsion which creates the image. Removal of heat results in the re-hardening of the emulsion and image fixation. There is an optimum development temperature for maximum bubble strength. However, at high temperatures the bubbles which form the image collapses, causing image loss. If undecomposed salts are present in the film, subsequent exposure to heat might cause the formation of unwanted bubbles and unwanted images. With vesicular film there is a slow release of hydrogen chloride which rusts metal storage containers and embrittles cardboard cartons.

Microforms should be stored preferably at temperatures between 50°F to 60°F but no higher than 70°F. This is especially critical in the case of vesicular and diazo film since high temperatures can result in loss of images.

A very important factor in the storage of microforms is humidity. Adelstein<sup>5</sup> recommends a relative humidity preferably between 20 – 40%. Higher humidities are conducive to fungus growth. Fungi cause chemical breakdown of the gelatin emulsion in silver film which is detrimental to the image. Although synthetic polymers and other emulsion binders may not be attacked by fungi they can become a source of nutrients, thus helping them to thrive. Film with a cellulose acetate base degrades under hot, humid conditions to a degree where there is separation of the emulsion layer from the base, making the film useless. Although film with a polyester base is more resistant to degradation, under prolonged high humidity it will eventually degrade.

Ellison<sup>6</sup> recommends the use of temperature and humidity gauges in cabinets and storage areas to monitor the environment. Measures should be taken to ensure maintenance of constant temperature and humidity conditions. They recommend that storage should be away from outer walls, ground and top floors where there may be significant fluctuations of temperature and humidity levels. Darling<sup>7</sup> recommends allowing the film

to warm up in the container before use if the temperature and humidity levels in the use area is higher than in the storage area. This is to prevent condensation on the cool film surface.

Light must also be considered in microfilm storage. Silver and diazo microforms are sensitive to ultra-violet rays produced by the sun and emitted by fluorescent lights. Significant image degradation occurs when diazo film is exposed to light. Vesicular images may fade on exposure to light, although useability may not be affected. Ellison<sup>8</sup> recommends the use of filters for the ultra-violet rays over fluorescent lights and amber mylar over windows for protection against the sun's ultra-violet rays.

Contaminants can be destructive to microfilm and efforts must be made to eliminate them from the storage areas. Silver film is particularly susceptible to contaminants in the air such as, paint fumes, hydrogen sulphide, sulphur dioxide, chlorine, and ozone or ammonia production by certain photocopying machines. These contaminants may cause image fading or discoloration. Adelstein<sup>9</sup> states that ANSI standards require that silver film should not be wound in close contact with diazo or vesicular film because of possible interactions with them. Films with a processing residue on the emulsion surface eg. silver, are susceptible to the formation of microblemishes which are caused by oxidation. The presence of strong oxidizing agents such as rubber bands, printing inks, paper enclosure materials, peroxides, sulfur and nitrogen oxides all bring about this type of damage to film.

In an effort to eliminate damage by contaminants Adelstein<sup>10</sup> suggests storage in dry clean air and the use of low concentrations of potassium iodide in the fixing bath during processing. Ellison<sup>11</sup> suggests the use of air conditioning with a filtration system in constant operation to eliminate extraneous material from the air. They also suggest the insistence that suppliers have a mill certification of a pH factor of 7.5 on all paper products used in microform storage, the use of chlorine free plastic reels and clips and sulfur free bands or acid-free paper and strings. Care should be taken to ensure that the cleaning agents used do not contain destructive ingredients.

The physical handling of microforms is another factor to be taken into account

in the preservation of working copies of microforms. Silver, diazo, and vesicular film are all prone to scratches, with subsequent loss of image if on the emulsion surface. Vesicular film is particularly sensitive to high pressure which causes indentation on the surface and collapse of bubbles resulting in image loss. Adelstein<sup>12</sup> states that clean work rooms, properly functioning equipment and careful handling techniques can go a long way in the prevention of damage from physical handling. Ellison<sup>13</sup> suggest films should be handled by their edges to prevent uric acid damage by fingerprints. They suggest microfilm should have an 18" leader and trailer to help protect the image from dust, fingerprints and other forms of damage. The microform should be wound loosely to permit air circulation and to avoid scratching caused by dust and grit.

Generally Ellison<sup>14</sup> suggest the use of steel cabinets made with baked-on inert enamel finishes, stainless steel or aluminum, and having a fire rating of at least an hour, for microform storage. The storage areas should have smoke and heat detectors in operation at all times so as to provide early warnings in case of fire. Dry chemicals and carbon dioxide extinguishers should be used instead of water sprinklers, since water tends to be more destructive to microforms. Surface water sensing alarms should also be placed in areas where water damage may occur.

Darling<sup>15</sup> has outlined a general plan for preservation of microforms. She suggests that the library should have a regular program for inspecting, cleaning and repair of microforms on a five year cycle. As this may not be practical she suggests that users should be educated in the basic instructions in the use and care of microforms and equipment, and to report tears and scratches in the microforms. Microforms which have been used should be inspected before being returned to the storage cabinets. Although cleaning and minor repairs can be done, microforms with extensive damage should be replaced. She also suggests the formulation of a disaster plan to be followed when the occasion arises.

Although microforms are used as a form of preservation they are not indestructible and themselves have to be preserved. The increasing microform collections in libraries means that larger amounts of information are in this format.

Libraries in the Tropics should pay particular attention to the storage conditions of temperature and humidity, so as to guard against the loss of images and information, lest they become guardians of useless microforms.

