

# JAMAICA LIBRARY ASSOCIATION BULLETIN

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JAMAICA LIBRARY ASSOCIATION  
BULLETIN

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## Addenda

page 1. Note: The article "Cooperation in government libraries" by Mrs. C.P. Fray is derived from her Master's Paper submitted in partial fulfillment of the requirements for the degree of M.S. in Library Science of the Graduate School of Library Science of the University of Illinois. This paper was submitted in April 1964 and the text is based on information available to the writer at that time. However, since then, the item in the table on pp. 12-13 referring to the Scientific Research Council has been updated to reflect the current position.

page 27, line 15 : after 'Here's repose' add Here's what may leave all painting and all music behind, and what poetry only can attempt to describe.

## Errata

page 2, lines 5-6 : for those of the Lands Department are believed to exist read that of the Lands Department is believed to exist

page 2, line 15 : for Seven read Eight

page 2, lines 16-17 for Two libraries have sent staff members overseas read One library has sent staff overseas

page 13, line 7 : for indicate read indicates

page 14, line 2 : for Rae Delattre, B.S. read Rae Delattre, M.S.

page 14, line 33 : for 250,00 read 250,000

page 24, line 2 : for have read had

page 34, line 3 : for Franscaise read Française

page 34, line 9 : for is read in

page 34, line 13 : for a read an

page 35, line 30 : for Tecnochtitlan read Tenochtitlan

page 36, line 13 : for His True history of the conquest of New Spain read His True history of the conquest of New Spain

page 49, line 31 : for Delattre, Mrs. R., B.S. read Delattre, Mrs. R., M.S.

## EDITORIAL

This issue of the Jamaica Library Association Bulletin which begins a new volume marks also a departure from previous editorial policy. An attempt has been made to widen the scope of the publication by the inclusion of articles on literary topics, on libraries and bibliographic activities outside Jamaica, and also by the inclusion of book reviews of works on pertinent themes or subjects. It is hoped that such contributions will become a feature of future issues, and that it will be possible also to include relevant articles in the fields of history and archival administration.

The Bulletin will nevertheless remain the official organ of the Jamaica Library Association reporting on all aspects of Librarianship in Jamaica. Five of the eight articles in the present issue pertain to Jamaican librarianship, in addition to the ancillary lists of members, news items and examination successes.

The Research and Publications Working Party of the Jamaica Library Association has been charged with the responsibility of publishing the Bulletin and five of the contributors to this issue are, or have been members of this Working Party. We have set ourselves the very modest target of producing one issue per year, but it will only be possible to achieve this if contributions are forthcoming from the general membership of the Association and not preponderantly from that of the Working Party.

I wish to record my warm thanks to all members of the Working Party who have helped with the production of this issue and also to the Jamaica Library Service which has undertaken the printing of the Bulletin. Finally I should like to urge all members who are able to do so to lend their support to promoting the growth and vigour of this publication by submitting their contributions for the next issue as soon as possible.

## COOPERATION IN GOVERNMENT LIBRARIES

by C.P. Fray, M.R.C.V.S., B.A., M.S.

Most of the special libraries, though they are all owned by the same Government, have hardly any influence on one another. Surely they can be put to a much greater use if they are co-ordinated effectively at the level of book selection, centralised at the level of the staff and of the technical treatment of books such as classification and cataloguing, but left free at the level of actual service to the members of the department \*.

This remark was made by one of the most distinguished librarians of our time. Jamaica has several advantages over India; it is a small island with almost all administration and one-fourth of the population concentrated in one city, and it has a single language, English. Dr. Ranganathan goes on to say that it is quite possible to regulate the coordinated and centralized jobs in the Departmental Libraries without any detracting from their autonomy. Such a coordination would make their use by the officers far easier than it is now and considerable economy would result \*.

At present there is no co-ordinating agency. No doubt it is possible for enthusiastic librarians of some of the Departmental Libraries to meet and arrive at some helpful standards. But it is neither wise nor economical to leave this important question to such a casual chance \*.

For India Dr. Ranganathan advocates the formation of a National Central Library and the appointment of a National Librarian. He warns that such a library

will not be sufficiently broad-based if it is entrusted in the formative years to the care of a department in charge of formal education. The result will be still worse if its character is to be coloured by archival methods and outlook. It should not be made a Cinderella in any manner \*.

Far too many of Jamaica's special libraries are Cinderellas. Never having had good technical library support very few government officers have

\* Ranganathan, Shiyali Ramamrita. Library Tour 1948; Europe and America, impressions and reflections. Delhi, Indian Library Association, 1950. (Indian Library Association, English series 1.).



any conception of what a properly stocked active special library can do for them. In a small country such as Jamaica, it should be possible to improve the Government libraries without getting involved in large grandiose schemes.

The appendix lists 38 special libraries that are government libraries in Jamaica; of these 36 are known to exist and those of the Lands Department are believed to exist.

It is probable that other government bodies such as the Town Planning Department have libraries or office collections of some size, but as no evidence of their existence could be found they are not included in the list.

### Staff

Twenty-one of these libraries have at least one employee assigned to work in the library. This may be full-time work (15 libraries), or part-time work (6 libraries). It is probable that the Government Chemist, the Forests Department and the Survey Department also have at least one individual assigned to library work. Seven of the 21 libraries have one or more full-time professionally trained and qualified librarians. Two libraries have sent staff members overseas for training.

### Budget

Ten libraries are known to assign funds specifically for library purposes. In others the cost of whatever library services are available is included in office expenses, miscellaneous expenses, or as part of some other section, division or department.

### Inter-library loan

Jamaican libraries have engaged in inter-library lending for years. The better organized ones will, in response to a telephone call, deliver the book to the borrowing library's messenger with no more paper work involved than a note or receipt carried by the messenger. But the less well organized libraries, particularly those without professional staff, tend to be slow and to require cumbersome formal correspondence "through channels" before they will let any book off their premises. The development and distribution to all libraries of a standardized multiple copy inter-library loan form would probably resolve this difficulty.

A much bigger problem is inaccessibility of materials because of lack of catalogues and union lists.

### Jamaica Journal List

Nearly half of the known government libraries have contributed titles to the Jamaica Journal List. The original questionnaire was sent to 31 libraries including a number of non-government institutions, and was restricted to scientific periodicals in the biological sciences exclusive of medicine. The scope of the work has since been expanded to include all serials in all fields, so that in time all libraries will be covered.

At what point does an "office collection" graduate to the status of a "library?" There seems to be no hard and fast rule. The break point may be a matter of size or of change in attitude. Accumulation of material to the point where chaos becomes intolerable is probably the commonest decisive factor.

Since Independence in 1962 many government bodies have been or are being reorganized. When the resultant needs for specific or for background information cannot be met, cognisance of the inadequacies of departmental library facilities is at last taken. Advice is sought from the Director of Jamaica Library Service. When the cost of professional library service is revealed the matter is usually shelved for several more years until the situation becomes so desperate that the department recognizes that the cost of an organized library is less than the many hidden costs of inadequate information.

Apart from such help as they may receive from the Jamaica Library Service, which is public-library oriented, there is no coordinating agency to assist governmental special libraries solve their problems. In the following pages some methods of achieving desirable coordination are described and discussed.

The questions to be considered fall under three main heads:- Services, Staff, Finance, and they will be considered in that order.

### Services

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Because of its relatively independent position and its statutory duty to coordinate programs undertaken by other government-supported agencies, the Scientific Research Council is in a favourable position to initiate interdepartmental library cooperation, and could set up a small central organization to implement the work. This hypothetical organization will hereinafter be referred to as "Central". Quite a lot of recognized inter-library lending and some unofficial dovetailing of purchases already exists, though it is haphazard and not standardized. Before embarking on any extension of service the Scientific Research Council should be clear in its own mind about the whole idea, and should have a draft scheme committed to paper. This, rather than nebulous talk, should be used as a basis of discussion with potential participants in a coordinated government library system.

Any services to be offered to other libraries by Central should begin modestly, and each step should be well established and working smoothly before the next is attempted. For example, rather than giving widespread publicity to a new scheme it might well be better to approach one or two libraries first. These should be relatively homogeneous in size and service. When the small nucleus is consolidated then other libraries could be invited to join, preferably one or two at a time. Of course any spontaneous, rather than invited, interest should not be discouraged.

### Jamaica Journal List

This project is already under way. The list should be made as inclusive as possible, with no exclusions based on value judgments that may not be valid in all situations. The list should be sent in draft form as a "check list of titles" to as many libraries as possible for them to mark what they have, add titles omitted, and return to Central.

This has already been done once on a small scale and with a restricted subject coverage. The format of the draft should allow plenty of space for "write ins" and the budget for paper should be adjusted accordingly. The first objective should be a "finding list of titles" rather than a full-blown union list. When the titles list is fairly well stabilized then information on holdings can be added. It would speed and simplify the work if titles and locations could be recorded on punch cards for mechanical sorting and machine print out.

### Union Catalog

Most of the libraries described lack proper catalogs, some have no catalog at all. To establish correct catalogs requires trained librarians, good clerical staff, time and money. Such conditions scarcely exist in Jamaican government libraries. When a workable, relatively reasonably priced computer-printer for libraries is available it would be better to get one than to try to establish over 40 full card catalogs with the handful of trained staff available. A cumulated book catalog does away with much of the storage and all of the filing problems involved. Additions are cumulated in the machine and included in the next edition; withdrawals (currently a major headache at Jamaica Library Service Headquarters where the union catalog for all the Parish Libraries and Book Centres is maintained) are merely withdrawn from the machine and omitted from the next printing. A copy of the most up to date edition of the catalog is distributed to every participating library.

The Union Catalog could start by entering all new acquisitions accessioned after an agreed date. Next include books returned from circulation i.e. the material that is in use. At the time of charging out an unprocessed book, a slip and pre-paid mailing wrapper could be inserted instructing the borrower to return the book to Central instead of the lending library on this occasion only. At Central each new or newly processed book could have a bookplate inserted showing the name of the owning library. After the scheme had been in operation for say 5 years all books not yet cataloged could be removed from the shelves and processed in batches.

### Technical Services

Central could offer a technical processing service, especially to the smaller libraries that are without qualified librarians. Each library would retain autonomy over what it ordered and what it kept, but those wishing to avail themselves of centralized cataloguing would have to agree to channel all their purchase orders through Central. The Departments would be required to use standardized multileaved order forms, which would be supplied to them from Central. It might be wise to make a small charge, say one shilling, for each of these forms and to issue them in books of twenty. This would help insure that the orderer took pains over the accuracy and legibility of each order. If the desired item proved unobtainable Central could "refund" a blank form. Books of forms could be charged for in advance, and the sixteenth form, say, in each book could be coloured to indicate to the user and to Central when a fresh supply was needed.



On receipt of an order from another library, Central would check the bibliographic entry, detach a copy and file it in the order tray, sort the orders by publisher or supplier, and despatch the accumulated orders say once a week. When the book is received it is checked against the order entry, which is corrected if need be. If the ordering library wants Central to classify the book this is done and the book is marked before sending it to the department. The entry, including location information is filed for inclusion in the next edition of the Union Catalog.

Depending on the requirements of the subscribing libraries there could be three levels of cataloging:-

1. Complete, including close classification.
2. Descriptive plus broad classification.
3. Descriptive only, the item appearing in the Union Catalog as author entry only, plus location.

Departments could be charged a fee for service on a sliding scale adjusted for quantity, complexity, and type of work required.

Departments ordering books through Central could be billed monthly or quarterly.

Some of the libraries listed in the appendix pay for books out of their own budgets but order their serials through and at the expense of the Ministry of Finance. Other libraries buy their serials direct. Coordinated purchasing of serials would almost certainly be more economical. If all were ordered through Central, Central could be reimbursed by the Ministry of Finance or by the departmental library as the case might be.

Duplication of material, despite the increased cash cost, is actually less serious and less costly than inaccessibility. Accessibility can be enhanced by union lists, interlibrary loans etc., but some duplication is inevitable, and in some instances desirable. With a centralized channel for ordering, various categories could be indicated by a simple check mark on the order form:-

- (1) Order regardless of duplication
- (2) Order only if unavailable nearby
- (3) Order only if no other library has it or wants it.

Today the cost of technical processing often far exceeds the purchase price of the book, but just as the beef has to be got from the hoof in the field to the refrigerated display case in the supermarket, so the book must be selected, obtained and its availability made known to the potential reader. The librarian's aim is to make these necessary and complicated manoeuvres as expeditiously, economically and effectively as possible.

To be able to do its job Central would have to keep the best collection of current bibliographic and reference tools it could possibly afford. It would also watch for lacunae in departmental collections, and by exchange and advised purchase help to fill gaps.

As far as is known there is at present no agency in Jamaica for the sale and distribution of UNESCO coupons, useful for the purchase of foreign material involving small sums of foreign currency. Central could perform this function.

### Cooperative Storage

Most Departments are cramped for space, many seriously so. Dormitory storage for less used material would be of real value to the Government Service, and to the Island as a whole.

Departments would be allowed to send whatever they wished, for example all serials over 10 years old, on the understanding that one copy would be filed. Any duplicates would become the property of Central, which would be free to use them for gift or exchange, or to discard or keep as it deemed fit.

Government publications likely to be needed on occasional loan could be kept at Central until they were sufficiently superannuated to go to the Archives.

### Staff

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Jamaica, like most countries, is short of trained and qualified librarians. Almost all of those that are available are serving in the public libraries of the Jamaica Library Service, at the University of the West Indies, or at the Institute of Jamaica. Only a very few government special libraries employ professional librarians. There are several reasons for this:- the departments are not yet aware of their need for professional library service; some are becoming aware but are not prepared to pay the price; a few want to hire a professional but cannot find suitable applicants. The idea of Special Librarianship is rather new to Jamaicans in general and to librarians in particular. So far only a very few of the special library posts available in the Government Service offer sufficient inducements in terms of salary, status, and prospects for promotion and professional growth to attract applicants with the necessary qualifications. This latter point leads to consideration of how the need for Special Librarians in government departments could be met.

