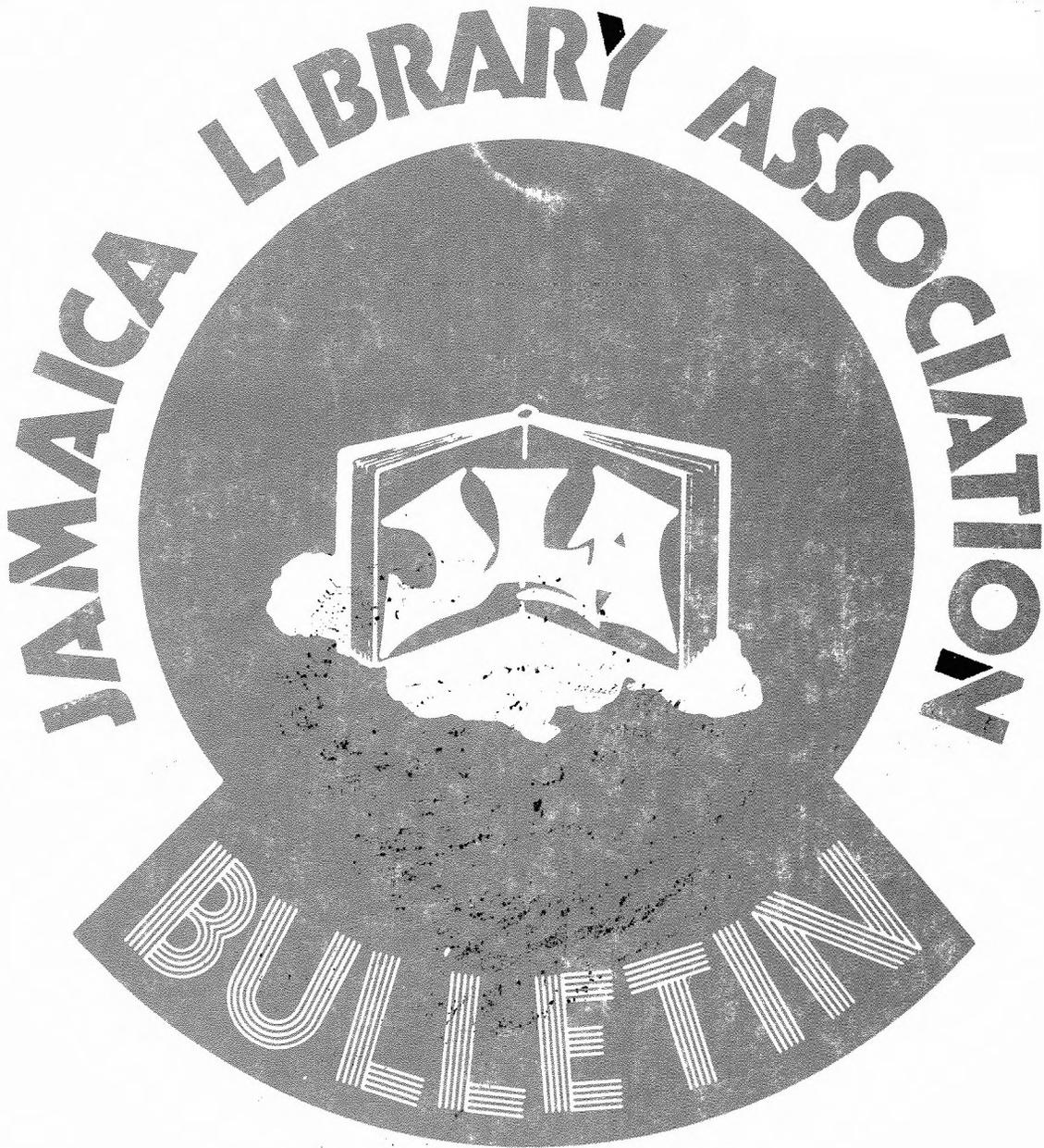


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Timothy Erdel
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Editor

Norma Amenu-Kpodo
Elizabeth Williams
Fay Williams
Eric Murray
Pamela Blake
Audrey Chambers
Byron Palmer

Editorial assistance was also given by
Blossom Mullings and Timothy Erdel

Typing & typesetting: Bridgette Heron, National
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Jamaica Library Association

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PRESIDENTIAL ADDRESS to the JAMAICA LIBRARY ASSOCIATION ANNUAL GENERAL MEETING - January 1991

June Vernon - President

Colleagues, let me thank you for the confidence you have placed in me by asking me to be your President. I am still surprised that I accepted this honour and hope that you will not be disappointed with my stewardship.

The lines "Some are born great and Some have greatness thrust upon them" keep coming to mind - I don't know why, but I tell myself that it must be because I belong to those who are born great.

As you know, I am not a speaker, - so I feel a bit presumptuous in presenting to you my Presidential address. Today there are many concerns in the profession which I feel need addressing - membership, new technologies, less work, more pay, etc., but I want to focus on writing and publishing by professionals.

Librarians can write - that is not our problem. We produce reams of paper as part of our job and as our contribution to our community, but we find it difficult to prepare an article for publication in the JLA News or the JLA Bulletin.

This matter of publishing was broached in 1986 by John Aarons when he was President. He made two suggestions which are still relevant today and which I will summarize as follows -

1. Students from the Department of Library Studies who collect important data during the course of investigative research for the compulsory Caribbean Studies paper hopefully will follow through with their research topics and publish articles on their findings when they become librarians.
2. We should be writing more on issues that affect us. This should be disseminated through the Association's Bulletin and Newsletter.

The time is now ripe for us to commit ourselves in projecting this aspect of our profession. The opportunity exists to have articles published in local as well as international library publications. Some of our distin-



JUNE VERNON, PRESIDENT, 1991

guished colleagues are editors of international library publications. The local publishing industry is opening up with new publishers and bookshops. I am told that there is a buying public who looks for quality.

We in the JLA have introduced the publication of an Occasional Paper Series.

Writing now does not need pen and ink, we have computers and typewriters at our disposal. Let us use them. There are numerous topics - look through the professional literature - talk to colleagues - think of something you wanted and could not find. Ladies and gentlemen the world is ours.

In closing I would just like to say that my horoscope this morning said I would accept different ideas which I rejected before. I am still wondering if it means being President. I must pay tribute to the Past administration for keeping the JLA alive. I know that you will give me all your support. Once again thank you.

PRESIDENTIAL ADDRESS to the JAMAICA LIBRARY ASSOCIATION ANNUAL GENERAL MEETING - January 1992

Sonia Reid - President

Madam Chairman, Distinguished Guest Speaker, Honorary Members, DLS Class of '91, other members of the JLA, ladies and gentlemen: I am very honoured to have been elected the President of this very auspicious body, the Jamaica Library Association. Ten years ago, when I graduated from the Library School, this was not envisaged in my plans. However, with hindsight, I strongly believe that all librarians should strive to contribute something to their professional association and I have, therefore accepted the challenge of being president.

Thank you for the confidence you have placed in me and the other incoming members of the Executive Committee. I hope that we can rely on your support throughout the year, come what may. I realize that with the current trends many of us are finding it difficult to plan from one day to the next. However, as the saying goes, "Necessity is the mother of invention".

Only recently I came across an article in the winter 1991 Bulletin of the Business and Finance Division of the Special Libraries Association entitled "These are the Times that Try People's Souls". Although this article was written a year ago and in relation to the United States economy, there are many lessons on coping which we in the Jamaica Library Association can learn from it, for example:

- (1) Uncertainty - Most of us are faced with uncertainty in our lives because of the current economic situation with the diminishing purchasing power of the dollar coupled with stationary salaries, deregulation, liberalization, ever-increasing prices, etc. Some of us may also be confronted with job insecurity and decreasing library budgets. It is at times like these when we are reminded that only the strong survives. We, therefore, have to be equal to the challenge if we do not want to go under with the tide.
- (2) Change - Rather than being overcome by the challenges which beset us, it is necessary for us



SONIA REID, PRESIDENT, 1992

to assess our situations and find viable alternatives. This is not the time to say "but we have always done it like this". Flexibility is the key. On the international scene, the changes taking place are intended to unite. Think of "Europe 1992", the new Commonwealth of Independent States and all the attempts to end racial segregation in South Africa. These countries have recognized that in order for them to go forward, they have to effect changes.

- (3) Image Building - It is said that you are the only one who can make a change in your image, value (self worth) and self satisfaction. The way others see you will be based in large measure on how you see and project yourself. Likewise, the way others view our libraries will be similarly determined.

Librarians need to acknowledge their value to their organizations and to society and to impart this self confidence, knowing that we are playing a crucial role in nation building. If we portray a serious and concerted image, we will gain the recognition desired. It is not necessary for us to wait for others to advertise our services, we need to do it ourselves and to do it now.

- (4) Marketing - The scriptures remind us that when we light a candle, we do not put it under a

bushel, but on a candlestick so that it will give light to all who are in the house (Matt. 5:15). Similarly, since we have a service to offer, we must hold it high for all the world to see. Librarians, we still have a long way to go. My experience has shown that in university and school libraries, the clientele is ready-made in that persons are forced to use those facilities because of the dictates of their courses of study. The same is true to a lesser or greater extent of public libraries. However, I have noted that special libraries are called upon increasingly to market their services. Sad to say, some organizations like the idea of having a library, but do not do enough to support its services. This is where the skilful librarian comes into play. If Mohammed won't come to the mountain, then the mountain must go to Mohammed. Librarians have to bear in mind that, in many situations, the library is the first place to be cut when austerity strikes. However, if the librarian has been doing his or her home-work, he or she would then be able to defend the library service, and more importantly, would have support from users in the right places.

Trying times indeed!

- (5) Value Added - As professionals, librarians must develop creative strategies to overcome difficult times. We must have contingency plans to keep us going when our budgets and our staff have been drastically reduced. Networking is very essential here because of the ability to refer the clientele to other resource centers. If it becomes necessary to restrict our services, then we must do so in order that the remaining services may be executed effectively and efficiently. We must never compromise professionalism.

I trust that you have been sufficiently motivated because turning now to the Jamaica Library Association in 1992/93, there are many challenges facing us, but together we can achieve.

During my presidency, I propose that we focus on the following:

- (1) Image Building
- (2) Acquiring a Secretariat

Let us consider each in turn:-

- (1) Image Building

Wherever you look in the library literature, whether from North America or Europe, there is a central theme of improving the image of the librarian. Our own re-

cently formed Futures Committee also identified this as an area needing attention. There are several aspects of image building which we can all start addressing right away, namely:

- (a) Empowerment - Librarians need to develop a vision of greatness or a dream for whatever we manage, develop this vision, then pursue it. As the Life of Jamaica slogan says "turning dreams into reality".
- (b) Do not undersell what you do. Do not make your work look easy when it isn't. Do not give the impression that any bright person can do what you do, when you have spent years developing your skills. Librarians should give away information, but not their expertise.
- (c) Publicize the roles we do play and can play. If the library has instituted a cost-saving project for the parent organization, we need to let others know about it. No one is going to advertise for us.
- (d) Down play the routine or clerical duties of the library and promote the librarian's work in terms of its value to the organization, school or community, as the case may be. Librarians do not belong in operations but in decision-making and strategic planning. We need to move out of the realms of administration and into the realm of ideas.
- (e) Understand the politics of your organization. Politics is here defined as gaining, utilizing, maintaining and changing power relationships. Librarians need to recognize this politics in order to gain the recognition they deserve. We must not allow others to define our roles, but present ourselves as managers, utilizing our educated judgement.
- (f) Stay abreast of new technology. In special librarianship, obsolescence is said to set in after seven years of no new education.
- (g) Undertake research and publish findings in local and overseas professional journals. Start your writing career by contributing to the JLA Newsletter. The Futures Committee has plans to seek international funding for a Research Methodology Workshop of one to two weeks duration to prepare us to do research. The Committee also plans to request research proposals from JLA members and to keep a register of such proposals.
- (h) Give time and attention to career planning. Librarians should insist on a career path in their organization or work to expand their role and create one. If this is not possible due to limits within the organization, perhaps it is time to

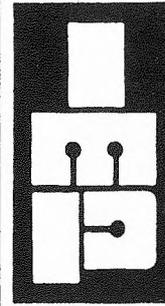
- move on.
- (i) Educate the public, employers and government about what librarians really do and the benefits of their efforts. NACOLAIS has recently launched a public education campaign in the media. We can only benefit from this. Simultaneously, over the last year, the JLA has been successful in getting the Ministry of Education to appoint an Education Officer for School Libraries. Being a trained librarian, this officer is strategically placed to promote the profession to the bureaucrats. Currently, discussions are ongoing regarding the status and classification of librarians in the government's Administrative Reform Programme. The Association has to continue with this effort as a matter of urgency in order to ensure that librarians are paid salaries consistent with their professional status.
 - (j) Encourage young people to join the profession. This can be achieved by participation in Career Week talks at high schools. To this end, the video production on librarianship as a career need to be revived.
 - (k) Reintroduce Library Week and participate as a professional body in the annual Book Fair. Both activities are on the Futures Committee's plans for this year. These will serve to focus public attention on librarians.
- (2) Acquiring a Secretariat

Since being nominated to the Executive Committee, my area of responsibility has been fund raising with the primary objective of increasing the funds available for acquiring a Secretariat. I do not need to reiterate how important it is for us to have all our records in one central location. A lot of preliminary work has been done over the past two years in identifying possible sites and types of structure. The Secretariat is also on the agenda of the Futures Committee for 1992/93. It is my sincere wish that we can find a location and move into our own office in the near future. Once established, there will be countless possibilities at this center for other activities which would help to draw members together.