---

## REFERENCES

1. Saffady, William. *Micrographics*. Littleton, Colo: Libraries Unlimited, Ind.; 1978 p. 13
  2. Swartzburg, Susan G. *Preserving library materials: a manual*. Metuchen, N.J.; Scarecrow Press; 1980 p. 108
  3. Adelstein, P.Z. *Preservation of microfilm*. *Journal of Micrographics*. 11 (July/August 1978): 333 - 337 p. 334
  4. Darling, Pamela W. *Microforms in libraries: preservation and storage*. *Microform Review* 5 (2) (April 1976) 93 - 100 p. 99
  5. Adelstein, P.Z. *Ibid*. p. 336
  6. Ellison, John W. and others. *Storage and conservation of microforms*. *Microform Review* 10 (2) (Spring 1981): 90 p.
  7. Darling, Pamela W. *Ibid*. p. 100
  8. Ellison, John W. *Ibid*. p. 91
  - 9, 10. Adelstein, P.Z. *Ibid* p. 336
  11. Ellison, John W. *Ibid*. p. 90, 91
  12. Adelstein, P.Z. *Ibid*. p. 336
  - 13, 14. Ellison, John W. *Ibid*. p. 91
  15. Darling, Pamela W. *Ibid*. p. 100
-



## THE USE OF MICROFORMS IN THREE JAMAICAN LIBRARIES

By: *Joan Vacianna*

The use of microforms in Jamaican libraries is still rather limited. Librarians are aware of the benefits to be derived, but for one reason or another, this medium has not been fully exploited.

This article examines the use of microforms in the collections of:

- (a) The National Library of Jamaica (NLJ)
- (b) The Library of the Ministry of Education
- (c) The Library of the University of the West Indies (U.W.I.)

It deals with some of the problems experienced in maintaining these collections and attempts to compare the quality of the service offered with accepted standards in established microform holdings.

The microform collection of the Library of the Ministry of Education consists entirely of documents published by the Educational Resources Information Centre. The collection, which is on microfiche, covers the period 1972 – 1982 and comprises approximately 150,000 documents with a few gaps. It was acquired with funds made available by the United States Agency for International Development (US AID). The agreement between the Ministry of Education and USAID terminated in 1982. The Ministry is now faced with the problem of identifying funds to keep the collection up-to-date.

While the Ministry of Education library concentrates on microfiche, the microform collection of the NLJ is made up solely of microfilms. Newspapers from Jamaica and other West Indian islands form the core of this collection. Some of these newspapers are acquired through purchase, while others, such as the Jamaica Daily News, are filmed by the library's own staff. In addition to newspaper, the collection includes these from University Microfilms and rare material from the library's own collection.

The University Library's microform collection is varied, comprising film and fiche of newspapers, journals, monographs, government documents and some bibliographic tools, acquired by purchase, as gifts or through in-house filming. In recent years, the library has also acquired several valuable monographic series such

as "Slavery Source Materials" with 441 different titles. The Archives of the Wesleyan Methodist Society (1835 – 1889) is another recent valuable acquisition.

A major problem of acquisition is the absence of microforms in the national bibliographies, thus making them difficult to locate. Librarians are therefore forced to rely on publicity material from publishers. Funding is another obstacle. The fact that the Ministry of Education has not yet been able to continue the subscription to the Educational Resources Information Centre (ERIC) documents is indicative of this problem. At the U.W.I., the heaviest buyer of the three, another problem experienced is the time lag between ordering and receipt of material. Moreover, it is not unusual to find that the title ordered is not the title received, or that there are several missing items from a series.

Material acquired through in-house filming is expensive. The factors to be taken into consideration are:

- (a) the initial cost of the camera,
- (b) the cost of the film,
- (c) charges for processing. This has to be done by a commercial firm because there are no laboratories in any of these libraries.

There is only one such firm in the island capable of processing microforms.

Some libraries no longer accession material, but this practice has not yet been discarded in most Jamaican libraries. The NLJ is presently revising its method of accessioning microforms. At the U.W.I. the task involves the entry of every item into a register and then using an electric stylus to write the ownership symbol and running number on every fiche and film. Not only is this task tedious, but it is time consuming, particularly when dealing with monographic series with hundreds of titles, some with more than ten fiches.

The mere acquisition of a document does not make it accessible to the library's patrons. There is no point in acquiring a large collection of microforms and patrons are not made aware of its existence. Catalogues and indexes are therefore necessary to bring the material to the readers' attention. As microforms are

already at a disadvantage when compared with books, special care must be exercised in providing bibliographic access. It is recommended that entries be placed in the main catalogue, in addition to a catalogue in the microform centre and that indexes and other aids be compiled where possible.

In the library of the Ministry of Education, entries for ERIC documents are not included in the main catalogue. Access is provided through "Resources in Education" a monthly abstracting journal which lists all the documents entered in the ERIC systems. It cumulates annually. This arrangement has worked satisfactorily because the readership at any given time is not large and members of staff offer assistance. The NLJ provides an index to its microfilm and newspaper collection, but the theses obtained from University Microfilms have not yet been catalogued.

Journals and newspapers on microformat are listed in the catalogue and visible index in similar fashion to their hard copy companions in the U.W.I. library. For theses and monographs, which constitute a substantial portion of the collection, a card is placed in the catalogue for each item as soon as it is accessioned. This is not satisfactory, as in that case accessioned is only by main entry. A member of staff was recently assigned to the cataloguing of the collection.

The cataloguing of microforms poses its own problems. Mikita describes some of the problems encountered in cataloguing this type of material according to AACR II. This code aside, the cataloguing of microforms in the U.W.I. library is a slow and sometimes difficult process because it is entirely original cataloguing. The bibliographic details given are not always complete and must be ascertained from outside sources. In addition, the quality of the reproduction is so poor that the resulting fiche or film is virtually illegible.

The following is an illustration of a nightmare which was recently experienced. A set of fiche in the Colonial number series, published by HMSO, was made up of no fewer than 23 separate government documents published between 1940 and 1957 without a collective title. It covered a variety of topics ranging from higher



education to citrus growing and hospitals in the West Indies. To further complicate the situation a single fiche was sometimes found to contain more than one document. The only reasonable solution was the provision of 23 analytical entries.

