Library and Information Association of Jamaica

LIAJA

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Bulletin
2010-2011

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This issue of the Bulletin follows the
issue for 2007-2008

BULLETIN 2010 –2011

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Editorial

We are happy to bring our readers LIAJA Bulletin 2010/2011. This issue celebrates 61 years of publishing by our Association and contains four well researched academic articles which focus on library services and resources, one special report and a tribute.

That libraries are utilizing the available technologies is evident from the first article by Scale. It examines how libraries in the English-speaking Caribbean are using Facebook to increase public awareness of their resources, facilities, collections and services as well as how library professionals are utilizing it for networking.

Alongside the explosion in communication technologies, however, is the global economic downturn resulting in a reduction of budgetary allocation to many institutions including libraries. It means therefore that creative ways have to be found to provide services of the same high standard. The second article which is by Newman suggests one way this can be done. It provides insights into the factors that can cause items to become damaged and provides solutions that can be implemented, in conjunction with a book repair programme, to reduce the incidences of damaged items. It also describes the establishment and development of an in-house book repair programme at the Library of The University of the West Indies, Mona Campus.

The third article by Amenu-Kpodo, Rao and Runcie is in the same vein. The idea of cooperation is strongly rooted in the library profession. While the chief reason for academic libraries to form consortia has been to share existing physical resources, a new trend is becoming evident or at least more pronounced. Libraries are forming alliances for the purpose of identifying and addressing common needs arising from developments in information technology, especially the growing importance of the Internet and the World Wide Web. The article describes some cooperative efforts of the libraries on the Mona Campus of the University of the West Indies as well as some national and cross campus ventures leading up to the establishment of UWI Mona Campus Information Network (UWI-MINET) as well as developments in the network up to end of 2010.

Nadine Hunt's report on digital archives focuses on an "Inventory of Archival Holdings in Jamaica," which was a pilot project funded by the Endangered Archives Programme (EAP) and Arcadia group in the United Kingdom. This project aimed to survey valuable historical collections by focusing on the lives of enslaved Africans and free blacks in Jamaica during the period 1655 to 1800 and to enable researchers to access digital copies of these historical documents. Documents covering 17th to 19th century Jamaica are extremely valuable, because of the limits placed on Africans and their descendants in recording texts of their own choosing during the slavery period.

The penultimate article documents the programme which the Jamaica Library Service and LIAJA carried out during 2010-2011 as their contribution to the advancement of literacy in Jamaica. Branded the Learn to Read-Read to learn@ your library, it involved a number of activities aimed at encouraging and improving reading.

The entire membership was saddened by the sudden death of Leila Thomas just as the new year began. A founder member of our association, she was present at that historic meeting in Spanish Town in 1948, when the decision was taken to form an association of librarians and persons interested in library work - the Jamaica Library Association. John Aaron's tribute reminds us all of a life well spent in the profession and the "bringer of light" remains an inspiration to us all.

We wish to thank those institutions and organizations who have given financial support by paying for advertising space. Once again Emma Williams of Emerald has stepped up to join our local advertisers.

We wish also to thank all our reviewers who made time to provide comments and recommendations regarding papers submitted and to all the members of the Research and Publications Working Party and especially Margarette Pearce and Judy Rao for their work with contributors. Thanks to Cherry-Ann smart and Frances Salmon for their help with two of the submissions.

To our contributors we say thanks for your submissions without which there could be no Bulletin. Now that this issue is behind us, we look forward to your papers for the next publication. Start working on them now!

Evadne McLean
Evadne McLean

Judy Rao
Judy Rao
Editors

President's Acceptance Speech

Given by Paulette Stewart PhD at the President's Dinner
Saturday, February 6, 2010, at the Mona Visitor's Lodge

Let me commence by thanking the members of the Library and Information Association of Jamaica for electing me to serve as the President for the year 2010-2011. Indeed, it is a pleasure and an honor for me to accept this position. As I do so, I am cognizant of the fact that this is an awesome responsibility. It is also with humility that I assume this position and thank all the past Presidents who are still alive for the foundation they have laid so that at the beginning of the 60th year, LIAJA is still an active association that is meeting the needs of its members.

I have no doubt that the challenges will be great, especially in these modern times when rapid changes which can distract from the essentials are taking place in the economy and in the workplace. Being 60 years old means that the Association has been around in good times and in bad times, but the members have always persevered and succeeded. In this present harsh economic climate, we will again persevere – we have to - in order to continue the hard work of those who preceded us.

Permit me to say that I feel very special to be the one elected to be the author of the 60th Chapter of LIAJA's Book. The title of this chapter is *"60 Years of Nation Building: Living and Learning in Libraries"*. Of course, all librarians here and those who are absent will be asked to contribute to the content of this chapter.

Undoubtedly, after 59 years of being a professional association, LIAJA has managed to keep us abreast of what is happening in the field of librarianship. It is through this Association that many of us got the opportunity to attend local, national and international conferences. As information professionals we have been in the forefront of providing information in schools, colleges, universities, business entities, prisons, and in communities, even those communities that are extremely remote.

We have played an important role in the development of this nation by disseminating information to our varied clientele in different libraries. In this way we have supported educators thus creating a pool of professionals. We have supported lawyers with information so that that they are able to protect our justice system and help in the development of our constitution. We have supported students in providing reading materials and curriculum support through print and electronic resources. The fact is we have the nation living and learning through libraries.

In this period of economic instability where competition in business becomes stronger, investors need information to develop suitable business strategies. Therefore, librarians who gather information on economic data are now needed to provide the business community with information to help them to survive. As Ellen Tise puts it

When a young entrepreneur visits a library as part of his or her investigation for the development of a new product, process or service, seldom is the critical role that the library and librarian played in the end product acknowledged. However, without the information gleaned from the library visit or visits and often the extensive assistance of a librarian or two, the positive outcome of the entrepreneur's work could have been otherwise. (Tise, 75th IFLA Congress in Milan 2009)

The role that all libraries need to play in this economic crisis must never be underestimated by us. As Achitabwino states, "No nation prospers without information and no information can be properly managed and disseminated without libraries and librarians". (Libraries and National Development) When we reflect on this statement we cannot help but think about the role that the National Library, the various museums and archives play in providing information that has

supported the building of this nation economically, socially and educationally.

I am sure that we are aware of the strength that is inherent in our profession. We are conscious of the powerful impact that we can each have on this Association. Tise confirms that

We can show that through libraries and librarians there can be quantitative and qualitative improvements in health issues, entrepreneurial skills development, environmental protection, poverty alleviation, literacy, respect for diversity and all of the other issues that politicians and others in decision making roles hold dear. In this way we not only provide access to knowledge, but we will also be able to demonstrate that libraries and librarians are key to the political process and national development. (Tise, 75th IFLA Congress in Milan 2009)

Our part in the building of this nation has been for the most part unnoticed. Therefore, it is my desire that this 60th chapter will be our advocacy chapter. This is going to take the effort of all the members of this Association because as Henry Ford stated, "Coming together is a beginning, keeping together is progress, and working together is success." This Association needs all its members to give it life. We cannot achieve our goals just by stating them- we have to make them happen.

The @ *Your Library Campaign* and the *Read to Learn-Learn-to-Read @Your library* programmes that will be launched in March this year will be the two main activities that will require your participation for successful implementation. In the first phase of the *Read to Learn-Learn-to-Read* we intend to engage adults and children in Kingston and St. Andrew in continuous reading. This should motivate and develop an on-going interest in reading so that they will become consistent voluntary readers and life-long learners. The skills that they will gain will help to further develop this nation. While we are accomplishing these objectives, LIAJA will automatically be promoted as this programme will be used as an advocacy tool.

As librarians one of our strengths lies in our ability to conduct research. Therefore, another important focus that I would like to put forward this year is research to find a solution to a grave problem that exists in this country. We all will agree that this country has been plagued by violence in communities and schools. This social problem is impeding the successful development of our nation and since we are nation builders

through the use of information, I believe that this Association should partner with the Jamaica Teachers Association to conduct research on "*The Impact of Well-Established Libraries on Social Problems in Jamaica*". This partnership can provide us with a fuller understanding of the problem and produce practical recommendations. This partnership will also strengthen our pursuit in providing the evidence-based results to the Ministry of Education which has the responsibility for the school and public libraries in this country.

This is a critical time for libraries and librarians to be involved in activities like these to prove that they are a part of nation building. In this period of recession I am sure that some librarians have to prove why they need to keep their libraries open. This happens because members of the wider community do not understand the role we play in providing service to our clients. Therefore, let us all get involved in the activities mentioned in order to take our advocacy one step higher.

The executive members and I will endeavor to conduct the business of the Association in a professional and competent manner. We will endorse and promote the mission, vision and objectives of this Association as we plan and execute the various activities that will highlight our 60th anniversary. The executive members are ready to move with confidence. We will not be daunted by the challenges that are before us.

As your President for the 60th year, I pledge to serve you faithfully. I will not rest on past accomplishments of this Association; I will instead keep my eyes on the challenges ahead and steer the Committee in the right direction so that at the end of the year you will be satisfied with our performance.

Thank you and good evening!

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President's Acceptance Speech

Given by Pauline Nicholas at the President's Dinner,
Saturday, February 12, 2011, at the Terra Nova Hotel

Madame Chairperson, Mr. Jay Jordan (our guest speaker), honorary librarians, other specially invited guests, colleagues, friends and well wishers, a pleasant good evening. Seventeen years ago, I left my humble beginnings in Highgate, St. Mary to pursue teacher training education at The Mico Teachers' College (now The Mico University College). I would not have thought that a course of study in geography and social studies and three years of teaching would have steered me towards a career in librarianship but it did. It is this turn of event why I stand here tonight to address you as the 61st President of the Library and Information Association of Jamaica (LIAJA). I am experiencing mixed emotions because I realise the awesomeness of the responsibility I have assumed. However, I thank you all for your confidence to entrust the leadership of our noble Association to me for the period 2011/2012. I will be faithful to your trust.

I pay tribute to all the presidents, executive members, and indeed all the members who have blazed the trail ahead of me. To each one of you, I say, a job well done and thanks for being such good pace setters.

I reaffirm my belief in what LIAJA represents, its mission, its message and its membership. I am fully aware that as an association we have much work to do. I therefore crave the benefit of your collective wisdom, your patience and your cooperation so that we can accomplish our goals and objectives

You, our members, are facing the challenges of the dynamic environment in which you perform your duties. It was President John F. Kennedy who 50 years ago said, "the world is very different now". He was referring to his era, but you all will agree with me, ladies and gentlemen, that these words are still relevant today. The changes that have taken place over the last 50 years are mindboggling. The evolving information and communication technologies have greatly influenced the way people work, study and carry on business. Statistics produced by the World Bank in 2010 reveal that the number of mobile phone subscriptions in developing countries has increased from 200 million in 2000 to 3.7 billion in 2010, and the number of Internet users has grown more than tenfold. In 2010, the proportion of the population in developing countries with access to fixed or mobile telephone has reached 70 percent; and more than 20 percent of the populations of developing countries are Internet users.

Due to the explosion in information and communication technologies there is a perception that the library has lost pride of place as the repository of information since everyone can access needed information from the Web. It is for this reason, as well as the global economic downturn, that at your places of work, you may be facing some new challenges. Many libraries are having budget cuts. In some parts of the world library closure is not a farfetched thought so the citizenry continue to lobby their governments in an effort to keep their libraries open. The recent campaign in the United Kingdom to save more than 400 public libraries that were under the threat of closure due to cut in government budget is a case in point. The justification for the impending closure was – there is no need for free libraries when there is an increase in free downloads, cheap books, and easy online shopping. On the other hand, it was heart warming to learn that during the period of social and political unrest in Egypt, some 3000 valiant Egyptian youths willingly and unwaveringly stood firmly around the walls of 'Bibliotheca Alexandrina' and guarded the valued information stored inside the physical building.

As I contemplated the way forward for LIAJA, I asked myself - what's the one change that will allow LIAJA to function more efficiently and effectively, and at the same time positively impact the mission-driven work of the Association? The answer I received was- human resource development. It was with this in mind that I chose to consider the theme "**Capacity**

Building: Innovation and Collaboration across Borders" to guide my stewardship for the year. Capacity building is often described as complex and multifaceted. It relates not only to the development of human resource through training but it is linked to the processes that strengthen the skills, abilities, procedures and resources that an organization needs in order to survive, adapt and thrive. Since Rome was not built in one day, I will employ only a few strategies during my tenure. These are:

(1) equitable access to information
(2) the re-branding of LIAJA
(3) professional development
(4) advocacy

I intend to embrace the ideology of equal access to information for all. Ellen Tise, President of the International Federation for Library Association (IFLA), noted that libraries are drivers for access to knowledge and they have a fundamental role to play in enabling access for all members of the community to global knowledge resources, ideas and opinions. She further noted that the library associations are the key institutions that advocate on behalf of the small libraries for equitable access to information and improvement in services for library users. The digital divide which plagues developing nations has forced library associations to form alliances to mitigate this challenge.

It is also important that LIAJA be re-branded for the 21st century. As such another major activity will be the re-designing of our website to make it more user friendly and robust. Like Hummelshoj, I believe that the development of services on library websites should be given very high priority and be considered as a continuous process parallel to the development of the traditional services (Hummelshoj, 2000). A Shift to a low cost, content management system will facilitate more interactive pages and easier and quicker maintenance. This is a necessity in competitive environments such as ours.