### Recruitment

Since the recent changes in the training arrangements that used to operate in conjunction with the British Library Association, there has been much uncertainty as to how Jamaican librarians are to become qualified. The University is not yet in a position to offer courses. The Jamaica Library Service continues its in-service training program, but is uncertain of the ultimate qualification it can offer. Not many Jamaicans who are interested in library work have university degrees. A few graduates have received professional library training in Canada or the United States of America.

Appointments in the Jamaican Civil Service rest with the Public Service Commission. This is made up of persons none of whom are employed by Government except the Secretary who is the Chief Personnel Officer. A Ministry needing staff applies to the Chief Personnel Officer through its Permanent Secretary. It is also the duty of the Permanent Secretary of each Ministry to bring to the notice of the Chief Personnel Officer the name of any officer or cadet in his department who shows special promise and would merit further training or special experience.

A department with an "established" post to fill will usually first apply to the Chief Personnel Officer. If there is no suitable person already in the Service available for transfer or promotion, the post will be advertised with the duties, qualifications and salary scale listed. If an acceptable applicant presents himself he will be appointed first on six months probation and then on a "temporary" basis. If no suitable applicants appear the Chief Personnel Officer may transfer a Civil Servant from another department. However, if that individual's own department does not want to lose him it may say so, but agree that he be "seconded" to another department, subject to recall should his original department need him. Another aspect of this system is that a Civil Servant who feels that his chances of advancement in his own department are blocked may apply for transfer or secondment to another department. Occasionally an officer may be seconded to another department at his "home" department's expense, but usually the receiving department pays the emoluments of the seconded officer.

### Training

At present there is no regular arrangement for recruitment or training of special librarians for government posts. Each department specifies what it wants and may hold out for this or may accept what it can get. Almost all departments, concerned about their libraries, seek advice from the Director of the Jamaica Library Service. Arrangements may be made for a selected individual from a government department or other government-supported organization to receive short-term basic training at the Headquarters of the Jamaica Library Service, but this is on an ad hoc basis. The Jamaica Library Service is really concerned with training only its own employees.

Several ways of tackling the problem suggest themselves. Although the most usual method of library training in the West Indies up till now has been British, this is not fixed, and adjustments, especially at the present time, are possible. Some combination of the American and British systems would be ideal, though the details might be hard to work out. Librarianship is not really regarded as a high status profession and few university graduates are interested. When a degree course in librarianship is established at the University of the West Indies this will be at the Bachelor's level. Presumably the Public Service Commission could recruit from there. Also departments wishing to send staff for library training could provide bursaries, scholarships, or paid study leave as is done now for other subjects at home and for study abroad.

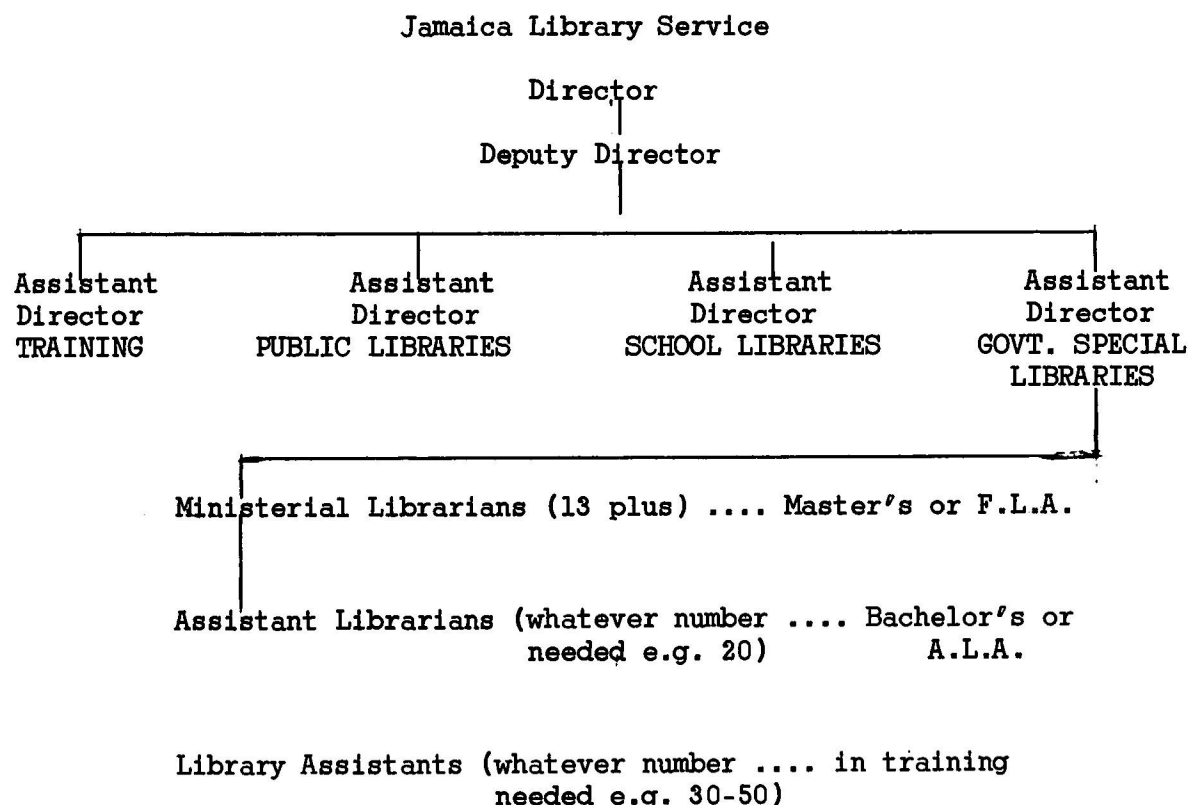
It has been suggested that courses in library work could be given at the College of Arts, Science and Technology. CAST is not a degree-giving institution and such courses would be at the technological level. It might be a suitable place to train library Assistants in office methods, with emphasis on routine library procedures. Another contribution that CAST could make would be in providing classroom facilities for courses in special subject areas for librarians with general qualifications who wish to acquire special subject knowledge in say Engineering, or Accountancy for example. These courses could be taught by the staff at CAST supplemented by experienced special librarians from government and other agencies.

### Appointment through the Jamaica Library Service

It would be possible to have all library service in Jamaica, exclusive of private enterprise and the University, under the aegis of the Jamaica Library Service. It would require a little reorganization within



the Jamaica Library Service, but a possible organizational structure is sketched below:-



Salaries would conform to the Civil Service scale, with suitable increments for special qualifications or experience. The Assistant Director Special Libraries and his immediate staff would be paid by the Jamaica Library Service. This staff might well include a well qualified and experienced special librarian to act as a Roving Librarian to visit, survey and report on Ministries and Departments at their request to assess their needs. On the basis of these reports the Assistant Director would make recommendations to the Ministries concerned, and supply help when needed to initiate or reorganize library service in agencies starting or overhauling their libraries.

Each Ministry (currently 13) would have a senior librarian with not less than Fellowship of the Library Association or a Master's Degree in Library Science. This individual would be located either at the head office of the Ministry or in its most important departmental library, depending on the prevailing circumstances. Some ministries have only a small secretariat and large and active departments and divisions. The Ministerial Librarian would be seconded from the Jamaica Library Service and paid by the Ministry. He would be responsible for coordinating library service in the various departments of his own Ministry and for

cooperating at the professional level with the librarians of other ministries. He would advise the Permanent Secretary on library policy for the Ministry and prepare and submit the necessary estimates. He would carry out the directions sent him by the Permanent Secretary.

Within each Ministry are a number of Departments, some with Divisions of their own; some Ministers are also answerable to parliament for certain Statutory Bodies. Perhaps because of their more specialized function it has mainly been the Divisions and Statutory Bodies that have so far established special libraries. Some of these are very active and require full time professional staff plus ancillary assistance. These active libraries should have Assistant Librarians with at least ALA qualification or Bachelor's degree. They would be paid by the department, division, board etc. of whose library they were in charge. A Departmental Librarian would be responsible for coordinating the library services of the divisions subordinate to the department.

Very small Divisional libraries might require only a Library Assistant, not yet fully qualified. These posts could be used for the further training of Library Assistants who already had some practical experience in a larger library under the direct supervision of a qualified librarian. The Departmental Librarian would see that these small libraries were properly organized in the first place, and would make periodic checks and be available for consultation. Should the library grow sufficiently it could be put in charge of a trained Assistant Librarian.

The general allocation of staff would rest with the Assistant Director of Special Libraries, who would second available staff in response to requests from the various ministries. If sufficient funds were available to the Jamaica Library Service, reluctant ministries might be encouraged to try out the benefits of professional library service in a way somewhat analogous to the original British Council grant which initiated the island-wide public library service. For instance for the first 3 years the Ministry might subscribe half the librarian's salary and the Jamaica Library Service the balance. The Library Service's contribution would then be gradually withdrawn. This would provide a challenge to seconded librarians to prove their worth and make the library into an indispensable arm of the establishment.

With the Jamaica Library Service responsible for supplying staff to other government departments Special Librarianship could become an attractive career. There would be a recognized salary schedule and good chances of advancement through posts of gradually increasing responsibility, with varied experience and opportunity for specialization.

However, it is very unlikely that this "paper Scheme" would be acceptable in practice. The Jamaica Library Service dominates the library scene in the Island, and efficient as it is, there are some who would fight any aggrandizement of its authority or power. Also most ministries guard jealously whatever autonomy they have, and any staff they pay they want to pick. They might accept the Jamaica Library Service scheme if the Jamaica Library Service paid all the cost all the time. The danger there would be that the Jamaica Library Service, being traditionally oriented toward public library service and schools, would short-change the Special Libraries section and treat it as a Cinderella sans Prince Charming. If the Jamaica Library Service did not foot the bill the special Librarians might find that they

were faced with the problem of divided allegiance: to the Department for which they worked and which paid them, and to the Assistant Director of Special Libraries in whose hands lay their professional preferment.

Alternatives. It would not be impossible to set up a Government Library Service, separate from but parallel to the Jamaica Library Service. To expect Government and ultimately the taxpayer to support two full blown library services in one small island would be unrealistic and undesirable.

For the time being at least it would seem that the special libraries that are government libraries in Jamaica will have to continue to recruit and employ in a rather haphazard manner. One advantage of the present method through the Chief Personnel Officer is its flexibility, though much of the mobility that exists in theory is lost because of poor communications between libraries and library staffs. As a step toward later official cooperation the special librarians would be wise to form a Jamaica Special Libraries Association, either as an adjunct to the Jamaica Library Association, or as an independent organization. This would enable them to meet among themselves to discuss problems and facilitate unofficial cooperation. Membership would be open to all special librarians whether they were employed by Government or not.

#### Finance

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Sooner or later any cooperative scheme will involve expenditure that is not strictly a separate internal affair of each of the participants. Who will pay for this? Here we will only consider services rendered by Central, as discussion about who should pay the staff has already been incorporated in the section on staffing.

Central could finance its services in several ways:-

1. Government could provide funds directly to Central for all services to be rendered.
2. The various ministries could pay Central on a fee for service basis.
3. Central could bill the various departments for work done.

The problem with the first suggestion is how to get started. It would be almost impossible to estimate the amount needed as the necessary data on which to base even a "guesstimate" are lacking. And without convincing figures Treasury is not open to conviction.

The second alternative would need a clear projection of what each service to be offered would amount to and what each would cost before the various ministries were approached. This would be as hard to estimate and the same reasons as the first alternative.



Lastly, Central could supply services and then bill the users. This would require very meticulous cost accounting; the other departments would almost certainly be reluctant to buy a "pig in a poke". Also, Central would need funds to cover running expenses.

Probably the best solution would be a compromise whereby Central would receive a government grant to cover initial costs and such proportion of recurrent expenditure as was deemed necessary, and the users of the service would either buy a package deal for certain services or be billed for services rendered. Charges would be adjusted to the amount and complexity of work done. The cost of actual books and other materials purchased through Central and processed by them would be borne by the agency for whom they were bought; mention has already been made of prepaid order forms. In general any economies effected by centralized purchasing would accrue to Central to be applied either to expanding the services, reducing the charges, or reducing the government subvention.

If Central was established through the initiative of and on the premises of the Scientific Research Council, the necessary staff and facilities could be provided by Council and the government grants and other monies channelled through them.

It would be advisable to have a small standing committee to act in an advisory capacity to Central and as a channel of communication from Central. This committee should not be too large. On it should be a representative of the Ministry of Finance, the Central Planning Unit, the Jamaica Library Service, the Institute of Jamaica and/or the Archives, the University, the Executive Secretary of the Scientific Research Council as chairman, the Librarian of Central as secretary. There should also be a member-at-large to represent the other ministries with libraries.

It will take some years before even a moderate amount of organized coordination and cooperative action between government libraries is achieved. Neither libraries, nor union lists, nor trained staff are acquired quickly or easily. We will end by repeating part of the quotation with which we began this section:-

At present there is no co-ordinating agency.  
No doubt it is possible for enthusiastic  
librarians of some of the Departmental  
libraries to meet and arrive at some helpful  
standards. But it is neither wise nor  
economical to leave this important question  
to such a casual chance \*.

It is hoped that it will not be long now before Jamaica ceases to leave this important question to casual chance.

\*Ibid.