Items of mixed media also pose a problem. A decision must be taken as to which, if any, is the dominant medium and whether it will be more advantageous to separate them or to keep them together. Whatever the decision, a link must be provided throughout the catalogue.

The three libraries under review have all placed their microform holdings in closed rather than open access. There are a number of reasons for this, chief of which is that microforms have specific temperature requirements. In Jamaica, this means air-conditioning and not many libraries can afford total air-conditioning. Moreover careful handling is essential for preservation, particularly at the U.W.I. and the Ministry of Education where master files are not maintained.

The true microform centre ought to provide facilities for strong maintenance and protection of microforms as well as for their use by the library's patrons.

Studies have shown that readers are more comfortable where careful attention is paid to such features as the attractiveness of the room, roof and screen lighting, noise levels, the position of study carrels and reading machines, as well as the quality of assistance given by staff. These are essential in helping to break down reader resistance.

At the NLJ, microforms and newspapers share a single reading room. There is a separate workroom for microforms on the same floor. In the library of the Ministry of Education, the functions of storage maintenance and protection are carried out in the general workroom and reading is done in a section of the general reading room. The U.W.I. comes closest to having a microform centre, in that storage and reading are performed in a room which is used exclusively for microforms.

By far the most attractive of the reading rooms is that of the Ministry of Education. The microfiche readers are located on a long table in front of picture windows which look out onto an attractive garden. Regrettably, this is to the detriment of microform reading because the natural light overpowers the light on

the screen making the image pale and more difficult to read. The solution to this problem is the relocation of the readers in an area which can be darkened. A standard recommendation is that the roof and surrounding lights must always be of a lower density than the screen light.

Although the microform readers are in the general reading area there are no distracting noises, because there is never a flood of readers at any one time and the floor, though not carpeted, muffles noise.

The NLJ's reading room gives the impression of being noisy and crowded at times. No doubt this is the result of combining the newspaper and the microfilm reading room. The reading machines are located on raised desks in the middle of the room and the user has to sit on a high stool. Note taking under the circumstances is not easy. As with the Ministry of Education, there is too much natural light. Despite these drawbacks, however, the collection is well used.

In the microform room of the U.W.I. the roof lighting is of such low density that it cannot compete with the screen light. The readers are located on long tables and each reader is accompanied by a lamp. These provisions conform to required standards. The chairs however, are uncomfortable and the reading level of the machine cannot be adjusted. This rigidity makes reading over a long period tiresome. Reading a microfilm or fiche in this room is not a pleasant experience, which is regrettable, since this collection is by far the most varied.

The Ministry of Education Library is a small operation and although the microfiche collection is not the responsibility of a specific individual, there is always a member of staff to assist the user in using the index, finding the material and placing the fiche on the machine. This degree of staff assistance is also found at the NLJ and no doubt contributes to the fact that these two collections are well used.

The microform collection of the U.W.I. falls under the umbrella of the West Indies and Special Collection. Though on the same floor, the two sections are not adjacent. To obtain material from the microform collections, the user must first apply to the West Indies Collection form where a member of staff will accompany him to the microform room, locate and mount the material on the machine. If the user finds that he

needs assistance thereafter he must find his way back to the West Indies Collection. This arrangement contributes to reader resistance. There is a technician who is responsible for the maintenance of the equipment and for assisting users, but as he has other duties to perform he cannot always be present.

In addition to readers and reader-printers, the U.W.I. and the NLJ have microfilm cameras because they do some in-house filming. The NLJ, which is the only library without a fiche collection, is the proud owner of a fiche duplicator. The Archives of Jamaica has a film duplicator which was presented by the Organization of American States (OAS) for use by the Archives, the NLJ and the U.W.I. None of these libraries under review can afford to purchase portable readers for loan to patrons.

To date, the use of microforms in Jamaican libraries can only be described as traditional. What of the future? Some of these libraries are planning to computerize and this will probably result in the use of Computer Output Microfilm (COM) catalogues. Further, with increases in the cost of paper, land and the cost of erecting new buildings, librarians will be forced to adopt such space saving devices as the conversion of files into microform. To remain relevant and efficient, libraries must keep abreast of modern technology, to satisfy the ever-increasing demands of their patrons.

## BIBLIOGRAPHY

BELL, Jo Ann

Microforms: Uses and Potential. Bulletin of the Medical Library Association 66:232 - 238, April 1978

MANN, Thomas

A system of processing and shelving works of mixed media format. Library Resources and Technical Services 23:163 - 167, Spring 1979.

MIKITA, Elizabeth C.

Monographs in microform: Issues in cataloguing and bibliographic control. Library Resources and Technical Services 25:352 - 361, October/December 1981.

SHARROCK, S.

Microform Publishing - a publisher's point of view. Microdoc 19:4 - 14 January 1980.

---

STINE, Diane

The cataloguing of serials under AACRII rules. *The Serials Librarian* 5:19 – 23, Spring 1981.

TANNENBAUM, Arthur C.

Microform Room Environments: The external factors. *The Serials Librarian* 5:25 – 34, Spring 1981.

TANNENBAUM, Arthur C. & SIDHOM, Eva.

User environment and attitudes in an academic Microform Centre. *Library Journal* 101:2139 – 2143, October 15, 1976.