In conclusion, I want to encourage you to make something happen in the profession this year. The efforts of the Executive Committee will not succeed unless as many members as possible actively participate in our programmes. The Jamaica Library Association needs you!

Thank you.

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SCHOOL LIBRARIES: Programmes and Personnel

Eileen Marshall

ABSTRACT

This article on Jamaican school libraries examines data collected by questionnaires from High, New Secondary, Technical and Comprehensive High Schools. The analysis focuses on two areas covered by the instrument: the services and programmes offered, and staffing and responsibilities.

The indications from the field are that much needs to be done at all levels in order to bring many school libraries to stated standards.

INTRODUCTION

The Jamaican Education Act of 1980 states that responsibilities of persons in charge of the school library should include "establishing, organising, and administering the library as an integral part of the programme of the institution with special reference to curricula needs and other activities of the school".¹ For the library to be an integral part of the school, there must be integration of its programmes with those of the curriculum. Integration occurs when the teacher-librarian and content area teachers plan, prepare and teach together in an effort to incorporate information skills into the subject areas of the curriculum. This practice not only enables transfer of knowledge to students, but also helps them to understand that information is integral to all aspects of knowledge.

The curriculum-related goal of full integration with content areas, requires teacher-librarians to meet the needs of students and staff members alike, and manage an imaginative library programme. Ken Haycock describes the teacher-librarian as a "master teacher with specialised advanced education in the selection, organisation, management and use of learning resources, and the school library as inseparable from the instructional program".² He goes on to say that a teacher-librarian is not an unqualified or "under-qualified" librarian but a professional learning resources teacher who may also be a professional librarian. Professor

Daphne Douglas refers to such persons as educator-librarians in order to distinguish between those who are dually qualified professionally and the other categories of qualifications which exist locally.³

In Jamaica, an effective library skills programme must rest squarely on the capabilities of the teacher-librarian and the level of integration taking place in our classrooms. In this respect, some questions which arise are: How much integration has been achieved since the Education Act of 1980? What quality of staff currently exists in the schools?

METHODOLOGY

In 1991 the Ministry of Education decided to find answers to these questions. A questionnaire was developed to elicit information on the status of secondary school libraries in five areas: the collections; services and programmes offered; staffing and staff responsibilities; the physical facilities; the budget; and priority needs. The instrument was sent out to the population of secondary schools, that is, Comprehensive, Technical, High Schools (including upgraded secondary) and New Secondary schools.⁴ These total 139. Education Officers (EOs) with direct responsibility for specific schools were asked to (a) introduce the questionnaire to the Principal, and/or Vice-Principal and the teacher-librarian at the start of a visit; (b) see that the instrument was filled out; and, (c) collect the completed document at the end of the visit. The questionnaire was given to the EOs on April 29 with the request that the exercise be done during the month of May and the returns made at the earliest convenience.

Four factors prevented this directive from being carried out fully by some Officers: (a) one month was not enough, especially for those Officers who have to travel far distances to make school visits and in light of their other work demands; (b) teacher-librarians were sometimes absent at the time of the visit; (c) it was not always possible to wait until the questionnaire was filled out; and, (d) the onset of the school holidays.

The result is that the data for this article is extracted from questionnaires returned from 20 New Secondary, 23 High, one Technical, and 3 Comprehensive High schools, totaling 47 of the 139 sent out or 33.8% of the population of secondary schools. The data, therefore, can only provide indications of what obtains in the field.

The article focuses on two areas covered by the instrument: the services and the library skills programme offered, and staffing and staff responsibilities. It is hoped that analysis of the data collected on these two areas will indicate possible answers to questions such as: what services were offered to students; what level of integration of the school library into the total curriculum existed, if any; what skills were being developed through library skills programmes; and how much consultation there was between the teacher-librarian and other staff members.

Thirteen questions were included in the section on services and the library skills programme and five focussed on staffing and staff responsibilities.

For ease of reference Comprehensive and Technical schools will be grouped under High Schools.

SURVEY RESULTS

SERVICES

Services focussed on access to the library and the activities that were provided for. The instrument sought to determine the number of hours that the school library was open for use each school day and to find out if students had access to the library outside of normal school hours. The indications are that some High Schools had extended opening hours to facilitate extra-school work and that, providing there was space and adequate resources, students in schools operating on the shift system could use the library outside of their school time. Students did not have free access, however, where one teacher-librarian spanned both shifts and where the resources were limited.

NEW SECONDARY SCHOOLS		HIGH SCHOOLS	
Grades	% of scheduled classes	Grades	% of scheduled classes
7 - 9	45%	7	7.4% (orientation only)
7 - 10	5%	7	14.8%
7 - 11	50%	7 - 8	29.6%
		7 - 9	7.4%
		7 - 10	3.9%
		7 - 11	11 %
		None	22 %

Table 1 Scheduled Library Skills Classes

Also examined were the grades which were time-tabled for library classes and the number of periods each week. Table 1 illustrates the distribution in the two types of schools. The data showed that schools allowed one period per week for classes where library skills was a formal subject offering. The chart for the high schools reveals that 22% did not have scheduled library classes and that 7.4% have orientation for incoming grade seven students. The charts for both groups also show that formal library skills training ceased at different grades.

In order to find out what other activities the library provided, a list of three activities along with an option marked "any other activity (specify)", was offered for selection. The data revealed that a high number of school libraries provided for independent study and research; that 80% of the New Secondary and 51.8% of the High Schools made opportunities for quiet reading; and, that instruction in Library Skills was offered in all New Secondary schools and in 60.2% of the High Schools.



CHILDREN ENJOY BOOKS IN THEIR SCHOOL LIBRARY
THE LIBRARY SKILLS PROGRAMME

It was also necessary to find out what the library skills programme was like: did it include higher order skills? How were these taught? Was there integration of library skills and other subjects? Was there consultation between the teacher-librarian and subject teachers? In response to the first question posed, 65% of the New Secondary schools stated that the development of higher order skills was addressed in library skills classes. For the High Schools, 30.9% responded positively to the question. Activities associated with these higher order skills were given as research, reporting, choosing information sources, information gathering, note-taking, summarising, and the use of newspapers.

In respect of integration, 40% of the teacher-librarians in New Secondary schools said that they worked

with subject teachers to integrate library skills into the curriculum. In the High Schools, 30.9% said that integration took place, but of this group, 30% did not indicate how this was done so it is not possible to conclude that integration occurred. In specifying ways in which integration of library skills into the school curriculum was carried out, the examples given were research, use of newspapers, projects, reading lists, exhibitions, bibliographies, subject area materials and reading skills.

A key element of integration is consultation between the teacher-librarian and other staff members. The Table below shows the response to the question of how often teachers consulted with the teacher-librarian on ways to implement the curriculum.

NEW SECONDARY SCHOOLS		HIGH SCHOOLS	
How often consult	% who consult	How often consult	% who consult
Always	5%	Always	3.9%
50% of the time	20%	50% of the time	14.5%
25% of the time	40%	25% of the time	44.4%
Never	35%	Never	22.5%

Table 2 Consultation with teacher-librarian

The chart shows that for a significant percentage, consultation was infrequent or non-existent.

STAFFING AND STAFF RESPONSIBILITIES

There is a crucial link between the quality of service and programmes offered by the school library and

the amount of time that the teacher-librarian is given to provide these services and programmes. What other responsibilities do they have apart from those of the school library? The Table below summarises responses from both types of schools to the question on responsibilities outside the school library. The Table shows that teacher-librarians were not free to direct all their attention to the library, and it was obvious also that teacher-librarians in the New Secondary schools carried a greater burden of duties outside of the school library. These duties were also more demanding, for example, Book Rental Co-ordinator, Head of Department (not library), Student Council Advisor, and Grade Supervisor as against Committee work, Form Teacher, Detention Supervisor as duties for the Teacher-Librarian in the High Schools. Some of the assigned responsibilities could create a negative image of the teacher-librarian and so bring about poor student response to the school library. Also, by assigning these additional tasks to the teacher-librarian, the school administration, gives the impression that the school library is not important to the effective delivery of the curriculum.

Support staff in the library is important so that the teacher-librarian can focus on curriculum-related issues. Responses to the question on this point reveal that only 45% of the New Secondary school libraries have support staff and that these are made up of student volunteers and non-library members of staff. In comparison, 70% of the High Schools have support staff and these include library assistants, part-time persons, clerical staff, and student and parent volunteers.

DUTIES	NEW SECONDARY		HIGH SCHOOLS	
	YES	NO	YES	NO
Non-library responsibilities	75%	25%	51%	48%
% who teach non-library subjects	85%	15%	48%	51%
No. of subjects taught	1-3		1-2	
No. of periods taught	8-24		2-7	

Table 3 Non-library responsibilities



ACCOUNTABILITY

ac•count•a•bil•i•ty, n.

Liabie to be called to account;
responsible; explicable. Ac-
countable, adj. Accountably,
adv.

— Webster

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that make one, Together
they represent all of what
banking means at
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QUALIFICATION

The Jamaican Education Act of 1980 describes the teacher-librarian as "being a person who holds a certificate or diploma of a trained teacher with an option in library science awarded by a teachers' college ..."⁵ This definition falls short of the description by Haycock given earlier. Sivajothy Murugasu also reported at the 18th IASL conference, that a survey of relevant literature showed that a teacher-librarian should be an administrator who manages the school library and an educator who assists in the effective implementation of the school curriculum.⁶ The question then is, what is the level of training of Jamaica's teacher-librarians? Some responses are shown in the table which follows.

The numbers show an increase for this table because some schools on the shift system have more than one teacher-librarian. A weakness of the instrument is that it did not ask those with Bachelors in Library Studies, Diploma in Library Studies, and Masters in Library

QUALIFICATIONS	NEW SEC.	HIGH SCHOOLS
	No.	No.
Trained Teacher with Library Science orientation	10	6
Trained Teacher with Library Science option	9	10
Bachelor in Library Studies	2	5
Diploma in Library Studies	1	2
Associate of Library Association	-	1
Masters in Library Studies	-	-
Trained Teacher	3	2
Graduate	1	2
Library Assistant	-	2

Table 4 Qualifications of persons in charge of school libraries

Studies qualifications whether they also had training in Education. However, it can be seen that 25% of the total group have higher level qualifications.

It is clear that the majority of teacher-librarians for both types of schools have teacher training with an option or a subject in Library Studies. Those with an option pursue a three-year diploma course, majoring in Library Studies and Education, and having core subjects within the option. This group satisfies the description given by the Education Act of 1980, but does not fall within Murugasu's definition of dual training as having qualifications in both education and in librarianship. The "subject" referred to for those having "library subject" is a general library appreciation course offered to first year trainees at Teachers' Colleges. Library Studies training in one subject is definitely not enough prepara-

tion for the demands on the teacher-librarian as stated by Haycock and Murugasu.

OVERALL INDICATIONS

The following points emerge from the analysis of the data.

1. Services
 - i. School library opening hours are extended in High Schools to accommodate extra-school independent work.
 - ii. New Secondary schools facilitate extra-school work, given availability of resources.
 - iii. Classes in Library Skills are offered once per week in the new Secondary Schools.
 - iv. Library Skills offerings vary in High Schools from none, or orientation only for grade seven students, to once per week.
 - v. There is no consensus as to which grades receive Library Skills training.
 - vi. School libraries provide for independent study, research and quiet reading.
2. Programmes
 - i. Most New Secondary and High Schools have a library skills programme.
 - ii. Some higher order library skills are taught.
 - iii. There is very little integration of library skills with the content areas in both types of schools.
 - iv. There is need for better understanding of the concept of integration and its application.
 - v. There is very little consultation between the teacher-librarian and subject teachers.
5. Responsibilities
 - i. Teacher-librarians have major responsibilities outside of the library. Greater demands are placed on those working in New Secondary Schools than on those in the High Schools.
 - ii. New Secondary schools have no support staff in the library.
6. Qualifications
 - i. The majority of teacher-librarians in both types of schools are not trained to meet the demands of managing the library and effectively assisting in implementing the curriculum.

CONCLUSION

The school library standards of the American Library Association emphasise the importance of physical and intellectual access to information, to the provision of opportunities for discriminatory and creative use of information, and the experience of lifelong learning practices.⁷ These factors rest heavily on how proactive the teacher-librarian is, the vibrancy of the school's library programme, and the level of integration which takes place.