# APPENDIX

## Alphabetical List of Special Libraries that are Government Libraries in Jamaica

NAME	Existence Known	Library Custodian	Qualified Librarian	Library has own budget	Inter-Library loan activities	Jam. Journal list contribution
Archives	YES	YES	YES	YES	-	YES
Banana Board	YES	-	NO	-	-	-
Bureau of Health Education	YES	part-time	NO	NO	YES	NO
Central Planning Unit	YES	-	NO	-	NO	NO
Coconut Industry Board	YES	-	NO	-	-	YES
Coffee Industry Board	YES	-	NO	-	-	YES
College of Arts Science & Techonolgy (CAST)	YES	YES	NO	YES	YES	YES
Department of Statistics	YES	part-time	NO	NO	-	NO
Film Unit	YES	YES	NO	-	YES	NO
Forests Department	YES	-	NO	-	-	YES
Geological Survey	YES	-	Authorized	YES	NO	NO
Government Chemist	YES	-	NO	-	YES	YES
Institute of Jamaica Science Museum Library	YES	YES	YES	YES	YES	YES
Jamaica Agricultural Society	YES	YES	NO	YES	-	-
Jamaica Industrial Development Corp.	YES	YES	YES	YES	YES	YES
Jamaica Information Services	YES	YES	in training	-	YES	NO
Ja. Library Service Librarianship Collection	YES	YES	YES	-	YES	YES
Jamaica School of Agriculture	YES	part-time	NO	-	-	NO
Jamaica Social Welfare Commission	YES	YES	-	-	YES	NO
Judiciary	YES	-	-	-	-	NO
Kingston Public Hospital	YES	-	NO	-	-	NO
Lands Department	-	-	-	-	-	-
Legislature	YES	-	-	-	-	NO
Ministry of Agriculture & Lands	YES	YES	YES	YES	YES	YES
Ministry of Development & Welfare	YES	part-time	NO	NO	-	NO
Ministry of Eudcation	YES	YES	YES	YES	YES	YES
Ministry of External Affairs	YES	YES	NO	YES	NO	YES
Ministry of Finance	PROPOSED	-	-	-	-	-
Ministry of Health	YES	part-time	NO	NO	YES	NO
Public Works Department	YES	YES	NO	-	-	NO
Registrar General	-	-	-	-	-	NO
School of Public Health	YES	part-time	NO	NO	-	NO

Scientific Research Council	YES	YES	YES	YES	YES	YES
Sugar Industry Labour Welfare Board	YES	-	-	-	-	NO
Survey Department	YES	-	NO	-	YES	NO
Teacher Training Colleges	YES	-	-	-	-	YES
Water Commission	YES	YES	NO	-	YES	YES
West India Reference Library	YES	YES	YES	YES	NO	YES

- indicate definite information not available

Libraries known to exist	36	Libraries known to have an assigned budget	11
Libraries believed to exist	2	Libraries known to participate in inter-library lending	15
Libraries with assigned custodians		Libraries which have to date contributed titles to the Jamaica Journal List	16
Full-time	16		
Part-time	<u>5</u>		
	22		

Of these there are 8 libraries with professional librarians and 1 library which has sent staff for professional training abroad.

## RANDOM NOTES ON LIBRARIES IN GHANA

by Rae Delattre, B.S.

The clock tower of the University of Ghana Library rises impressively above the red tile roofs of the flashing white buildings growing up the gentle "Hill of Knowledge". Legon, the university site, was named long before the university was built; tradition says that wise men used to go there for meditation. The new, almost Moorish buildings with a touch of Chinese first started dotting the landscape in 1951. The university is laid out in a geometric design, with flowered traffic islands and decorative ponds and fountains giving the whole site an atmosphere of cloistered calm.

As buildings were completed, departments, students and staff moved up from the "temporary" quarters (now used by the School of Administration) at Achimota, a village about five miles away. The library settled into its new home late in 1959. It sits in the central position at the head of a rectangle off the main entrance way. Its minaret-like towers are reflected in the lily pond which, stocked with goldfish and fringed by palms, completes the splendour of the setting. Along one side of the rectangle are the arts lecture rooms; opposite is the university bookshop, one of the best in West Africa. The post office and three banks edge off, in front, to the main dual-carriageway, and the science faculty buildings complete the far periphery. From the library tower, you can just see the sea blending into sky.

The book collection is not a great deal older than the building. A nucleus was transferred from what was then the Prince of Wales School, in the village later left behind. When the first librarian arrived along with other pioneers for the inception of the University College of the Gold Coast in 1948, she sometimes spent her days down at the harbour hunting for crates of books destined for the library. Ships were anchored well off the shallow coast, and canoes danced out through the heavy surf to bring in the cargo piece-meal. Oars winking in the sun, teams of men raced each other and the waves: the sea claimed its share of every shipment. Those crates that didn't sink to the bottom were portered by head the last few hundred yards up the beach. At night, the librarian catalogued the survivors.

By 1963, the original collection had grown to about 250,00 volumes. The original staff - librarian and one assistant - had increased to fifty, including five fully qualified Ghanaians among the seven senior members. The staff is weighted with cleaner-porters, among whose chief duties is to dust every book every day, fighting mildew. Rare books and a backlog of uncatalogued books dismally familiar to most librarians, are kept in the air-conditioned basement.

Today if you visit the university, you will find the library similar in its services to any other academic library. Once past the lily pond, where the piping of frogs late in the evening thunders like an uninhibited Jamaican sound-system, you are in the known realm of card catalogues, issue desk, open book stacks. Upstairs there is a large exhibition hall, used for special art and photographic displays by local organizations. There seem to be fewer students than you would expect, until you learn that each of the five residence halls has its own library. These are stocked and run by the halls. Specialized departmental libraries also exist, but they are part of the main library. The main library has also established an Africana Library, an Undergraduate Reference Library, and a Law Library. It is a U.N. depository and has an Atoms for Peace (U.S.A.)

collection. Its overseas supplies now come in through the man-made port of Tema near Accra, gateway to the electric-power Volta Dam project which when completed will aid in the development of both agriculture and industrialization.

Ninety miles north from the coast, in the heart of the rain forest, there is a second university in Ghana. It started out as the Kumasi College of Arts, Science and Technology, and perhaps in keeping with technical progress, was done in adventurous modern architecture. Now called the Kwame Nkrumah University of Science and Technology, it has some buildings with experimental features designed by its School of Architecture. Plans had been drawn up for a vast, many-storied library, but finances retarded full development. In the last year or two, the change-over to university status has led to a renewed drive to complete the permanent library buildings.

The library has three fully qualified librarians. I do not have up-to-date information on the book collection, but judging by the spirit of the country as a whole, I think I can safely say that the library is progressing rapidly.

Along the coast to the west of Accra, the University College of Cape Coast has a magnificent site on high ground overlooking the sea. It has nine square miles of land on which to develop. The site originally was meant to accommodate a secondary school which never actually was finished. The buildings are being used by the University College as a temporary measure. Cape Coast was an early capital of the Gold Coast, and is still the most important education centre at the secondary school level. The new university college, under the aegis of the university at Legon, has its emphasis on education, with consequent specialization of the library. A pre-fab temporary library of 8,000 volumes opened in 1963. It has been adding about a thousand books a month towards its ultimate goal of 300,000 volumes in a permanent building.

The other large library system in Ghana very largely began with John Aglionby, Bishop of Accra from 1924 to 1951. Having already made his own library of 6,000 books available to anyone interested, in 1935 the Bishop deposited £600 in a bank account for a "Library for Accra," with a promise of a further £400 as soon as a library building was started. (No one else ever added to that bank account.) His gift was used to build a separate wing onto Memorial Hall, which, after some years' usurpation as government offices, was named Aglionby Library and opened to the people of Accra in 1946. The British Council lent its librarian and books to the new library, and Government and Accra Town Council pledged £300 yearly for five years. In 1949 the Gold Coast Library Board Ordinance was passed, making Aglionby Library the Central Library for the country.

Ten years ago Ghana's Library Board was the only public library authority in West Africa; with government support, the Accra Library grew into a country-wide service. Following the same pattern as developed in Jamaica, it set up regional libraries and book centres, operated bookmobiles, opened children's libraries, and in 1962 began a Library School. It had meanwhile moved to a new building, where the reference library of over 4,000 books was named the Aglionby Room in honor of the Bishop.

The library is built at the end of a quiet drive off a busy thoroughfare in downtown Accra. Lace-patterned concrete walls are open to breezes off the Gulf of Guinea. A long flight of stairs outside the

modernistic building lifts you above the capital city into the printed world. Non-fiction books circulate at a ratio of about 2:1 over fiction. Compulsory primary school attendance for all children and the mass adult literacy campaign, added to the voracious appetite of budding artisans and technicians, leave hardly a text or how-to-do-it book on the shelves. Literature, however, is being encouraged by the Ghana Book Society founded just two years ago. Strangely enough in comparison with Nigeria and French-speaking West Africa, Ghana has produced few novelists, and even they are little known. The first was R.E. Obeng, who had his Eighteenpence published in England in 1943 and reprinted in 1950.

The West Indies share honors with Ghana as the scene of a novel written almost three hundred years ago by the first English-woman to earn her living as a writer. Oroonoko, or The history of the royal slave, in romanticized and lurid style, is Aphra Behn's account of a Coromantee prince tricked into slavery and transported to British Guiana.

Eleven librarians of English-speaking West Africa got together in 1954 to establish the West African Library Association. They had no government backing nor assistance from outside sources. They came from Ghana, Nigeria, Sierra Leone and Liberia, and managed to hold annual conferences alternating from one territory to another. As the territories became independent countries, \* the need for national rather than inter-territorial library associations became apparent. Ghana launched its library association in 1962, and a year later had started publication of a handsome printed journal.

Bibliographical activity in Ghana began with the issue of A.W. Cardinall's A bibliography of the Gold Coast as a companion volume to the Census Report of 1931. Mr. Cardinall was not a librarian, but his work has remained for many years the only worthwhile general bibliography. Among other bibliographers, A.F. Johnson, F.L.A., then Deputy Director of the Ghana Library Board, compiled Books about Ghana, a select reading list in 1961. In the same year H.A. Rydings, F.L.A., former Deputy Librarian of the University of Ghana, had his Bibliographies of West Africa published by Ibadan University Press for the West African Library Association. Largely because of difficulty in getting the depository-books law enforced Ghana does not yet have a current national bibliography, although Nigeria has been putting out quarterly and annual catalogues of Nigerian literature for several years.

Future developments in the libraries of Ghana might be hinted at by energy-waves presently emanating from the young Ghana Academy of Sciences. Although the Academy, an elective body, is intended to include classics and the humanities, its name underscores the importance attached to science and technology for the development of the country as a whole. The Academicians are very much interested in plans for science education. It may be presumed that librarians will want to cooperate.

\*Liberia was of course already an independent nation.



## THE LIBRARY OF THE INSTITUTE OF SOCIAL AND ECONOMIC RESEARCH

by Verna M. Stewart, A.L.A.

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The Institute of Social and Economic Research was founded in 1948 through a grant from the Colonial Social Science Research Council. It is an integral part of the University of the West Indies and its main task is the conducting of social science research throughout the Caribbean.

The special circumstances of its origin and role have lent a peculiar flavour to the Institute's library. Because in the first place the Institute's recurrent costs were met from Development and Welfare Funds rather than local sources, some separateness of administration was inevitable.

Again, since most of the research workers were to be scattered throughout the Caribbean area, a flexible policy had to be introduced in order to cope with this circumstance.

The objectives of the Institute of Social and Economic Research Library have therefore been:

- (1) To build up within the West Indian community an adequate social science reference library.
- (2) To have at the disposal of the research workers at base and in the field as wide a range of current literature as possible.
- (3) To provide an index of current social science periodicals on subjects of special reference to the West Indies.
- (4) To build up as far as possible adequate reference material on contemporary West Indian conditions.

### History

The Institute's library started modestly in 1948 as a small collection of books and journals housed in a section of the temporary wooden buildings which then accommodated the Institute. Expansion was retarded by the hurricane of 1951, but through the generosity of donors, in particular the Free Press, Illinois, and a great deal of salvage work it managed to make steady progress and increase its holdings. After the hurricane it was removed to the present site and now occupies the right section of the east wing of the Institute. Steel shelving and new furniture were installed and already the problem of shelf space arises, a sign of the considerable growth of the library.

### Library Facilities

The Institute's library is intended primarily to serve its research workers and the university, but it is increasingly being made use of by other members of the community. As a reference library it is unwilling to lend books except under special circumstances. The Institute welcomes the approach of any bone fide researcher or seeker after information who is willing to abide by the rules of the organization. However, due to expansion there has been

a tremendous pressure on its resources and, consequently such workers are allowed the use of the library for reference, solely on the approval of the Director of the Institute. In an effort to serve itself and the community the Institute hopes eventually to enter into arrangements with specialist libraries so that there may be a mutual compensation for any deficiencies that exist.

#### Research Workers and Their Needs.

It is particularly important in an area like the West Indies where scholarly library facilities are still inadequate, that researchers should have the opportunity of consulting the relevant literature as easily as possible. Field work without adequate theoretical guidance would lead to the senseless accumulation of fact. The task of University research in the social sciences is not merely to collect facts but to analyse and illuminate them. For this reason adequate library facilities are a pre-requisite for first class work in the social sciences, save where there must be a bias in favour of field work. Further, in a community like the West Indies with limited resources for research it is desirable that scholars be attracted from other areas. It has been found that one of the most powerful forces of attraction is the existence of good library facilities.

The Institute has found it useful to keep an index of current literature on subjects of particular relevance to its research programme. Such an undertaking is only possible through the collaboration of its Research Fellows who bring the relevant material to attention. Both visiting researchers and the Institute's staff have found this arrangement extremely valuable.

#### Collection of West Indian Material

The special area interests of the Institute are reflected in its cataloguing. The literature on the contemporary West Indies tends to be easily lost in the absence of any regular publishing houses (aside from government printers) or depository arrangements. The Institute seeks therefore to obtain copies of documents other than newspapers relating to those aspects of the social, political and economic life of the Caribbean in which research is in progress.

#### Special Problems of the Institute's Library

The Institute's library as a small specialist library is faced with many of the problems of a library of this type. The Library of Congress classification is used for all books and with modifications applied to other materials.