---

*WITH THE COMPLIMENTS  
OF*

**HENDERSON'S SECRETARIAL COLLEGE**

7 Skibo Avenue, Kingston 10

Phone: 66611

*WITH THE COMPLIMENTS  
OF*

 **Jamalco**

**JOINT VENTURE ASSOCIATION  
GOVERNMENT OF JAMAICA & ALCOA MINERALS OF JAMAICA, INC.**

**CLARENDON ALUMINA WORKS  
HALSE HALL, CLARENDON**

## LIBRARIANS IN JAMAICA

## ABBREVIATIONS

ALA	Associate of the Library Association
Asst. Lib.	Assistant Librarian
Dip. L. S.	Diploma in Library Science
FLA	Fellow of the Library Association
JLS	Jamaica Library Service
KSAPL	Kingston & St. Andrew Parish Library
Lib.	Librarian or Library
NLJ	National Library of Jamaica
PL	Parish Library
Sen. Lib.	Senior Librarian
UWI	University of the West Indies Library. Also used for the University, e.g. BA (UWI)
WIRL	West India Reference Library, National Library of Jamaica

AARONS, John Alexander,  
BA (UWI) 1969, Dip. Lib. (UWI) 1976 Actg. Deputy Lib.  
NLJ.

ALEXANDER, Karlene  
BA (UWI) 1968, P.G.C.E. (Westminster College of Further  
Education, Oxford) 1972, Dip. L.S. (UWI) 1983.

ALLEYNE, Alvona  
BA (UWI) 1965, M.S. (Columbia) 1967. Lib. II UWI.

AMENU-KPODO, Norma  
BA (University of Saskatchewan) 1964, B.L.S. (University  
of Toronto) 1965 Lib. III, UWI

ANDERSON, Beatrice Louise  
BA (UWI) 1976, Lib. of Mico College

BAKER, Gloria Sylvia  
ALA, 1967, Sen. Lib. Clarendon P.L.

BANDARA, Samuel Bertram  
BA (University of Ceylon, Peradeniya) 1967, ALA, 1976.  
Lib. III, UWI.

BANDARA Swarna  
BA (University of Ceylon, Sri Lanka) 1968, Dip. L.S.  
(UWI) 1979. Lib. Ministry of Agriculture.

BARNES, Claudia  
ALA, 1970, BA (UWI) 1983. Lib. JAMINTEL.

BENNETT, Evadne  
BA (UWI) 1980, Lib. USICA

BENNETT, Hazel E.  
FLA 1963, M.S. (Library Science, Southern Connecticut  
State College) 1966, M.S. (English) 1974. Sen. Lecturer,  
Department of Library Studies, UWI

BLAKE, Pamela  
BA (UWI) 1974, Lib. Department of Statistics.

BOBB-SEMPLE, Leona  
BA (University of Guyana) 1973, Dip. L.S. (UWI) 1978.

BOGLE, Beverley Patricia  
BA (UWI) 1977, Lib. Passley Gardens Teachers' College.

BOOKHALL, Faye  
BA (UWI) 1974, Lib. St. Ann P.L.

BRATHWAITE, Doris  
BA (UWI) 1974

BRODIE, Monica Yvonne  
BA (UCWI) 1963, Dip. Ed. (UWI) 1970, Dip. Span.  
(Simon Bolivar) 1977, Dip. L.S. (UWI) 1979, Asst. Lib.  
UWI.



BROOKES, Henrietta Brenda  
     B.Sc. (UWI) 1974, Dip. L.S. (UWI) 1975, Asst. Lib. UWI  
 BROWN, Enid-Mae  
     BA (History, UWI) Dip. L.S. (UWI) 1975, Lib. III, UWI  
 BROWN, Joyce  
     BA (UWI) 1974  
 BROWN, Yvonne  
     BA (UWI) 1982, Sen. Lib. Asst. UWI  
 BUCHANAN, Faith  
     BA (UWI) 1981, Lib. National Resource Conservation Department  
 BURKE, Sylvia  
     Dip. L.S. (UWI) 1977  
 CAMPBELL, Hazel  
     BA (UWI) 1974  
 CARRINGTON, Phyllis  
     BA (London) 1959, Dip. Ed. (UWI) 1963, Dip. L.S. (UWI) 1974, Teacher/Librarian Wolmers Girls School  
 CHAMBERS, Audrey M.  
     BA (UWI) 1966, MLS (Loughborough) Lib. III, UWI.  
 CHEVANNES, Barbara Elaine  
     ALA 1964, BA (UWI) 1976.  
 CHUNG, Clover L.  
     ALA 1970, BA (UWI) 1983  
 CLARKE, Gloria L.  
     ALA 1964, Sen. Lib. St. Catherine P.L.  
 COVER, Judith  
     FLA 1962, BA (UWI) 1972, Part-time Lecturer Department of Lib. Studies, UWI.  
 CUPIDON, Delphine E.  
     ALA 1959, Principal Lib. JLS Hq.  
 CUFFE, Patricia  
     ALA 1972, Lib. Manchester P.L.  
 DALY, Daphne M.  
     BA (UWI) 1975, Principal Lib. St. James  
 DAVIDSON, Constance  
     ALA 1972, Lib. Sam Sharpe Teachers' College.  
 DAVIS, Arlene  
     BA (UWI) 1975, Lib. Urban Development Corporation  
 DAVIS, Shirley J.M. Reid –  
     BA (UWI) 1957, ALA 1958, Lib. International Bauxite Association  
 DIAZ, Michelle  
     BA (UWI) 1975, Lib. Ministry of the Public Service  
 DOUGLAS, Daphne  
     FLA 1959, MLS (Pittsburgh) 1974, Head, Dept. of Library Studies, UWI  
 DOWNER, Daphne  
     BA (UWI) 1980 Lib. UWI  
 DUNN, Patricia Yvonne  
     ALA 1963, BA (UWI) 1975, Lib. III, UWI  
 EDWARDS, Eppie  
     BA (UWI) 1973, Lib. St. Hugh's High School.  
 EDWARDS, Ruthelda  
     BA (UWI) 1977  
 ELLWOOD, Elsie  
     B.Sc. (UWI) 1972, Dip. L.S. (UWI) 1975, Lib. Petroleum Corporation of Jamaica  
 EVANS, Suzette B.  
     ALA 1968, Lib. Shortwood Teachers College

FENTY, Leslie P.  
BA (St. Mary's) 1965, MLS (UWO) 1970. Lib. Norman  
Manley Law School

FERGUSON, Cynthia  
ALA 1969. BA (UWI) 1979

FERGUSON, Stephanie W.L.  
ALA 1962. BA (UWI) 1972, MLS  
1978 Director, National Lib. of Jamaica

FRAY, Cecil Phillippa  
MRCVS (Dublin) 1943, BA (Mod.) TCD 1950, B.Sc.  
(Vet. Dublin) 1950; DVPH (Toronto) 1954; MLS (Illinois)  
1964, Lib. Passley Gardens Agricultural College.