The indications drawn from the questionnaires suggest that a level of intellectual access and lifelong learning habits is facilitated through library skills training and higher order skills practices.

But the limited number of skills and activities indicated on the questionnaire, the low level of integration and consultation taking place, and the extra responsibilities of teacher-librarians, are serious factors militating against any significant movement towards quality school library programmes.

Integration of the school library programme involves the coordinated effort of the entire academic staff in a partnership of planning, resource sharing and team teaching. As the situation exists in Jamaica, the library skills programme is largely taught in isolation with very little cross-curricula reference and application. The holistic approach to education supports the strategy of integration. It is through this method that the student is best able to understand the inter-connectedness of information and the dynamic effect that this can have on his acquisition of knowledge and skills.

A common library skills syllabus which takes in cross-curricula information needs and skills must be developed and used creatively at the national level. The integration of such a programme with the subject areas should then be addressed with greater commitment and vigour.

RECOMMENDATIONS

Arising from the analysis of the data collected, if Jamaica's school libraries are to fulfill the goals of the Education Act of 1980, the following recommendations are being made:

- (a) A teacher-librarian should have overall responsibility for the school library and should have no other responsibility.
- (b) The teacher-librarian should have adequate support staff.
- (c) All grades/forms should have scheduled library skills classes to encourage the habit of lifelong and independent learning.
- (d) A common library skills syllabus needs to be developed.

- (e) The teacher-librarian and other staff members should consult and work together to integrate the school library programme with the content areas.
- (f) Training programmes for teacher-librarians should be instituted.

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INTERVIEW WITH Dr. Joyce Lilieth Robinson November 13, 1991

Interviewer - Miss B. Chevannes

Q. First of all, Dr. Robinson, the Library Association is very anxious to get some of your views on life and particularly something about why you became a Librarian and, of course, a little about you. Maybe the first thing we need to ask you is about your early life. How is it your maiden name is Lawson yet you grew up with Dr. Stewart in Black River?

Thank you very much Barbara. Just let me say that it is very kind of the Library Association to wish to do this interview. It is very thoughtful of them and I appreciate the motives. This kind of recording, I think, would be for the memory bank as well. If it can stimulate others then I will try to relax and talk giving my inner feelings on whatever is asked.

I am Lawson, but my adopted parents were Stewart. Dr. Stewart and my father were very good friends. Before either of them got married they both did dispensing in Mandeville with Dr. Thomas, this was in the 1920s. Then my adopted father went overseas to make his fortune. Eventually, he did Medicine and married my adopted mother, who, incidentally, was my father's niece. My adopted mother and myself are cousins but I grew up with her reminding me all the time that it was her husband who had adopted me. I was six years old when they adopted me and I did not know any other parents.

I have very little recollection of my real parents but other persons' recollections have been a part of me for a life time, because they had so many friends. My father, after he graduated as a dispenser, opened a drug store in John's Hall, St. James, and eventually married my mother who had gone to Westwood. They had a very strong bond, he played the organ and the piano and so did she. They had three children and I was the youngest and the only girl. I was supposed to be spoiled but unfortunately my father died when I was four, my mother died when I was six, and I was left with my grandmother. It was then that my father's best friend Dr. Stewart, who had returned from Edinburgh as a Doctor and settled in Black River, begged my grandmother to allow him to adopt me.



HON. JOYCE ROBINSON, OJ. C.D.,
M.B.E. HON, LL.D.

So I then moved to the Stewart family and at that time they had no children. They later had four children and there is a ten year difference between myself and the youngest of my adopted brothers and sisters. My full blooded brothers, Aston and Lloyd are now deceased. The Stewart children were, Sonny, the eldest, Albert, Caroline and Donny who shares the same birthday as myself, July 2. So I am one of the lucky ones with two families. When the Stewart's adopted me it was not a legal adoption so I remained a Lawson.

Dr. Stewart was one of twelve children incidentally, just two are still alive, aunts Amy and Olive. Aunt Amy will be 90 in a few days, Aunt Olive is already in her 90s. It is very special to have two aunts over 90 years old.

Q. You entered Librarianship, was this your first choice, and why did you?

I think Librarianship chose me. I got a scholarship to St. Simon's where I did my junior and senior Cambridge. My ambition was to be a Doctor. I grew up in a home with a Doctor, whose brother Uncle Lee was also a Doctor. But because of certain circumstances I started teaching at age sixteen and a half years straight from St. Simon's.

Mr. Hazelwood, the Headmaster of St. Simon's would identify students even before examination results came out and offer them jobs, so that they would be teaching and continuing their education in evening classes. I was offered this job to teach at St. Simon's, so I went into teaching and continued my education.

Later my adopted parents, particularly through Aunt Lyn's initiative, started a school in Black River. In those days Munroe and Hampton were the two secondary schools in the entire parish and these schools were exclusive. My adopted mother, Mrs. Stewart, wanted me to teach at the Black River High School which had been opened for people in the parish. So I had a discussion with Mr. Hazelwood and left St. Simon's and took over as Headmistress of the Black River High School. At what age? You do the calculation of that. I was born in 1925, I was at Black River High School in the '40s.

Whilst there teaching in Black River, I really enjoyed it. I met a lot of people such as Donald Sangster, later the Hon. Donald Sangster, Prime Minister of Jamaica. He was a young solicitor then who had his office in Black River and worked at the Parish Council. The Library in Black River was one of the free libraries run by Revd. Lewis before the Jamaica Library Service was started. My former primary school teacher Miss Barrett was a voluntary librarian and I was secretary to the Library Committee, while I was teaching. I used to assist the librarian when she was on leave and so went into the library world.

Mr. Bryant who established the Jamaica Library Association in 1948, had been sent by the British Council to set up the Jamaica Library Service. He invited all the voluntary librarians to a course in Kingston in 1949 and I attended a course at the U.W.I. Campus. At the end of the course Mr. Bryant invited me to apply for a job at the Jamaica Library Service.

My adopted father had by this time died, and my aunt was running the school on a shoestring. Funds were low then, because when he was alive, he always subsidised the school as a part of his home. They owned the building which was the former Waterloo Hotel in Black River. I discussed the offer with Aunt Lyn, who decided to sell the school; so I accepted Mr. Bryant's offer of the job at the princely sum of 25 pounds per month.

I was then Senior Assistant Librarian in the Cataloguing Department under Miss Barbara Mandy, who was an Overseas British Librarian who had come to set up the Cataloguing Department here. That was how I came to join the Jamaica Library Service. I was really disappointed when I left St. Simon's and went to Black River, because I thought this would have deterred me on my route to medicine; but for the wider design in my life I trust the Father to guide me.

My move into the Library Service brought me into contact with persons like Beryl Fletcher at the Institute

of Jamaica and Ken Ingram who was the first Jamaican who qualified as a Librarian.

We at the Jamaica Library Service taught each other in the early days, and my ambition was not to be the Director. I wanted to be Head of the proposed Reference Library, with Cynthia Warmington as my Deputy.

The British Council had planned to remain in Jamaica for ten years but the money ran out. After Mr. Snape, who had been Mr. Bryant's Deputy left, Mr. Hockey replaced him but did not stay for very long. The British Council paid these gentlemen and the Library Service was run on 17,000 pounds per year. This was insufficient, so Mr. Hockey gave up and returned home. By that time I had completed my ALA. Mr. Hockey had felt that the Library School in Trinidad could help in the development of the Jamaican librarians and four persons per year were given scholarships to Trinidad to help in the preparation for the ALA. I had completed the ALA and was awarded a British Council Scholarship to England to the North West Polytechnic and did parts of the FLA. I was appointed Deputy Director while still at the North West Polytechnic, since, as I mentioned earlier, Mr. Hockey had resigned.

Mr. Hockey handed over to Hazel Bennett so I did not spend even one day with Mr. Hockey as he was already on the high seas when I returned. My salary then was 600 pounds per year. Now I think it is important that History should record that I never questioned salary but that it was the motivation to do something which no one expected that you could do. I always wanted to show that I could do the job.

The hunt was on to find a male Director; a lady could be the Deputy but the powers that be felt that the Director had to be a male. I remained Deputy Director for two years. The Board would not call me Acting Director and I got no acting pay. I say that I was appointed by default, since, if they could have located a male Director, I would not have been appointed.

There were political changes. The Minister of Education at the time was Dr. Lloyd who visited me and questioned my being Deputy Director. To whom was I Deputy? I have a weakness for politicians. I am basically a Civil Servant. The politicians see these obvious anomalies and fight for them. In those days the Civil Service accepted the order of things. Eventually in 1957, I was appointed Director. The funds for running the library service were small; but we got together as a group to do the best we could.

What was very good was that Mr. Bryant had set up the Library system like the County Library System in Great Britain. Each Parish had a committee which ran the library. The members of these committees made a difference with their expertise. In St. James, there was Col. Jackson who later came to Kingston; C.L. Stuart in Clarendon. These persons and others like Harold

Holdsworth who was on the Library Board and later the U.W.I. Librarian, was succeeded by Willie Gocking, the first Caribbean person appointed University Librarian. Interaction with these persons allowed one to develop the Library Service. Nora Bateson developed a plan for a Public Library system for Jamaica. It was this plan which the British Council adopted and it was as a result of this project that the British Council sent the early English Librarians to develop the Bateson Plan. Nora Bateson was a Canadian, so there was a Canadian input into the British system to develop a Public Library Service in Jamaica.

What was important was that no one felt he/she was more qualified than the other. It was a coming together and a working together. It was the link between the voluntary and the paid arm. It was similar to when I came to the Course at which Mr. Bryant suggested that I join the service. We organised the Jamaica Library Service and decided to run courses and conferences in the summer. These stimulated us to take the examinations. We tried to get scholarships for two persons annually to go to England to work for the FLA in one year and for four persons to go to Trinidad for four months to work towards the ALA.

There were some persons who made an impact. One I remember, was Mrs. Marjorie Graham, Head of Montego Bay High School who was like a mother to us. Col. Jackson came from Cornwall College to Wolmer's Boy's school and from St. James Parish Library to Kingston. C.L. Stuart of Cornwall College invited us to set up his school library, which was one of the earliest school libraries.

Non-librarians like Ferdie Sangster were a great influence. I think that apart from what I learnt from the formal lectures at North West Polytechnic, I learnt the most about the book trade from Ferdie. He was a self-made man who, with his wife Mable, developed a book empire that had at one time five branches of Sangsters' Book Stores as well as the University Book Store. He was an inspiration. He had little formal education but was very knowledgeable. We had in common the parish of St. Elizabeth where he was born and I grew up. He was not a male chauvinist. He would talk about problems with you. How he acquired his business, how he went to Frankfurt Book Fair and the contacts he made with people in Glasgow. He spoke of Mr. Marshall who came out with samples of British books. We would "pick" Mr. Sangster's brain about who was the best publisher. I wish to pay tribute for not only his own diligence but also to his financial acumen. You had to be a genius to become a millionaire from having your beginnings selling books on a bicycle. He was a good man. Ferdie, from his own pocket, as Chairman of the Camperdown School Board, with Miss Mitchell, as Headmistress, worked towards making the school co-educational. The Ministry said



Hon. Dr. Joyce Robinson speaking to the membership after her Conferment as an Honorary Member of the JLA, January 1992.

that unless it acquired five more properties the school could not be co-educational. He actually sponsored the purchases of properties with his own money until the Church could buy them back from him. He affected my life. (Editor's Note: See page 28 in this issue for a tribute to the late Ferdinand Sangster.) When the Jamaica Library Service began expanding and spending "big money" on books, he even allowed special discounts and arrangements for repayment at the end of the financial year.

Q. What do you think about the status of librarians at this time?

What we need to do is get together - it could be through JLA or NACOLAIS or the Department of Library Studies of the University of the West Indies. The libraries are losing a bit of their grip with regards to information systems. Education is being restructured and this is a good time to look to the future. I would like to see the National Library of Jamaica moving along with the Audio Visual Libraries. All types of material are needed, not just printed matter. It is a big problem and we need the will at this time. Preoccupation with salaries and the problems of the ARP are understandable; but we must move along.

I am really pleading with the Jamaica Library Association to find some innovative means of stimulating libraries to stay together. Stimulating the Information Specialist - whatever you want to call yourselves. You

“When I grow up I want to be a customer”

What's a customer?

I don't know, but he sounds real important.

My Dad says the people at his office work all day just to make the customer happy. My Daddy works for IBM.

And he told me that when the customer needs something, everyone in his office tries to get it for him.

That sounds great.

If I grow up to be a customer, maybe my Daddy will work for me.



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must work together. We had to work to break down the barriers between public libraries and special libraries and University libraries. You must keep at that. It cannot be just JLS again. Some Jamaican librarians are going to ACURIL and becoming involved in the wider world. We must broaden the base. Some of the work being done in Trinidad is very advanced. In Barbados there is an outstanding Audio Visual Section of the University Library. We are definitely in the automation age. I am very envious and would like to see similar developments in Jamaica and the rest of the Caribbean. We are in the age of the press button delivery service. But garbage in garbage out- we know about the value of accuracy of input which should be an integral part of the development of these new innovations. My own son, Anthony, is in the computer business; I do not speak the language but I hear it spoken around me.