Also, as part of the University, there are problems of co-ordination with the policy of the main University Library. Every effort is made to avoid duplication of books unless there is some special reason for this. The present Librarian of the University has taken a keen interest in the Institute's Library and closer integration of the University and Institute's libraries has been achieved.

Fortunately, the sets of text-books more likely to appeal to the undergraduate and the external student are stocked by the main University Library.

### The Future of the Institute's Library

The Institute is particularly interested in building up a collection of documents, books and periodicals dealing with the British Caribbean and its social history. This is the special contribution which it feels it can make to the area. Such a collection particularly when it has to be provided for by limited funds can only be collected piece meal and in the meantime the other functions of the Institute's library will dominate its activities.

Among special activities which the Institute proposes to undertake are:-

- (a) A library of photographs and films dealing with the West Indies. Photography is part of the regular equipment of the social anthropologist and the question of storing and preserving these records constantly arises.
- (b) The preservation of original memoranda to Commissions of enquiry in the area.
- (c) A Library of folk music. Here again a tremendous amount of material will be collected in the field which is not likely to be published.
- (d) The preservation of the records of investigations, schedules, taperecordings, etc. In this connection the Institute wishes to preserve not merely the raw material of their own investigations, but also that of others doing kindred investigations who have no further use for their material.

Social Science Research and teaching has only recently been introduced into the area. A period of experimental growth and development is therefore inevitable. The Institute as a part of this process of growth and development is sensitive to the need for flexibility in its approach to its problems. The ideas set out above are therefore not definitive but a reflection of the first few years of working and experience.

### Management

The Library has a staff of two. They are directly responsible to the Director of the Institute. There is constant collaboration with the staff of the main University Library. This takes the form of consultation of many bibliographical tools not available at the Institute. A more ideal arrangement and one which might eventually be adopted would be a union catalogue serving both libraries.

The constant mobility of the research staff makes for the instability of the Library Committee usually composed of Research Fellows, who advise generally on library policy. At present no Committee exists, important matters are referred to the Director for approval.

### Library Holdings

The Library contains some 9,000 books, in addition to pamphlets, reports and journals, acquired on the recommendation of the staff, through purchase, donation and exchange. It has benefited from donations made

from time to time. Outstanding among donors are the governments of the British Caribbean, the Caribbean organisation and the United Nations. The International Bank for Reconstruction and Development with the assistance of the Rockefeller Foundation contributed an appreciable part of the library's collection during 1962/63. The Library also obtains journals in exchange for the Institute's quarterly journal, Social and Economic Studies.

In the past special articles in journals were indexed to make material easily accessible, however, with the growth of the library and limited staff it is only possible to continue this process on a limited scale.

JANE AUSTEN AND WORDSWORTH; a detective entertainment

by W.E. Gocking, B.A., F.L.A.

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My main purpose is to suggest an affirmative answer to the question:- Had Jane Austen read Wordsworth? That is to say, had she read any of his poems published during her lifetime<sup>1</sup> so as to have an opinion of his poetry?

It would be idle to claim that I could give a certain answer to the question I have posed; and which indeed it never occurred to me to ask myself until a few months ago when, as I was reading Mansfield Park once more, I began to grow vaguely conscious of what all established literary criticism had discounted - a sort of correspondence, an affinity would perhaps be the better term, between Jane Austen and her 'romantic' contemporaries, particularly Wordsworth.

As I became more conscious of the way in which the thoughts at the back of my mind were shaping, I began to try to isolate and define such particular constituents in the texture of the story, and of the language in which it was expressed, as might have induced me gradually to suspect correspondences with the 'romantics' in so unlikely a novel as Mansfield Park. And then I came across in fairly quick succession two passages, the latter especially, that pretty well convinced me that Jane Austen had been reading one at least of Wordsworth's early poems and had that poem, and perhaps his early poetry generally, in her mind either before she began Mansfield Park in February 1811 or finished it soon after June, 1813.

On the opposite side of our question - and no excuse is needed for looking at both sides of the question - we know from Coleridge's daughter, Sara, that Wordsworth had read Jane Austen and had a definite opinion of her novels. Writing in August 1834, soon after her father's death, to Emily Trevenen, Sara Coleridge gives us not only her own, but the opinion of each of the three famous Lake Poets on Jane Austen:-

"Jane Austen if not the greatest is surely the most faultless of female novelists. My uncle Southey and my father had an equally high opinion of her merits, but Mr. Wordsworth used to say that though he admitted that her novels were an admirable copy of life, he could not be interested in productions of this kind; unless the truth of nature were presented to him clarified, as it were, by the pervading light of imagination, it had scarce any attractiveness in his eyes; and for this reason he took little pleasure in the writings of Crabbe."

Wordsworth's judgment though almost inevitable, was at the same time rather perverse: for there were - and are - substantial areas of agreement between both these authors and the works in which they each expressed themselves. It was Wordsworth's obsession by the blinding mystical vision which is at the heart of his greatest poetry that precluded his appreciating another kind of manifestation of the imagination that gave to Jane Austen, though not a mystical, certainly a magical, apprehension and expression of a view "On Man, on Nature, and on Human Life", such as Wordsworth in a different way had made "the haunt and main region of (his) song."

In considering the important things they shared in common we may choose four. They both 'belonged' essentially to - were rooted in - the eighteenth rather than the nineteenth century. This much will be readily admitted by most as it concerns Jane Austen, but by far fewer as it concerns Wordsworth. It is beyond the scope of this essay to argue the case. May it suffice simply to recall, even in the first flush of his revolt in the Preface to the Lyrical ballads, his unequivocal commendation of "good sense" as "one property of all good poetry" and reflect on the sincere homage which the eighteenth century paid to commonsense, that pillar of its art. Commonsense (and the common reader) recall Dr. Johnson as clearly as does this sentence chosen almost at random from the Preface: - "Poetry sheds no tears 'such as Angels weep', but natural and human tears; she can boast of no celestial ichor that distinguishes her vital juices from those of prose; the same human blood circulates through the veins of them both." However, all this may be, I am inclined to believe that the 'far fewer' who would accept my statement about Wordsworth's eighteenth century roots would include those who have read him most closely and comprehensively.

They also shared a peculiar regard for what Coleridge defined in the Biographia literaria as "subjects...chosen from ordinary life; characters and incidents...such as will be found in every village and its vicinity where there is a meditative and feeling mind to seek after them or to notice them when they present themselves...[and, in so presenting them to] give the charm of novelty to things of everyday..." That is Coleridge's actual description of Wordsworth's part in the plan of the Lyrical ballads, and they bear a curious resemblance to the words in which Scott privately in his Journal defined the peculiar achievement of Jane Austen's novels. The oft-quoted passage will bear repetition:-

"That young lady had a talent for describing the involvement and feelings and characters of ordinary life which is to be the most wonderful I ever met with. The big-Bow-Wow strain I can do myself like any now going; but the exquisite touch which renders ordinary common-place things and characters interesting from the truth of the description and the sentiments is denied me..."

There was, too, a strong Anglican streak in both Jane Austen and William Wordsworth: it is abundantly operative though not obtrusive in the works of both. If it escapes general attention in Jane Austen's novels, it should not in her letters, unless because they are not generally read, and even when read usually read without the attention and nicety of discernment that should be accorded them as of right. It is impracticable to assemble in an essay like this the widely dispersed evidence to be found in her letters. One might, however, direct special attention to her letter to her niece Fanny about the latter's doubts and anxieties concerning a young man who was paying her his addresses, Aunt Jane's reference here<sup>2</sup> and elsewhere to "evangelicals" is particularly illuminating. We have Wordsworth's Ecclesiastical sonnets to put in as evidence of his Anglicanism and, if we hadn't, we have the mass of misconceived literary criticism which, with an obdurate and sterile conformity its victim never owned, harps on the reactionary Toryism into which he is supposed to have declined in the second half of his life. From this it would be but a short and hardly noticeable step for most to accept his Anglicanism without further proof.



Those who are not so readily persuaded will find a juster understanding and estimate of that Anglicanism, no less than of the achievement of his later years, in E.C. Batho's The later Wordsworth.<sup>3</sup>

Last of all these remarkable resemblances, for our purpose, is the profound feeling each had, albeit of differing quality as of degree, for the world of nature around them. Every schoolboy knows that Wordsworth is par excellence the poet of Nature, even if every schoolboy (as well as many others) does not know what that means. However, it is readily permissible to dispense with proofs of Wordsworth's profound response to the world of Nature in the ordinary connotation of the word in such a context. Perhaps not so with Jane Austen. It is a facet of her life and writings, nevertheless, to which her more perceptive critics have seldom failed to draw attention. It will be sufficient, I believe, if on this point I avail myself of a quotation from Elizabeth Jenkin's Jane Austen: a biography.<sup>4</sup> The following passage, which is only one such among others in that close study, refers to the last of Jane Austen's completed novels, Persuasion:-

"The walk the whole party takes from Uppercross to Winthrop, where lives the young cousin to whom Henrietta Musgrove is tacitly understood to be engaged, is taken through the landscape of Somerset on an autumn day. 'Anne's object was, not to be in the way of anybody; and when the narrow paths across the fields made many separations necessary, to keep with her brother and sister. Her pleasure in the walk must arise from the exercise and the day, from the view of the last smiles of the fading year upon the tawny leaves and withered hedges, and from repeating to herself some few of the thousand poetical descriptions of autumn, that season of peculiar and inexhaustible influence on the mind of taste and tenderness, "

"This interpretation of the beauty of autumn is particularly interesting, both from the period at which Persuasion was written and from the additional light it throws upon Jane Austen's sensitiveness to natural beauty...Although the autumnal atmosphere in Persuasion is true to a prevalent literary fashion, it is so exquisitely natural that it seems no more influenced by that fashion than is the season itself. The sad beauty of autumn heightens, like music, the emotional interest of the opening of the story... passages of Persuasion are charged with a feeling for natural beauty even where it is not a point to create a harmonious background; for instance, Jane Austen cannot even say that the party walked down to the sea without adding that they lingered to gaze at it 'as all must linger and gaze on a first return to the sea who ever deserve to look on it all.' "

Before leaving the point, it is worth remarking that both authors have indulged their interest in the contemplation of natural scenery by reading in common at least one outstanding work on that subject of that time, "Gilpin on the Picturesque." Wordsworth's reading of Gilpin is well documented by his early letters to William Matthews<sup>5</sup> and to Joseph Cottle<sup>6</sup> concerning the disposal of his set of Gilpin.<sup>7</sup> Jane Austen's brother, Henry, in his obituary notice of her in the preface to the posthumously published Northanger Abbey and Persuasion stated that his sister had from an early age been familiar with "Gilpin on the Picturesque," and there are references to Gilpin in her letters. It is my own belief that when in Pride and Prejudice Jane Austen took Elizabeth Bennet with her aunt and uncle, the Gardiners, into Derbyshire she did so under the expert guidance of Gilpin; for she had no first-hand knowledge of that county so far as is known,<sup>8</sup> and no one who could have supplied the necessary knowledge - except just possibly her brother Henry.<sup>9</sup> And we know what a stickler she was for accuracy in such matters of detail. Moreover, the Gardiners and Elizabeth went to Derbyshire only after they (and especially Elizabeth!) had been disappointed in their hopes of visiting the Lake District. In Gilpin's relevant tomes, it is curious to note, Derbyshire is described after the Lake District, and after a journey, like Elizabeth's, through Oxford and Birmingham. Nor should I be surprised if Jane Austen did not borrow largely from Gilpin for her detailed description of Pemberley and its surroundings.<sup>10</sup>

This is interesting, but by the way. Also interesting but more by the way, though so odd as to be worth noting, is the identity of the reaction of both Jane Austen and Wordsworth on leaving each a city in which necessity had constrained them to stay almost beyond endurance, despite their eagerness to return to the country. Readers of The Prelude will readily remember its opening lines which celebrate the joy Wordsworth experienced when he

...escaped

From the vast city, where I long had  
pined A discontented sojourner: Now free  
Free as a bird to settle where I will..."

The 'vast city' we know was London; but London, reinforced, so to speak, by Bristol from which he was then setting out for what proved to be the happy restoration of his moral and poetic integrity at Racedown in the healing company of his sister, Dorothy - with Coleridge to come. Jane Austen's imprisonment was in Bath, nearby in time and place, and her 'escape' - she uses the same word - came after her father's death. We can gauge the strength of what her feelings must have been on that occasion by the words of the letter she began to write to her sister Cassandra, on the 30th June, 1808, and continued the next day:-

"Friday, July 1 - The weather is mended, which I  
attribute to my writing of it...It will be two  
years tomorrow since we left Bath for Clifton, with  
what happy feelings of Escape?"

The Prelude was not published until after Wordsworth's death in 1850, by which time Jane Austen had long been dead. But it is worth observing that when Jane Austen went to stay in London with her brother Henry in the autumn of 1815 to see Emma through the press, she established very cordial relations, not only with the Prince Regent's librarian, but with her publisher John Murray; so much so that after Emma had been published and

subsequently reviewed (by Scott, anonymously) in the Quarterly review - also published by Murray - he sent her a copy of the issue with the review of her novel. This was the winter issue of 1815, though it did not appear until the first quarter of 1816. It was in fact the delay in publication that allowed the review to appear in that issue: for Emma had been published in December, 1815. In the same issue, and immediately following the review of Emma, was a review of Wordsworth's White doe of Rylstone, also published in 1815. On the score of praise and blame, the reviews were much alike, Wordsworth perhaps receiving more blame and less praise for his poem than Jane Austen for her novel. She expressed herself as being on the whole well-satisfied with her review: he was wearily disappointed with his: for she was extremely modest about her genius while he was fully conscious of his. However, that may be, it seems more than likely that Jane Austen read, not only the review of her own novel, but also that of Wordsworth's poem. Indeed, it can almost be demonstrated that she did, as I shall soon show. And that review of the White doe of Rylstone quoted generously from the poem.