I will also seek to improve the research capacity of the members. Building research capacity can be defined as the ongoing process of empowering individuals, institutions, organizations (Lansang & Dennis). Attempts will be made to create partnerships with leading ICT and information institutions both locally and abroad to facilitate training in research, writing, publishing and technological skills.

The issue of 'our image' continues to plague our profession. Professional discourse reveals that there is generally a lack of awareness of the role of librarians. This may be as a result of the changes enumerated earlier. There is a lack of knowledge as to what we do and how libraries may support nation building. I have a college-educated friend who once asked if it takes a university degree to become a librarian. The LIAJA-America Library Association @ your library Campaign will continue for at least another year and through this campaign we hope to portray our 'image' positively and create a greater awareness of the Association's mission and the role of librarians. But do not matter the superficial name change, or the fancy public awareness campaign, it is the high quality work and services that will create that new image which we desire.

Colleagues, it is important that the executive hears your comments and suggestions – get connected on LIAJA Google group. We will also take your comments through letters and any other way convenient to you. I promise that each one will be presented to the committee so that the Association can move in the right direction for 2011 – 2015.

A thought from Leslie Burger, former President of the American Library Association, inspires me to move beyond mediocre in everything I do. She said "innovation, creativity, the willingness to take risks, the bravery to learn from failure, trusting your colleagues and your users, and the ability to embrace change and possibility (as opposed to regressing out of fear and anxiety) will be key to transformation." Ladies and gentlemen, I will be guided by these words during my presidential year and I hope you will too so that together we can accomplish our personal and professional goals. Thanks again for giving me the opportunity to serve you.

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The University of the West Indies Mona Information Network (UWI-MINET)

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❖ Share resources

❖ Facilitate Research

❖ Develop Staff Competencies

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How are Caribbean Libraries and Librarians using Facebook: A Preliminary Study

Mark-Shane Scale, Librarian/Lecturer
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Introduction

Librarians have traditionally applied the most modern technologies to the provision of collections and services that enable users to access information. This tradition is supported by the *IFLA/UNESCO Public Library Manifesto* (1994) which states that:

> all age groups must find material relevant to their needs. Collections and services have to include all types of appropriate media and modern technologies as well as traditional materials . . . Material must reflect current trends and the evolution of society, as well as the memory of human endeavour and imagination. (1)

Social Networking Sites (SNS), also known as social networking software, have become very significant and are projected to be 'the future of online activity' (Stone). Projections of the future use of the Web indicate that most users or prospective users will be engaged in social networking and belong to and use a social networking site. This means that libraries have the opportunity to utilize SNS in order to provide new and innovative services for a growing online population. The purpose of this paper is to look at how Caribbean libraries are using Facebook to highlight their services, facilities and events as well as how librarians are using it for collaboration and networking.

Literature Review

The literature on the use of Facebook by libraries is sparse. Charnigo and Barnett-Ellis's "Checking Out Facebook.com" published in 2007 focuses in particular on the perceptions of librarians towards its use. There are no scholarly publications on Facebook usage in the Caribbean. However, there are statistics available on Facebook usage in the region. Of fourteen English speaking countries in the Caribbean, most have over 30% of their populations on Facebook (Mean=31.71% and Median=31.79%) (see Table 1).

Table 1 Selected Caribbean countries and their

Country	Penetration of population (%)	# of Users
1. Turks and Caicos Islands	52.19	12 280
2. US Virgin Islands	14.89	16 340
3. Dominica	29.45	21 440
4. Saint Kitts and Nevis	43.69	21 800
5. Cayman Islands	50.11	25 160
6. Antigua and Barbuda	34.42	29 860
7. Grenada	29.35	31 640
8. Saint Vincent and the Grenadines	38.38	40 000
9. St. Lucia	28.97	46 620
10. Belize	16.20	50 960
11. Guyana	12.79	95 720
12. Barbados	39.12	111 760
13. Trinidad and Tobago	34.12	419 240
14. Jamaica	20.19	574 820

Source: Socialbakers. "Facebook Statistics by country"
Socialbakers.com. n.d. Web. 18 May 2011.
< http://www.socialbakers.com/facebook-statistics/..

Scholars studying sites like Facebook refer to them as social networking sites. SNS are defined by boyd and Ellison as "web-based services that allow individuals to: (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system." Fig. 1 provides a visual illustration of this definition.

Fig. 1: Visualizing the concept of SNS

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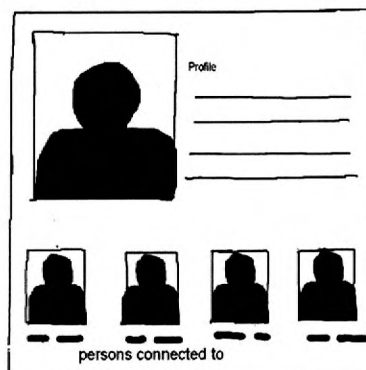
[1] The study was conducted between 2007 and 2009 and might have missed newer developments.

The term "online social networking", on the other hand, assumes a broader perspective or definition. According to boyd and Ellison, since "networking" emphasizes relationship initiation, often between strangers, social networking sites have a narrower application, as while SNS "allow individuals to meet strangers" they are primarily used to showcase the people that a person knows or shares a relationship with. Consequently, these web services can be used to document the relationships that individuals form throughout their lifetime.

The official statement of Facebook refers to its website as a "social utility" ("About Facebook"). Mathews suggests that Facebook may have begun as a social networking utility, but is currently one of the most "notable social networking sites" (79).

Much of the literature on perceptions of Facebook documents the pitfalls and dangers of on-line social networking. Jones and Soltren found that Facebook permits users to disclose far too much information without providing for its protection from being collected or searched by third parties. They also recommend a number of changes to increase user privacy (33-34). Despite the concerns about issues of privacy, Palen and Dourish note that in order for individuals to participate in the social reality, disclosure of some private information and one's identity will be required (132). They indicate that privacy is really about managing the information that an individual discloses about self to the public (132). It must be noted that privacy issues are not confined to social networking sites, but have, since the end of the nineties when more persons gained access, also been raised in relation to the Internet ('Computer.').

There have been a few studies of the adoption of SNS by libraries. De Rosa et al. sought to find out if social networking generally could be adopted by libraries. The responses of users from the several countries surveyed suggest that there would be a general lack of public interest in using library on-line social networking services, if they were to be created (5-1). Further, the findings reveal that both library directors and members of the public did not think that libraries should include social networking roles in their services. Despite these negative responses, De Rosa et al. found some libraries experimenting with social networking sites as a possible means of engaging users and establishing interactive Web communities; starting ongoing online conversations; sharing materials, programmes and exhibits; and providing users with opportunities to learn about their online and physical programs (5-8).

On the use by librarians of Facebook, in particular, Charnigo and Barnett-Ellis surveyed 127 US academic librarians. The findings reveal that academic librarians are discovering Facebook, some with optimism about its potential as a tool for promoting library services and events and others with suspicion about its appropriateness for professional librarianship (23, 31). They also found that 3% of libraries and 34% of librarians have profiles on Facebook and that 63% of the librarians studied did not want to be involved in posting profiles (28). Charnigo and Barnett-Ellis have concluded that librarians perceive Facebook as a new form of communication that connects higher education students socially in an online environment (31).This sentiment is echoed by Hammond who feels that Facebook will overtake email in the future as the preferred technology to contact colleagues, friends and even initiate contact with strangers (154). This is also the sentiment of librarian Ellen Keith who, in a published interview, declared that online social networking is an effective way to reach patrons and is the preferred means of communication among the members of the younger generation (Topper, 378-380). If Facebook becomes this preferred communication medium, librarians may need to invest in its use for reference services in the future. In the mean time, the literature does indicate its applications in areas such as marketing, document or information delivery, and professional collaboration.

Advertising or Marketing

Facebook is being applied to the marketing and promoting of traditional library services. However Farkas argues that libraries need to utilise it to improve library services. She suggests that libraries should solicit feedback from users and thus give them a voice in library services and collection development. She also recommends that if libraries seek to enter into the space of young customers, they should seek to acquire these customers' opinions. Farkas points out that what libraries currently have on Facebook are extensions of their websites, links to their catalogues and to chat reference services, calendars of events, research guides and instructions for off-campus library access. These, she suggests, do not promote collaboration, but are mere avenues for one-way communication about library products and services.

Sharing and Distributing Content

The literature does not speak specifically to the use of Facebook to share and distribute content. However it refers to the use of SNS generally for this purpose. According to Drury, SNS belong to the group of "online resources that people use to share 'content': [such as] video, photos, images, text, ideas, insight, humour, opinion, gossip, news" (274). In essence, SNS are one of the new distribution channels for twenty-first century media and content. In keeping with the *IFLA/UNESCO Public Library Manifesto*, libraries serving twenty-first century users of information

must be prepared to deliver or distribute content and services utilizing the modern applications and media that users are sharing and consuming. These media include online photos, bookmarks and videos, many of which are shared through SNS such as Facebook and MySpace. Francoeur also suggests that librarians can further utilize SNS to distribute new media such as screen casts and screen shots (Slide 17). He also sees the opportunity for SNS to be used to provide reference answers through the posting of online videos or screencasts on video sharing sites, or screen shots on image sharing sites. Users may then share the information with others and librarians can re-use the content (Slide 17). This ability of SNS to allow users to share content makes it possible for librarians to utilize them to provide information or document delivery services and even for reference services.

Professional Collaboration

Even if librarians do not utilize SNS to share services with library users, they can still benefit from SNS. According to the *IFLA Digital Reference Guidelines*, "the online environment is uniquely suited to consortial models of work and to the development of shared resources." These guidelines recommend that librarians use the online environment to network and share library resources and expertise. Through SNS, librarians can network with other librarians to deliver improved and expanded reference services. Thus reference services are not confined to one library or one librarian, but span several libraries and several librarians. Stephens provides the example of librarians at the Nebraska Library Commission (NLC) using Twitter to get answers for their reference questions. He lists four samples of NLC reference questions on Twitter.

Methodology

The researcher's recognition of the potential of SNS for sharing and distributing content and the lack of literature on their use in the Caribbean prompted him to undertake a qualitative study to ascertain whether Caribbean libraries are currently providing a Facebook presence for users.

Since there is no published listing of Caribbean libraries using Facebook, this study had to be exploratory. The researcher, by participating and browsing Facebook, discovered the libraries using the site. However, the primary way to discover whether Caribbean libraries are using Facebook is through the referrals of Caribbean librarians. This researcher was also able to locate these libraries through the use of Facebook search features.

To discover the libraries with Facebook accounts, the researcher must first identify the librarians on Facebook. To do this, this researcher was able to attempt snowballing by 'friendship requests' to known Caribbean librarians, whose list of 'friends' lead to other Caribbean librarians. By browsing their information, the researcher was able to find the groups to which particular librarians belonged and the pages of which they were fans. Often librarians will invite their friends to join a particular relevant library group or to become a 'fan' of a particular library page. This is one of the primary ways of discovering Caribbean library pages.

Another method of discovering Caribbean library pages is to use the search feature provided by Facebook. However, this does not allow for the refinement to which librarians are accustomed from their use of online databases and library catalogues. In fact, Scale's study found that the search feature of Facebook is disappointing for finding the unknown (551). According to him, the Facebook search feature uses a free text approach that produces far too many irrelevant results with few and unsophisticated means of refining or narrowing the results (551).

Despite the difficulties, the researcher discovered libraries in the region on Facebook. He then sought to analyse their activities according to the following research questions:

1. For what purposes are Caribbean libraries using Facebook?
2. Are Caribbean librarians using Facebook for networking?

Data

The researcher found four national libraries, one school library, one university library and two public libraries using Facebook. A number of professional discussion groups including Digital Library of the Caribbean, (dLOC), Caribbean NextGen Librarians, Young Librarians in Jamaica, Barbados Association of Record & Information Management (BARIM) and Library and Information Association of Jamaica (LIAJA), CiberNotas-ACRUIL-CyberNotes were also found. These indicate that Caribbean libraries and librarians are seeking to utilize social networking services to impact library services. In all, 16 observations were recorded.

The researcher also discovered that the libraries used the 'pages' feature of Facebook to advertise events, host digital exhibitions and promote collections among other things. At the same time the librarians were observed using the 'groups' feature for networking. These uses of Facebook by the libraries and librarians will be described in more detail later.

Analysis of Findings

The use of Facebook by the region's libraries and librarians fall into the following categories:

i)   Promoting events
ii) Marketing and Promoting Library Services
iii) Hosting Photographic Exhibitions and Displays
iv) Promoting Library Collections
v)   Content Sharing, Distribution and Delivery
vi) Professional networking.

Promoting Events

Several Caribbean libraries using Facebook to promote events were observed. In some cases, event flyers were shared via the Facebook 'page' feature, while in others, the 'events' feature of Facebook was used not only for advertisement but also to highlight would-be attendees to the event. The University of West Indies, Mona library for example advertised database training

Fig. 2). This feature was also utilized to advertise a family book fair hosted by the Jamaica Library Service in 2009.