One just sees so many opportunities and realises that greater co-operation is going to lead to greater service. The young children need to be involved. We should know much more about publishing. Libraries must feed the information to the publishers about what are the public's needs.

Some of us will have to specialize in the type of financial management that goes into the international exchange of information. One of the new exciting developments is the Fax machine. You can send information to Thailand - anywhere in the world by telephone. I want to see Jamaican libraries using that level of technology for research.

I know we have the salary problem, but we must get on with it. Tea parties are fine for fundraising but we need to move into activities which can raise more money. "One one coco full basket", yes. So you do that but, I would like to see the library going after big funding. Once more we need to attract big funding. Don't let the Government only attract money for water supplies and schools. There was much money attracted to building schools at one time. Who is attracting money for libraries?

There is also the matter of the soaring prices of books soaring, but we must come out of the wonder of it as it is soaring everywhere and get into the fray. I don't think the challenges are greater than we had in the fifties. It is only a different kind of challenge. It needs vision and commitment. Our people have it.

I think the libraries have the key to get in and win respect in the field of information.

Q. You talk about libraries but you also worked with JAMAL Foundation¹, HEART Trust², and JBC³.

They are all in my mind an extension of libraries. I have never been anything but a librarian. I was getting readers when I went to JAMAL. Barbara, remember Book Selection meetings. You need material, for ex-

ample, "Basket of Flowers" as bait to catch the bigger fish. Jamaica is the only country that should make the deadline to become literate by the year 2000. If people would only realise that JAMAL developed a programme where a person could become literate from 400 instructional hours... And your mother Enid Chevannes was excellent in this programme. She was the Head of the First Educational Day Centre at East Street. Enid could in 4 months develop adult students, with no previous literacy training, who could read and write and be functionally literate. She is another example of a pioneer in the book field although she was not a librarian.

We need to teach reading and writing to open the quality of life to more of our young people. Different views must be presented so that you can make your own decisions from choices available.

It is an integral part of the Librarian's job to make the persons who are newly literate continue and develop their reading ability.

When I went to JBC, I was very reluctant to go as this was a new field for me. Mr. Seaga⁴ persuaded me. He told me about the restructuring which was planned and that there would be an educational channel which would develop programmes for the new literates and provide for continuing education for all Jamaicans. I went because of the educational channel. My work in the JLS and JAMAL - my knowledge of the island and the needs of rural and urban Jamaica stood me in good stead.

There was also a big job to be done to move the television station from black and white to colour. Diplomacy was necessary. I went into administering big money then as the transmission equipment was expensive and the station was a more expensive proposition than I was accustomed to, so I read all I could. It was then that I realised the underlying corruption of persons who sold these types of big equipment.

I was comfortable at JBC within a month, however, as the Technical Staff and other Specialists were there to advise me - I was to develop the Administrative base. Persons like Newton James were technically outstanding. I remember President Reagan was visiting near to the Anniversary of his assassination attempt and the station had to cover the entire visit with all the attendant security problems.

I gained first hand knowledge of the quality of the media and the professionalism of the people in it. People don't realize this. The technical soundness and flexibility of our engineers. I took to JBC the idea of regular meetings so that there was interaction. I also made them talk to each other. This was from my librarianship background.

Then the oil crisis came. Mr. Seaga, the Prime Minister, was good enough to call me and explain that the promises about the Educational channel could not be kept at this time. He could not predict the future but

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PROFILE

of

Dr. the Hon. Joyce Lilieth Robinson, O.J., C.D., M.B.E., F.L.A.

Joyce Lilieth Robinson - Order of Jamaica (O.J.), Commander of the Order of Distinction (C.D.), Member of the British Empire (M.B.E.), Fellow of the Library Association (F.L.A.), Doctor of Laws (LL.D), is recognized nationally and internationally for her distinguished service in the field of librarianship and other educational and civic institutions.

She was twice President (1964 and 1973) of the Jamaica Library Association and is a founding member. She served the Jamaica Library Service from 1946 to 1975, twenty-seven years in which she charted the establishment of a network of public libraries in 13 parishes in Jamaica, and initiated the rural book-mobile programme in 1964.

She was awarded the M.B.E. in 1959 for her contribution to the development of the Jamaica Library Service, and the Silver Musgrave Medal in 1969 for outstanding contribution to library work and literacy in Jamaica. She was made Honorary Vice-President of the Library Association of Great Britain in 1973. She is also an Honorary Member of the International Federation of Library Associations (IFLA). In 1974 she was given the Unity Award of the Manchester Association and in 1979 Dalhousie University, Halifax, Nova Scotia, bestowed on her the Degree of Doctor of Laws - honoris causa. Joyce Robinson is also the recipient of the 1979 Carl Milan Lecture Award by the American Library Association (ALA). She received the Order of Jamaica in 1987 for distinguished public service during the twenty-five years of Jamaica's independence. In 1990 the degree Doctor of Laws was conferred on her by the University of the West Indies, Mona, and in that year she was made an Honorary Member of the Jamaica Library Association.

A woman of ability, foresight and drive, she stirred heads of government to provide the assistance so needed to set up what was to become the finest library service in the West Indies. She became the first Jamaican Deputy Director of the Jamaica Library Service - having joined as Library Assistant - and for two years she distinguished herself acting as Director, though not officially recognised as such. Despite the position being a male oriented one, she was subsequently appointed the first female Director in 1957.

Joyce Robinson contributed to the establishment, in 1971, of the regional Department of Library Studies of the University of the West Indies. Her involvement with the Prime Minister's Committee on the Arts led to the establishment of the National Council on Libraries, Archives and Documentation Services (NACOLADS) in 1973. She served as Chairman on this Council for many years. From its inception in 1978, she has been chairman of the Board of Management of the National Library of Jamaica, an organisation in which establishment she played a significant role.

For 48 years, Joyce Robinson successfully served her country with a love that was manifested in the diligence with which she approached her work. Her active co-operation in public service led her to be selected as an executive member of many committees and boards of management. She has served as Chairman of the Girls Town Education Committee, President of the Young Women's Christian Association (Y.W.C.A.), as well as a member of the Board of Governors of St. Hugh's High School, Pembroke Hall Secondary School, foundation member of Excelsior Education Centre (EXED), and a member of the Board of the Jamaica Festival Commission. She is also a member of the Board of the Foundation for International Self Help (F.I.S.H.) She is a former Director of Jamaica Movement for the Advancement of Literacy (JAMAL) through which she helped 200,000 adults in Jamaica to be functionally literate. She is a former Managing Director (the first woman to have held this position) of the Jamaica Broadcasting Corporation (JBC) and a retired Managing Director of the Human Employment and Resource Training Trust (H.E.A.R.T.). Under her able administration 50,000 young people were given skills training through the H.E.A.R.T Trust and placed in organisations thus reducing the employment rate by 6% in 1986. In all these areas and more Joyce Lilieth Robinson has been an outstanding public servant who has served with dedication and commitment.

Internationally, she has served as a member of Jamaica's delegation to the 21st Session of the United Nations General Assembly, 1966, and the International Conference on Human Rights (Teheran, Iran), 1968. She is Vice-Chairman of UNESCO International Advisory Committee on Documentation, Libraries and Archives, and Vice-President International Council of Adult Education.

Despite the demands of her diverse activities which took her all over the island and abroad on frequent assignments, she finds time for her church and her family. Of the Moravian faith, she was an active Sunday School President, a member of her church choir and very involved in many other church programmes. She is deeply committed to her family - her husband Professor Leslie Robinson, daughter Ann and son Anthony.



there was a plan to develop the HEART programme in skills training. I opted like mad for this. At the beginning of this project I had one room with a Typist and a Part-time Administrative Assistant at the Jamaica House. Within five years HEART was a well developed programme and in eight years 50,000 youngsters were placed in jobs. Firms received a 3 per cent refund on payroll if they took a trainee. Mr. Seaga had a brilliant idea. The unemployment rate improved by 6 per cent in 1986, because of the input of the skills training of these youngsters by Private Sector and Academies. This brought me back to an involvement with the young, youngsters 17-25 years who were being left out of the system - they had passes in three to five CXC subjects but no hands-on skills training and could not get a job. Over 1,500 employers took them on and helped to change their work attitudes. Libraries were developed in this programme to provide opportunities for continuing education. When you have your own children and grandchildren you hope for the best for them and all other children.

Q. Is retirement a time to relax?

You know how difficult it was for me to do this interview. Retirement is a change of gear. You know that for the last 20 years of my life I have had Prime Ministers as my bosses. JAMAL - there was the Hon. Michael Manley⁵ and HEART and JBC, the Hon. Edward Seaga. It has been a high pressured life. They go to bed and dream of something new and you have to find a way to carry out their instructions. Boards - I like working with them but you are like a conveyor belt. Always moving along, carrying out new ideas.

I always did voluntary work. Girl's Town⁶ - for 25 years I have worked with this organisation. They still need the assistance. FISH⁷ - Dr. Grant is a retired person but this is rewarding work. YWCA⁸ - Gave me my leadership training. I have never left. I was President of the Kingston and the first National YWCA. My first exposure to leadership came through the YWCA which sent me to a Course in Sweden with another Jamaican. Persons who have influenced me in the YWCA are Dame Nita Barrow with the Adult Educational Programme, and Carmen Lusan with her quiet hour - where you prepared for quiet time. Quite apart from my own family, the YWCA gave me a vision of people and services. You must train for this service and I am still training and involved in the YWCA.

JIM⁹ - Old institution at a low ebb at this time but they need the help. Hope Valley Experimental School¹⁰ - formed to link polio victims and fully mobile youngsters - 50% normal and 50% disabled. Lady Golding and Professor Golding (Sir John) work very hard with this organisation and I help. I do voluntary work with the Church - all programmes.

Q. You are a Moravian?

Yes, I belong to Trinity Moravian. I lost my Bishop - Bishop Hastings. I was confirmed by him, married by him and Ann was christened by him. Archbishop Samuel Carter influenced me from school days at St. Simon's. He taught me Latin under Mr. Hazelwood. For years, when Archbishop was a Priest, he was out of the mainstream. Then he began Campion College and contacted me for assistance. His humility is fantastic. He has had 25 years of service but his main concern is for the poor. I am not a Roman Catholic but if you go to the Bishopric - everyone is concerned, not involved with the frills and fancies. Jamaica has had a wonderful heritage with this type of leadership. Whatever heights you think you have reached, it is really people's lives that really count. Another former classmate of mine is the Rev. Evans Bailey - his leadership is great, his integrity outstanding - a gentleman.

Archbishop DeSouza is also a St. Simon's Past Student. You get inspiration from these persons, real people. Forthright, outspoken, committed. This is the inspiration. You know you are not a first world but a third world country, but you know there is work to be done. Jamaica must be more concerned. That is my concern. Where do you go after death? So you prepare in this life.

Now I want to be there for my grandchildren - to find time for them. My children are working hard to make ends meet. I want my grandchildren to know me better than I knew my grandmother, and I want them to remember me as someone warm, kind, but with principles. And I want them to abide by certain principles, the benefits of the Christian faith. This is what will make a better tomorrow. Not only the material things are important, though I do love pretty things. The quality of life matters now but you must not forget the hereafter.

Q. I discovered that you sew for yourself.

I could not afford beautiful clothes at sixteen and a half years. I threw a partner. Paid down for a machine and sewed for my friends as well as my children. Ann was plump so I couldn't get ready-made clothes, so I sewed for her. I recently changed my machine and I hope to sew for my grandchildren. No matter what is your career - learn to sew or to fix flowers. You lose something out of your life when you are not creating. Pick from your garden, flowers and foliage. You don't have to buy at high prices to live a good quality life.

I am happy that Leslie [husband] is also retired, he is happily involved in Distance Teaching and in the Belize Programme. He has to go back and learn new areas. It is and has been a good life to have challenges.

NOTES

1. JAMAL Foundation - Jamaica Movement for the Advancement of Literacy was established to eradicate illiteracy among persons of 15 years and over.
2. HEART Trust - Human Employment and Resource Training Trust was established in 1982 to provide skilled workers to meet Jamaica's developmental needs and to equip the unemployed with skills to meet the labour market or for self-employment.
3. JBC - Jamaica Broadcasting Corporation is government owned and operates islandwide radio and television.
4. Edward Seaga, Prime Minister of Jamaica, 1980-1989.
5. Michael Manley, Prime Minister of Jamaica, 1972-1979, 1989-1990.
6. Girl's Town is a non-residential school for girls 15 and upwards who are dropouts or school leavers. Established in 1965, it provides training in marketable skills.
7. FISH - Foundation for International Self Help Development was established in 1985. It is a philanthropic, non-profit organization serving the needy and disadvantaged people through health, nutrition and educational projects.
8. YWCA - Young Women's Christian Association, a voluntary international Christian youth organization which unites in fellowship persons of all social backgrounds.
9. JIM - Jamaica Institute of Management is a management training and development institution which caters to the needs of practising managers.
10. Hope Valley Experimental School was established as an experimental school to integrate the physically disabled and able-bodied children from ages 3-12 years.