GAYLE, Linda  
Dip. L.S. (UWI) 1975. Lib. Belair Prep. School

GORDON, Barbara  
BA (UWI) 1967, Dip. L.S. (UWI) 1978. Lib. Bureau of  
Standards.

GORDON, Joyce  
BA (UWI) 1968, Dip. L.S. (UWI) 1974, M.Sc. in L.S.  
(Pratt) 1979, Lib. III UWI

GRAY, Angela Rosaline  
ALA 1966, BA (UWI) 1981.

GRAYDON, Yvonne Jean  
BA (Leeds Polytechnic) 1973.

GREENE, Gloria Yvonne  
BA, Dip. Ed., Dip. Lib. (UWI), MLS (Univ. of British  
Columbia) 1978. Lib. III UWI

HANSON, Dorothy Evadne  
ALA 1972. Lib. Cornwall Regional Hospital

HARRISON, Kathleen M.  
ALA 1968. D.P.A. (UWI) 1981.

HAY, Joan E.M.  
ALA 1969, BA (UWI) 1981. Sen. Lib. JLS, Schools Lib.  
Service

HEMMINGS, Gloria  
BA (UWI) 1974 Lib. Mico Teachers' College.

HENRIQUES, D. Elaine  
BA (McGill) 1947, BLS (McGill) 1948. Lib. III UWI

HIGGINS, Thelma Adoll  
BA (UWI) 1975. Lecturer Lib. St. Josephs's Teachers'  
College.

INGRAM, Kenneth Everard Niven  
ALA 1945, BA (London) 1947, FLA 1955, M.Phil.  
(London) 1970.

ITON, Sybil  
ALA 1969, B.Sc. (UWI), D.P.A. (UWI) Actg. Director JLS

JACKSON, Jean Lorraine  
ALA Sen. Lib. St. Thomas P.L.

JACKSON, Pearl  
ALA 1973. Lib. Bank of Jamaica

JAMES, Gloria Sylvia  
ALA 1968, Cert. in Management Studies (UWI) 1978. Lib.  
JNIP.

JEFFERSON, Albertina  
BA (Toronto) 1963, M.S. (Columbia) 1964, Librarian, Mona  
UWI.

JOHNSON, S. Anita  
Fil. Mag. (Lund) 1965, Dip. Lib. (Stockholm) 1967. Lib.  
NLJ

JOSEPHS, Maria Mercedes D.  
BA (London) 1937, Dip. London College of Secretaries  
1938, ALA 1953. Lib./Researcher National Council on  
Libraries, Archives & Documentation Services.

KELLY, Norma Dorothy  
ALA 1963. Principal Lib. JLS Region 3.

KING, Velma Elaine  
BA (UWI) 1975 Lib. Portland P.L.

LAMPART, Sheila  
ALA 1962, MLS (Kent State) 1979. Executive Secretary,  
National Council on Libraries, Archives and Documenta-  
tion Services.

LAWRENCE, Daphne Isabel  
BA (UWI) 1976. Teacher/Lib. Ardenne High School.

LAWRENCE, Yvonne  
ALA 1969. MLS (Loughborough) 1982. Lib. Supreme  
Court Library

LEIGH, Audrey Annette  
ALA 1969, BA (UWI) 1973. Lib. NLJ.

LEIGHTON, Carmen  
ALA 1968, BA (UWI) 1978.

LEWIS, Ouida  
B.Sc. (UWI) 1966, Dip. Lib. (UWI) 1975.

LLOYD-AKWA, Annette A.  
BA (UWI) 1975.

MCCALLUM, Janet  
B.Sc. (UWI) 1972, Dip. L.S. (UWI) 1976. Asst. Lib. UWI.

McKENZIE, Claudelle  
BA (UWI) 1975. Lib. Moneague Teachers' College

McKNIGHT, Dorreth  
BA (UWI) 1976. MLS (Pittsburgh) 1983, Lib. NLJ.

McLAUGHLIN, Rosalind  
ALA 1963. Actg. Dep. Director JLS.

McLEAVY, Vera  
BA, Dip. Ed. (Leeds) Dip. Lib. (London) 1970, ALA  
1972. Lib. Church Teachers' College.

MALCOLM, Hermine Ann  
BA (UWI) 1975. Lib. UNDP.

MANSINGH, Laxmi  
BA (Sangor Univeristy) 1955, MA (Jabalpur University)  
1958, Dip. L.S. (UWI) 1974, MLS (Dalhousie) 1977. Lib.  
Lib. III UWI.

MARRIOTT, Nadine Amelia  
B.Sc. (UWI) 1966, Dip. L.S. (UWI) 1975. Lib. St. Andrew  
High School.

MARSH, Mabel Lyn  
ALA 1971, BA (UWI) 1981. Sen. Lib. KSAPL.

MITTOO, Yolanda  
ALA 1968. Lib. Town Planning Dept.

MORGAN, Jacqueline Monica  
BA (UWI) 1969. Dip. Lib. (College of Librarianship Wales)  
1973.

MORRIS, Lilieth  
BA (UWI) 1974. Lib. Grace Kennedy and Company.

MULLINGS, Blossom  
ALA 1971, BA (UWI) 1981 Lib. Ministry of Mining &  
Natural Resources.