Fig. 2 Facebook's Event feature used by a university library to promote training

Marketing and Promoting Library Services
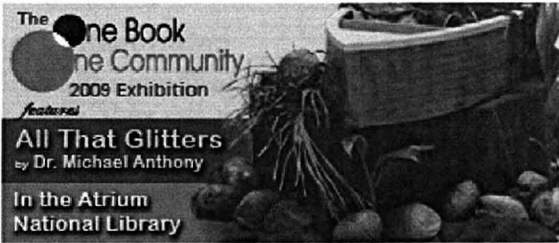
The photograph sharing feature served as a tool to market and showcase library activities, facilities and services. The National Library and Information System Authority (NALIS) Young Adult Library of Trinidad and Tobago is a leading example of a Caribbean library using Facebook to advertise library services and events such as 'Teen Talk' to teenagers (Fig. 3). In addition, its page has many photographs showcasing its physical environment and facilities; a feature which could also be used to highlight friendly staff and satisfied users.

Our Young Adult Library is on Facebook too!

Teens, this is your space. Check it out.

nalis

Our Vision and Mission

Library Locations

Find a Library Near You

Heritage Library

Port of Spain Public Libraries

North Region Public Libraries

South Region Public Libraries

Tobago Public Libraries

Current Exhibitions

One Book, One Community 2009 Exhibition

The One Book One Community 2009 Exhibition *features* All That Glitters by Dr. Michael Anthony In the Atrium National Library

Atrium, Ground Floor National Library Building, Port of Spain

What's On

At the National Library Building

At the Children's Library

At the Young Adult Library

At Your Public Libraries

Events

Displaying 2 past events   See All

Exciting Teen Talks!
Port of Spain Young Adult Library
02 December at 15:00

Gaming
Port of Spain Young Adult Library
25 November at 14:00

Meet local celebrities!

Fig. 3 Facebook page promoting interesting events and activities for youth

The four national libraries- Belize, Jamaica, Antigua and Trinidad and Tobago- use Facebook pages to communicate opening hours, telephone numbers, and website addresses (Fig. 4 for an example). This is a good way of highlighting the hours in which users may call or visit as these are not be readily provided in local telephone directories, unless libraries advertise in the Yellow Pages.
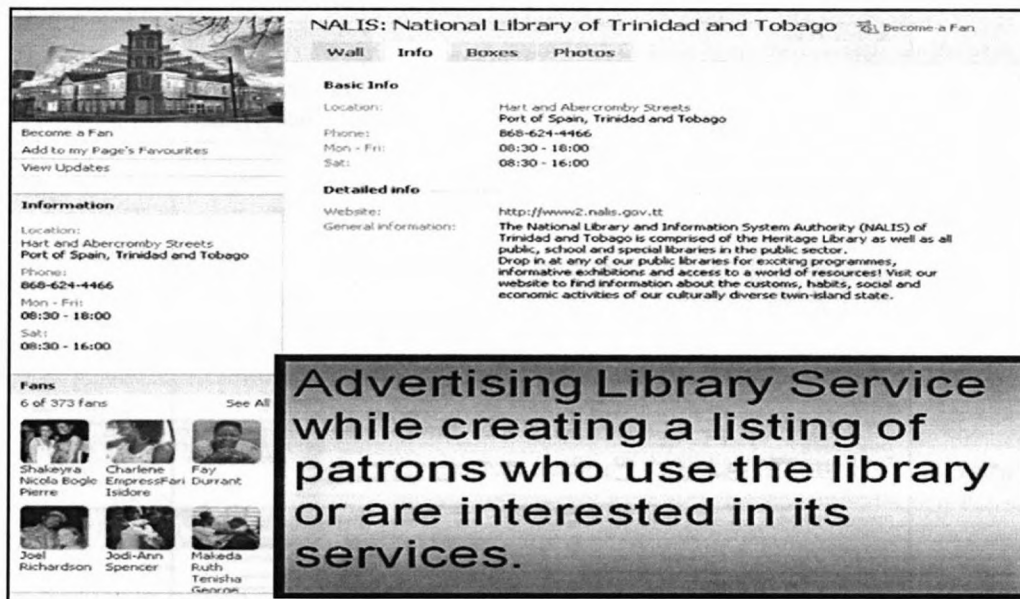
*Fig. 4 NALIS showcases its opening hours, contact information,
website's URL and other general information about the library*

Hosting Photographic Exhibitions and Displays

The four national libraries all use Facebook to share photos and to host photographic exhibitions or displays. Both Belize National Library Service and Information System and National Library of Trinidad and Tobago shared photos of past events (Fig. 5).
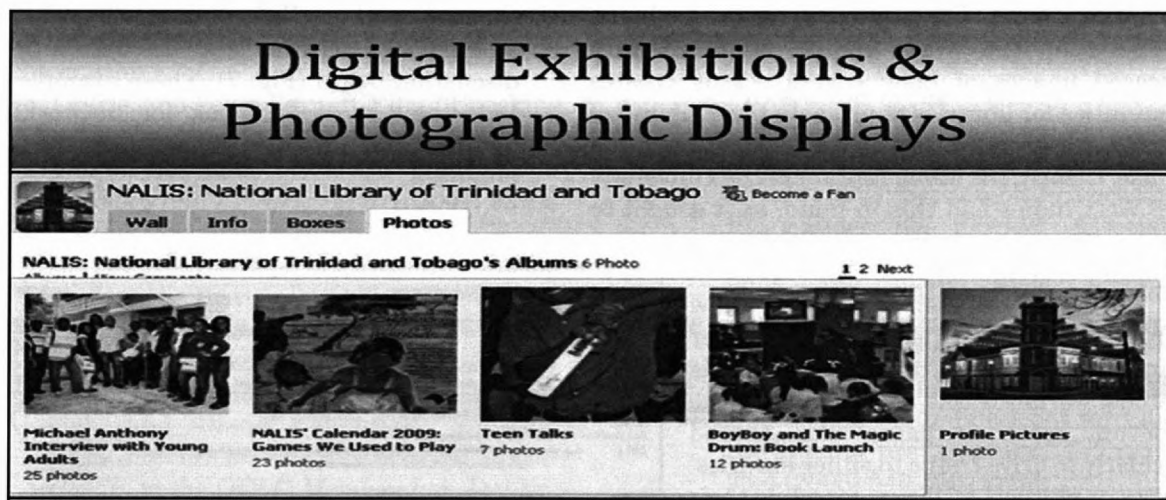
Fig. 5 Facebook photo sharing

From his observation of the photographs hosted on Facebook, the researcher concludes that this medium allows libraries an alternative space that will be unaffected by national or local disasters. For example, if floods or fluctuations in electricity affect the local server or even the physical library, their Facebook pages would be an alternative backup resource.

Promoting Library Collections

The University of the West Indies Mona Campus Library demonstrates the usefulness of the photo sharing feature for current awareness. The Library uses the feature to communicate the availability of new resources such as the 'E-book of the Month' (Fig. 6). Unfortunately, this feature has not been updated regularly. One can therefore conclude that although photo sharing can be used for current awareness services, it is underutilized.
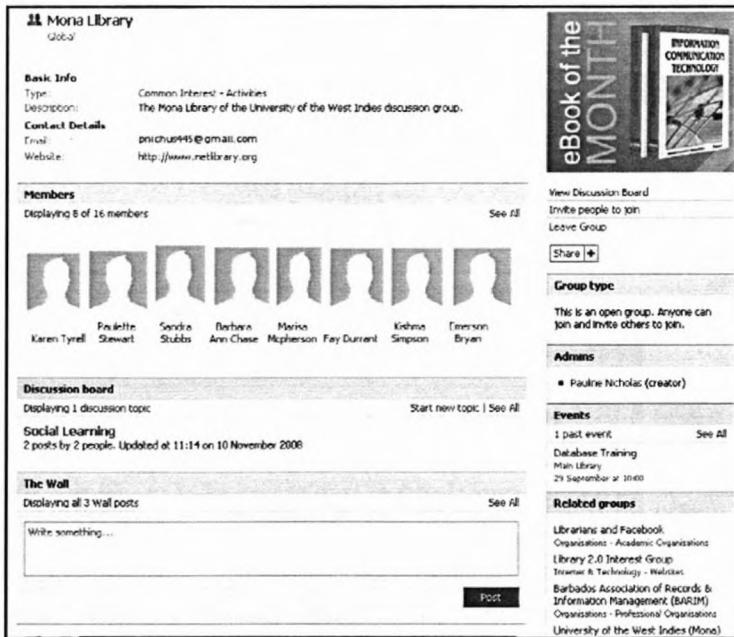
Fig. 6 Academic library Facebook promotion of its E-book Collection

Content Sharing, Distribution and Delivery

The libraries observed for the most part use Facebook to share mostly visual information to the public. These might be fliers or photographs of events. Some like the National Library of Jamaica and the University of the West Indies Mona Library showcased images of book covers. This creates opportunities for libraries to promote the visibility of resources in their collections in the hope of increasing their use. Clearly, the Mona Library of the University of the West Indies had this in mind, as it sought to promote its e-resources available on NetLibrary (Fig. 6).

The literature discusses how libraries can utilize Facebook to deliver documents or content to users. However, this researcher surmises that the content on the Caribbean Facebook pages was shared particularly to drive traffic to either libraries' websites or physical facilities, for while their URLs and links are shared, in many cases these links take the user out of Facebook to the library's website. By link sharing, libraries invariably improve search engine optimization as the importance and ranking of a website indexed by some search engines, such as Google, is determined by the number of links that point to it.

Professional Networking

Although librarians have created groups that allow them to share information and network, in most of the groups only a few persons post information. Caribbean NextGen Librarians with ten members had no content posted at the time of this study. Of the 11 members in Young Librarians in Jamaica, only two shared content through either links or postings. CiberNotas-ACURIL-CyberNotes lacks discussion in its groups discussion board (Fig. 7). These examples illustrate that the use of Facebook for networking among professional colleagues is clearly not realizing its full potential.

Fig. 7 CiberNotas-ACURIL-CyberNotes Facebook group in 2008

Conclusion

Caribbean libraries are using Facebook to market their services and perhaps reach the new generation of library users. However, little is being done to use it to connect with peers, professional colleagues and to collaborate in professional learning networks so that they can maximize the benefits to be derived from these activities. Failure to do this may be due to cultural attitudes that need to be explored in future research. It is hoped that this paper has begun that **process** and will provide inspiration for others in the region to utilize Facebook to provide services relevant to 21st century library users and share information with professional colleagues from the region.

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A Book Repair Programme: A Practical Solution to Damaged Items and Tighter Budgets

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Introduction

Declining budgetary allocations to libraries have forced administrators to explore creative ways to survive. Since a significant portion of a library's budget is allocated to purchasing new or replacing existing materials, an approach adopted by libraries in both developed and developing countries is to focus on preserving their collections. One strategy that has been employed is to establish an in-house book repair programme in conjunction with measures to reduce damage to the collections.

This article provides insights into the factors that can cause items to become damaged and provides solutions that can be implemented, in conjunction with a book repair programme, to reduce the incidences of damaged items. It also describes the establishment and development of an in-house book repair programme at the Library of The University of the West Indies, Mona Campus.

Literature Review

The author found several articles on the subject of book repair in libraries, but only a few of these deal with establishing a formal programme. Heather C. Kaufman's presentation at the ALA Annual Conference in 2004 outlines the objectives of a book repair programme making the connection with preservation efforts. She defines book repair and the type of repairs that can be classified as basic. Similar views are expressed in the report of the first Practical Preservation Workshop held June 17-28, 1985 at the Rochester Institute of Technology.

Kaufman defines book repair as "a set of basic mending activities used to address problems caused by use, age, poor storage conditions or inherently problematic materials and/or structure" (2). Doyle refers to the Association of Research Libraries' definition of a minor repair that is "any repair that takes 15

minutes or less to complete" (1). Kaufman also provides insight into issues to be considered when selecting persons for training; the tools required for a repair programme; and the skills the participants in such programmes should be expected to acquire such as the ability to identify, evaluate and sort damaged items.

Nainis and Milevski highlight book repair as part of an overall preservation programme. They discuss the problems experienced by Georgetown University Law Library in relation to damaged items and concluded that its situation is not unique. Every type of library with an active user population, from the largest academic to the smallest public library, encounters similar problems (1).The authors also discuss, in detail, the advantages of a repair programme as one component of the library's preservation programme, and offer a number of solutions to curtail the problems associated with damaged items, such as detached pages, frayed corners, ripped spines, sagging text blocks, careless use and poor quality binding. Some solutions offered are commercial binding, a repair and treatment programme, staff and user education, reformatting, environmental control and disaster prevention and planning. By adopting any one or a combination of these preservation components, items can be kept in better condition, thus reducing the numbers of damaged items that need repair.

The literature on book repair makes the distinction between performing repairs on items in a general collection and those in special or archival collections. Only trained conservators, conservation technicians, or experienced binders should perform repairs on special or archival collections. The Dartmouth College Preservation Services states that, "in-house book repair is appropriate for general collections materials not needing complete rebinding by a commercial binder."

Baird argues that, "in house book repair is one of the least effective and most inefficient forms of preservation, and yet it continues to be very popular" (51). He further states that "book repair *can* serve an extremely important role in a library's overall preservation program, but *only* if repair staff are trained and properly equipped to perform repairs correctly and efficiently" (51). He, like other authors such as Kaufman (2004), Nainis and Milevski (1987) and Higginbotham and Wild (2001), considers book repair to be one of the components of preservation management or a preservation strategy in libraries. Dartmouth Preservation Services, states that, "in-house book repair should not be seen as a solution to book damage."