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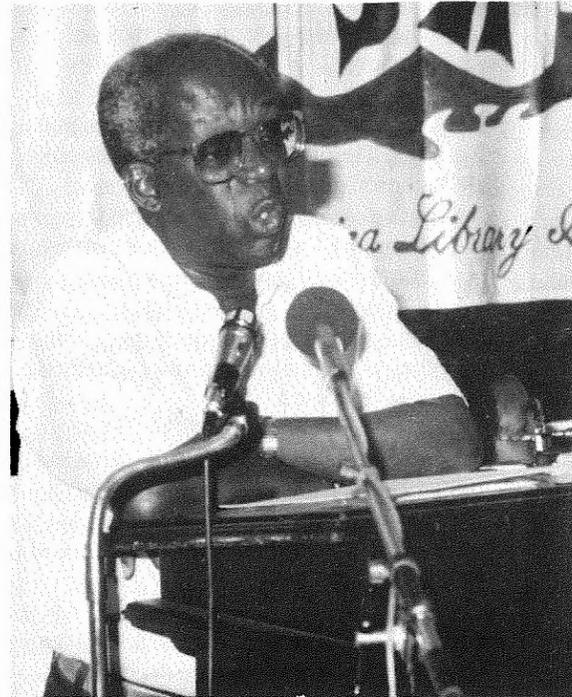
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HIGHLIGHTS



Senator Donna Scott-Bhoorasingh speaking before the AGM, January 1991.



The late Dr. Cliff Lashley addressing members before the AGM, January, 1992



Sonia Reid, President reading her message at the Launching of Library Week at St. Margaret's Church, 1992.



Dr. Piappa Fray Presenting Mrs. Clover Chung of JAMINTEL with a Certificate of Appreciation during Library Week, 1992



Librarians who were Honoured in 1991 by the JLA (Left-Right Back Row) Joyce Wallen, Pippa Fray, Stephney Ferguson, Albertina Jefferson (Front Row) Clarie Risdén, Myrtle Picart, Ken Ingram Rosa McLaughlin, Delphine Cupidon Lelia Thomas



Sonia Reid in-coming President, Presenting Dr. Pippa Fray with a Plaque on Conferment as an Honorary Member



Librarians attending the time management seminar, organised by the Education Working Party at Mico, 1992.



Awardees of Certificate of Appreciation with the President at a function in their Honour during Library Week, 1992.



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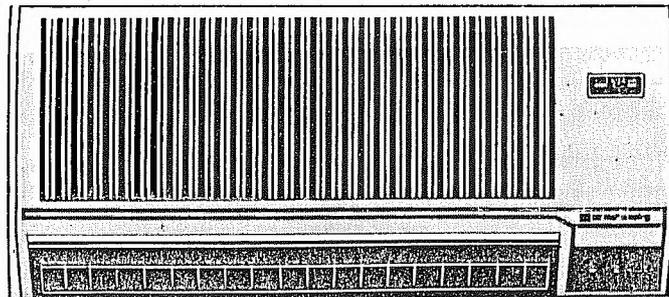


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CONFERENCE ROUND-UP 1991

The Association was represented at meetings of the International Association of School Librarianship (IASL), International Federation of Library Associations (IFLA), Association of Caribbean University, Research and Institutional Libraries (ACURIL), Commonwealth Library Association (COMLA) and Professional Societies Association in Jamaica (PSAJ).

1. IASL

This year attempts were made by Cherrell Robinson to promote the work of the Association in the Caribbean by the distribution of brochures to members of the Special Interest Group (Schools) who attended ACURIL.

The 20th Conference was held in Everett, Washington from July 19-27 with the theme "School Libraries in a Diverse World: Providing the Personal Touch". A new feature introduced was a one day Leadership Development Symposium sponsored by World Book International. Amy Robertson, a former President, was one of eight persons who were named Life Members. The certificate was received by Beatrice Anderson.

Beatrice Anderson, the Association's representative, presented a copy of the JLA's 1990 Annual Report and prepared a draft brochure on "Getting Started" for groups wishing to form a School Library Association or a Section within a parent association at the Board Meeting.

Jamaica's contingent in addition to Beatrice included Joan Hay, Norma Kelly, Carmen Smith and Adlyn White. The Jamaican Folk Singer's video cassette "Fi mi love" was played to an appreciative lunch time audience.

The Association assisted in securing discounts on the return air fare for Beatrice and Carmen.

2. IFLA

The Association once again made its mark on the international scene with the nomination of Stephney Ferguson as a candidate for President. The Association canvassed support by contacting library associations and COMLA members. The election was held at the 57th General Conference in Moscow and Robert Wedgewood of the ALA was elected President. The Jamaican group

of Stephney Ferguson, JLA representative, Albertina Jefferson and Gloria Salmon survived the attempted coup and were able to celebrate in the Kremlin on the last night of the conference.

Representative on IFLA's Regional Office For Latin America (IFLALAC) is Albertina Jefferson, on National Libraries Standing Committee is Stephney Ferguson and on Round Table on the Management of Library Associations (RTMLA) is Joan Swaby.

A condolence card was sent to the family of Guust van Wesemael, Deputy Secretary General of IFLA, who died in June.

3. ACURIL

The 21st Annual Conference of ACURIL was held in Venezuela May 19-25, 1991 with the theme "The Production and Distribution of Books in the Caribbean".

There were eleven participants from Jamaica and 515 participants from 21 countries. A paper on acquisition of Caribbean materials was presented by Stephney Ferguson.

Sonia Reid, 2nd Vice-President was the Association's representative.

4. COMLA

The Association has continued to play an active role in COMLA through our representatives Stephney Ferguson, Immediate Past President and Norma Amenu-Kpodo, Executive Secretary. The increase of \$10,000.00 requested from the Government of Jamaica to fund the local expenses of the Secretariat was not granted. The subvention remains at \$4,000.00.

A COMLA Regional Meeting was held in Venezuela in May, within the ACURIL Conference with 12 participants from Antigua and Barbuda, Barbados, Guyana, Jamaica, St. Lucia and Trinidad. Owing to the resignation of Murray Shepherd, Regional Vice-President from Canada, there was no representative from the Canadian Library Association. Discussions included the unanimous support for the idea of a special issue of the COMLA Newsletter which would focus on activities within the region and which will be edited by Hyacinth Brown and Norma Amenu-Kpodo. Other highlights

included:

- a) Communication, particularly the need for Regional Councillors to liaise more closely with RVPs and the COMLA Secretariat.
- b) Encouraging the participation of young professionals in Commonwealth Relations Trust Bursaries and the Commonwealth Fellows Programmes.
- c) Formulation of regional projects which could be looked at with a view to obtaining funding.
- d) Fundraising initiatives which would provide financial assistance for execution of COMLA programmes.
- e) The need to encourage more institutions to become affiliate members of COMLA.

A very successful workshop was held recently in Accra, Ghana, during the last week of September. The theme was rural community resource centres, continuing the efforts which COMLA had put into two other workshops, in the South Pacific in 1988 and in Europe in 1990.

Ninety-two participants attended from seven countries which included West African countries as well as Botswana, Kenya and Namibia, the newest Commonwealth country. The keynote papers will shortly appear in the published proceedings of the workshop.

There will be one further workshop on this same theme and this will be held in COMLA's Asia Region in New Delhi at the time of the IFLA Conference there in 1992. COMLA has a commitment to holding pre and post-IFLA Conference workshops whenever Commonwealth countries are host sites. The India Workshop will be the first major collaborative effort of COMLA and will be organised with another Commonwealth professional association, the Commonwealth Association of Adult Educators and Trainers.

Forthcoming publications are a directory of education and training in librarianship in Commonwealth countries which is expected to appear in 1992 and an Operations Manual for COMLA. This is being prepared by Stephney Ferguson.

Mike Wooliscroft, President of the Commonwealth Library Association visited Jamaica from October 2 to 6, 1991 en route from West Africa. The main purpose of the visit was to meet with COMLA Officers in the Caribbean - Stephney Ferguson (Jamaica), Immediate Past President, Elizabeth Watson (Barbados), Treasurer and Norma Amenu-Kpodo (Jamaica), Executive Secretary and to establish a strategic programme for the next three years. The meeting was held at the COMLA Secretariat in the U.W.I. Library.

The Jamaica Library Association hosted a lecture and reception in Mr. Wooliscroft's honour at which he

addressed some 40 librarians on the goals, programmes and future directions of the Commonwealth Library Association. At the end of the talk he was presented with a copy of Evon Blake's "Beautiful Jamaica" by the Jamaica Library Association and a video "Fi mi Love: a musical journey with the Jamaica Folk Singers" arranged by Olive Lewin, by the COMLA Secretariat. Among those attending this function were two former Executive Secretaries of COMLA, Pippa Fray (1973 to 1979) and Joan Swaby (1983 to 1990). Other highlights of the visit -

- i) a courtesy call on the Minister of State for Education, the Hon. Burchell Whiteman
- ii) lunch by the Professional Societies Association of Jamaica (PSAJ)
- iii) an interview on JBC TV as Morning Coffee Guest, and a memorable visit to the North Coast courtesy of the Jamaica Library Service, tour guided by Miss Gloria Clarke.

5. PSAJ

The Professional Societies Association of Jamaica which now has a membership of 32 professional associations celebrated its 20th Anniversary with a church service, mini career exhibitions and panel discussions in Kingston, Mandeville and Montego Bay during May.

An additional grant from the Commonwealth Foundation to employ a Project Officer will allow the PSAJ to compile a database of professionals, introduce a discount card which will enable members to benefit from discounts on purchases of a wide range of goods and services, and assist member associations in planning seminars.

The development of the Professional Centre at King's House has gone a step further as the survey plans have been completed and a draft lease is being awaited from the Commissioner of Lands. The PSAJ has been registered as a company - The North King's House Development Company. This will allow for the raising of funds, etc. to get the plans underway.

At the Annual General Meeting in November, Mrs. Jacqueline DaCosta was nominated President and Blossom Mullings, Vice President.

The Jamaica Library Association was represented at General Council Meetings by the President and the quarterly luncheons and Annual Banquet by the President, and other members.



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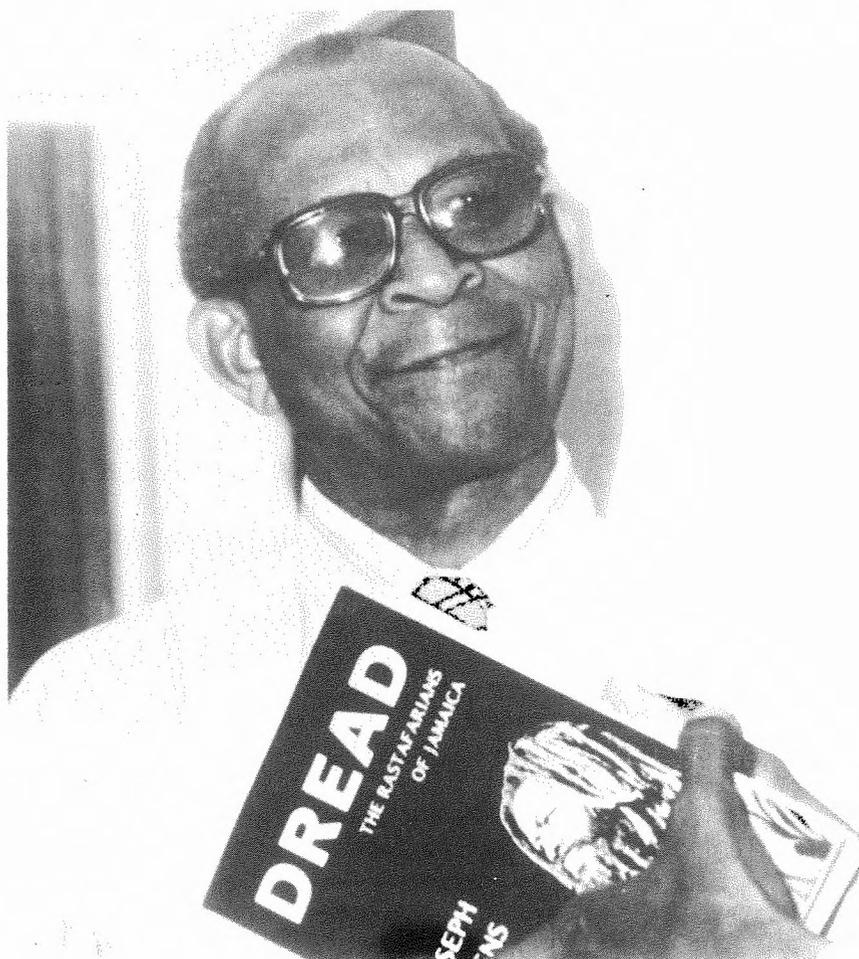
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JAMAICA LIBRARY SERVICE'S TRIBUTE TO MR. F. L. SANGSTER

*Delivered by Mrs. Gloria Salmon, Director, Jamaica Library Service,
at his funeral service held at the Hope United Church 27/7/92*



MR. F. L. SANGSTER

The Jamaica Library Service and indeed the entire library community, which formed a part of the extended family of Ferdie Sangster, mourns his passing and is pleased to have been in a way his adopted child, his close friend and constant companion.