MUNGO, Katie May  
BA (Queen's University), BLS (Toronto) Lecturer Dept.  
of Lib. Studies, UWI.



MUNRO, Laura-Ann  
ALA 1965, BA (UWI) 1981. Asst. Lib. Inst. of  
Social and Econ. Research, UWI

NESBETH, Hillorie D.  
BA (UWI) 1978. Teacher/Lib. Camperdown High School.

NEUFVILLE, Elaine R.  
ALA 1971, BA (UWI)

ONONAIWU, Arlene  
BA (UWI) 1980, Lib. National Planning Agency.

PALMER, Dorothy M.  
ALA 1970, BA (UWI) 1975. Asst. Lib./Documentalist,  
School of Education, UWI.

PEARCE, Margarette Allyson  
ALA 1971, BA (UWI) 1979, Lib. III UWI

PEART, Carmen  
BA (UWI) 1974.

PICART, Myrtle  
ALA 1965, D.P.A. (UWI) 1983. Principal Lib. KSAPL

POTTINGER, Lilethe Gwendolyn  
ALA 1963, BA (Toronto) 1972. Lib. Ja. National Invest-  
ment Company.

REDWAY, Annette L.  
BA (UWI) 1975. Actg. Princ. Lib. St. Ann.

REEVES, Kareen  
BA (Hons.) (UWI), 1981. Asst. Lib. CAST

REID, Hazel  
ALA 1973, BA (UWI) 1981

RHODD, Monica  
ALA 1973, BA (UWI) 1981.

RICHARDS, Grace  
ALA 1973. Lib. Manchester P.L.

RISDEN, Valerie C.  
B.Sc. (Columbia) 1958. ALA 1959. Lib. II UWI

ROBB, Reive  
ALA 1970, B.Sc. (UWI) 1970 MLS (UWO) 1977, Lib. III UWI;  
on secondment as Documentalist Inst. of Soc. and Econ.  
Research, UWI.

ROBERTS, Audrey K.  
FLA 1962. Actg. Dep. Lib. UWI

ROBERTSON, Amy Blanche.  
FLA 1969, Dip. Ed. (UWI) Lib/Documentalist School of  
Education, UWI.

ROBERTSON, Glory  
MA (Hist. St. Andrews) 1951, ALA 1963. Lib. III UWI

ROBINSON, Cherrell  
BA (UWI) 1975. Dip. L.S. (UWI) 1976. Teacher/Lib.  
Church Teachers' College.

ROBINSON, Joyce Lilieth  
C.D., M.B.E., LL.D. (Hon.) Dalhousie, FLA Executive  
Director, National Literacy Programme (JAMAL), on  
secondment to H.E.A.R.T. Programme.

ROWE, Ouida  
FLA 1966, Lib. Alcan Technical Information Centre.

ROYALE, Gloria  
ALA 1964, BA (UWI) 1981

SALMON Gloria E.  
ALA 1963, Actg. Princ. Lib. KSAPL.

SALMON, Hermine Constantia  
ALA 1972. Lib. CAST

SEIVWRIGHT, Jacqueline  
BA (UWI) 1975

SINGH, Eulalee  
BA (UWI) 1980, Dip. L.S. (UWI) 1983

SITTOL, Jascinth  
BA (UWI) 1975.

SMITH, Glennor L.  
ALA 1969, BA (UWI) 1979. Lib. Jamaica Broadcasting Corporation.

SMITH, Olive  
Dip. L.S. (UWI) 1976. Lib. St. James P.L.

SWABY, Joan  
BA (London: UCWI) 1953, Dip. Ed. 1966 University of Nottingham, Dip. L.S. (UWI) 1979.

TELESFORD, Mona  
BA (UWI) 1976. Ministry of Mining and Natural Resources

THOMAS, Gladys A.  
ALA 1970. Sen. Lib. KSAPL

THOMAS, Leila T.  
O.D., FLA 1961, Director Jamaica Library Service

THOMPSON, Arlene  
BA (UWI) 1976, Lib. Munro College.

VACIANNA, Joan  
ALA 1972, BA (UWI) 1976, Lib. III UWI

VERNON, June  
ALA 1969, BA (UWI) 1983. Head Info. and Bibliographic Dept. NLJ.

WALLEN, Joyce Muriel  
FLA 1963, Princ. Lib. Schools L.S. JLS.

WARMINGTON, Cynthia M.  
ALA 1956.

WEBBER, Sandra  
BA (UWI) 1979, Lib. Excelsior Community College

WELLVANG, James  
BA (Minn.) 1966, MA (Minn.) 1971. Lib. III UWI

WELSH, Dede Carol  
ALA 1969. Lib. Alcan Technical Information Centre, Mandeville.

WHITE, Adlyn  
B.Sc. (Educ.) 1965 Lib. Church Teachers' College.

WHITE, Rita Monica Hazel  
B.Sc. (London) 1956, Dip. Lib. (London) 1967, MA. (London) 1978. Lecturer Dept. of Lib. Studies, UWI

WILLIAMS, Fay M.  
ALA 1969, BA (UWI) 1974.

WILLIAMS, Joan P.  
ALA 1970, B.Sc. (UWI) 1983.

WILLIAMS, Rosalie I.  
ALA 1966, BA (UWI) 1972, D.P.A. (UWI) 1977, Lib. Jamaica Bauxite Institute.

WILLIS, Pauline E.  
BA (UWI) 1975, Teacher/Lib. St. Jago High School.