Persons should be trained not only to repair books but also to evaluate damaged materials to determine, based on the library's collection and preservation development policy, the most appropriate and economical treatment options. In any library, there will always be some items that are beyond repair and will need to be either discarded, replaced or rebound. Higginbotham and Wild pose several questions which should be considered when selecting items for repair, rebinding or an alternative approach:

- Is this volume still relevant to the library's collection?
- Is the paper good enough to withstand rebinding?
- Does the volume posses artifactual value?
- Is the damage such that repair is more economical than rebinding or replacing the volume? (55)

An important component of a book repair programme is a manual. Internet searches using the terms "simple book repair manual" and "book repair manual" produced a number of results, the most relevant being those from university libraries that have preservation websites. Gaylord and Brodart, both suppliers of library furnishings and materials, also have book repair manuals that can be down loaded for reference. The contents of these manuals generally cover: the structure and parts of a book, the material, tools and equipment required to effect repairs, the types of materials that can be repaired, a step-by-step approach to the repair process, advice about setting up a work area and a glossary. Examples of detailed manuals can be accessed at: Ohio Preservation Council (*Basic Book Repair*), Brodart Library Supplies and Furnishing (*A Simplified Step by Step Guide Book Repair and Protection*), Dartmouth College Library (*A Simple Book Repair Manual*). Gaylord has two manuals, *Simple Techniques for Maintenance and Repair of Books,* first published in 1996 and republished in 2007, and *Simple Techniques for the Maintenance and Repair of Books for School and Public Libraries* which was published in 1996.

In developed countries, like the US, one or two day book repair workshops with varying degrees of focus are held frequently. In addition, the majority of their libraries would have well established preservation programmes, which include a book repair component. On the other hand, developing countries often lack comprehensive preservation management programmes and therefore they have a limited number of established and organised book repair programmes. In the Caribbean, book repair workshops were nonexistent until recently. Therefore in countries that can least afford it, untrained persons have been attempting repairs and in the process causing more damage to the items. The damage does not occur from their techniques alone, but sometime from the materials used in the repair process.

Setting up a Book Repair Programme
The authorities on preservation and conservation strongly recommended that library administrators should take the initiative to implement an in-house book repair programme for their institutions and encourage or sponsor their staff to attend book repair workshops or to be proactive by approaching institutions with binders or binderies for training. For any effective book repair programme it is highly recommended that the participants are trained to perform a number of treatment options, to perform the appropriate technique as well as when not to undertake any repair on the item. If this concept is not understood then the cost of repair i.e. labour and material will out weighing the value of the item.

Milevski argues that without access to proper training, libraries cannot hope to make the transition from destructive or ineffective practices to conservationally sound repairs. It is important therefore that the factors that can cause damage to items in libraries are recognized and fully understood. These factors can be divided into three broad areas:

1. Care and handling
2. Environmental factors
3. Human factors

The design and implementation of preventative measures in each of these areas will reduce the volume of damaged items needing repair. Examples of such measures include: providing training for staff and patrons in the proper care and handling of library materials including how to photocopy without causing damage; addressing the issues of light and temperature levels and pest and humidity control.

Other issues to be considered include:
1. Heavy circulated items become damaged quickly.
2. Tightly packed shelves and inappropriate shelving procedures cause damage to book spines and sagging text blocks.
3. The quality and nature of the material of the item, for example, newsprint becomes damaged quicker than most other printed material; it becomes yellow and brittle.

The rationale for establishing a book repair programme is:
1. Many libraries, particularly those in developing countries, are unable to send damaged items to commercial binders for repair or rebinding due to financial constraints.
2. Many libraries do not have their own bindery and those that do usually have a large volume of material to be rebound and repaired, hence the need to establish a programme for basic repair to be undertaken by persons other than the bindery staff.
3. It can perform some of the core functions of a bindery and is significantly cheaper to establish and maintain.

4. It facilitates the repair of items needed urgently by library clients and of other items that are on the shelves in need of repair.
5. It improves the appearance of the collection which sends a positive message to library clients and in turn promotes good care and handling. as well as good book preservation practices.
6. It promotes good preservation practices which extend the lifespan of items.

For those wishing to establish a book repair programme, Dartmouth College Library offers the following guiding principles:

Reversibility: Any treatment applied to a book should be reversible, that is it can be undone easily at a later date. If only the equipment, supplies, and techniques outlined in this manual are used, reversibility should not be a problem. In reality, only enclosure of the book (as in boxing) is truly reversible.

Do No Harm: This is a corollary to reversibility. If a repair seems difficult or you think you do not have the skill to complete the repair, set the book aside.

Expediency: Almost any non-brittle book can be repaired, given enough time and the proper equipment. Simple book repair implies that the repair will not take hours or days of staff time. As you become more comfortable with simple book repair, the decision to repair in-house versus sending the book to a commercial bindery will be easier to make.

Requirements:
The order of pages must be preserved regardless of the repair or reformat.
Books must have a protective cover to the pages. (Dartmouth College Library. "Guiding Principles")

In addition Dartmouth College offer the following general guidelines:

1. Keep your repair tools in good repair, clean and well-sharpened.
2. Keep the work area clean. After

completing repairs put tools and supplies in their proper storage location.

3. Some of the tools you will be working with are extremely sharp. Please exercise caution. If you do cut yourself, try not to bleed on the books—blood is extremely hard to clean from paper.
4. Wash your hands frequently.
5. Batch similar repairs.
6. Do not eat or drink in the repair area.
7. Treatments should not be visible. (Dartmouth College Library. "General Guidelines")

Book Repair Programme in Jamaica

Credit must be given to The University of the West Indies, Mona, (UWIM) Campus Librarian 2005-2010, for initiating a modern book repair programme for libraries in Jamaica. The programme had its genesis in 2007, when the UWIM, Library and the Jamaica Library Service (JLS) began to discuss a collaborative book repair workshop. Three (3) two (2) day workshops for JLS employees were organized and delivered in three parishes; St. Andrew, St. Ann and St. Elizabeth, in 2008. The co-ordinator, the Preservation and Conservation Librarian at UWIM Library, with support from three members of the Library's Bindery staff, delivered the components of the workshop.

The structure of the workshops was a combination of theory and practical exercises or hands-on activities. The theoretical presentation focused on the care and handling of library materials and the guidelines for establishing a book repair programme. Fourteen (14) of the hands-on techniques were compiled into a manual which uses a step-by-step approach to illustrate basic repair techniques. The manual also provides information on the parts of a book, the making of pressboards, book weights and the type of materials used for each technique. The main differences between this manual and those cited above is that it includes some types of repairs unique to Jamaica, the substitution of some locally produced repair material of equal quality, and modifications in some of the techniques used in the repair processes. A copy of the manual was given to each participant as it was anticipated that they would utilize the techniques when they returned to their respective locations. Based on the participants'

evaluation, the project was a success and the positive reviews gave momentum for the delivery of other workshops.

In 2009 seventeen (17) participants from several different types of libraries attended a workshop hosted solely by the UWIM Library. The same approach was taken in the mode of delivery, but the practical components were held in the Library's Bindery where all the binders assisted in the delivery of the exercises.

In February 2010 the author had the opportunity to conduct a preservation survey at the UWI Cave Hill Campus Library in Barbados. One of the recommendations arising from the report of the survey was to establish a formal preservation programme including a structured in-house book repair component. The author outlined the steps to be taken to establish such a programmme and supplied an electronic as well as a printed copy of the manual to be used as a guide.

In 2010, the Principal of UWIM, initiated a number of projects to assist in Haiti's restoration following its devastating earthquake of January 12. One of these was to provide support to libraries by organising book repair workshops. Two two-day workshops similar to those already described were delivered but some amount of customization was done to suit the needs of the host country and the participants from different types of libraries. Supplies were taken from Jamaica as none were available in Haiti. One of the major challenges was the language barrier; the participants spoke French and very little English. This challenge was minimised to some extent with the assistance of translators. Each participant received a copy of the manual; unfortunately the manual was printed in English. However electronic copies were given to the National Archives and the National Library of Haiti so that it could be translated into French.

UWIM Guidelines for Establishing an In-house Repair Programme

The following guidelines are based on the author's experience of establishing and developing UWIM's programme:

1. The programme must have the full support – financial and moral - of library administrators.

2. Persons performing repairs must have had some training e.g. by attending workshops or being placed under the supervision of a trained binder.

3. A designated work area should be established that is large enough to ensure that the necessary activities can be performed without interference from other staff members or other library functions. It is recommended that this area be near to the circulation area.

4. A storage area should be identified for the safe keeping of supplies and material and a staff member assigned the responsibility for the supplies and maintaining an inventory of the stock. Some of the basic supplies required are: archival quality repair tape, awls, bone folders, a book press, cutting boards, knitting needles, sewing needles, linen thread, surgical gloves, archival paste, rulers, wax paper, paste brushes, hand towel, scalpels, and plastic erasers.

5. Persons in charge of the programme should have knowledge of both local and international reputable suppliers.

6. Preventative measures, for example, good care and handling practices and user and staff education, should be incorporated into the overall programme. Patrons should be encouraged to bring damaged items to the attention of library staff so that repairs can be made before the damage becomes extensive.

7. A close relationship with circulation staff should be established. They should be trained so that they can assist in identifying different types of damaged items. In addition it may be useful to scan the stacks, and confer with colleagues from other sections of the library. These efforts will allow damaged items to be identified at an early stage.

8. Repairing items when they are slightly damaged, for example, inserting a loose page, affixing a detached paperback cover, and repairing a torn page, will be more economical both in labour and material cost.

9. Items should be sorted into categories requiring similar actions, similar types of repairs can be undertaken together, items to be sent for commercial binding and those that should be discarded as they are too brittle to be repaired. As persons become more competent in the repair techniques, they will be able to diagnose the order in which repairs should be undertaken. The process will therefore become more economical and efficient.

10. Establish and maintain quality control of the output. Items should be clean, neat, and have been repaired using the most appropriate technique. Good record keeping of the types of repairs done is also required as the record will help library administrators to make decisions about the programme.

11. The transfer of training is always a necessity. Once the current staff member is competent, commence training of other staff members. Don't wait until the current staff has been promoted, transferred, or has resigned. This approach is one of the keys to the continued success and survival of your programme.

Conclusion
As a consequence of the global financial crisis, many libraries worldwide will continue to experience reduction in the budget allocations as a result of cost saving initiatives by their parent organizations. As such, a library's challenge to purchase new, as well as to replace and to repair damaged items will become more acute. This paper suggests a book repair programme as a practical approach to alleviating this problem. The initial financial outlay may be high but in time there will be many visible benefits in the

areas of service, collection appearance and cost. The libraries at The University of the West Indies, Mona Campus, and at Dartmouth College in the United States provide models for book repair programmes that other libraries, regardless of size, can adopt. Their success hinges on the support in terms of finance, human resources and adequate facilities which is given by each library administration. The Mona Library in particular boasts an effective book repair programme which is extending the life of its various collections and thus access to its users.

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TOWARDS A CENTRALIZED UWI, MONA INFORMATION NETWORK (UWI-MINET)

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The University of the West Indies (UWI) is a multi-campus regional university serving the countries of the Commonwealth Caribbean often referred to as the English-speaking Caribbean. It began as a College of the University of London with the Mona Campus in Jamaica in 1948 and achieved full university status in 1962. The Imperial College of Tropical Agriculture in Trinidad was converted into the St. Augustine Campus in 1961 and, in 1963, a third campus was established at Cave Hill in Barbados. In 2008, the University expanded to four campuses with the advent of the Open Campus which offers multi-mode teaching and learning services through 42 virtual and physical site locations in 16 countries across the region. In Jamaica a second UWI campus, Western Jamaica Campus, located in Montego Bay, was opened in 2007 to serve the western end of the island.

Each campus has its own Campus Librarian one of whom is selected to serve also as the University Librarian. On the Mona Campus the term "the university library" is used to refer to the Main Library, its science and medical branch libraries, which were opened in 1973, the Western Jamaica Campus branch library, opened in 2008, and will also include the Law Faculty branch library, scheduled to be opened in October 2010. (The law branch library had its "soft" opening in March, 2011). There are in addition a number of smaller libraries/documentation centres on and around the campus which function more or less autonomously and in various relationships with the campus /university administration. The collections and services of the university library are available to all students and staff while those of the smaller libraries are usually restricted to a particular set of users. Historically the professional staff of the various libraries has cooperated with each other informally and, from time to time, they have worked more closely at the institutional level on specific projects. In this paper we describe some of these cooperative efforts on the Mona Campus as well as some national and cross campus ventures leading up to the establishment of UWI Mona Campus Information Network (UWI-MINET) as well as developments in the network up to end of 2010.

General Background

The idea of cooperation is strongly rooted in the library profession. (Straw 275) and its purpose has been summarized by Allen as providing "better, faster, easier access to more" (qtd. in Shreeves 377). The structures set up to facilitate co-operation are referred to by various names, for example, federations, consortia, networks. Networks in a library setting refer to interconnected systems which consist normally of complimentary or supportive units sharing information or services as the structures and connections demand. The connections may vary from very informal to highly formal. Bolt makes the following differentiations:

- **Cooperation** is an informal relationship that exists without any commonly defined mission, structure, or planning effort required. Information is shared as it is needed and authority ids retained by each organization so not much risk is involved for the individual organization. Resources are separate as are any rewards that may accrue.

- **Coordination** involves slightly more formal relationships. Usually there are compatible missions, and some planning and division of roles is required. Communication channels are established. Authority still rest with the individual organizations, but there may be some risk on specified projects where resources are invested. Resources are available to participants, and rewards are mutually acknowledged.