Affectionate, kind, loving, thoughtful, are only a few of the words which so aptly describe Ferdie Sangster, that true gentleman, in the relationship that existed between himself and the Jamaica Library Service.

A father/daughter bond had developed between Ferdie Sangster and our first local Director, now Dr. the Hon. Joyce Robinson, and the warmth of that mutual regard and respect spilled over to all of us in the Jamaica Library Service and became, we venture to say, the bedrock of a business relationship which has spanned four decades.

Ferdie to many, and Mr. F. L. to some, forged many links between the Jamaica Library Service and publish-

ing houses on both sides of the Atlantic and negotiated for the organization such favourable terms as enabled us to stretch the book fund dollar which was never enough to meet the nation's needs.

He helped to overcome the greatest handicap experienced by the Jamaica Library Service as purchaser, that is, the distance from the centres of publishing which denied us the opportunity to inspect recently published material and forced us to rely almost entirely on the trade publications. He collaborated with two groups of publishers, one in the U.S.A. and the other in the U.K. to enable staff of the Jamaica Library Service to visit those publishers and choose directly from stock. This hands-on experience has been of inestimable benefit to senior staff and very rewarding to the Jamaica Library Service budget. This, however, was not a one-way stream as he trained the entire staff of Sangster's Book Stores to understand the real meaning of quality service. The Jamaica Library Service therefore grew to respect his staff and will always remember the outstanding contribution of his late wife, Mable, his son Bindley, and long-serving stalwarts like Mr. Sydney Greaves.

Ferdie Sangster was interested in everything that was associated with our libraries and librarians and gave it his personal support. For a long time he was Treasurer of the Friends of the Kingston & St. Andrew Parish Library and lately, having relocated to St. Elizabeth, he became a valuable member of the Committee of that Parish Library.

So keen was his interest in libraries and librarianship that he became an early and very active member of the Jamaica Library Association and encouraged Librarianship as a career by providing funds for a scholarship tenable at the Department of Library Studies, University of the West Indies. His contribution over the years was acknowledged by the Association when he was made an Honorary Member.

Many were the occasions when our local librarians and visiting overseas colleagues enjoyed the warmth of the home hospitality of himself, his wife and his son.

No Jamaica Library Service function, whether of national importance or a "family gathering" was complete without the presence of Mr. Sangster. For many years, on Wednesday afternoons, after the closing of his Harbour Street Bookshop he would "drop by" at our Library Headquarters to check on "his girls" as he called us, and to see what problems we were experiencing. Whenever he was in the vicinity of one of our rural libraries he visited and brought a breath of "Kingston" air to Librarians. Even after his retirement he was anxious to know that the royal treatment extended by him was continued by his successors, and we are happy to say that the new Directors Mr. Oliver Clarke and Mr. Kumaraswamy have maintained that warm and friendly Sangsters/JLS bond. On his hospital bed he gave no time

for enquiries about his health, but was concerned about the Jamaica Library Service and its progress.

To Jamaica Library Service, F. L. meant friendship, sound business without avarice, inspiration, understanding and the human warmth which embraces any good relationship and makes each partner in that relationship the richer. The bond between Mr. F. L. and the Jamaica Library Service is the sort which creates good memories, and we felt that he knew that like himself, the Jamaica Library Service was committed to the development of education in Jamaica. We felt that each and everyone was very special to him. To us he was a man for all seasons and while we mourn now, we will long remember him as he contributed so much to our well-being and shared in so much of our growth.

We are privileged to speak here not only for the Jamaica Library Service but for the whole world of libraries and publishing. The Booksellers Association, the recently formed Book Industry Association of Jamaica and indeed all Jamaica acknowledge the role which Ferdie Sangster played in the development of the various aspects of the Book Industry in Jamaica. He was also well known and highly respected among Publishers in both the U.K. and U.S. as a bookseller of international repute.

He was best recognized as a Bookseller having built Sangster's Bookstores Limited from humble beginnings into the largest bookselling operation in the English-speaking Caribbean. During his peak of development his chain of bookshops included the student bookshop on the University of the West Indies Campus at Mona. Ferdie Sangster was always looking for new mountains to climb. He played a crucial pioneering role in the development of local publishing as he was not only a bookseller but was interested in books for their intrinsic value. In the 1960s he teamed up with the leading British Publishers, William Collins to form Collins/Sangsters, the first joint venture publishing operation in Jamaica. Under its imprint, leading Jamaican authors like Louise Bennett and Rex Nettleford were published locally and internationally at the same time - a most important landmark for a developing nation.

What is remarkable about Ferdie Sangster's achievement is the fact that a man with limited literary background and also limited formal academic training could so educate himself by private study, that he later dominated and influenced the literary life of the nation for nearly three decades. He was bookseller not just to the general public but to the highest academic institution in the land, the University of the West Indies, as well as supplier to the Jamaica Library Service which touched Jamaicans in every corner of the land. For many years he was the only supplier of books to the professions of Law and Medicine in particular.

As publisher, he recognised the talent and value of

a Louise Bennett years before those in the hallowed halls of our local and regional academic institutions. He gave exposure to and helped to nurture the careers of many who were later to distinguish themselves in the book trade and other fields. Mike Henry of Kingston Publishers, Ian Randle of Ian Randle Publishers, Shirley Carby of CARLONG, Elaine Melbourne of JCDC, Cynthia Ferguson at the University Bookshop, all had a period of apprenticeship with Ferdie Sangster.

He was well known and respected internationally as he was in Jamaica. He developed a special friendship with the late "Billy" Collins, at that time Britain's leading publisher and the head of one of that country's largest publishing firms.

He was on first name terms with the heads of every major publishing firm on both sides of the Atlantic. So dominant was he in the Jamaican book trade that many of them sought to have him act as their local agent. And so strong were these ties that the biggest problems could not undo the knot.

To Librarians, and to book collectors, his Harbour Street store up to the late 1970s held one of the best and most comprehensive stock of West Indian materials to be found in the Caribbean, and he supplied clients throughout the region and North America.

Ferdie Sangster has left a legacy of service and dedication to the development of libraries, and the book industry - service and dedication which will be difficult to emulate.

The entire Library family and the Book Industry extend sincere condolences to his wife Enid, his son Bindley and wife Andrea, his grand-children Jacqueline and Bindley Jr., and to the entire Sangster family.

We thank God for his life, a life of caring and sharing. May his soul rest in peace and may light perpetual shine upon him.



Mr. F.L. Sangster Managing Director of Sangster's Book Stores Ltd. Presents the Sangster's Book Store Scholarship for Librarianship to the Department of Library Studies to Miss Ferguson, Immediate Past President, 1976, Jamaica Library Association

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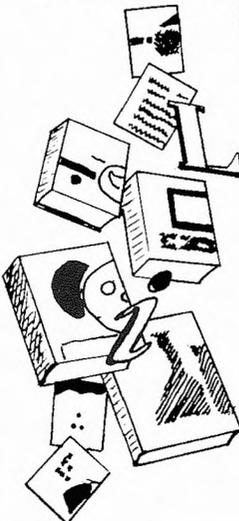
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NEW LEVERAGE FOR ACADEMIC LIBRARIANS IN JAMAICA:

Taking Advantage of Tertiary Accreditation

by Timothy Paul Erdel

The creation in 1987 by Act of Parliament of the University Council of Jamaica (UCJ), a statutory body currently under the portfolio of the Minister of Education, marked a new era for higher education in Jamaica. Autonomous tertiary schools can for the first time gain full local recognition for their own programmes and degrees. Thus Jamaica, like Great Britain itself, is moving away from the traditional British pattern of university paternalism, in which a limited number of privileged institutions enjoy a *de facto* monopoly on and control over university level training and the granting of academic degrees. Now a national accrediting body independent of any particular college or university exists to directly accredit tertiary institutions courses and programmes for recognition and acceptability. Most tertiary schools in Jamaica have consequently established contact with the UCJ, and some have already been accredited by it.¹ In addition, the founding of the UCJ appears to have served as a catalyst for further developments in higher education in the region, for two voluntary associations of tertiary institutions have been formed in its wake, the Association of Caribbean Tertiary Institutions (ACTI) and the Joint Committee for Tertiary Education (JCTE).

While educational leaders and administrators have generally welcomed the UCJ and have working relationships with it, academic librarians of those institutions have been slower and less visible in their support for and interactions with the UCJ. This is unfortunate, for academic librarians stand to gain as much or more by the accreditation process as anyone else, and their active participation in setting appropriate standards for academic libraries could bring important long-term benefits to the profession. Nor should such involvement be construed narrowly as the protection of professional interests, but as a unique occasion to improve the general quality of, and services provided by, academic libraries across the island.

Independent of formal recommendations which may come from professional organizations such as the

Jamaica Library Association (JLA) to the UCJ, accreditation offers special opportunities to the academic librarian. The brief reflections which follow emerge from the experiences of librarians at the Zenas Gerig Library (ZGL), which serves the Jamaica Theological Seminary (JTS) and the Caribbean Graduate School of Theology (CGST) in Kingston. These two private, university level theological colleges, one undergraduate and the other graduate, have in recent years been examined and recognized by a variety of professional, national, and regional accrediting bodies, including the UCJ.² The cumulative impact of simultaneously pursuing accreditation on different levels from various bodies for two separate schools sharing the same campus has at times placed enormous pressures on the colleges, not least the library staff; yet the resulting benefits go far beyond any formal accreditation for the schools. The whole accreditation process has greatly strengthened the ZGL's position with respect to the two schools it serves and their respective administrations. It has also done much to enhance both the image of, and the appreciation for, the librarians and the library workers. But more importantly, accreditation has increased the librarians' and para-professionals' own understanding of their roles and significance, challenging them in a systematic fashion to raise their expectations both of themselves, and of the services offered by the ZGL, and even to marshal the institutional and external support systems which make such qualitative improvements possible.

ACCREDITATION STANDARDS

Perhaps the first question raised by accreditation concerns the criteria and standards used to measure academic libraries in Jamaica. While standards for academic, research, and theological libraries in North America are fairly well developed, they are not always contextually appropriate for developing countries.³ Such standards, for example, generally presuppose support

levels, personnel, and material resources which, if strictly required before accreditation could be granted to libraries in developing countries, would essentially cripple any accreditation schemes in this region for the foreseeable future.⁴ They also take for granted library and information infrastructures which may not necessarily prevail here at this time, including online bibliographic networks, reliable inter-library loan systems, and widespread adoption of computer technologies. Though Jamaican and Caribbean standards for academic libraries also exist, in some cases they are too dated, were not originally intended for degree granting tertiary institutions, or were not developed by librarians.⁵ In one or two instances the standards may actually prove counterproductive as they perpetuate basic misunderstandings about the nature and functions of libraries. For example, a focus on minimal numbers of volumes necessary for accreditation coupled with language about purchasing library "stock" en bloc gives credence to the mistaken notion that libraries are merely warehouses of books rather than dynamic information centres run by professionals. A general emphasis on quantities prevails to the exclusion of qualitative assessments. One set of accreditation standards even places the library under the general section on physical facilities rather than recommending it be evaluated as a part of the educational programme of its parent institution.

Until such time as the UCJ adopts library standards which address the local situation without surrendering the serious purposes which academic libraries exist to fulfill, academic librarians must in effect choose, defend, and apply on an ad hoc basis those standards which are most appropriate to their own immediate situation. In the case of the ZGL, the approach was to follow categories and criteria outlined in various sets of standards from abroad, yet carefully attend to local and regional standards and stay closer to quantitative levels suggested by them. This was done with the clear recognition that the ZGL is a theological library. While theological libraries are both academic and special libraries, they still have their own unique heritage and traditions,⁶ in this region no less than any other.⁷ Thus the ZGL staff carried out and reported in writing an extensive self-study which examined eight broad areas of the library: library purpose and objectives, library collections, organization of materials, staff, services, facilities, administration, and budget.⁸

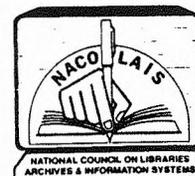
SELF-STUDY

The effects of the self-study exceeded all expectations. Among the first and most dramatic was the immediate recognition by the two school administrations that the present library facilities, although at that time less than five years old, were woefully inadequate for the

development of the colleges as research institutions. The entire plan for campus development was radically altered to make the construction of a substantial new library building the next major project. Though perhaps less visible, major changes took place in each of the other seven areas analyzed by the self-study as well, including actually writing out and formally adopting a statement of purpose for the library along with detailed objectives, reviewing collection development policies and securing better support for library acquisitions, mandating the continued professional development of library staff, increasing the scope of library services, establishing a regular budget, and so forth. Perhaps the most important change of all was the shift in consciousness of the schools' respective administrations.⁹ Up to this point recommendations by the librarians were not always taken seriously, nor were librarians always consulted before major policy decisions were made. But with accreditation at stake, the library was increasingly recognized as a crucial and central part of plans for academic development. Librarians were now given a much larger and more permanent voice in the administration of and the planning for the institutions.