*EDUCATION AND TRAINING  
IN LIBRARY AND INFORMATION STUDIES  
FOR THE INFORMATION AGE*

**UNIVERSITY OF THE WEST INDIES  
DEPARTMENT OF LIBRARY STUDIES  
MONA, KINGSTON 7, JAMAICA  
TEL: 927-6661, Ext. 322**

Offering	Formal Education
	Continuing Education
	Short Courses



**NATIONAL  
LIBRARY OF  
JAMAICA**

**NATIONAL  
LIBRARY OF  
JAMAICA**

**PUBLICATIONS WANTED**

**THE NATIONAL LIBRARY OF JAMAICA IS INTERESTED IN PURCHASING ALL  
TYPES OF MATERIAL ON JAMAICA – OLD MAGAZINES, PHOTOGRAPHS, PHOTO  
GRAPH ALBUMS, LETTERS, ESTATE BOOKS, MAPS, POST CARDS, ACCOUNTS  
BOOKS, REPORTS, MEMORABILIA, ETC. ON JAMAICA AND THE ENGLISH  
SPEAKING CARIBBEAN**

**CONTACT: MISS. D. McKNIGHT  
NATIONAL LIBRARY OF JAMAICA  
20620 or P.O. BOX 823, KINGSTON**



14. The Jamaica Broadcasting Corporation, March 1983. 7 leaves. Mimeographed U.W.I. Library
15. The Jamaica Telephone Co. Limited Annual Report. 1981 U.W.I. Library
16. The Jamaica Telephone Co. Limited Jamaica Telex directory, 1982- 83 30, 10 p. U.W.I. Library
17. JAMAL Foundation 10th Anniversary souvenir magazine. 1982. U.W.I. Library
18. Jamaica International Telecommunication Ltd.: a company profile. [16] p. U.W.I. Library
19. A joint ITU/CDCC programme in the field of telecommunication/Caribbean Development and Co-operation Committee, ECLA, U.N. 1981. 9. p U.W.I. U.W.I. Library
20. Lator, G.C. (Gerald Cecil) Project satellite: report, Mona, U.W.I. 1982 76 p. U.W.I. Library
21. Report of the Caribbean regional communication services study. Kingston, U.W.I., 1982. U.W.I. Library
22. Paine, Laurence, Caribbean travel industry takes another step forward with TAREX. Zodiac, (30) 1982, 6-9 U.W.I. Library
23. Planning teleconferencing applications in the West Indies. Uplink No.3 March, 1983, 3-8. UWIDITE Office, U.W.I. Library
24. Post and Telegraphs Department: Telecommunication Branch News Clip. Daily Gleaner, May 17, 1982 U.W.I. Library
25. Postage stamps issued by the United Nations Postal Administration to commemorate World Communications Year. (1983) U.W.I. Library
26. Radio Jamaica: inside story. Brochure. U.W.I. Library
27. Rural satellite program begins project in Caribbean. Uplink. No. 2, July 1982, 1-3 UWIDITE Office, U.W.I. Library
28. Teleconference: Coordination of U.W.I. Library resources in support of the regional University and the Region. [film] 16 mm. colour CONTENTS: Topic 1. Co-ordination of University Centre Libraries. Topic 2. Co-ordination of Medical facilities. UWIDITE Office
29. Thirty years of service and still number one. Inside R.J.R. 1 (3) 1980, 5,8 U.W.I. Library
30. U.W.I. Radio Education Unit Annual Report. 1981 - 1982. Schedule of programmes broadcast. U.W.I. Library
31. U.W.I. Radio Education Unit The Radio Education Unit. U.W.I., Extra-Mural Dept., 1978 4 p. Mimeographed. U.W.I. Library
32. U.W.I. Radio Education Unit. Report on the work of the Radio Education Unit, August 1981 - July 1982. 13 p. Mimeographed. U.W.I. Library
33. The University of the West Indies Distance Teaching Project: report to Advisory Council. 1982. 8 leaves. Unpublished. Mimeographed U.W.I. Library
34. World Telecommunications day is May 17 API News Release May 14, 1981. U.W.I. Library

## REFERENCES

1. Betten, L. and Betten, J. (1976) "Barbados: eins vollausgebautes bibliothek system in der Karibik (Barbados: a complete library system in the Caribbean)". **Buch und Bibliothek** 28, February, 1976, pp. 136+.
2. Douglas, Daphne. "British Caribbean" **International Handbook of Contemporary Librarianship**, ed. by Miles Jackson. Westport, Conn., Greenwood, 1981. pp. 567-594.
3. Duran, Daniel Flores. "A Comparison of Jamaican and Puerto Rican Library Development". **A Search for New Insights in Librarianship**, ed. by William L. Williamson. Madison, Library School, University of Wisconsin, 1975, pp. 88-101.
4. **Encyclopedia of Library and Information Science**, ed. by Allen Kent and Harold Lancour. New York, Dekker, 1968.
5. Gropp, Arthur E. **Guide to Libraries and Archives in Central America and the West Indies, Panama, Bermuda and British Guiana, supplemented with information of private libraries, bookbinding, bookselling, and printing**. New Orleans, Middle American Research Institute, Tulane 1941. 721p.
6. Halm, John van. **The Development of Special Libraries as an international Phenomena**. New York, Special Libraries Association, 1978, pp. 475-485.
7. Kawatra, P.S. "Conference Literature". **Herald of Library Science**, 18 (1-2), January-April, 1979, pp. 55-59.
8. Sable, Martin H. "Methods of Bibliographic Compilation in Latin American Studies". **Herald of Library Science**, 18(1-2), January-April, 1979, pp. 108-111.
9. Savage, Ernest. **The Libraries of Bermuda, the Bahamas, the British West Indies, British Guiana, British Honduras, Puerto Rico and the American Virgin Islands : a Report to the Carnegie Corporation of New York**. London, LA, 1934, 99p.
10. UNESCO. **World Guide to Library Schools and Training Centres in Documentation**. Paris, UNESCO, 1981, pp. 269-276

## APPENDIX I

## ACCESS TERMS FOR SEARCHING LITERATURE

## 1. Geographic terms:

- (a) Socio-economic world groupings
  - Developing countries
  - Under-developed countries
  - Less-developed countries (LDCs)
  - Middle-developed countries (MDCs)