- *Collaboration* involves a more durable and pervasive relationship. Previously separated organizations participate in a new structure with full commitment to a common mission although they also may retain their own organizational structure as well. Comprehensive planning is required and defined communication channels operate on many levels. Authority is determined by the collaborative structure and risk increases because member organizations contribute their own resources and reputation, but lose some control over the outcome. Resources are pooled or jointly secured and the products and rewards are shared. (78)

According to Mattessich and Monsey there are four reasons for forming a collaborative:
- to respond to pressure from funders to use resources more efficiently,
- to cope with reduced resources,
- to make more services more accessible, and
- to increase positive results that can happen when a problem is addressed through cooperative sharing of resources. (qtd in Bolt 78)

Historically resource sharing, according to Shreeves, focused largely on three functions or tasks:

1. Bibliographic access—that is, knowledge of what is available for sharing from other sites through such means as union catalogs or bibliographic utilities;
2. A system for making requests and providing delivery of information, chiefly through the interlibrary loan (ILL) process, often bolstered by agreements among members of a consortium to provide expedited service to members; and
3. Cooperative collection development, which sought to ensure that libraries built complementary collections of resources on which to draw.

But he argues:

The only essential component of resource sharing is the second, a protocol for making requests and acceptable methods of delivery. Convenience and political considerations have caused most resource sharing to occur within the confines of a consortium or federation of libraries, though a consortial relationship is not absolutely necessary to cooperation at its most basic level. (Shreeves 374)

Straw makes the important point that library cooperation is closely tied to communications and their development. (266) While the chief reason for academic libraries to form consortia has been to share existing physical resources, a new trend is becoming evident or at least more pronounced. Libraries are forming alliances for the purpose of identifying and addressing common needs arising from developments in information technology, especially the growing importance of the Internet and the World Wide Web. (Potter 417)

This technology driven environment presents librarians with new challenges and forces them into new alliances. For example legal advice may be required to fully appreciate the terms of a licence and IT staff plays an important role in providing and maintaining access to resources. Davis outlines some of the challenges:

Beyond the definition of the user, license agreements sometimes also allow only a specific number of simultaneous users or limit access to users only at a specific location. These are even more frustrating factors for selectors to handle because the details of such restrictions often are not apparent without a detailed examination of the license agreement. In recent years, most products have been priced to allow libraries to purchase or lease access for a set number of simultaneous users. To make the right decision on number of simultaneous users, the selector must understand how access is controlled,

consult with public services staff to estimate how many simultaneous users will be needed, and work with automation staff to assure access is indeed limited to that number. (400)

But as Webster points out while technology presents libraries with many new challenges, it also provides collaborative tools to address these challenges. Shared online services in libraries have grown in step with increases in bandwidth and network reliability. We now take for granted network communication, universally available e-mail, listservs, RSS news feeds, blogs and wikis. The use of these communication tools to focus the efforts of diverse groups is a central feature of the current advancement of library services through shared technologies. (383)

Jamaican Background
One of the earliest examples of cooperation in Jamaica, described by Jordan as "interesting and unusual" (Jordon "Co-operation" 4) was the joint establishment, in May 1949, and operation by the University College and the Jamaica Library Service of a bindery. The partnership was terminated at the end of March 1959 "with the same goodwill on both sides as had characterized its commencement and continuance" because:

> The steady growth of the College Library and the dramatic expansion of the Jamaica Library Service had created a situation in which the needs of neither could properly be satisfied without some radical reorganization of the Bindery to deal with what were progressively disparate requirements. (University of the West Indies. *Report of the Librarian 1958-59)*

Another early example is referred to in the1949-50 report of the Campus Librarian:

> The Director of the Island Medical Services (Jamaica) has agreed to deposit in the University College library the medical journals taken currently by the Services, with the proviso that the latest issue of each journal will be retained by Services until superseded. A number of back issues have already been deposited.

The University College will, in return, allow members of the Island Medical Services to use the library and to borrow journals related to the medical and related sciences.

Attempts to formalize coordination and resource sharing in Jamaica began in the 1970s and have been well documented in several writings by Aarons, Douglas, Ferguson, Hudson, Lampart and others during the period 1970 to 2009 on the history and development of a National Information System (NATIS), the National Council on Libraries, Archives and Documentation Services (NACOLADS) and the National Council on Libraries, Archives and Information Systems (NACOLAIS).

The seminal document in this history, the *Plan for a National Documentation, Information and Library System for Jamaica* has several sections dealing with UWI libraries and specifically with the role of the University Library as co-ordinator of the libraries on campus. Furthermore this coordination seems to be seen as a precursor to their effective participation in the larger network. In that document it was proposed that the national organizational framework would be made up of five networks some of which were already established but would need effective further development while some would have to be initiated. The five networks were:

(a) The National Library of Jamaica
(b) The Jamaica Library Service
(c) The University of the West Indies Library, Mona, will coordinate the collection of the main library and all other special and departmental libraries located on campus and maintain a union catalogue of their holdings
(d) The Jamaica Archives
(e) The College of Arts, Science and Technology (CAST) (National Council *Plan* 11)

The role of the University Library is referred to further in the *Plan* in the Report of Working Party No. 7 Libraries of The University of the West Indies:

The fact that the Mona libraries form part of a regional university does not **in principle** conflict with their participation in a national system for Jamaica. In fact, they have from the start formed part of such a system, in so far as they have extended facilities, where possible, to the public and private sectors as well as to individuals outside the campus. (original emphasis)

It should be clear therefore that the Mona libraries have much to contribute to a co-ordinated national system of libraries. As a first step in that direction the campus libraries themselves need to be co-ordinated so as to avoid unnecessary duplication of acquisitions and processing and so as to provide the most ample services and meet the most varied needs possible. (National Council *Plan* 65)

Ten years later the *Second Plan for a National Documentation, Information and Library System for Jamaica* 1987 evaluated what had been achieved and reassessed the way forward especially in the light of developments in the computer and telecommunications technologies. Its findings listed the achievements of UWI which will be discussed later. Among its principal recommendations is:

Three central bibliographic data base systems should be created, each serving the purpose and within the control of the parent organization

(a)   National Library of Jamaica Central Data Base System

(b)   Jamaica Library Service (JLS) Central System

(c)   The University of the West Indies Central System should be encouraged to persue the recommendations of by their Consultant, that software packages, for example the Integrated Set of Information Systems (ISIS), be mounted on the computer configuration at the Mona Campus, U.W.I.

The University had engaged a consultant, James E. Rush Associates, to advise it on the introduction of automation into the libraries across campuses and what the consultant actually recommended in his final report (1982) was two software packages, VTLS (then Virginia Tech Library System now Visionary Technology in Library Solutions) for cataloguing, acquisitions, serials control and circulation control and the "UNESCO ISIS" software for on-line catalogue access, indexing and reference functions. They suggested that "every effort should be made to secure the use of ISIS" which seems to be a package they had only just become familiar with because they made no mention of it in their preliminary considerations.

The objectives of the network system are listed in the *Second Plan* as:

(a)   to make the most effective use of existing resources - human, financial and material;

(b)   to co-ordinate planning for future expansion including the systematic development of each participating unit;

(c)   to facilitate the sharing of resources;

(d)   to improve services to users.

Twenty years after the Second Plan, in 2007, a conference "Libraries Networking for National Development" was held with the objective of fostering a re-commitment of the focal point libraries to further development of the network. The recommitment was to be symbolised in the Signing of a Memorandum of Understanding by the network focal point libraries.

At that conference the Mona Campus Librarian, listed as her first priority "to strengthen the University Libraries network to better position it for participation in the national information network." While the conference does not seem to have been as effective nationally as had been hoped — the memorandum remains unsigned and the coordination is not yet at a level at which the national information system can be said to be vibrant, it did trigger thought and more importantly, action on campus.
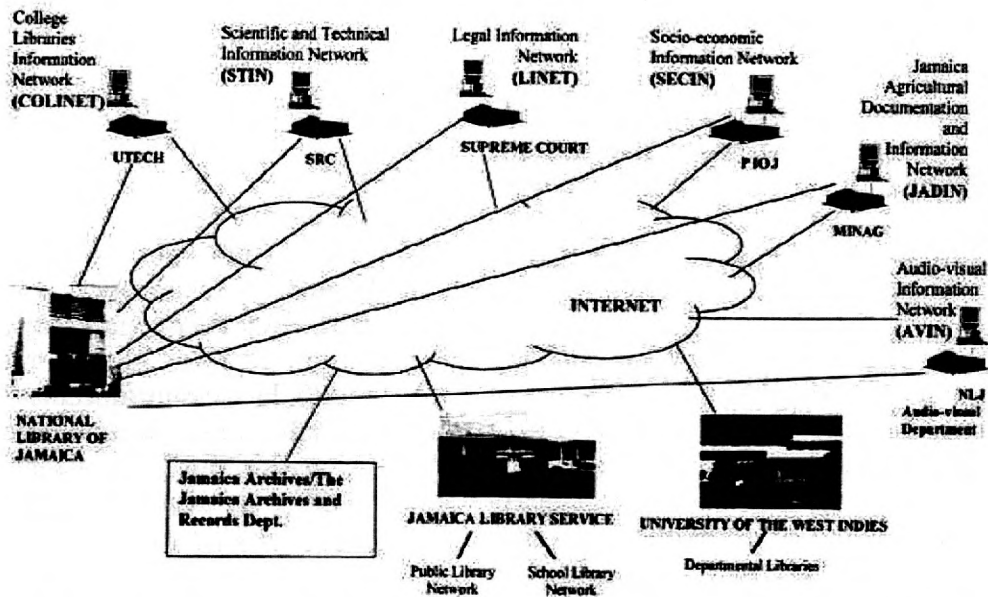
Fig. 1. Representation of the Network from the National Library of Jamaica's web site (reproduced with permission)

Cross Campus Cooperation

As pointed out in the first plan and reiterated in the second, while the fact that "the Mona libraries form part of a regional university does not **in principle** conflict with their participation in a national system for Jamaica" in practice the Mona Campus University Library has tended to align itself more closely with the other two (now three) campuses of UWI than it has with either the national network or with the libraries on campuses despite the distance and, until recently, poor communication between them. This is due not just to their shared history and funding but also, in part, to the fact that until the mid 1990's, when Jamaican colleges began to upgrade and overseas universities began to establish a presence in the island, UWI was the only university in Jamaica. Advances and improvements in ICT have served to strengthened cross-campus cooperative efforts.

In May 1995 (some twelve years after the recommendations) the Library was appraised that through the University Centre Project on Information Systems the IDB had approved the acquisition of the VTLS integrated library system and in February 1997 the first training was held. In 2007 this system was replaced with Ex Libris' Aleph and in early 2008 work began on the implementation of SFX, Aleph's link resolver, and in 2009 on Metalib.

The libraries began to provide joint access to databases in September 1996 when OCLC's First Search databases were introduced and by 1999 readers had a choice to three databases - EBSCO, Proquest and First Search. Since that time the list of available databases has increased steadily and whenever possible, funds and suppliers policies permitting, the three campus libraries have acquired the databases jointly. Despite a notable exception, vendors have agreed to treat UWI as one institution despite the physical distance that separates them. In 2007 Emerald offered the campuses access to all the titles subscribed to if they agreed to switch from print to electronic and a similar but much larger deal has recently been concluded with Elsevier. While the Library is negotiating with the other campuses it is also sharing with libraries on campus because, whenever possible, access is provided through IP recognition.

Campus Cooperation

An early example of cooperation on campus is referred to in the 1959-60 *Report on the Library:*

> With the willing concurrence of the Director of the Institute of Social and Economic Research, one of the Library's cataloguers was seconded to that Institute for the entire year to reclassify and catalogue its library so as to bring it into line with the main library in order that the resources of both should be equally available to the new Faculty of Social Sciences.

But in the 1974-75 *Report on the Libraries* in an appendix, "Report to Senate of the University Library Committee (S.P.1, 1975 Appendix VII)", one senses some tension arising from the inherent conflict between central control and the desire of departments, under whatever guise (prestige, service to users), to create their own libraries:

> Control of books purchased from library funds
>
> The Committee noted with concern that the dissipation of resources was inevitable if, in contravention of the Library Regulations, departments bought from University funds, or accepted gifts from outside bodies, books or other library materials of which the University Librarian or his delegated officer is unaware.
>
> The Committee also noted the apparent ease with which the Library's interest in a new department could be set aside by the simple expedient of using newer terminology, e.g. learning resource centre, documentation centre or information retrieval service to suggest that the Library ought not to be involved if the information is recorded in non-book form. (3-4)

The library regulation referred to above reads:

> All books purchased from University funds or given to the University or its Departments shall form part of the University Library and shall be recorded in the catalogue of the University Library.
>
> The Library of the University of the West Indies shall be under the direction of the Librarian. He shall be responsible for the administration of all library funds and for this purpose shall maintain all necessary accounts and records. He shall authorize the purchase of all books, periodicals, and other material.

In 1978 the Markuson Report, which addressed the feasibility of a unified system for the libraries of UWI, pointed to:

> [T]he extreme decentralization of library and information resources available within the UWI System. Not only is there decentralization of those resources under library control, but there is also a sizeable bibliographic resource dispersed among colleges, institutes, and departments, and, in general, not under bibliographic control. Thus, a researcher, faculty member, or student would be hard pressed to find all relevant resource, even though they might be available locally, (II.1)

The report listed the disadvantages of decentralization as:

- Cost per access is very high
- Duplication of resources reduces the buying power of the University
- User access to total resources is impeded or impossible
- Service potential is low and
- Bibliographic access, when provided, is at a higher unit cost

In addition, since each separate collection requires some staff time and effort, personnel costs are probably high for quality of service rendered and hours of access to materials is limited unless additional staff is provided.