Such changes did not necessarily come easily or automatically. They came about at least in part because the librarians deliberately and repeatedly took the initiative throughout the process of accreditation, yet did so in

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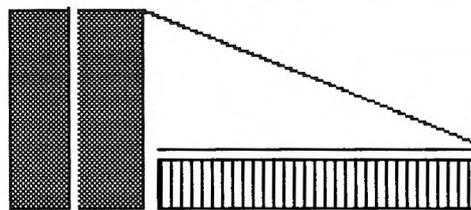
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(NACOLAIS)

a cooperative manner which sought to avoid unnecessary conflict or confrontation. Librarians set about defining their own tasks within the institutional self-studies, and were the first to finish their own sections of the larger works, even while doing everything within their power to facilitate other administrators doing the remaining portions of the self-studies. By taking their own responsibilities for self-analysis seriously, librarians encouraged others not only to do likewise, but also to see librarians in a new light. The self-studies provided at the same time unique fora for educating administrators about the history, nature, role, functions, and future of the library.

As a matter of strategy the library report was written so as to carefully balance the ideals called for by accreditation standards with a factual analysis of the actual situation of the ZGL. Since the schools were seriously concerned with gaining full accreditation, straightforward description was itself a fairly powerful form of persuasion in areas where the library obviously failed to meet minimal accreditation standards. Administrators were eager to correct as many deficiencies as possible pointed out in early drafts of the self-study and, where immediate correctives were not feasible, to make substantial policy changes which would ensure the library was at least headed in the proper direction. In some of the most critical areas, such as the need for new facilities, formal arguments were drafted to persuade school administrators of the need for extensive changes. Although the arguments were edited from the final draft of the library self-study, they had by that time already been accepted and thereby achieved their intended purpose.

While the initial draft of the ZGL self-study was in some respects a challenge to the school administrators, school leaders were gracious in their reception of it. Rather than rejecting the report, they accepted it as legitimate and set about, in cooperation with the librarians, taking the steps to address the deficiencies it highlighted. The report itself provided a means of addressing the problems when used as a basis for soliciting major gifts for institutional development. Prospective donors were presented with carefully documented needs for the library, with the added warning that unless certain essential needs were properly funded, formal accreditation would be placed at risk. Recognition of the need to expand the hours of professional service led unexpectedly to additional coverage by professional librarians in the Kingston area who were so concerned with the schools' development, they volunteered to work during times the regular librarians were not available. Since accreditation must be maintained over time, the incentive remains for continued appeals on behalf of the library.

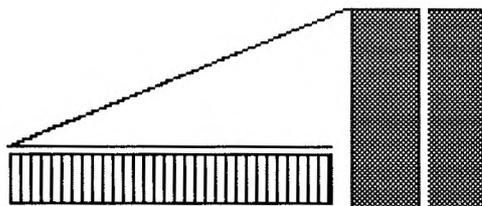


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Throughout the accreditation process the librarians were repeatedly made aware of their own limitations and weaknesses, not just those of the library itself. While this was primarily the result of their own self-study and criticism, valuable insights also came from various administrators and members of the accreditation Visiting Teams who examined the library. Assuming the Socratic dictum that self-understanding and awareness of one's own ignorance are the first steps toward wisdom, this was a helpful if occasionally humbling process. Also, by starting early and having time to carefully think through library problems, librarians were in a position to articulate and defend their work to library examiners. This does not mean the examiners were always convinced or impressed by what they saw and heard, but at least ZGL librarians were generally prepared for what they faced. They had, in most instances, seen the problems themselves long before the examiners arrived on campus. Thus the differences between librarians and examiners focused more on the best measures and approaches to deal with acknowledged problems.

Each academic library is unique and not every academic librarian will necessarily benefit from accreditation as quickly or dramatically as did the librarians at the ZGL. Nor is accreditation a panacea for the ills of academic libraries. Accreditation probably left more problems unresolved than it helped solve in the ZGL. At best accreditation is just one weapon in a larger arsenal which the academic librarian employs in the ongoing struggle to develop adequate library resources and services within the Caribbean context. Academic librarians in Jamaica would do well to seize the new leverage provided to them by the prospect of tertiary accreditation.

NOTES

¹The first institution to gain full institutional accreditation was Jamaica Theological Seminary. See "JTS Gets Go Ahead to Grant Degrees," The Sunday Gleaner, 12 May 1991, p. 4A.

²These include but are not limited to the UCJ; the Joint Board of Teacher Education, the Ministry of Education, Jamaica; the Committee on the Recognition of Degrees (CORD), the Office of the Dean of Higher Education, the National Institute of Higher Education of Trinidad and Tobago; the Caribbean Evangelical Theological Association (CETA), one of seven regional members of the International Council of Accrediting Agencies (ICAA); and the Jamaica Psychological Association (JPA).

³Standards and recommendations and supporting literature from a variety of organizations concerned with

accreditation were examined, including the American Association of Bible Colleges (AABC), the American College and Research Libraries (ACRL), the American Library Association (ALA), the American Theological Library Association (ATLA), the Association of Theological Schools in the United States and Canada (ATS), and the Association of Research Libraries (ARL). ACRL has over the years published the broadest array of standards for various types of academic libraries, and also a significant body of secondary literature on library standards and evaluation. The following three publications proved especially helpful to the ZGL librarians as they carried out the library self-study: American College and Research Libraries, College Library Standards Committee, "Standards for College Libraries," Jacquelyn M. Morris, Chair, C&RL News 47 (March 1986): 189-200; American Library Association, Resources and Technical Services Division, Resources Section, Collection Development Committee, "Guidelines for Formulation of Collection Development Policies," Libraries Resources and Technical Services 21 (Winter 1977): 40-47; and Association of Theological Schools in the United States and Canada, Bulletin 38, pt. 3: ATS Procedures, Standards, and Criteria for Membership (Vandalia, Oh.: ATS, 1988).

⁴Regional universities would be no less exempt from the difficulty of meeting external standards. Cf. the two most recent sets of standards from ACRL, "Standards for University Libraries," C&RL News 40 (April 1979): 101-110, and ULS University Library Standards Review Committee, "Standards for University Libraries: Evaluation of Performance," Kent Hendrickson, Chair, C&RL News 50 (September 1989): 679-87. Though the new guidelines drop references to minimal quantitative figures, presumably they would not be less than those required by the earlier standards. For background on the earlier standards, see Beverly Lynch, "University Library Standards," Library Trends 31 (Summer 1982): 33-47.

⁵Caribbean Evangelical Theological Association, Accrediting Commission, Standards and Procedures for Accreditation: Post-Secondary and Graduate Levels, 3rd ed. (Kingston, Jamaica: CETA, 1989); Jamaica Library Association, College Libraries Standards Sub-Committee, Standards for College Libraries in Jamaica, Amy Robertson, Chairman (Kingston, Jamaica: JLA, 1980) [mimeographed]. Other resources which were in some respects more helpful were John A. Aarons, Disaster Planning in Jamaica: Safeguarding Documents and Vital Data, edited by Hyacinth Brown (Kingston, Jamaica: JLA, 1989); Jamaica Library Association, Special Libraries and Information Section, Guidelines and Standards for Special Libraries in Jamaica, Elsie E. Ellwood-

Aarons, Chairman (Kingston, Jamaica: JLA, 1987); and National Council on Libraries, Archives and Documentation Services, "Report of Findings of a Research Study on Libraries in Tertiary Educational Institutions," prepared by Hermine C. Salmon (Kingston, Jamaica: NACOLADS, August 1988) [photocopied].

⁶American Theological Library Association, Summary of Proceedings: ... Annual Conference of the American Theological Library Association ([Evanston, Ill.]: ATLA, 1947-); Niels H. Sonne, ed., "Current Trends in Theological Libraries," Library Trends 9 (October 1960): 131-283; Jannette Newhall, A Theological Library Manual, with a Foreword by Raymond P. Morris (London: Theological Education Fund, 1970); Peter De Klerk and Earle Hilgert, eds., Essays on Theological Librarianship: Presented to Calvin Henry Schmitt (Philadelphia: ATLA, 1980); Norman J. Kansfield, ed., "Training Scribes for the Kingdom of Heaven: In Celebration of the Dedication of the Cook Center for Theological Research," Reformed Review 35 (Spring 1982): 127-61; and Stephen L. Peterson, "Theological Libraries for the Twenty-First Century: Project 2000 Final Report," Theological Education 20 (Supplement 1984): 1-114; idem, "Project 2000 Revisited," Theological Education [23] (July 1987 [Supplement]): 1-12 [pamphlet]; and idem, "The More Things Change--The More Things Change: Theological Libraries in the 1990s," Theological Education 26 (Spring 1990): 137-51.

⁷William W. Watty, "Editorial," and Carol F. E. Gregory, "The Role and Function of the Library and Librarian in the Theological College in the Caribbean,"

Caribbean Journal of Religious Studies 4 (September 1982): iii-iv and 1-16; and Timothy Paul Erdel, "Our Most Vulnerable Spot': Theological Libraries and Theological Librarianship in the Caribbean," in Quest: Jamaica Theological Seminary: 1960-1990: 30th Anniversary, edited by Pauline Raymond (Kingston, Jamaica: JTS Student Council, 1990), p. 10. Cf. "CETA Librarians' Fellowship Formed," CETA News, May 1991, p. [4].

⁸Jamaica Theological Seminary, Self-Evaluation Study: By Jamaica Theological Seminary: A Report to the Caribbean Evangelical Theological Association and the University Council of Jamaica (Kingston, Jamaica: JTS, February 1991), pp. 35-54 and passim; and Caribbean Graduate School of Theology, Self-Evaluation Study: By the Caribbean Graduate School of Theology: A Report to the Caribbean Evangelical Theological Association and the University Council of Jamaica (Kingston, Jamaica: CGST, February 1991), pp. 41-59 and passim, though the library section of the latter report is riddled with ellipses and other typographical errors.

⁹The battles between librarians and other academics are infamous, e.g., Daniel Gore, "Something There Is That Doesn't Love a Professor: 'The Mismanagement of College Libraries' Revisited," Library Journal 107 (1 April 1982): 686-91; and Anne Woodsworth, "Getting off the Library Merry-Go-Round: McAnally and Downs Revisited," Library Journal 114 (1 May 1989): 35-38.

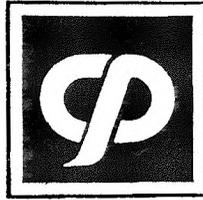
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THE JAMAICA LIBRARY SERVICE AS PART OF THE NATIONAL INFORMATION SYSTEM

by Gloria Salmon



1992 NATIONAL READING COMPETITION

Mr. Richardo Paul of Colgate Palmolive presenting the Company's trophy to Lorrion Steele, National runner-up in the 9-11 age group. National Champion Kitara Munroe, looks on. At their feet are the Parish Champions' trophies and other prizes which they both received.

The Jamaica Library Service (JLS) began in 1948 operating from eight (8) outlets servicing 5,837 registered readers from a stock of 27,970 books.

At the end of 1989/90, from 696 service points, a total of 689,593 registered members had access to 1,169,392 volumes - a book provision ratio of 1.70:1. Experience has shown over the forty-three years of the existence of the JLS that the total number of persons who use library material greatly exceeds the registered membership, as an informal exchange of material often

takes place between members and their families and friends. In addition, there is the unregistered student population which consults reference material in libraries throughout the island.

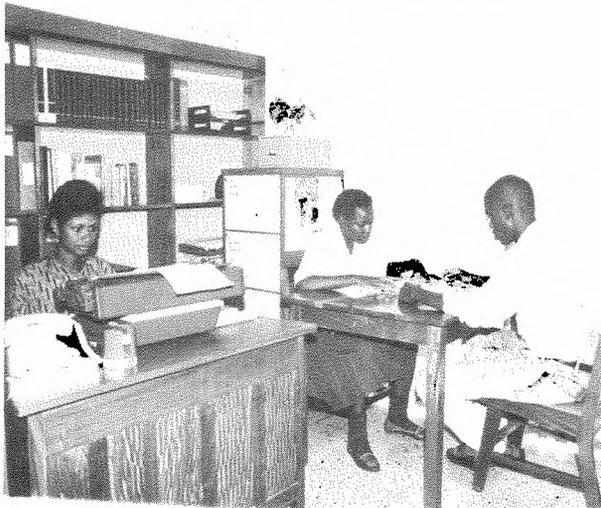
The major Information functions of the organization are:

- the loan of material for home reading
- the provision of reference services

- the maintaining of its community-oriented Extension Activities Programmes and
- the delivery of the Library Service to 914 schools and special institutions in the Primary and New Secondary Schools programmes, which is carried out by the Schools Library Service. This service began in 1952.