- (b) Regional and subregional grouping
  - Latin America and the Caribbean
    - The Americas
    - Caribbean
    - West Indies
    - British West Indies
    - British Caribbean
    - Commonwealth Caribbean
    - English-speaking Caribbean
    - Antilles
      - Greater Antilles
      - Lesser Antilles
    - Associated States
    - Leeward Islands
    - Windward Islands
    - West Indian Federation
    - Federation of the West Indies

## (c) Individual countries

Anguilla  
 Antigua  
 Bahamas  
 Barbados  
 Belize  
 Bermuda  
 British Guiana  
 British Honduras  
 British Virgin Islands  
 Cayman Islands  
 Caicos Islands  
 Grenada  
 Guyana  
 Jamaica  
 Montserrat  
 St. Christopher/St. Kitts  
 St. Lucia  
 St. Vincent  
 Tobago  
 Trinidad and Tobago  
 Turks and Caicos  
 Virgin Islands of the United States

## 2. Subject access terms

Library science  
 Library studies

Library education and training  
 Librarianship  
 Libraries  
 Documentation (Centres/Services)  
 Information science  
 Bibliography  
 Archives  
 Record management

## APPENDIX II

## CHECKLIST OF POSSIBLE SOURCES

## A. GENERAL

## 1. Lead-in sources:

Bibliographies of bibliographies, e.g. Besterman, Toomey  
 H.W. Wilson Indexing services, especially general periodical indexes  
 Automated data bases, e.g. ERIC  
 Directory of directories  
 Guides to periodicals  
 Dissertation abstracts  
 University microfilms  
 Publishers catalogues listings (revealing publishers in the field, e.g. Dekker, Bingley, Bowker)  
 General Commercial bibliographies (as cover-alls, e.g. BNB, NUC, CBI, BIP, BBIP)

## 2. General Library Collections/Catalogues/Institutional Publications lists

UNESCO/UNDP/UN  
 OAS/PAU  
 IDRC  
 Commonwealth Foundation  
 CISTI  
 British Council  
 British Information Service  
 Research Institution for the Study of Man

## 3. Local sources

Current Caribbean Bibliography  
 National bibliographies  
 CARISPLAN  
 CARINDEX

## 4. Geographical sources

Hilton. Bibliography of Latin America and the Caribbean  
 Comitas. Caribbeana  
 Deal. Latin America and the Caribbean: a dissertation bibliography  
 Baa. Theses on Caribbean topics

## **B PRODUCERS**

### **1. Personnel**

#### **(a) Lead-in sources:**

Biographical dictionaries/directories  
Directories of Regional personnel/Nationals e.g. Personalities in the Caribbean/Jamaican women

### **2. Extraregional interest groups/persons**

#### **(a) Job-related**

E.g. Library related e.g. Bateson  
Funding agencies e.g. Danton  
Technical assistance e.g. Frazer Poole

#### **(b) Research/Personal interest:**

Active participation e.g. Cameron, Bill Jackson  
Remote participation e.g. Freudenthal, Ascheim, McGee

### **3. Specialists/Experts:**

Commercial, e.g. SDC – Breen, Blackwells – ? Institutions (see 2.1 above)

### **4. Library Schools**

E.g. UWO, University of Illinois (especially occasional papers, comparative librarianship e.g. Duran in William Williamson (LS/UWisconsin)

### **5. Specific persons**

Directories of libraries, librarians etc.

E.g. Jamaica. NACOLADS.  
Directory of Information Units  
Gill. Directory of Libraries in Barbados  
Staff lists e.g. U.W.I., UGuyana  
Annual Reports which list staff and their publications from year to year  
Library reports and staff lists  
Graduation lists from training institutions  
Participants lists from conferences and courses

### **6. Library Associations**

#### **(a) International:**

IFLA  
COMLA  
FID  
IASL

#### **(b) Sectoral**

SLA

#### **(c) National (but outside region)**

ALA e.g. Donovan report  
LA e.g. Cumulative lists of bibliographies and theses accepted for Part II

#### **(d) Regional:**

ACURIL  
SALALM

#### **(e) Local:**

JLA  
LATT  
Barbados LA  
Belize LA

**NB.** Coverage may include items such as Recommendations to government, standards, bulletins, newsletters, monographic literature as well as listings of personnel

### **7. Local organizations:**

#### **(a) CARICOM**

#### **(b) Caribbean commission/CODECA**

#### **(c) CDCC/CDC (ECLA)**

#### **(d) UWI/DLS (Published and unpublished material, E.g. Caribbean studies)**

#### **(e) National councils concerned with development of information systems**

#### **(f) Ministries and departments of government concerned with libraries and/or the development of information systems**

#### **(g) Legislative bodies (relevant laws, rules and regulations, etc.)**

#### **(h) Parliamentary publishing authority (i.e. Hansard reports, etc.)**

## **C. PUBLISHERS**

(Possible sources covered at B. not repeated if published by producer)

### **1. General sources:**

#### **(a) Encyclopedias**

E.g. ELIS, ALA Encyclopedia

#### **(b) Newspapers**

### **2. Subject:**

#### **(a) Annuals**

E.g. Bowker and Five years work in librarianship

#### **(b) Handbooks/Guides**

E.g. Contemporary Trends in librarianship / Halm, J. Van. Development of special libraries as an international phenomena.

**NB** See also general sources listed at A.

## **D. USERS**

#### **(a) Guides to collections,**

E.g. Nielsen, C.S. Directory of Library Science Collections

#### **(b) Bibliographies from all articles identified**

#### **(c) All library related collections**

E.g. Library Association library  
ILIC, University of Pittsburgh  
All library schools libraries  
Caribbean Documentation Centre (CDC)



[illegible]