The findings of the *Second Plan* listed the achievements of UWI as:

i)   Compilation of:

(a) a union catalogue of monograph holdings of the libraries on the

Mona Campus
  (b) a computerized union list of serials
  (c) a check-list of abstracting and indexing publications in the social sciences
  (d) a computerized indexing service for Caribbean medical literature

ii)   Feasibility study on the automation of library processes and services on its three campuses

iii) With technical assistance from the European Economic Community (EEC) and the United States Agency for International Development (USAID), the establishment of the Institute of Social and Economic Research (ISER), of a Documentation and Data Centre for:
  (a) the building of core collections of published and unpublished monographs on development issues in Latin America and the Caribbean;
  (b) the creation of computerized indexes to:
    - *Social and Economic Studies*
    - Research in the Caribbean region;
    - Source documents repatriated from the Public Records Office, London.

iv)   Development of an improved information storage and retrieval as well as document delivery services to the region by the library of the Caribbean Food and Nutrition Institute (CFNI).

The union catalogue was compiled by participating libraries sending catalogue cards to the Main Library. The union list of serials - *Serials in the Libraries on the UWI Mona Campus, Jamaica* was compiled in 1983. It included the titles of serials in the Main Library, the Science and Medical Branch Libraries and eight other libraries/documentation centres. The 1989 *Supplement* included new titles added since the initial publication as well as all titles in the

Institute of Social and Economic Research (ISER) Documentation Centre and in the Medical Library.

The computerized indexing service for Caribbean medical literature led to the publication of *Medical Caribbeana* (1988). The database became the basis for the MEDCARIB network project established in 1990 as a sub-regional network within the Latin American and Caribbean Health Information System (BIREME) to strengthen the health information system in the English-speaking Caribbean countries. The Medical Library became regional coordinating centre of the MEDCARIB network and by 1995 the network had expanded to include 16 English-speaking countries and Suriname. The database became available on CD Rom in 1995 and via the Internet in 1997. The MEDCARIB network also became the model for similar projects such as the Caribbean Disaster Information Network (CARDIN) established in 1999 with the Science Branch Library as the focal point.

The 1994/95 *Departmental Reports* recorded that the Library was able to provide two links to the Internet for public access. In Jamaica and other developing countries the majority of students are unable to provide internet access for themselves. Recognising a need, the library has sought to increase the number of computers available to students and to extend its opening hours. A landmark in this process was the opening of the library with (almost) full service for 22 hours a day, seven days a week beginning in 2007.

Using technology to advantage was a main factor in developing and strengthening cooperative activities on campus. The Library has its own Systems Section but has been enabled in its efforts at collaboration and cooperation by the Campus' central information technology provider, MITS (Mona Information Technology Services). MITS has also been helpful in providing additional technical expertise in one of the major cooperative efforts on Campus –the Mona Online Research Database (MORD). In 1998 the Library began to collect the publications of academics and administrators from all departments. Initially this was done to produce a bibliography in print format and three such volumes have appeared

vol. I 1992-1998, vol. II 1998-2002, vol. III 2002-2005. However with the assistance of MITS a site (http://mord.mona.uwi.edu/) was created which offers campus wide representation of scholarly output from faculty and staff of the University of the West Indies. It covers over 6,000 entries of published and unpublished material, technical reports and expert information, linked to staff profiles and covering with access to full text electronic documents where they exist.

Although there has been consistent informal cooperation punctuated by some significant co-ordinated achievements on the Mona Campus over the years, they have happened in an ad hoc fashion. There are also some librarians who continue to function in isolation and meet rarely if at all with other librarians on campus. The commitment "to strengthen the University Libraries network to better position it for participation in the national information network" made by the Campus Librarian at the at the conference in 2007 was reiterated in the Libraries Strategic Plan 2007-2012:

- Provide leadership in campus information activities by coordinating and strengthening the network of libraries on the Mona Campus. (4)
- Strengthen the UWI Library network to assure efficient and effective access through cooperative acquisitions and shared resources. (6)
- Work with the National Library of Jamaica in developing expertise in areas of national interest and participate in national network activities and training opportunities (11)

Current Initiatives
In January, 2009 discussions began on how best to translate words into actions and towards this end an inaugural meeting of what became UWI-MINET (University of the West Indies Mona Information Network) was held on March 31, 2009.
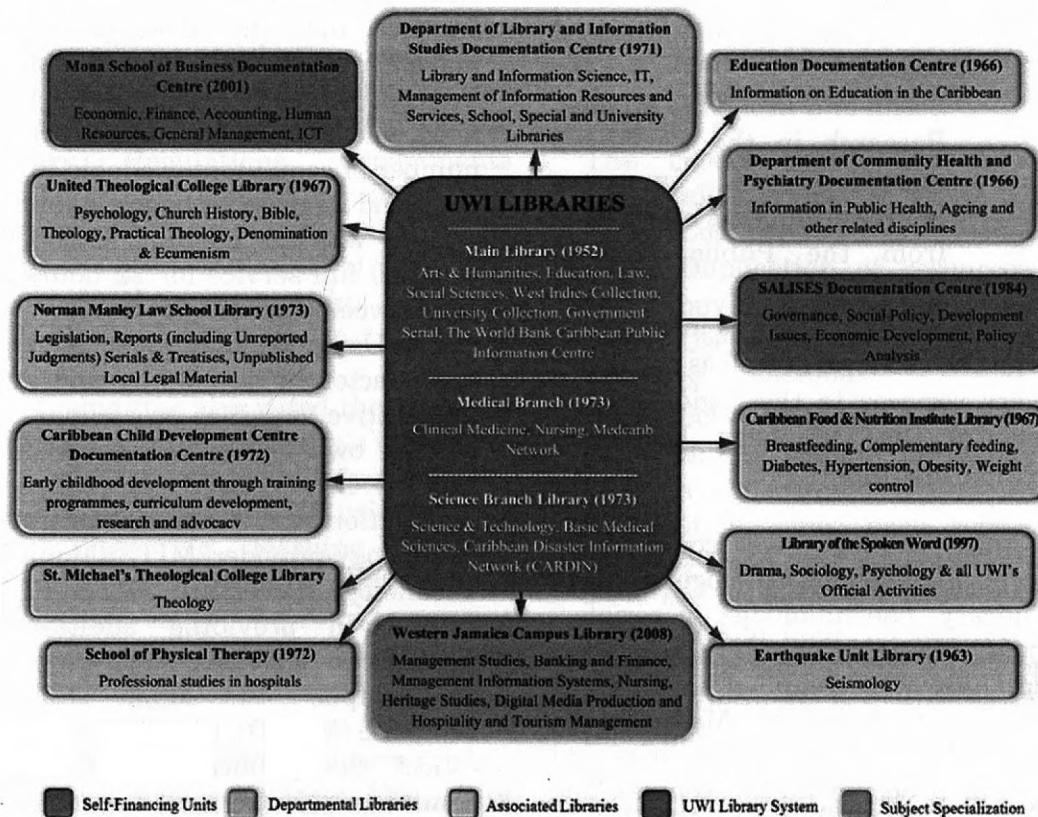

Fig. 2. Diagram of UWI-MINET 2008

The meeting was addressed by the Campus Principal who gave strong support to the venture. The diagram, which attempted to show the coverage of each library and its relationship to the university administration, presented at the meeting was later refined and appeared in his annual report for 2008/2009.

The objectives of the network as set out in the draft constitution are to:

- Maximize the potential of member units to provide quality online and traditional information resources and services in support of teaching, learning and research.
- Share resources and expertise in a manner that strengthens the capacity of all to deliver quality information services and, where possible, reduces costs.
- Facilitate the availability of and wide access to information through the use of current technology
- Train and develop staff of member libraries in new and emerging areas of library engagement
- Participate actively in the National Integrated Library and Information Network (JAMLIN) formerly known as NATIS.

These objectives, when set, focused on resource sharing, improvements to services and staff development; we were, as the "where possible' indicates, less optimistic about significantly reducing costs. We shared the view expressed by Poland:

> Generally, the purpose of centralizing management of libraries is to conserve financial resources. While its important to watch for economies of scale, without combining the libraries in the same physical structure, cost saving may not be a realistic primary goal. A more reasonable and achievable goal is to improve patron services and to provide better quality of work life for staff. (Poland)

We believed that any effort to combine libraries would be met by strong resistance. However, since the establishment of the network, three libraries/documentation centres have closed or are in the process of closing and their collections, after weeding, and services will be integrated with those of another library on campus. The SPEC Kit on Branch Libraries and Discrete Collections reports that:

> Branch libraries are considered a source of pride and status for a department or school, but they require resources – most notably space- that outpace a department's ability to provide them, both on an ongoing basis and in an attempt to meet increasing demands. (Croneis 11)

While two departments cited the need for space among the reasons for closure of their libraries, cost saving was also identified as a benefit to all three. The funds allocated to the University of the West Indies by the government of Jamaica have recently been reduced drastically and consequently all sections/department have been asked to reduce their costs. The financial crisis is further compounded by the exchange rate. Additionally these small departmental libraries were still operating in a print environment. The School of Nursing in particular recognized that it did not have the financial resources to upgrade its facilities and staff in order to provide the services expected in a modern library while one of the departmental libraries, which had professional librarians felt that its inability to upgrade was adversely affecting their professional development. It should be noted that although the closure of these libraries will result in cost savings for the departments some of these costs, such as those for cataloguing, reference and information literacy services, will actually be transferred to the Main Library at a time when it also has been asked to cut its budget.

The other major development since the establishment of the network strengthens resource sharing. The Library of the Department of Library and Information Studies (DLIS) and the Documentation Centre of Mona School of Business (MSB) have decided to abandon their

old systems, In Magic and Win ISIS respectively, and join the Main Library in ALEPH. Other libraries on campus have expressed a similar interest. DLIS served as a sort of pilot project since preliminary work began on that collection in May 2009 and it was initially estimated that the exercise would be completed by December 2009.

The Heads of the Systems and Cataloguing Sections in the Main Library met with the DLIS librarian to discuss and prioritize the kinds of items to be added to the catalogue and the configuration and parameter requirements. A plan of action was then formulated and the cost, including charges for configuring the system, and providing barcodes and barcode readers was estimated.

DLIS estimated its total collection to be 5000 items and its various collections were prioritized as follows: reserved book collection (RBC) books and periodicals; research papers /Caribbean studies; children's literature; open shelf books; open shelf periodicals; library literature/vertical files and electronic resources. A spreadsheet with the bibliographic details for each item listed was generated by DLIS and indicated which items was already in the Library's OPAC. Members of DLIS staff were trained in the functions of the cataloguing GUI and searching Z39.50. A significant amount of duplication was found - more than 80% the RBC titles were already in the Main Library's OPAC. The conversion of the children's literature collection proved more time consuming as it is much larger than the RBC collection and very few of the titles were already in the catalogue. To date all RBC items and Masters in Library Science (MLS) research papers and most of the children's literature collection have been completed. The same procedure, with some modifications, was followed for the Mona School of Business (MSB) collection. This collection of approximately 800 items includes RBC collection, open shelf books and periodicals and some technical papers. More than half (57%) of the RBC collection was already in the Main Library.

Future Plans and Possibilities
The concept of resource sharing on the Mona Campus could be expanded to include:

- A concerted effort to move from predominantly print to essentially electronic collections – to become a virtual library - thereby ensuring access while minimizing duplication. Apart from electronic databases, serials and books already acquired, the Library's digitization programme, which already has the human resource capacity, will need to be expanded to include a laboratory.
  Centralized acquisitions particularly of electronic resources as benefits gained from Mona's participation in the regional UWI network will filter down to the campus level.
- Centralized management of electronic resources (e-books and serials, databases and reference services, e-books and licensing agreements).
- Centralized cataloguing, particularly original cataloguing, for UWI-MINET libraries as part of network activities and for libraries in Jamaica using LC for income generating purposes.
- Centralized conservation and preservation services utilizing the Main Library's expertise and building partnership with the University Archives and the National Library of Jamaica.
- On-going training to keep network members at the cutting edge of their profession and to enrich job satisfaction.
- Strengthened network communication through the blog which will circulate information about latest developments, encourage feedback from users and, for the moment, to serve as a repository for network documentation.
- Outreach services in Information Literacy to schools as a means of contributing to learner readiness for new entrants to the university.

Conclusion
According to Roitberg:
  The old debate between centralization and decentralization is now definitely weighted in the favour of centralization.

In the age of virtual information there is no meaning to the physical location of the information, but there are great advantages, financial and bibliographic to unifying and incorporating distributed systems. (5)

And while it may have been true in the past, our recent experience does not support Roitberg's further point:

> The problem of decentralization is usually an institutional problem. While libraries are ready to cooperate on a national or regional level, they find it much more difficult to do so on an institutional level. (5)

Some barriers to resource sharing, such as long standing alliances, remain. For example the Norman Manley Law School, which is situated about 200 yards from the Main Library but is not part of the university, subscribes to some of the same electronic resources as the Main Library through an arrangement with the other Councils for Legal Education situated in islands of Trinidad and the Bahamas. Both institutions have the same IPs. This situation is extremely difficult to explain to vendors who repeatedly confuse invoice, delivery addresses and now electronic access and have been known to act unilaterally cancelling subscription and transferring invoices across accounts. And the University library also has its own long term commitment to continue its cooperation with the other campus libraries. Notwithstanding some barriers, we have found that collaboration in a strong, more formal campus network is an idea whose time has come.