Service is given to the public from:-

- 13 Parish Libraries
- 153 Branch Libraries, 54 opened on a full time basis and 99 on a part-time basis
- 5 Book Centres opened by volunteers
- 18 Special Services, 9 in hospitals and infirmaries, and 9 in places of safety, penal institutions and Youth Camps
- 13 Bookmobile Services operating at 507 bookmobile stops.



COMMUNITY INFORMATION SERVICE SECTION AT ST. ANN PARISH LIBRARY

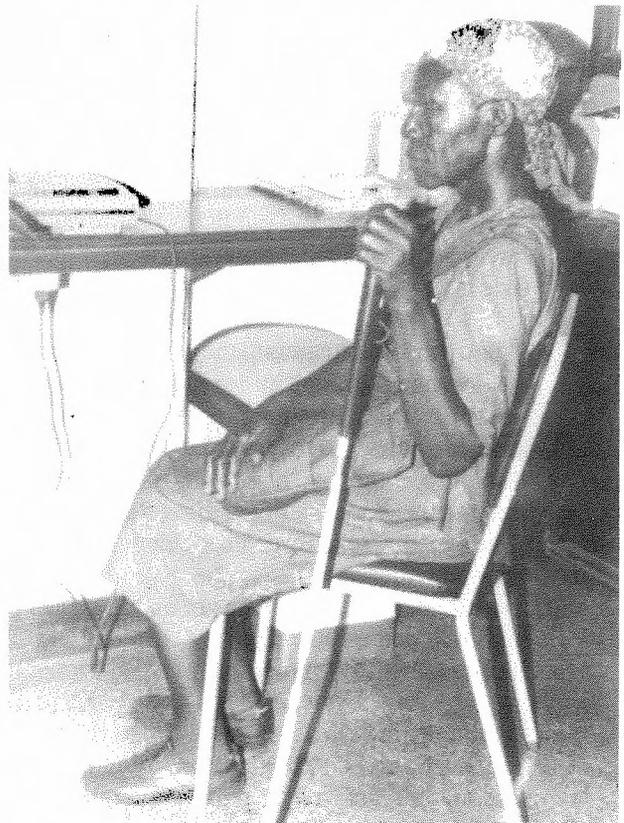
Miss Charlene Harris, member of staff of St. Ann Parish Library prepares document to update material in the Community Information Service (C.I.S.) file. Seated are two users consulting C.I.S. documents

By this extensive coverage the Jamaica Library Service can be said to interact with the Jamaican public at every level of the Society and in so doing, attempts to fulfill its role as the public library sector of the National Information Network.

The public library sector serves the needs of both the formal and the informal education process through all of its service points in the 13 parishes and by the Schools Library Service programme.

MAIN ACTIVITIES

- Its resources buttress the skills training programmes of other Agencies in the most obvious ways - materials from this area of the stock are always well-worn, and they often show evident traces of the work place.
- The Community Information Service caters for another aspect of the information needs of the man-in-the-street. It provides answers from the library's resources or it puts the public in touch with the appropriate agencies or sources.



MANCHESTER PARISH LIBRARY

Blind Service user assumes a satisfied countenance after having benefitted from listening to the audio-tape of the book "Hurricane" by Andrew Salkey.

- The Jamaica Library Service carries its information provision to persons unable to come to its service points. To this end, the public library provides a Postal Readers Service using the Free Postage facility with which it was wisely endowed from its inception as an organization. Some hospitals, infirmaries and penal institutions receive service through Book Centres and Special Services.
- It gives to the blind of two parishes a 'window on the world' through the provision of audio-tapes in St. Mary and Manchester, the two parishes in which a survey was done as part of an OAS pilot project.
- The Service does not merely react to expressed needs but also attempts to anticipate demand by studying information trends, national objectives and development plans and then tries to procure relevant material for dissemination. An inadequate book vote is, however, an inhibiting factor to adequate acquisition of materials.
- The Jamaica Library Service tries to create an awareness of Information as a resource for development, both at a personal and national level. Its programmes of Extension Activities cover a wide spectrum of community, personal and national concerns. It mounts exhibitions on a variety of themes and publishes bibliographies and booklists to meet general as well as special needs.
- The organization caters to the information needs of the young through its normal services as well as its Extension Programmes geared to foster in them an awareness of the value of information, its sources, the love of reading and to provide for them the means of personal development. The weekly Story Hour programme, the Summer activities and the National Reading Competition have a healthy impact on thousands of children and ensure that their orientation for the future will be Library and Information based.
- Through the Schools Library Service, the Information needs of all Infant, Primary and All-age schools are met by a Bookmobile Service while the New Secondary and Comprehensive Schools are served by regular deliveries of books and periodicals to their libraries. Included in these two programmes is service to four special schools. Thus the Lister Mair Gilbey School for the Deaf

and the Women's Centre facility in Kingston are served.

- The Jamaica Library Service has membership in organizations both international and local, which relate to the information field. It has been a foundation member in such groups as the Book Development Council and has sponsored or co-sponsored Seminars and Conferences on varying aspects of Information.
- The Jamaica Library Service co-operates with the other entities of the National Information Network. It provides material for local libraries on request and answers queries of a very varied nature from overseas sources.

The Jamaica Library Service is aware that in spite of the present scope of its operations and its national coverage it is still limited in its provision of information and services by the lack of human and financial resources.

The organization is, however, committed to pursuing a policy of constant improvement and expansion in order to keep abreast of current trends in the Information field and to fulfill its role as the public library sector of the National Information System.

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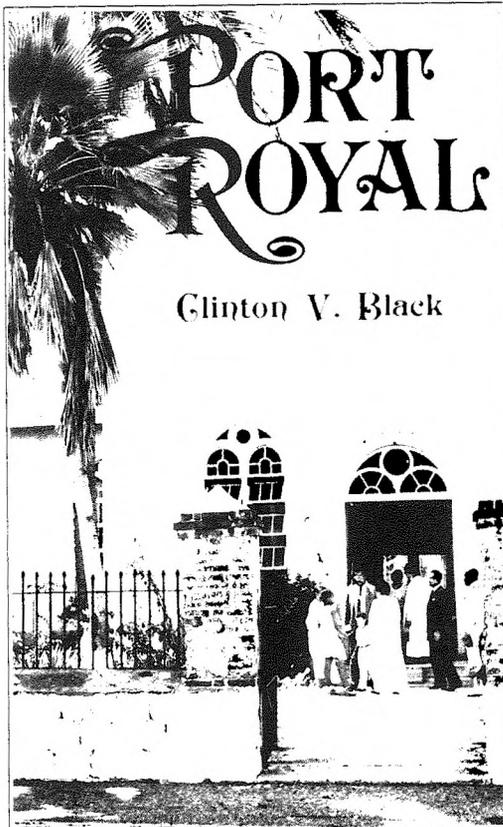
Examination Results

1989/90
<p><u>B. A. with Library Studies Specialization</u></p> <p>Ackbersingh, Patsy * Dawkins, Marcia Harris, Heather Hines, Marlene Millings, Donna Munroe, Hortense Thomas, Verna Watson, Novelyn</p> <p><u>Masters in Library Studies</u></p> <p>Marke, June - Trinidad & Tobago</p>

1990/91
<p>Carr, Mardene Dalley, Jennifer Dennis, Veronica Farquharson, Cora Fearon, Cherita Haughton, Avril Leyden, Marjorie McKoy, Marcia ✓ Murray, Eric ✓ Nelson, Caseta Samuda, Hazel - Trinidad & Tobago Skervin, Patma Whittle, Patricia</p> <p><u>Masters in Library Studies</u></p> <p>Soodeen, Frank (Distinction) - Trinidad & Tobago</p> <p>Brown, Hyacinth ✗ Marshall, Eileen ✓ Roberts, Jacqueline Rodrigues, Ivor - Guyana Williams, Stanley</p>

1991/92
<p>Wilkinson, Yvonne (First Class Honours)</p> <p>Allman, Joan Barton, Elinor Barton, Lillieth Brammer, Beverley Caines-Baley, Delnora - St Kitts Cameron, Vinnese Flynn, Lorraine Fowles, Carmen Graham, Cecil Lewis, Sheron McKoy, Marilyn McLean, Jacqueline Morgan-Heavens, Andrea Rumbolt, Helen Samuda, Kevin Samuel, Tracey - Antigua Scheckleford, Sharon Warmington, Joy</p> <p><u>Masters in Library Studies</u></p> <p>Dolland, Allison (Distinction) - Trinidad & Tobago</p> <p>Blackman, Annette - Barbados Pierce, Harriet - Barbados</p>

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Jamaica Library Association

The Jamaica Library Association was founded in 1949 to:

- Unite all persons engaged in or interested in library work in Jamaica and provide opportunities for their meeting together to discuss matters relating to libraries.
- Encourage co-operation between libraries and promote the active development and maintenance of libraries throughout Jamaica.
- Promote a high standard of education and training of library staff and work towards improving the status of librarians.
- Promote a wider knowledge of library work and to form an educated public opinion on libraries.

HOW IT WORKS

The work of the Association is carried out by the Executive Committee, five Working Parties and ad hoc Committees appointed when the need arises.

The Executive Committee holds monthly meetings and the Working Parties and ad hoc Committees meet as often as necessary.

Working Parties

The objectives of the Working Parties are as follows:

Education & Training

To promote the general professional development of members by organising lectures, workshops and seminars on topics of interest.

Research and Publications

To produce the publications of the Association and encourage research into areas of interest to the profession.

Conditions of Service for Librarians

To address the issues of status and salaries of librarians in Jamaica, whether in the public sector, central government, colleges or schools.

Public Relations

To communicate policy and promote actions and activities of the Association to the membership as well as to the general public.

Fund Raising

To raise funds to assist with the ongoing programmes of the Association.

MEETINGS

The Association organizes regular meetings, professional meetings, conferences, seminars and other activities to promote libraries and librarianship in Jamaica.

SECTIONS

School Libraries

This was the first section formed within the Association in 1973. Its main objective is to foster the development of libraries for children and young people.

Membership is open to all Association members who work in libraries serving youth or who are interested in the development of such libraries.

Special Libraries and Information

Formed in 1981 to:

- Promote continuing education activities for the benefit of all librarians.
- Provide a forum for sharing problems and ideas so as to further the development of special libraries.

Open to Association members only.

PUBLICATIONS

Annual Report: free to members

JLA Bulletin (Annual.): minimal cost to members)

JLA News (3 issues p.a.): free to members

Librarianship as a Career (tape/slide)

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The Association also publishes monographs, pamphlets and standards on matters considered pertinent to librarianship.

TYPES OF MEMBERSHIP

Full

Open to all members of library staff in Jamaica, all qualified librarians, and to other persons who by their services to library development in Jamaica are considered eligible for membership by the Executive Committee.

Associate

Open to persons interested in library work.

Student

Open to all registered students of library science.

Corresponding

Open to persons living outside of Jamaica.

Institutional

Open to libraries or other institutions and associations.

Sustaining

Open to individuals or organisations who are invited to subscribe a fixed sum of money for a period of not less than three consecutive years.

Honorary

Persons who have shown a keen interest in library development or have otherwise been of outstanding service to the Association may, on the recommendation from the Executive Committee to an Annual General Meeting, be elected to Hon. Membership.

Revised December, 1987

For further information please write: Secretary, Jamaica Library Association, P.O. Box 58, Kingston 5.

NOTES ON CONTRIBUTORS

1. **BARBARA CHEVANNES:** Director, Technical Information Services, Ministry of Mining and Energy.

2. **TIMOTHY ERDEL:** Librarian and Lecturer, Jamaica Theological Seminary and the Caribbean Graduate School of Theology.

3. **EILEEN MARSHALL:** Education Officer, responsible for School Libraries, Ministry of Education.

4. **GLORIA SALMON:** Director, Jamaica Library Service.

GUIDELINES FOR CONTRIBUTORS

The *Jamaica Library Association Bulletin* welcomes original contributions related to the field of Library and Information Science with special reference to Jamaica and/or the Caribbean. Articles should not have been accepted for publication or already published. Feature articles are refereed and all contributions are edited for style, accuracy, clarity and length.

• **Feature Articles:** These should reflect some academic or scholarly work and may consist of original research, state-of-the-art reviews, analyses, progress reports and interviews of outstanding persons in the field or related fields.

• **Conferences, Seminars, Workshops:** Reports of Conferences, etc. attended by members of the profession should have evaluative content as well.

• **Book Reviews:** Publications reviewed should have some relevance to Jamaica, the Caribbean or the profession and should be of academic or educational value.

Copies: Two typewritten copies of the article should be submitted, double spaced, including footnotes and references.

Style: The MLA Handbook for writers of research papers, theses, and dissertations, (New York: Modern Languages Association, 1984) is recommended for style.

Author: In addition to the author's name, position, place of work, mailing address and phone number should be provided.

Abstract: A short author abstract of about 50-100 words should accompany each feature article.