In the whole of Jane Austen's published work there is only one explicit reference <sup>11</sup> to Wordsworth. It does not tell us much unfortunately. With more time than she had at her disposal it might just possibly have told us more. It occurs in her last and unfinished novel, which has come to be called Sanditon, and which she drafted in part in the first months of the year in which she died. Illness made her suspend work on it on the 18th March, 1817, and death came exactly four months later to make that suspension permanent, alas.

Lady Denham is an elderly widow of large fortune, which she acquired by her first marriage and which she has preserved intact through two subsequent marriages, while acquiring a title from one of them in her progress. This fortune is the base on which, with her active participation and close scrutiny, a Mr. Parker is exploiting the possibilities of a new seaside-resort at Sanditon in Sussex. Sir Edward Denham, her nephew and legitimate though uncertain heir, is at this moment of the story paying assiduous attention to a Miss Charlotte Heywood, one of the two apparent 'heroines' of the story in an effort, it seems, to arouse the jealousy of a Miss Clara Brereton, Lady Denham's Protégée, and the true aim of Sir Edward's interest. Sir Edward's conversation with Charlotte - though it can hardly be called that since she gets little chance to speak - is animated but extraordinary, not to say eccentric:-

"...But while we are on the subject of Poetry (he says) what think you Miss H of Burns Lines to Mary? - Oh! there is pathos to madden one! - If ever there was a Man who felt, it was Burns. Montgomery has all the Fire of poetry, Wordsworth has the true soul of it - ..."

Sir Edward's peculiar behaviour and excited manner of speaking on the occasion are too much a part of the dramatic effect of the scene for his opinions to be taken seriously even as his own, let alone Jane Austen's. Indeed Charlotte in the novel silently wondered "Why he should talk so much Nonsense, unless he could do no better... He seemed very sentimental, very full of some Feelings or other, and very much addicted to all the newest fashioned hard words - had not a very clear Brain she presumed and talked a good deal by rote..."

This is a convenient point at which to remind the reader of that review of the White doe of Rylstone in the same issue of the Quarterly review as contained Scott's anonymous review of Emma. I said it could almost be demonstrated that Jane Austen had read the Wordsworth review as well, and I shall now substantiate my statement merely by quoting a brief passage at the end of that review which, I believe, Jane Austen recalled, somewhat inaccurately, when she was writing the passage in Sanditon quoted above:-

"But it is irksome to expatiate upon particular faults; a task which we the more willingly abridge, because they are more than redeemed by that true feeling of poetry with which the poem is pervaded."

We can now return to Sanditon and Charlotte. Charlotte's unspoken comment on Sir Edward's conversation is interesting, beyond its bearing on the story, for the words of literary criticism her author puts into her mouth or rather her mind. Though we cannot deduce what Jane Austen herself thought of the poetry of those whose names Sir Edward had been bandying we can fairly presume that she knew at first-hand and found distasteful in its manner of expression, the new criticism of poetry in which the avant garde of that generation were indulging and by which they were beginning to respond in their own ill-defined way to the literary revolution which we now speak of as the Romantic Movement. So that not merely chronologically, but in the sense of personal awareness, she was fully contemporary with the major literary current of the age.

In endeavouring to answer the question with which we began we have travelled thus far largely on suppositions; and I fear we must end with them. In doing so we shall turn back to those two passages in Mansfield Park to which I alluded early in this essay. It may be that the reader is now in a more receptive frame of mind to give due weight to the presumptive evidence they provide for an affirmative answer to our question. I shall quote them therefore with the minimum of necessary comment,

It will be remembered that immediately after the visit to Sotherton, the Bertrams hear from Sir Thomas in Antigua that he expects to return to England in November, which is a bare three months ahead. The Crawford's on walking up from the rectory that day to spend the evening at Mansfield Park are briefly told the news by Aunt Norris, after which the subject is dropped. But "after tea, as Miss Crawford was standing at an open window with Edmund and Fanny looking out on a twilight scene, while the Miss Bertrams, Mr. Rushworth, and Henry Crawford, were all busy with candles at the pianoforte, she (Aunt Norris) suddenly revived it by turning round towards the group, and saying 'How happy Mr. Rushworth looks! He is thinking of November?'" At the window a spirited conversation thereupon quickly develops between Miss Crawford and Edmund on his father's impending return and its consequence for him in freeing him for ordination to the ministry. Miss Crawford has a poor opinion of ordination as a career for a man and vents her wit - and just a little of her spleen - on Edmund's choice. The others, however, invite her insisntently to play a glee on the pianoforte and she trips off to oblige them, leaving Edmund with Fanny at the window.

"There goes good humour I am sure", said he presently. "There goes a temper which would never give pain! How well she walks! And how readily she falls in with the inclination of others! joining them the moment she is asked. What a pity", he added after an instant's reflection, "that she should have been in such hands (as those of her reprobate uncle and soured aunt)!"

"Fanny agreed to it and had the pleasure of seeing him continue at the window with her, in spite of the expected glee; and of having his eyes soon turned like her's towards the scene without, where all that was solemn and soothing, and lovely, appeared in the brilliancy of an unclouded night, and the contrast of the deep shade of the woods. Fanny spoke her feelings. 'Here's harmony!' said she, 'Here's repose! Here's what may tranquillize every care, and lift the heart to rapture! When I look out on such a night as this, I feel as if there could be neither wickedness nor sorrow in the world, and there certainly would be less of both if the sublimity of Nature were more attended to, and people carried more out of themselves by contemplating such a scene.'"

It is permissible to hear in this profound expression of Fanny's feelings one minor echo from Shakespeare (and we should recall Henry Crawford's subsequent and sincere eulogy of Shakespeare) in the words "on such a night as this." <sup>12</sup> But surely it is even more permissible to hear echoes, distinct or faint as the ear is attuned, of Wordsworth's Lines written above Tintern Abbey. A close reading of that poem will I believe support the view that it is not only in its general tone and tenor that Fanny's passionate speech reflects the poem - due allowance being made for differences in temperament between the respective authors, and for the paraphrasing required for conversational purposes in the novel - but also that so many of Fanny's actual words can be matched with those in the poem. At the risk of making a travesty of both let us select the following half-a-dozen of Fanny's:-

1. harmony; 2. repose; 3. painting and music;
4. tranquillize; 5. rapture; 6. sublimity;

and set against them phrases or sentences in the poem in which the same word (whether in the same or a different form) occurs:-

1. (a) "While with an eye made quiet by the power of harmony..."  
(b) "Thy memory be as a dwelling place  
For all sweet sounds and harmonies..."
2. "The day is come when I again repose..."
3. (a) "I cannot paint  
What then I was..."  
(b) "The still, sad music of humanity..."
4. "And passing even into my purer mind  
With tranquil restoration..."



5. "And all its aching joys are now no more  
And all its dizzy raptures..."
6. (a) "...another gift  
Of aspect more sublime  
"...a sense sublime  
(b) Of something far more deeply interfused."

If this seems merely a silly game and the whole idea far-fetched, does it still seem so when we meet in the most unlikely context a mere fifty pages further on in the story of Mansfield Park the actual words "Tintern Abbey" in immediate juxtaposition to "a moonlight lake in Cumberland?"

It is Fanny again who points the way. She has gone to a room of her own in search of tranquil restoration after a miserable and sleepless night. Her misery and sleeplessness had been caused by the bullying determination of Tom Bertram and the spiteful insistence of Aunt Norris that she should take a part in the play the rest had chosen for their private theatricals, despite her declared aversion from doing so. She had successfully resisted their combined assault the evening before and the following morning she sought the disused schoolroom, some way from her "little, white attic" bedroom. This former schoolroom had been made over to her use because no-one else wanted it. Even though Aunt Norris would never permit her a fire in it, Fanny had been wont to retreat there, without regard to the weather, on occasions like this of emotional turmoil. At this point in the story the room, though mentioned before, is for the first time described by Jane Austen, and with such detail as requires almost two full pages of print for the purpose. Towards the end of that description comes the following passage:-

"The room was most dear to her, and she would not have changed its furniture for the handsomest in the house, though what had been originally plain, had suffered all the ill-usage of children - and its greatest elegancies and ornaments were a faded foot-stool of Julia's work, too ill-done for the drawing-room, three transparencies, made in a rage for transparencies, for the three lower panes of one window, where Tintern Abbey held its station between a cave in Italy, and a moonlight lake in Cumberland..."

The Lines written above Tintern Abbey were first published in Lyrical ballads of 1798. Jane Austen may well have missed that slim and unnoticed publication, as indeed its subsequent editions in 1800 and 1802. She is more likely, I think, to have seen the expanded edition in two volumes of 1805, where, as from the start, Tintern Abbey comes at the end of the initial volume.

The case is certainly not proven, but such as it is I hope it may seem possible, and even plausible. Even more I hope that those who have come so far with me in collecting and arranging the circumstantial evidence on which it rests will have derived some pleasure from the process.

One last word; and it, too, concerns Mansfield Park, though not explicitly. In a letter Jane Austen wrote to her brother Francis (later Sir Francis Austen, G.C.B., Admiral of the Fleet) on the 3rd July, 1813 - that is, about the time she was completing the manuscript of Mansfield Park



she told him of their brother Henry's resilience in the bereavement he had recently sustained by the death of his wife and cousin, Eliza, and of his plans for a visit to Scotland, accompanied by their nephew, Edward, the eldest son of the third Austen brother, Edward Austen Knight. In a subsequent letter to Francis on the 25th September of the same year she reverts to this subject in the following words:-

"Henry has probably sent you his own account of his visit to Scotland. I wish he had had more time and could have gone farther north, and deviated to the Lakes on his way back; but what he was able to do seems to have afforded him great enjoyment and he met with scenes of higher Beauty in Roxburghshire than I supposed the south of Scotland possessed. - Our nephew's gratification was less keen than our brother's. - Edward is no Enthusiast in the beauties of Nature. His Enthusiasm is for the sports of the field only...and we must forgive his thinking more of Grouse and Partidges than Lakes and Mountains..."

In this interest in the Lakes - one might almost say in this preoccupation with them - that persists through Pride and prejudice into Mansfield Park one may readily trace the influence on Jane Austen of her reading of William Gilpin's works on the picturesque. On the evidence adduced in this essay it may be permissible to believe that she owed some of that interest to the influence of a greater William than Gilpin who was destined to make the Lakes peculiarly his own.

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1. Jane Austen: 1775-1817; Wordsworth: 1770-1850.
  2. Jane Austen's letters to her sister Cassandra and others; collected and edited by R.W. Chapman. 2 ed., O.U.P., 1952. Letter No. 103, p.410.
  3. Cambridge U.P., 1933.
  4. London, Gollancz, 1948.
  5. Early letters of William and Dorothy Wordsworth; edited by E. DeSelincourt, London, O.U.P., 1953. Letter No.54, 21.3.1796.
  6. Op. cit.: Letter No. 83, 28.8.1798.
  7. William Gilpin: Observations relative to Picturesque Beauty, made in the year 1772, in Several Parts of England, particularly the Mountains and Lakes of Cumberland and Westmoreland. 2 vols., Lond., 1787; and Observations relative chiefly to Picturesque Beauty, made in the year 1776 in Several Parts of Great Britain, particularly the Highlands of Scotland. 2 vols., London, 1788.
  8. It is possible, however, that she saw something of Derbyshire when in August 1806 her mother took her and Cassandra on a visit to Stoneleigh Abbey(near Leamington in Warwickshire) and then on to Hamstall Ridware

in Staffordshire. Vide Emma Austen-Leigh: Jane Austen and Bath,  
London, Spottiswoode..., 1939.

9. Henry Austen's journey to the North about which Jane Austen wrote her brother Francis on 25.9.1813 took place after the publication of Pride and prejudice, however.
10. Cf. Gilpin's description of Leasowes near Birmingham: Observations... Cumberland and Westmoreland, vol. 2.
11. The works of Jane Austen; edited by R.W. Chapman; vol. VI: Minor works, London, O.U.P., 1954, p. 397.
12. Jane Austen went with her brother Henry to see Kean at Drury Lane in The merchant of Venice early in March, 1814, at the time when Henry was actually engaged in reading the MS. of Mansfield Park.

# SCIENTIFIC RESEARCH COUNCIL

## ENQUIRY BOX SCHEME

by Nora Peacocke

The Scientific Research Council has established a Technical Reference Library within the framework of its Information Services, and every attempt is being made to make the facilities of this Library, which is open to the public, known to the people of Jamaica. With this in view an Enquiry Box Scheme was inaugurated towards the end of 1963. The Scheme invites questions on "Scientific or Technical" problems and it was hoped that the replies given would demonstrate to enquirers the value of our reference collection and spark a desire to visit and use the Library.

By the end of January 1964, Enquiry Boxes had been placed in the Parish Libraries, the Institute of Jamaica and a number of Secondary Schools and Colleges.

A great deal of interest was shown in the project, and by 31st December 1964 over 1,100 questions had been received. Unfortunately, however, the Scheme failed in its main objective - to bring readers to the Library.

The number of questions received has put a great strain on the limited staff of Scientific Research Council. Mr. C.D.Slade, B.Sc., a Scientific Officer attached to the Secretariat, undertook responsibility for the project and by April the unforeseen deluge of questions made it necessary to furnish him with an assistant. Quite a number of the questions were of an examination and general knowledge type. In a note prepared in August, Mr. Slade stated:

"An analysis of the material received has indicated a strong demand for biological information with an emphasis on medical and health science topics."

He ascribed this situation to the large number of biology students, "dearth" of reference facilities in schools and the limited number of technical references in many libraries. It is felt nevertheless that enquirers have not been taking full advantage of the reference books at their disposal, and both for this reason and because of the transfer of Mr. Slade to other duties leaving the project to the small Library and Information Services staff, a new approach to the Enquiry Box Scheme has been suggested.