While it seems that the current economic situation Jamaica faces which has lead to deep cuts in the university's budget has in some ways facilitated the commitment to the network it has also been a major setback for the library networking development as more resources are needed to continue to expand access. Nevertheless, the library is convinced that progress towards a virtual library remains a goal which a successful network campus wide or nationwide must strive in the age of technology. According to the *Wall Street Journal* electronic books are still in their infancy comprising an estimated 3% to 5% of the market but it is predicted conservatively that by the end of 2010 digital books will be 20%-30% of unit sales (Trachtenberg). Therefore the network has to formulate a set of policies that guide the acquisition and management of these resources to better support teaching and research. Access to local research needs to be enhanced considerably by creating and developing avenues of dissemination of content. And the network must support all developments in this direction. As the benefits of the network become evident – economies of scale, wider access, better staff utilization, better trained library personnel wider access more satisfied users there will be an increased gravitation towards a centralized rather than a decentralized system. Until the momentum increases independently, the UWI Main Library will need to continue its proactive, persuasive drive towards the building of the network.

Acknowledgements

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Digital Archives: Preserving Jamaica's History for Today and Tomorrow

Nadine Hunt, York University, Canada

Introduction

This report on digital archives focuses on an "Inventory of Archival Holdings in Jamaica," which was a pilot project funded by the Endangered Archives Programme (EAP) and Arcadia group in the United Kingdom. This project aimed to survey valuable historical collections by focusing on the lives of enslaved Africans and free blacks in Jamaica during the period 1655 to 1800 and to enable researchers to access digital copies of these historical documents. Documents covering 17th to 19th century Jamaica are extremely valuable, because of the limits placed on Africans and their descendants in recording texts of their own choosing during the slavery period. The main documentations of Africans and their descendants in colonial Jamaica exist in the form of ecclesiastical, government, and private records.

The Spaniards ruled Jamaica from 1494 until 1655 when the British captured the island. It appears that at the Island's Independence on August 6, 1962 there were no surviving documents from the Spanish colonial period stored in the Jamaica partner institutions (Black, *Our Archives*, 10-11). The digital project therefore focused on surviving materials from the British colonial period.

The project team comprised Nadine Hunt, project leader, and Diahan Holbrooke-Yap. The following were selected as partner intuitions because they hold collections which met the criteria of the project: Jamaica Archives, and Records Department, National Library of Jamaica, University of the West Indies (UWI) Mona, and the Archdiocese of Kingston (Roman Catholic Chancery). The team organized workshops for staff members of the Jamaica Archives and Records Department and the Main Library UWI Mona. The aims of the workshops were to: provide an introduction to digitization of Jamaican historical documents as a means of preservation and to sensitize participants to the digital equipment and software to be used in the project.

The objectives of the report are as follows:

1. Explain the type of equipment and the metadatabase scheme used
2. Shed light on the history of the partner institutions and the historical collections examined
3. Provide a brief description and details on the digitised documents.
4. Make recommendations to future researchers or partner institutions wishing to embark on a similar project

Metadata and Technological Equipment

At the commencement of the project, an electronic inventory of each historical collection was prepared by entering relevant information into the metadatabase scheme created by Andrea Kosavic and Haiyun Cao of York University Library. The scheme followed the rules of the Dublin Core Metadata Initiative. It is important to prepare a metadatabase scheme before digitising, because documents lose their physical characteristics after digitization. The scheme also allows for the determination of size, source and creator of the documents prior to digitization. It is important to note that digital projects of this kind should not focus only on collecting images but should incorporate a plan for the future use of a web- or computer-based content manager system to organize the digital materials.

The project team was required to adhere to EAP's digital copy guidelines, found on their website. Two image files were sent for each document so that digital preservation copies were stored in the tag image file format (TIFF) and access copies in a compressed JPEG format. However, like many consumer digital cameras, ours did not photograph in TIFF, therefore a single-lens reflex (SLR) digital camera was used to photograph documents in a RAW format. This format is preferred, because it captures the image in an undeveloped state which can then be manipulated and processed in a TIFF or even in a compressed JPEG file. The RAW format produces large files, so it is recommended that users of SLR cameras invest in a memory card with four or more gigabytes.

The key to digitising documents with a digital camera is to ensure that there is as little camera movement as possible so as to capture a non-blurred image. To achieve this, a remote cable and a lightweight Manfrotto 560B

monopod, which allows for a 90° tilt, was used to avoid handling the camera. Adobe Photoshop CS4 software was used to process, manipulate, and organize the RAW digital images.

Partner Institutions and Historical Collections

Jamaica Archives, Spanish Town

The history of the Jamaica Archives is complex. Its collections unofficially date back to the time when English colonists established the Office of the Island Secretary (OIS) in St. Jago de la Vega, which was later renamed Spanish Town. In 1660, Richard Povey was appointed the Island's Secretary. He along with his successors recorded, stored, and filed legal documents such as land patents, property deeds, and other notarised documents in the OIS. In 1879, the Governor passed Law 6 which retired the Island Secretary and putting in his place a Deputy Keeper of Records. He also divided the OIS into two bodies: the Public Record and Register Office (PRRO) and the Island Record Office (IRO) (Sinclair and Fyfe, 176-177). The PRRO was to store the inactive records of the disbanded OIS. However, it was neglected until 1940, when the Institute of Jamaica (IOJ) was given the task to manage the collection (Lewis, 4-8). From 1879 through 1955, the PRRO's documents remained in a building on Adelaide Street in King's House Square, Spanish Town (J. Robertson, 219-225).

The IRO was assigned the task to manage the issuing of contemporary documents including land deeds and wills. Today the IRO continues to operate and holds the island's oldest surviving records.

In the 1940s, Black, as a representative of the IOJ organized the PRRO's records. He later remarked that "A new day for the archives dawned with the acceptance by the Government of the *Report on the Archives of Jamaica*, prepared in 1950 by Sir Hilary Jenkinson, at that time head of the Public Record Office, London" ("Jamaica Archives," 5). In 1953, the Jamaica Archives Committee was appointed and plans were made to implement the 1879 Records Law (Curran, 217-228). In 1955, the Jamaica Archives was established; and Black was appointed Government Archivist. Subsequently, a building for the Jamaica Archives was constructed near King's Square. Other colonial records were sent to be stored, the most notable being the Vice-Admiralty Court records (Butterfield; E. Robertson; Black, *Our Archives*, 13).

National Library of Jamaica, Kingston

The National Library of Jamaica's (NLJ) historical collections are derived from the IOJ (Dunn, 13-16). which was established in 1879 to encourage the development of literature, science and art on the Island (Lewis, 4). The foundational materials deposited in the early collection, comprised the library of the former House of Assembly of Jamaica which was persuaded to vote itself out of existence after the Morant Bay uprising in 1865. The IOJ, did not generate many of the historical documents, rather it functioned as a depository where the colonial elite and others deposited manuscripts which were to be accessed by future inhabitants of the Island (Bennett, 122-187).
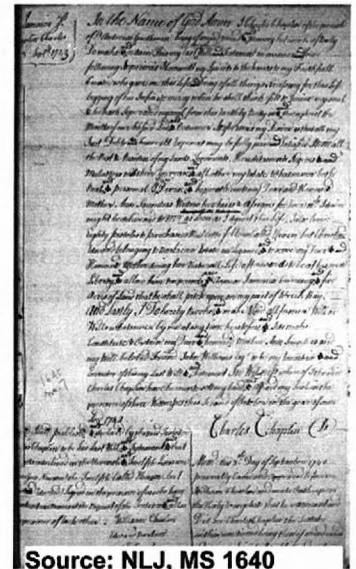
Source: NLJ, MS 1640

Some remarkable texts and collections were donated. In 1894, the IOJ founded the West India Reference Library (WIRL) in order to maintain the growing historical collection, making it a section of the "public" library. Frank Cundall, who worked as the Secretary and Librarian of the IOJ, acquired numerous historical documents, including private donations of unexpected pieces that had survived in Jamaica (Jacobs, 26-28).

In the 1960s, the Jamaica Library Association and other organisations stated that there was a desire for a national library in Jamaica (Danton, 30). Influenced by such ideas, the Jamaica Government established the National Council on Libraries, Archives and Documentation Services of Jamaica in 1973, to advise on the planning and coordinating of library and archive services. In a 1977 report entitled *Plan for a National Documentation,*

Information and Library System for Jamaica, one of the recommendation of the Council was that a national library be established. On 1 April 1979, the NLJ was established under the amended IOJ Act of 1978 (Aarons, "Dream," 26-28).

Detailed bibliographic entries on documents in the WIRL, have been published by Ingram in his *Sources of Jamaican History* and *Manuscript Sources for the History of the West Indies.* Since Ingram, the NLJ staff has continued to organize and catalogue the manuscripts, maps, and prints inherited from the WIRL. The former WIRL collection has expanded to contain plantation records, government and personal correspondence, diaries, indenture releases, and personal account books. The collection comprises a significant number of materials from the British colonial period with a geographical focus on Jamaica, though also including material on other former Caribbean colonies, including Antigua, Barbados, Grenada, Haiti, and Montserrat.

University of the West Indies, Mona

The West Indies and Special Collections (WISC) grew out of a decision taken by the first University Librarian, Harold Holdsworth to organize a collection of West Indian material (Ingram, 141). The geographic coverage of the WISC focuses on all the Caribbean islands, and includes the former British colonies of British Guiana and British Honduras (Belize). French Guiana and Suriname are represented, in addition, printed material on the Caribbean Diaspora in Central and North America and Europe are included. In 1971, Ingram was appointed Mona Campus and University Librarian, and continued the earlier aims of Holdsworth by acquiring additional manuscripts. The Manuscript Collection comprises primary sources from Antigua, Barbados, Carriacou, Dominica, Grenada, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, and St. Vincent. The Collection contains historical documents on slavery, maritime trade, journals, letters, estate papers, civil records (*i.e.* wills and last testaments), and estate maps.

Roman Catholic Archbishop of Kingston, Chancery Office, Hopefield

In 1516, the Spanish Crown established an Abbacy in Jamaica (Morales Padrón, 90-91). As mentioned earlier, English forces captured Jamaica in 1655; Catholicism continued to receive the support of King James II and of Spanish, Irish, and French minorities. In the early 1700s, Roman Catholics were forced to practice their faith in secrecy (Delany, 51-57). In 1790, Jamaica's Catholic jurisdiction was reassigned and came under the auspices of the Apostolic of the London district, which was serviced by the Right Reverend John D. Douglass (Osborne, 59). During the Haitian Revolution (1791-1804), many inhabitants of the French colony of St. Domingue escaped to Jamaica, thereby, increasing the Catholic population (Osborne, 60-65). In 1837, a newly formed Vicariate of Jamaica was sanctioned by Rome. The Vicariate also received the ecclesiastical responsibilities of British Honduras and the Bahamas (Delany, 42-53).

The Chancery's early historical collection comprises records on burial, baptismal, confirmation and matrimonial records of Catholics in Jamaica during the period 1795 through 1823. The collection also includes baptismal certificates of enslaved, free black and mixed race peoples. There were several priests and religious leaders responsible for sacraments before 1823, including Father Anthony Quigly, Father Peter Francis De L'Espinasse, Father William LeCun, Friar Juan Jacinto Rodrigues d'Araujo, and Father Benito Fernandez. Generally, the priests were recruited from non-English speaking areas. The diverse ethnic backgrounds of these early priests are reflected in the languages in which they chose to record information. These included Latin, English, Spanish, French, and Portuguese. Chief Archivist, Father Gerard McLaughlin, S.J. has been responsible for organizing the Chancery's archive. He has named the collection of early birth, baptismal and death records for Angela Reid, a former student of the Master of Heritage studies programme at the UWI, Mona. Reid assisted Father McLaughlin in organizing the collection. She also transcribed a significant portion of the early collection, so that documents are searchable and accessible to researchers.

Project Outcomes

During the project, the team was able to digitise sample images, which have been deposited in the respective Jamaica partner institutions, the EAP

at the British Library, and Harriet Tubman Institute at York University. The inventories and digital collections are forthcoming and will be made available via the Harriet Tubman Institute at York University.