It has been agreed that the Scheme should now be a joint project in which Librarians in charge of the Enquiry Boxes process the questions, refer enquirers to their own information sources when these are adequate and only forward those questions to Scientific Research Council with which they cannot deal. S.R.C. is still replying in some detail to those enquirers in the rural areas who would find it difficult to visit the Council's reading room. Persons in the Corporate Area and its environs are being supplied with references and invited to come to our Technical Reference Library and look up the information.

Since the initiation of the Scheme, a number of questions have been referred by us to the Institute of Jamaica and a few to the University of the West Indies and Government Departments. We should like to acknowledge here the help of these organisations and to record our appreciation of the co-operation of the persons in Parish Libraries, the Institute and Schools and Colleges who tend the boxes and send in the questions.

## SOME IMPRESSIONS OF JAMAICAN LIBRARIES

by H. Margaret Gummer, F.L.A.

This is not meant to be a serious account of what is going on in Jamaica Libraries, but only a brief description of what I saw when I worked for nine months at the University of the West Indies. My first day at the University Library happened to coincide with a meeting of the Jamaica Library Association at the University, and so my recollection is of "hundreds" of new faces (how many there really were, I don't know) all presenting themselves to my gaze at once - in the morning there were all my new colleagues, and in the afternoon the many more librarians visiting the University Library. For some time afterwards I was not at all sure in which building the actual meeting had been held, nor where we had had tea.

Soon after I arrived Jamaica suffered from the "Flora rains", and storm shutters - only recently acquired - had to be fitted to windows throughout the Library building. These were removed and replaced more than once during my first weeks, and the workmen who placed them in position were beginning to get quite expert at the job. They certainly proved a great help in limiting damage to the Library, though they did not entirely prevent the rain from getting into the building.

The library departments at the University of the West Indies corresponded very much with those at the University of London - the Issue Desk (dealing with readers), Accessions Department (buying books), Gifts and Exchanges Department (in London this is part of the Accessions Department or the Periodicals Department, according to the material involved), Cataloguing Department (cataloguing, classifying, and preparing the books for use by readers), and Periodicals Department. I was seconded from the University of London Library to do the same work at Mona as I did in London - be in charge of the Periodicals Department - and found the work very similar in both places. The difference which affected me most was that at U.W.I. regular government publications from any country were dealt with by the Periodicals Department, whereas in London the Periodicals Department deals only with government publications of journal type, e.g. the British Ministry of Labour Gazette or the American Nuclear Abstracts. In London, however, we have more reading rooms than at U.W.I. (seven as against two), and each of these deals with some special part of the book stock and has a small staff trained to use this stock. The two reading rooms at U.W.I. are allotted to Sciences and to Humanities respectively, but there is no special staff attached to them. At U.W.I. almost all the book stock is on open access, while in London a small proportion only is on open access and a much larger proportion is closed to the general public, although access is given to academic staff and research students. The number of hours worked by the professional staff is much the same at the two libraries, but the "spread" of hours differs. In London the Library is normally open during term from 9:30 a.m. to 9:00 p.m. (to 6:00 p.m. on Saturdays). At U.W.I., while I was on the staff, the hours of opening were being experimented with, as it was the first year that regular evening lectures had been held at the University. For this session the Library was open from 8:30 a.m. to 10:30 p.m. during term (to 4:30 p.m. on Saturdays). These longer hours with a smaller number of professional staff available meant that at times the Library was in the charge of clerical staff and attendants: part-time student help was also used.

A notable difference in the working of the two libraries was the time taken for books and periodicals to reach the Library after being ordered. Even though all foreign letters were sent by air mail, books (unless they were very urgently required) came by sea mail, which meant that even the quickest orders might take six or seven weeks to arrive. And letters might so easily cross in the post, leading to much correspondence on both sides. The U.W.I. students and staff seem to have much the same habits as those in London, including the unfortunately increasing habit of stealing or mutilating books and periodicals. At U.W.I. the readers have, however, the added difficulty of there only being a limited number of books and periodicals available, with no other similar libraries to turn to for additional help. The Library staff can rarely telephone to another library to try and track a copy of some wanted book or article. Much more dependence has to be placed on photo-copying, and the latest developments in this field are of great value. The assistant dealing with inter-library loans has an important and difficult task.

One thing was done by the Library staff at U.W.I. which I am sure has never been done by the Library staff of the University of London - they entered a group in the U.W.I. students' Carnival competition in February last year. They (with a few friends) dressed themselves up to represent a "Jamaica Alphabet" (A for Annancy, D for Duppie, P for Pocomania, etc.), and they won! The prize money was spent on a very enjoyable picnic at the University's beach at Lyssons. I was a spectator in all this, not a participant - except for the picnic.

I did not see much of other libraries in Jamaica. In Kingston I visited the Institute of Jamaica, with its crowded rooms, and some of its books shelved in the Museum, which I was thus enabled to see, after failing to do so previously because it was closed to the public. I hope that it will not be long before the Institute is able to use its handsome new building. I also spent an hour or so at the headquarters of the Jamaica Library Service, and at its Kingston branch. It was a morning when I visited the Library Service, so that I did not see many readers in the building, but I know from my reading and from hearsay how busy it can be. When I was at Mandeville for a weekend I was taken into that branch of the Jamaica Library Service, and on other occasions I saw branch Library buildings from the outside - at Montego Bay and Runaway Bay in particular. I attended a Jamaica Library Association meeting held at the Jamaica Industrial Development Corporation's Library, and on two occasions visited the library of the Scientific Research Council, once at its old quarters and once at the new ones - a great improvement, although not allowing a great deal of space for growth. These two are small libraries now, but are ripe for growth both in size and importance.

For the last fortnight of my stay in the West Indies I travelled on the "Federal Maple" to Trinidad, visiting a number of the British islands on the way. At our first stop, St. Kitts, I found the Public Library at Basseterre on the upper floor of a fine old building which was in the throes of being repaired. I made myself known to the Librarian, Miss Bryon, and she showed me her book collection with pride. Again my visit was in the morning, so that there were not many readers about. At one or two other islands I saw library buildings, but it was not until we reached Barbados that I really visited again. At the new College of Arts and Sciences at Bridgetown (attached to the University of the West Indies) Mrs. Shirley Barrow made me very welcome. The Library at that time consisted of one fair sized barn-like building, with home made wooden shelves, containing a few hundreds of books.



The students are nearly all evening ones, so that the hours of opening have to be long, and student help is much employed. Mrs. Barrow also took me to see the Bridgetown Public Library, once more a morning visit so that the Library was not busy. Downstairs there was a well stocked lending library, and upstairs a Reference Department. But what impressed me was the airy and roomy Children's Library (empty of children at the time), also upstairs. When I visited it, it housed a most attractive exhibition of French children's books, which had been arranged by the local Alliance Francaise.

My last library visit in the West Indies was to the branch of the U.W.I. at St. Augustine, Trinidad, formerly the Imperial College of Tropical Agriculture. Plans for a new building are well on their way to completion, and the site has been approved. Meanwhile the old Library is bursting at its seams as it tries to provide for a expanding student population studying all subjects, including arts subjects, instead of concerning itself only with agriculture and related sciences. But tropical agriculture is still its speciality, and the present staff is doing its best to make the contents of the fine collection known to agriculturalists in all tropical areas. Mr. Gocking was at St. Augustine when I visited it, as Mrs. Alma Jordan had been on study leave (she arrived back the night before I left). He and the other staff showed me all they could of the Library and its work in the short time I was there, and also took me sight-seeing, both in Port of Spain and its neighbourhood, and even right down to San Fernando.

I enjoyed my stay in Jamaica and enjoyed my work there, and meeting other librarians, but on the whole I am glad to be back in England - in spite of less sunshine!



## BACKGROUND TO A MEXICAN HOLIDAY

by Glory Robertson, M.A.

Jacques Soustelle, author of The Daily Life of the Aztecs on the eve of the Spanish conquest, is a former Assistant Director of the famous ethnological museum, the Musée de l'Homme. This is a scholarly work, but not in the sense of a book "to be praised not read" for it is a vivid description of the city of Mexico-Tenochtitlan as it was when the Spaniards saw it, the daily routine of all classes of its citizens, the structure of society, religion, war and the Aztec ideal of the civilized life.

Because of the wholesale destruction of the sixteenth century none of the glories of Mexico-Tenochtitlan are now to be seen outside the museums. Forearmed by reading this book the visitor wandering through the present Spanish-colonial and modern streets can add another dimension to the city, re-creating the splendid temples and palaces, the market place of Tlatelolco "where everyday there are more than sixty-thousand souls who buy and sell," the canals crammed with boats, the loads of tribute arriving from all quarters of the empire - 100,000 loads of cloth alone, and one load of cloth was reckoned the equivalent of one year's living for one person - the gardens of Montezuma where "three hundred men took care of the birds alone and did nothing else."

Passing from the appearance of the city to the organisation of its society, particularly interesting is Soustelle's analysis of the Aztec empire as a society that was still growing and undergoing all sorts of changes at the moment when it was suddenly struck down - for example, the trading class was rising in importance, distinctions which originally were attached to an office were tending to become hereditary, private property was emerging out of the traditional collective ownership. Altogether it is a picture of a vigorous society that had developed from a poor wandering tribe into a great empire in a comparatively short time - from the first settlement at Tenochtitlan to the conquest is a mere two centuries - and was still at its peak when it was destroyed.

Notes at the back cite sources for nearly every page of the text, but occasionally one wonders whether the nature and relative scarcity of the material has not forced Soustelle to take the Aztecs a little too much at their own valuation and that of the early Spaniards who, no matter how observant, had to rely to some extent on what they were told. One wonders, for example, how effective were those severe laws against drunkenness. He quotes examples of the punishments laid down by the laws and interprets them as meaning that the Indians recognised an inherent weakness in themselves which they were determined to stamp out, but one would like to know how many cases of drunkenness came before the courts. Doubtless there are no records to tell us. Then too there is the almost mystical kinship that is said to have existed between the warrior who offered a prisoner for sacrifice and his victim - this sounds like the ideal which the really devout strove to reach. It is clear from the fact that they sacrificed the Spaniards whom they captured that a complete absence of this feeling on the part of the victim did not affect the proceedings.

One of the soldiers of Cortés, Bernal Diaz del Castillo, when he was an old man of 84 in Guatemala wrote an account of the Spanish conquest of this great empire. In spite of having taken part in that tremendous

looting he had, he says, "no other wealth to leave to my sons and descendants except this, my true story, and they will see what a wonderful story it is." Diaz was in many ways a likeable and simple soul; shocked by Mexican religion, he sincerely believed that God was on the Spanish side; genuinely fond of Montezuma whose gentleness and dignity made a great impression on him; not afraid to admit he was terrified before battle but very pleased with himself for all the hardship he had endured. Contemplating in old age the immensity of the dangers through which he and his companions had passed, he seems sometimes at a loss for words to express his sense of wonder. Of course, his picture is one-sided. He thought of the civilisation he had helped to destroy only as a city of great wealth whose people worshipped idols, and his narrative presents the conquest purely as an adventure story but he tells his tale well. His True history of the conquest of New Spain, as he called it, (the title varies in translations) is one of the main sources for historians and is often quoted by Soustelle. For the general reader a personal narrative like this offers the fascination of being let in on the ground floor, as it were. Getting behind the selections, generalisations and interpretations of the historians, one finds out what it was like to be there.

One can learn what it was like to be on the other side from The broken spears: the Aztec account of the conquest of Mexico.

"Nothing but flowers and songs of sorrow  
are left in Mexico and Tlatelolco, where  
once we saw warriors and wise men, where  
once we saw beauty and valour."

This is a selection from several Indian narratives including some by mestizo descendants of Cortés' Indian allies. The illustrations are adapted from pictographic writings. There is a short introduction to Aztec history and society and a note on the sources. The extracts are arranged chronologically with brief passages of narrative to fill in the gaps between them, but the effect is rather disjointed. No effort has been made to reconcile any discrepancies that the different accounts present and the editor and translator emphasize that this is not a critical edition of the texts but a "readable version of the drama presented in these documents."

As such, it has two adventitious advantages over Bernal Diaz. First of all, being a selection it offers only the most vivid and dramatic passages. Then too, we all know the Spanish side of the story, in outline at least, and so the Indian version has the added interest of unfamiliarity. Here are partial answers to several questions which must strike everyone who reads the story of the conquest: what did the Indians think of the strangers? What was the explanation of the seemingly extraordinary passivity of Montezuma? How did they react to their defeat?

It has also this further advantage that it has more human interest. The Aztecs to whom these events were the end of their world tell us more of what they felt than Bernal Diaz, who tells what he saw. The conquest as tragedy is more moving than the conquest as adventure.

Soustelle, Jacques

The daily life of the Aztecs on the eve  
of the Spanish Conquest. Translated by  
Patrick O'Brian. Wiedenfeld & Nicolson,  
1961. Also in Penguin Books, 1964.

Diaz del Castilló, Bernal

The Bernal Diaz chronicles, the true story of the conquest of Mexico.  
Translated and edited by Albert Idell. Doubleday, 1957. Also in Penguin Books as The Conquest of New Spain, translated by J.M. Cohen, 1963.

Leon-Portillo, Miguel, ed.

The broken spears: the Aztec account of the conquest of Mexico.  
Translated by Lysander Kemp. Constable, 1962.

## SCHOOLS LIBRARY SERVICE

by Cynthia Warmington, A.L.A.

The School Library Service is administered by the Jamaica Library Service on behalf of the Ministry of Education and is responsible for the organisation of libraries in 760 Infant, Primary and Senior Schools throughout the Island.

This Service has been in existence for over 12 years during which period it has developed from a Scheme which provided for small static collections of 50 books in each school to a circulating Service which is now organised to allow the loan of 150 - 300 books to each school every term.

In the early stages the Ministry of Education provided a sum of £3,000 per annum for the purchase of books, but no provision was made for the payment of staff or for the transportation of books to the schools. Schools were required to contribute a sum of £2.0.0 in order to participate in the scheme and the books they received were intended to form the nucleus of their school libraries.

By 1955, however, it became obvious that the operation of such a scheme was uneconomical and did not substantially improve library facilities in schools. The Scheme was consequently revised to allow the loan of books from a pool collection accommodated at the Jamaica Library Service Headquarters in Kingston and the grant was increased to £6,500 to provide a larger book stock, staff for administering the Service and a delivery van for the distribution of books. The school's contribution of £2.0.0 was then abolished. It was then possible to loan 60 books to each school for approximately two terms.

There were still however, many problems, the chief of these being, lack of contact between the staff at Headquarters and the teachers in individual schools. Staff at Headquarters were unfamiliar with the needs of schools and teachers had no choice in the selection of books sent to them. The introduction of bookmobiles in 1957 was therefore a major step forward in the provision of a more effective library service for schools. This bookmobile Scheme made provision for the acquisition of one unit per year over a five year period.

The Service is now organised on a regional basis with the general headquarters in Kingston and 5 regional headquarters located as follows:-

- |    |                                    |  |
|----|------------------------------------|--|
| 1. | Kingston<br>(10 Altamont Crescent) | serving 167 schools mainly in Kingston,<br>St. Andrew & St. Catherine  |
| 2. | Manchester Parish Library          | " 148 schools mainly in Manchester,<br>St. Elizabeth & Trelawny        |
| 3. | St. James Parish Library           | " 145 schools mainly in St. James,<br>Hanover, Westmoreland & Trelawny |
| 4. | St. Ann Parish Library             | " 155 schools mainly in St. Ann,<br>St. Catherine & Clarendon          |
| 5. | Portland Parish Library            | " 145 schools mainly in Portland,<br>St. Mary & St. Thomas.            |

A staff of 19 at the general Headquarters is responsible for the general administration of the Service and the ordering, processing and distribution to the regions of approximately 50,000 books per annum.

From each regional headquarters, a bookmobile, staffed by a Library Assistant and Driver/Book Attendant, visits approximately 9 schools per week during each term, according to a pre-arranged schedule. On these visits, teachers, often with the aid of senior pupils, select books for their school libraries from a stock of 2,000 books on the bookmobile. The Library Assistant advises on the choice of books, discusses the administration of the school library and any problems that may have arisen during the term. At the regional headquarters, 2 other staff members, are responsible for the book collection assigned to the regions, for tracing missing books, processing books specially requested by schools and informing schools of their scheduled dates for the exchange of books.

Sub-bases are maintained at other Parish Libraries and Branch Libraries within the region in order to shorten the distance from the regional headquarters to outlying schools, and in such instances, the bookmobile and its staff return to their regional headquarters at week-ends only. The entire service is supervised and the work of each region co-ordinated by the Regional Librarian for Schools, who works closely with the Regional and Parish Librarians of the Jamaica Library Service.

Since 1955, the grant from the Ministry of Education has risen from £6,500 to £45,500 in 1964/65. This grant now covers the following items:

1. Books - acquisition and repair
2. Salaries & subsistence to field staff
3. Maintenance of vehicles
4. Equipment and stationery
5. Office charges

Accommodation in the form of workroom space and garages for the Book-mobiles is provided by the Jamaica Library Service Headquarters and Parish Libraries.

The Service has now reached a point where a library, though small, has been established in every primary school throughout the Island, and the foundations have been laid for their supervision and coordination. Development plans now centre around increasing the book stocks for each school, closer supervision of school libraries, training of Teacher/Librarians, improvement of library accommodation in schools and the extension of the Service to secondary schools.

The total book stock is now slightly over 201,000 and books are loaned to schools on the basis of the average attendance, i.e. schools with over 500 pupils receive 300 books and under 500, receive 150 books. In the majority of cases the ratio is therefore less than one book per child. The school library is also hard-pressed to meet the needs and interests and reading ability of the various age groups, and the turn-over of such small collections is extremely high. In 1963/64, 49,000 new books were

acquired for the service but as many as 22,000 were withdrawn from stock. The Service still cannot provide reference books for all schools, but a Quick Reference collection is maintained on each bookmobile, which teachers and pupils may consult or examine with a view to purchasing for the School's permanent collection.

The training of Teacher/Librarians is also of paramount importance. Each school is responsible for the management of its School library and standards naturally vary with the interest, knowledge and ability of Headteachers and Teacher/Librarians. There are no trained Teacher/Librarians employed in schools and only basic instructions can be given by the bookmobile staff on their short visits to schools. Funds have so far not permitted the organization of regular training courses by the Service. Teacher-training Colleges have been encouraged to include a brief course on children's literature and on the organization and management of school libraries and members of Staff have on occasions assisted with programmes of lectures. Lectures have also been given at courses arranged for teachers by the Ministry of Education and a few Teacher/Librarians have participated in courses organized for the Jamaica Library Service staff. These attempts at training are, however, insufficient to make any real improvement in the Service which is largely dependent on Teacher/Librarians for its full exploitation.

Library accommodation is mostly one of small bookcases tucked away in the corner of a classroom, although in recent years, small library rooms have been provided in newly constructed schools. In a few instances, some of these rooms were soon converted to class rooms to keep pace with the high rate of school enrollment, but it should also be mentioned that a few schools have on their own initiative converted store-rooms to libraries.

Wherever suitable accommodation has been provided, and a teacher assigned on a part-time basis to library duties, the Service has endeavoured to develop the library as far as the limited bookstock will allow. This policy has been followed in respect of eleven Senior Schools and a full time service is now maintained at the Vauxhall Senior Modern School and the Montego Bay Senior School. Vauxhall carries a book-stock of 1,800 including a small collection of encyclopaedias, dictionaries, atlases and other quick reference materials. A Teacher/Librarian, who attended the Schools Headquarters for training has been assigned on a full-time basis and classes visit the library as a part of their curriculum. During library periods, pupils are trained in the use of reference books, given book talks, encouraged to use the entire stock for research purposes and to sit and read books of their choice. This library has become an integral part of the School and the service aims to implement this type of school library in as many schools as possible.

In due course it is expected that the Service will be extended to cover Secondary Schools where library provision is still the responsibility of the individual school authorities and where book stocks and standards vary in relation to the emphasis and finances of each school.

It is still difficult to assess the true value of the present Service; we have no statistics indicating how much reading has improved in a particular School or what books now mean to our children; but it is indeed clear that the major accomplishment has been the introduction of



books and libraries to children of all ages in every part of Jamaica. Libraries are now situated in areas where Public Libraries will not in the foreseeable future develop, but a library consciousness and a curiosity about books have developed in the entire community with the advent of the green Bookmobile, conspicuously labelled, SCHOOLS LIBRARY SERVICE - JAMAICA LIBRARY SERVICE.

#### LIST OF CONTRIBUTORS

Mrs. C.P. Fray, M.R.C.V.S., B.A., M.S. Librarian, Scientific Research Council, Jamaica.

Mrs. Rae Delattre, B.S., Acting Chief Librarian, Institute of Jamaica.

Mrs. Verna M. Stewart, A.L.A., Librarian, Institute of Social & Economic Research, U.W.I., Mona.

W.E. Gocking, Esq., B.A., F.L.A., Librarian, University of the West Indies.

Mrs. Nora Peacocke, Technical Information Officer, Scientific Research Council, Jamaica.

Miss H. Margaret Gummer, F.L.A., Sub-Librarian, Periodicals Department, University of London Library.

Miss Glory Robertson, M.A., Research Assistant, West India Reference Library, Institute of Jamaica.

Mrs. Cynthia Warmington, A.L.A., Chief Cataloguer and formerly Head of the Schools Library Service, Jamaica Library Service.

This issue of the Bulletin was edited by K.E. Ingram, B.A., F.L.A., Deputy Librarian, University of the West Indies, with the help of Mrs. Rae Delattre and Mrs. Cynthia Warmington.

## NEWS OF THE LIBRARIES

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### Jamaica Library Service

#### Staff

Six members of staff qualified as Associates of the Library Association in 1964. They are Misses Audrey Miller, Barbara Chevannes, Norma Kelly, Gloria Hylton and Mesdames Marlene Lettman and Gloria Salmon.

#### Scholarships and awards

Jamaica Library Board one-year Scholarships for 1964 were awarded to Misses Audrey Miller and Barbara Chevannes. Miss Norma Orr received a British Council scholarship and will be away for two years attending the School of Librarianship, Glasgow College of Commerce.

Mrs. Amy Robertson was awarded a United States Travel Grant and will observe Library development in the United States for four months beginning January 22nd, 1965.

#### Regrading

The first step towards the reorganisation of the Library Service into regions was made in 1964 when Government approved the appointment of 4 Regional Librarians for the Jamaica Library Service and 1 for the Schools Library Service.

The four regions are as follows:-

- (1) Kingston & St. Andrew, St. Catherine, St. Thomas with headquarters at Kingston & St. Andrew Parish Library.
- (2) St. James, Hanover, Westmoreland, Trelawny with headquarters at St. James Parish Library.
- (3) Manchester, St. Elizabeth, Clarendon with headquarters at Manchester Parish Library.
- (4) St. Ann, Portland, St. Mary with headquarters at St. Ann Parish Library.

#### New Buildings

Two new Parish Library buildings were declared open during 1964 namely, Hanover Parish Library on March 12th, and Trelawny Parish Library on November 26th. The Highgate Branch Library was opened on March 5th. This building costing £4,000 was donated by Mrs. Aline Parker, in memory of her husband Mr. George B. Parker, Jnr.

An Orchid House on the St. James Parish Library grounds was opened on February 20th.

Through the kind offices of the Rt. Hon. Sir Alexander Bustamante, Prime Minister, the Library Service has acquired lands adjoining the J.L.S. Headquarters for the further expansion of Headquarters and the Kingston & St. Andrew Parish Library.

#### Inauguration of Rural Bookmobile Service

The first rural Bookmobile Service was inaugurated in St. Ann in June, 1964. This Bookmobile serving 2,533 members covers 33 additional points.

#### Service Points

Eight new Centres were opened during the year and 11 were converted to Branches. The Jamaica Library Service now operates 224 service points consisting of 13 Parish Libraries, 18 Branch Libraries, 151 Book Centres and 42 Bookmobile Stops.

#### Special Collections

Two specialised collections housed in the Kingston & St. Andrew Parish Library were opened on the 1st and 4th March respectively, The Gunter Memorial Library Collection, a project of the Friends of the Kingston & St. Andrew Parish Library, and the International Affairs Collection consisting of publications presented to the Jamaica Library Service through the Jamaican Council of International Affairs.

#### Visitors

Among the distinguished visitors for the year were His Excellency The Governor General Sir Clifford Campbell, G.C.M.G., and The Rt. Hon. Sir Alexander Bustamante, Prime Minister.

#### Peace Corps

Miss Fay Quanbeck and Miss Pauline Young, the two members of the Peace Corps attached to the Library Service for 20 months, departed in February and March, 1964 respectively.

#### Independence Celebrations

An Independence Exhibition on behalf of the Ministry of Development and Welfare entitled "Towards Nationhood" was displayed in the Kingston & St. Andrew Parish Library from 4th to 29th August, 1964.

The Jamaica Library Service won the prize for the most original float in the Independence Float Parade.

#### National Book Week

The first National Book Week in Jamaica was organized by the Jamaica Library Service from November 22 - 28, 1964. There was island-wide participation in the activities which included a Junior Book Reviewing Competition, lectures, radio and television programmes, film shows, roadside

talks, debates, Young People's Evenings, etc. Overseas and local organizations contributed greatly to the success of this event.

Through the kindness of the United States Information Service, Dr. Richard Armour, distinguished American author and humorist, visited specifically to lecture during Book Week and gave 8 lectures in different parts of the island. Through the kindness of the British Council, Miss Rosalinde Fuller, famous British actress and solo theatre performer gave 2 recitals in Montego Bay in honour of Book Week.

Cups and Book Prizes were awarded for the Junior Book Reviewing Competition. Book Week was officially opened by His Excellency, The Governor General and closed by the Honourable Edwin Allen, Minister of Education.

### Institute of Jamaica Libraries

Mrs. Rae Delattre, of Columbus, Ohio, U.S.A., joined the staff of the Institute of Jamaica in January, 1964 as Deputy Chief Librarian. She has brought new zest to the Institute and its staff.

The Institute has recently issued a newsletter and plans are being laid for the removal of the West India Reference Library into its new home next door.

The Science Museum Library of the Institute of Jamaica is now being catalogued with the use of Library of Congress printed cards.

The year 1964 was a very active one for the General Library of the Institute of Jamaica, and plans were worked out to revitalize this Library.

It was found that this branch of the Institute was not fulfilling its purpose successfully in the community, since the circulation for the year 1963/64 was less than the number of books circulated in a month by the Kingston and St. Andrew Parish Library. Of the total, 77% of the books circulated were non-fiction. This circulation varied with the examination period of the year. The Librarian of the General Library wanted the library to do more than supply textbooks and be an occasional place of study.

It was decided that, due to the central location of this library, it would be ideally suited for a General Reference Library. As a result, the General Library was closed for a month in September when there was a stock-taking. Books - some of them long since obsolete - were weeded out and a sale was held during which most of these books were sold.

Since the re-opening of the library, all efforts have been concentrated on building up a general reference collection. Two members of staff have been given in-service training in reference work. It is hoped eventually to have a qualified Reference Assistant at the front desk to answer readers and telephone enquiries, and that in the very near future this library will once more serve the community in the best possible way.

The West India Reference Library with the assistance of Miss Barbara Nolting (now Mrs. Starr), during her stay as a Peace Corps volunteer, was able to catalogue a considerable portion of the backlog of books that had been the Library's legacy to each new librarian for more than ten years. There remains a considerable amount of work to be done.

A bibliography of maps in the library is now being edited by the Librarian Miss Judith Richards. The collection of older maps (exclusive of estate plans) is now catalogued. A very important gift of photostat copies of maps of the parishes of Jamaica, compiled by Thomas Harrison between 1876 and 1894, some of which have been revised up to the 1950's, has been made to the library. These maps are very useful in the study of estates.

For the first time a record is being made of the manuscripts. The next step will be to have them catalogued.

The Daily Gleaner Company has deposited a collection of negatives of a series of photographs of Jamaica taken by Mr. Ivanhoe Williams. These may be used by the public but the copyright still belongs to the Gleaner Company.

In June 1964, Mr. Robert McGregor, through the good offices of H.E. Mr. Egerton Richardson, presented to the West India Reference Library a set, in 9 volumes, of the Dictionary Catalogue of the Schomburg Collection of Negro Literature and History. The members of the staff of the library are very grateful to Mr. McGregor for this gift.

#### Ministry of Agriculture and Lands Library

Miss G. Pottinger, who has recently returned to Jamaica after 2 years and three months spent in England where she completed her A.L.A., and worked in Middlesex County Council and Reading University Libraries, has taken over from Mrs. Valerie Nelson as Librarian. She has begun her new assignment with much enthusiasm and has instituted an in-service training for her staff of six. The main purpose is to familiarise them with reference books and technical terms.

The Library also plans to add a subject index to its catalogue and to compile an index to laws passed pertaining to agriculture.

#### Scientific Research Council Library

The Scientific Research Council Library was moved into its new building in October, 1964. It has a staff of three - the Librarian Mrs. C.P. Fray and two library assistants.

The collection in the library was never catalogued, so the task before the librarian is to complete its classification and cataloguing as soon as possible.

The library looks after the needs of the Council's staff and of a number of readers and inquirers from outside.

Eighty percent of the library's stock consists of periodicals. Those that are in duplicate have been listed for exchange.

#### Ministry of Education Library

Miss Gloria Hylton took up her post as Librarian of the Ministry of Education Library, at the end of January, 1964.

Her first task was to complete the preparation of the Author Index to Articles on Education in the Library. She also helped with the preparation of a Supplement to the Library Catalogue.

The Author Index to Articles on Education is used by all teachers and officers in the Ministry and should expedite the handling of enquiries that come in to the Library daily.

#### University of the West Indies Library - Mona

The Librarian, Mr. W.E. Gocking, B.A., F.L.A. went to take charge of the University Library at St. Augustine, Trinidad, from March to June of 1964, during the absence of the Senior Assistant Librarian there, Mrs. Alma Jordan, who went on fellowship leave in order to present her dissertation for a doctorate in library science at the University of Columbia. The Librarian subsequently went on study leave from mid-August to the end of November.

Miss Mercedes Josephs, B.A., A.L.A., Senior Assistant Librarian went on one year's study and fellowship leave from July 1963. She visited and worked in libraries in Europe and the Far East. During her absence her place was filled by Miss H.M. Gummer, F.L.A. who was seconded from the Periodicals Department of the University of London Library.

Mrs. C. Collins, A.L.A. was seconded for five weeks to work at the Library of the College of Arts and Science, Barbados.

Mrs. Catherine Roberts, A.B., Assistant Librarian, resigned from the Library at the end of December, 1964.

Five exhibitions were mounted in the Library since the report in the last issue of the Bulletin. Most noteworthy of these was an Exhibition of books, photographs, prints, tape recordings and a model of the Fortune Theatre, 1600, to mark the Shakespeare Quater-centenary on 23rd April, 1964. This exhibition was largely made possible through the generosity of the British Council and its Representative, Dr. Cedric Hentschel, who made available to the Library a large and representative collection of modern works by and on Shakespeare, all in mint condition.

In July, 1964, the Library compiled and printed a select bibliography of West Indian literature.

A fuller account of the Library's activities may be found in its Annual report.



# LIBRARY ASSOCIATION EXAMINATIONS

## PASS LIST

The name of the Library given is that to which the candidate was attached at the time when the Examination was sat.

December 1963

### First Professional Examination

Miss Letitia Brown	Jamaica Library Service
Mrs. Maureen Coombs	Institute of Jamaica
Miss Kathleen Harrison	Jamaica Library Service
Miss Joan Stewart	Jamaica Library Service

### Registration Examination

#### Group A (Cataloguing & Classification)

*Miss Barbara Chevannes	Jamaica Library Service
*Miss Gloria Hylton	Ministry of Education
*Mrs. Marlene Lettman	Jamaica Library Service
Mrs. Catherine Levy	University of the West Indies Library
*Miss Audrey Miller	Jamaica Library Service
*Mrs. Gloria Salmon	Jamaica Library Service
Miss S.E. Stewart	Ministry of Agriculture & Lands Library
*Mrs. Ruby Tyson	Institute of Jamaica

#### Group B (Bibliography and Assistance to Readers)

*Miss Norma Kelly (iv)	Jamaica Library Service
Miss Revie Robb	Jamaica Library Service

#### Group C (Administration & Organization)

Miss Norma Davis	Jamaica Library Service
Mrs. J.M. Ewbank	University of the West Indies Library
Miss Cynthia H. Clare-Grant	Institute of Jamaica

\* Registration Examination completed

June 1964

Entrance Examination

Miss Dottice M. Bailey	Jamaica Library Service
Miss Lorna C. Gichie	Jamaica Library Service
Miss Effie Moore	Institute of Jamaica
Mrs. E.I. Morgan-Singh	Jamaica Library Service
Miss Merle E. Taylor	Institute Of Jamaica

Part 1 (Intermediate)

Mrs. M.A.B. Archer	- Paper 3	Jamaica Library Service
Miss Jean Bevan		Jamaica Library Service
Miss G.L. Clarke	- Paper 3	Jamaica Library Service
Mrs. J.M. Ewbank	- Papers 3,4	University of the West Indies Library
Miss Cynthia H. Clare-Grant	- Papers 3,4	Institute of Jamaica
Miss S.E. Stewart	- Papers 1,2,4	University of the West Indies Library

LIST OF MEMBERS OF THE ASSOCIATION

Allen, Miss G.	Ewbank, Mrs. J.
Anderson, Mrs. Celia I.	Ewen, J.
Ashe, S.J., The Rev. Matthew	Falconer, Miss Rema, B.A.
Atkins, Miss S.	Ferguson, Miss Stephaney, A.L.A.
Barrett, Mrs. B.	Fletcher, Miss Beryl
Benjamin, Mrs. Ouida, F.L.A.	Fletcher, Walter, C.B.E., J.P.
Bennett, Mrs. Hazel, F.L.A.	Floro, M.R., A.C.C.S.
Beresford, S. G.	Francis, Dr. H. Roy
Black, Clinton V.	Frater, Eric, B.Sc.
Bourke, Mrs. E.G.	Fray, Mrs. C.P., M.R.C.V.S., B.A., M.S.
Bourke, P.C.	Garravaglia, S.J., The Rev. Silvio
Brown, C. H.	Gaskin, Mrs. Alberta, B.A.
Bullock, Mrs. C.	Gayle, H.
Campbell, Miss Eugenie, B.A., A.L.A.	Gibbs, Miss D.
Cave, P.R.	Gocking, W.E., B.A., F.L.A.
Chevannes, Miss Barbara, A.L.A.	Gocking, Mrs. W.E.
Chin, Miss Adassa A.	Gidden, Miss Dorothy
Clare-Grant, Miss C.	Grahame, Mrs. M.E.
Clarke, Miss Gloria	Grant, Mrs. Winsome, A.L.A.
Clark, Ernest M.	Gray, Mrs. Angela
Clough, Miss P.	Gregory, Miss Hyacinth, A.L.A.
Cole, Mrs. L.	Grossett, The Hon. F.V., J.P.
Collins, Mrs. Claire, A.L.A.	Hart, Mrs. K.L.
Coombs, Mrs. Maureen	Hay, The Rev. O.
Creary, Miss P.	Henriques, Miss Elaine, B.A., B.L.S.
Cunningham, Mrs. M.	Hylton, Miss Gloria, A.L.A.
Cupidon, Mrs. Delphine, A.L.A.	Hylton, Mrs. N.
Davidson, Mrs. J.	Ingram, K.E., B.A., F.L.A.
Davis, Mrs. Elsie	Iton, Mrs. Sybil, A.L.A.
Delattre, Mrs. R., B.S.	Jackson, Mrs. P.
Douglas, Miss Daphne, F.L.A.	James, C.D.
Douglas, R.L.	James, Miss Elaine
Duncan, Miss J.	James, Mrs. Gloria
Dunn, Miss Patricia, A.L.A.	Jones, Pat
East, Miss B.	Josephs, Miss Maria Mercedes, B.A., A.L.A.
Edwards, V.R.	

Kelly, Miss Norma, A.L.A.  
 Kentish, Mrs. Nina  
 Lampart, Mrs. Sheila I., A.L.A.  
 Landale, Mrs. Rita E., M.A.  
 Langley, R.D.  
 Lawrence, Miss Carmen  
 Lee, Miss Audrey  
 Lettman, Mrs. Marlene, A.L.A.  
 Levy, Mrs. Mary Catherine, A.B.  
 Lewis, C. Bernard, O.B.E., B.A.  
 Lewis, Mrs. Norma  
 Livingstone, C.T.  
 McCalla, Percival M.  
 McDonald, G.S., J.P., B.A.  
 McLaughlin, Mrs. Rosalind, A.L.A.  
 MacLeavy, Mrs. V.  
 Marshall, Mrs. H.V.  
 Marshall, Mrs. Margaret, A.L.A.  
 Messam, Mrs. S.  
 Mignott, N.  
 Miller, Miss Audrey, A.L.A.  
 Morton-York, The Rev. R., B.A.  
 Neita, Mrs. L.  
 Nelson, Mrs. Valeria, A.L.A.  
 Orr, Miss N.  
 Pallas, Miss J.  
 Parkin, Miss B.  
 Parsons, Miss Dorothy, J.P., B.A.  
 Peacocke, Mrs. N.  
 Penso, Mrs. F.  
 Picart, Miss Myrtle, A.L.A.  
 Ramsay, D.  
 Ramsay, Mrs. D.  
 Richards, Miss Judith, F.L.A.  
 Ridsen, Mrs. Valerie Claire, B.A., A.L.A.  
 Roberts, Mrs. Audrey K., F.L.A.  
 Roberts, Mrs. Catherine Eloise, B.A.  
 Robertson, Mrs. Amy, A.L.A.  
 Robertson, Miss Glory, M.A.

Robertson, Miss Mabel  
 Robinson, Mrs. Joyce L., M.B.E.,  
 F.L.A.  
 Robinson, Mrs. L.  
 Salmon, Mrs. Gloria, A.L.A.  
 Sangster, F.L.  
 Saunders, T.G.  
 Segre, Miss Norma, F.L.A.  
 Shepherd, Mrs. Eileen, A.L.A.  
 Solan, Lloyd, A.L.A.  
 Stanley, C. Leo  
 Stewart, Mrs. Verna, A.L.A.  
 Stultz, Mrs. Marjorie  
 Thomas, Miss Leila, F.L.A.  
 Tyson, Mrs. R.  
 Varma, Dr. J.L.  
 Vernon, Mrs. E.  
 Verity, Robert, M.B.E.  
 Wakeland, Mrs. Leila, A.L.A.  
 Wallen, Miss Joyce, F.L.A.  
 Warmington, Mrs. Cynthia, A.L.A.  
 Williams, Mrs. R.  
 Williams, Miss U.  
 Woo-Ming, Miss Elsie, B.A., M.S.  
 Young, Miss P.

#### Institutional Members

Bethlehem Training College  
 Campion College  
 Clarendon College  
 Clarendon Parish Library  
 Institute of Jamaica Library  
 Hanover Parish Library  
 Jamaica Library Service  
 Kingston & St. Andrew Parish Library  
 Manchester Parish Library  
 Portland Parish Library  
 St. Ann Parish Library  
 St. Catherine Parish Library

St. Elizabeth Parish Library

St. James Parish Library

St. Mary Parish Library

St. Thomas Parish Library

Trelawny Parish Library

University of the West Indies Library

Westmoreland Parish Library

Y.W.C.A., St. Thomas Branch

## LIST OF MEMBERS OF THE EXECUTIVE COMMITTEE

---

Mrs. Joyce Robinson, M.B.E., F.L.A.	President
Mr. C. Bernard Lewis, O.B.E., B.A.	1st Vice-President
Mr. K.E. Ingram, B.A., F.L.A.	2nd Vice-President
Miss Judith Richards, F.L.A.	3rd Vice-President
Miss S. Bacchus, A.L.A.	Hon. Secretary (resigned July, 1964)
Mrs. R. McLaughlin, A.L.A.	Actg. Hon. Secretary (Aug.-Sept., 1964)
Miss Rema Falconer, B.A.	Actg. Hon. Secretary (Sept.1964-Jan.1965)
Mr. M.R. Floro, A.C.C.S.	Hon. Treasurer (resigned July, 1964)
Mr. Ronald Gordon	Actg. Hon. Treasurer (Aug.1964-Jan., 1965)
Mrs. Sybil Iton. A.L.A.	
Mrs. A. Roberts, F.L.A.	
Mrs. C. Warmington, A.L.A.	

## CHAIRMEN OF WORKING PARTIES

Mrs. Hazel Bennett, F.L.A. (resigned July, 1964)	Education
Mrs. Claire Collins, A.L.A. (Aug.1964-Jan., 1965)	
Mr. C. Bernard Lewis, O.B.E., B.A.	Finance
Miss Norma Segre, F.L.A.	Promotions
Mr. K.E. Ingram, B.A., F.L.A.	Research & Publications