At the Jamaica Archives, the team digitised eight volumes of the Manumission of Slave registers, covering the period from 1747 through 1779. The volumes are in a fragile condition and have not been indexed. The registers contain certificates (deeds) of freedom for free black and mixed-race peoples. According to Edward Long, during slavery, free black and mixed-race peoples had to prove they were in fact free people and not slaves. (Long, II, 320-321). The manumittor or the person responsible for manumission had to pay a fee and register the free person at the OIS. Free black and mixed race peoples were emancipated in the following parishes: Clarendon, Hanover, Kingston, Manchester, Port Royal, Portland, St. Andrew, St. Ann, St. Catherine, St. David, St. Dorothy, St. Elizabeth, St. George, St. James, St. Mary, St. Thomas-in-the-East, St. Thomas-in-the-Vale, Trelawny,, and Westmoreland. There are 70 bound registers; however, the first four volumes were listed as missing in 1869. In the nineteenth century, an index was created for volumes 13 to 68, covering the period from 1778 through 1833. Reflecting the values of the time, the entries were recorded under the name of the manumittor, but not of the person being freed. Table 1 identifies the eight volumes digitised at the Jamaica Archives during the project. The research team is in the process of creating an electronic database on these entries. To date, it has provided the Jamaica Archives with an electronic database containing the names of manumittors and formerly enslaved people recorded in volumes 5 through 7.
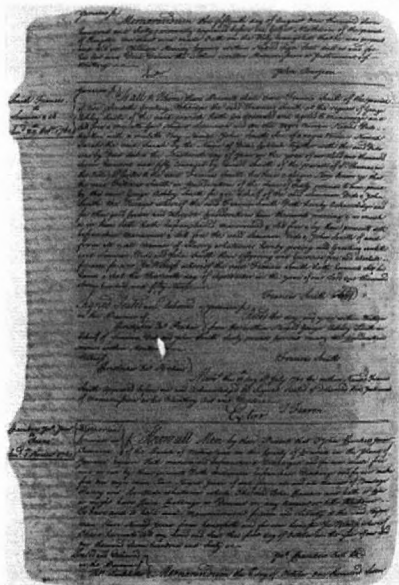
Source: Jamaica Archives, 1B/11/6/7/15

Table 1, Manuscripts Digitised at the Jamaica Archives in 2009

Catalogue Number	Short Description	Date	Extent	Language
1B/11/6/5	Manumission Liber (Volume 5)	1747-1755	443 images	English
1B/11/6/6	Manumission Liber (Volume 6)	1755-1760	384 images	English and Spanish
1B/11/6/7	Manumission Liber (Volume 7)	1760-1765, 1772	358 images	English and Spanish
1B/11/6/8	Manumission Liber (Volume 8)	1763-1774	219 images	English
1B/11/6/9	Manumission Liber (Volume 9)	1766-1770	365 images	English
1B/11/6/10	Manumission Liber (Volume 10)	1769-1772	363 images	English
1B/11/6/11	Manumission Liber (Volume 11)	1772-1774	427 images	English
1B/11/6/12	Manumission Liber (Volume 12)	1775-1779	471 images	English

At the National Library of Jamaica, the team compiled an electronic inventory of approximately 90 manuscripts pertaining to slavery before 1800. The Executive Director of the NLJ, Winsome Hudson, recommended the 12 manuscripts to be digitised. These are listed in Table 2.

Table 2, Manuscripts Digitised at the NLJ in 2009

Catalogue Number	Title	Date	Extent	Language
Ms 1218	Indenture between S. Gosling and J.M. Allen	1796	2 images	English
Ms 1234	Indenture between P. Beckford and R. Howard	1774	6 images	English
Ms 1235	Indenture between T. Fodringham and J. Allen	1788	2 images	English
Ms 1265	Indenture between W. Lewis and T. A. Woolls	1791	30 images	English
Ms 1268	Indenture between J. Godsell and J. Ellis	1777	6 images	English
Ms 1427	Grange Estate	1779	2 images	English
Ms 1456	Goshen Plantation	1779	2 images	English
Ms 1476	Grange plantation - Indenture	1779	6 images	English
Ms 1640	Barbecan Plantation	1743	159 images	English
Ms 1642	Indenture between J. Clark and W. Broderick	1712	65 images	English
Ms 1647	Deans Valley Estate - Indentures	1762-1765	78 images	English
Ms 1699	Cussans Estate	1755	46 images	English

At the University of the West Indies, the team focused on the Manuscript Collection, compiling an electronic inventory of approximately 150 items. Table 3 identifies the 11 manuscripts digitised at the UWI.

Table 3, Manuscripts Digitised at the UWI (Mona) in 2009

Short Description	Date	Extent	Language(s)
Letters to Col. Charles Long concerning the latter's estates and affairs in Jamaica, 1708-1712	1708-1712	15 images	English
Honoré Sellier de Carriacou	1746-1754	44 images	French & English
Charles Desbonner, Leeward Islands	1756-1766	29 images	French
Indenture by John Bourryau of Blightborough, at present residing in the island of Saint Christopher	1763	2 images	English
Indenture between His Excellency George Thomas, Governor of His Majesty's Leeward Caribbee islands in America	1766	17 images	English
Indenture of a Sale of Plantation in the Great River Division of Tobago	1769	12 images	English
Deed of Feoffment of a Plantation in Parish of St. David, Dominica	1771	4 images	English
The Letters of Junius Minor	1788	54 images	English
William Dunlop authorising payment to the order of Mr. George Cooke	1792	4 images	English
Transmission of Letters From the West Indies	1798	24 images	French
Extract of a letter from the Earl of Baleavres to the Duke of Portland	1798	2 images	English

At the Roman Catholic Chancery, the team compiled an electronic inventory of 28 manuscripts, covering the period from 1795 through 1899. Table 4 identifies the 5 manuscripts digitised at the Chancery during the project.

Short Description	Date	Extent	Language(s)
Burials	1795-1823	57 images	French, Latin, Portuguese, English
Baptisms, Marriages, Burials	1798-1804	62 images	English, French
Baptisms	1800-1814	16 images	Portuguese, Latin
Baptisms, Marriages, Burials and Confirmations	1804-1807	93 images	French
Baptisms	1832-1836	180 images	French

Table 4, Manuscripts Digitised at the Chancery in 2009

New Directions
Overall, the digital project was a successful endeavour. Each of the partner institutions showed much interest in the project and was very hospitable to the team. They have ongoing digitising projects and collaborate with local and international partners and agencies. It would be useful however if there could be greater sharing of equipment and collaboration within Jamaica in order to ensure that similar digital standards and practices are maintained across the island.

There were two methodological issues that arose during the project. The first issue had to do with the provenance of some manuscripts (Klaassen, 35-47). In *Sources of Jamaican History*, Ingram wrote that "it is unfortunate that it is impossible to trace the provenance of many manuscripts now in the Institute of Jamaica, as either no record of their source was kept, or, these require very extensive searching now to reveal them" (Ingram, 82). Despite Ingram's scepticism about tracing the provenance of primary sources, in the former WIRL such a goal is achievable. Determining provenance of a document is a tedious task, at the NLJ a collaborative project would have to be undertaken in association with the IOJ. An archivist or librarian would have to review Cundall's early correspondence, the surviving acquisitions registers, annual reports, Board minutes or other notes created by IOJ staff in order to determine provenance of individual documents. This might be more effectively managed as a concerted trawl through these records for references to acquisitions in general, rather than fishing expeditions for individual items. A similar project would have to be undertaken at the WISC, UWI (Mona). It appears that Ingram attempted to rectify the earlier oversight of the IOJ by recording the provenance for some documents stored in the WISC at the UWI. For example, several index cards at the UWI contain information on "provenance," but in some cases the origin of the document was recorded as Sotheby's, since the document was obtained at an auction. These records serve as a base for further back-tracking. Ingram's papers are now located in the Jamaica Archives, and like Cundall, information on the WIRL and manuscripts from the WISC might be found in his personal and professional correspondence (Aarons, "Ingram Collection"). The provenance of these manuscripts should be known well in advance in order to establish a functional digital retrieving system. For example, an ideal content management system, which is aimed at organizing a collection of documents, requires the document's provenance, for classifying and establishing proper hierarchical relationships between documents.

The second issue had to do with preparing an archival finding aid for the Roman Catholic Chancery. It was an aim of this project to prepare such a document, however, it was not achieved. Tables 3 and 4 illustrate that the documents held by the UWI and Chancery do not contain a call number or archival classification. Citing these primary sources in scholarly works is therefore problematic. Moreover, there is the risk of these items disappearing or misplaced. It is hoped that at a later date finding aids can be compiled, both for the assistance of the Diocese's own staff and as an invaluable tool for future researchers at the Chancery.

This project would not have been successful without the support of the following individuals: Diahan Holbrooke-Yap, Father Gerard McLaughlin, Norma Amenu-Kpodo, Winsome Hudson, John Aarons, Joan Vacianna, Frances Salmon, Professor Paul Lovejoy, Dr. David Trotman, Dr. James Robertson, Dr. Juanita De Barros, Patricia Sinclair-Stair, Cathy Collins, Lynda Barraclough, and staff members at the Jamaica partner institutions.

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Harriet Tubman Institute for Research on the Global Migrations of African People: http://harriet.tubman1.yorku.ca

Read to Learn- Learn-to-Read @Your Library Campaign: A LIAJA/ Jamaica Library service Initiative

In celebration of LIAJA's 60th anniversary, the Association partnered with the Jamaica Library Service (JLS) to undertake the programme *Read to Learn-Learn-to-Read @ your Library* in order to heighten an interest in reading among children and young adults. The programme hoped to achieve the following objectives:

- Develop creative and literate learners through reading, writing, and art;

- Encourage the increased use of public, school, as well as virtual libraries;

- Promote programmes and activities supporting reading e.g Facebook page to be used for posting book reviews;

- Support the JLS's National Reading Competition 2010; and other reading programmes including *We Likkle but We Tallawah*;

- Promote the work of LIAJA and the JLS;

- Sensitise the nation about the role that libraries play in the promotion of good reading habits

Sponsorship for the Campaign:
The partners obtained sponsorship support in the form of cash, book vouchers, and books for prizes, advertising and publicity. The main sponsors were: the American Library Association(ALA), Baking Enterprises Ltd. (Yummy) and the Gleaner Company Ltd. Other sponsors were: Kingston Book Shop, Sangster's Book Shop and Great House Publishing.

Launch
The programme was launched with much fanfare on March 19, 2010 by Ms Nadine Molloy, President-elect of the Jamaica Teachers Association (JTA). Others in attendance were the JTA President, head of the Literacy Unit in the Ministry of Education, head of the Jamaica Foundation for Life-Long Learning, President of the Jamaica Reading Association, principals, teachers and students. Entertainment was in the form of recital of inspirational poems by students.

One highlight of the launch was the announcement of a poster competition depicting the theme *Read to Learn- Learn-to-Read @Your Library*. Its coordinator, Mrs Mavis Williams extolled the virtues of the competition and encouraged students to participate. Another highlight was the introduction of the LIAJA/JLS Facebook page which had been specially created for students to post reviews of books they had read.

Poster advertising launch

*Guidelines for poster competition*

Facebook Page

The Year's Highlights

Reading Week (April 18-24, 2010)

During this week, librarians and other persons were involved in reading activities at all parish and selected branch libraries across the island. The target audience was the younger children. Teachers accompanied their students to the public libraries for reading and storytelling sessions.

Examples of Reading Week Activities

April 22, 2010	Shortwood Branch Library	Mrs. Patricia Cuff Mr. Roy Black- Radio Personality	Reading and telling stories Dramatizing stories
April 23,2010	James Hill Branch Library		Telling stories
April 23,2010	Spaulding Branch Library		Puppet shows staged at three schools to re-enact popular stories
April 23, 2010	Kellits Branch Library		Talk on reading and reading sessions by prominent citizens in the community; Exhibition focusing on reading
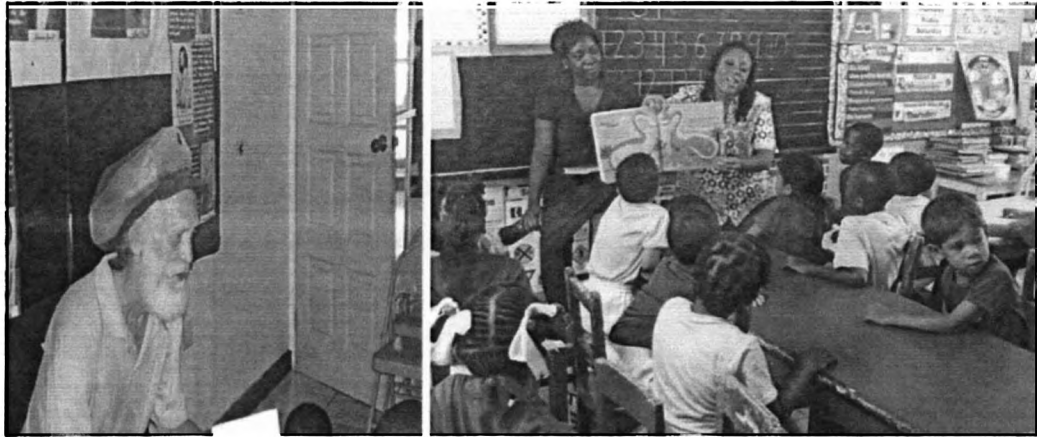
Reading Week Activities

Education Week Activities (May2-8, 2010)

During education week, librarians visited schools across the island where they conducted reading sessions and encouraged students to use the school library to develop their literacy skills. They also shared reading tips and motivated students to volunteer to read to older folks and younger children.

Poster Competition

The winners of the poster competition were announced on June 18, 2010 at the first regular meeting of LIAJA which was held at the Manchester Parish Library, Mandeville. The guest speaker was Mr. Vincent Guthrie, Ministry of Education Officer for Region 6, who spoke about quality education and the need for partnership. He examined the roles of librarians and parents in the advancement of children's education.

The Judges' Report

One hundred and one entries were received from primary, preparatory, all age, secondary and high schools across the island. There was also an entry from a student who was home tutored. The largest number of entries came from New Providence Primary School in Kingston. Foga Road High, Clarendon had the second highest number of entries.

The standard of the entries was generally very high and the overall winner was from the secondary/high school category. The judges admired the overall concept of the winning poster and its consideration for the roles and functions of librarians.

The winners:

- Overall winner and high school 1st place winner was Natalia Surgeon, age 14 from Holy Childhood High. Beatrice Anderson presented her with the winning prize of $50,000. One year's subscription to the Gleaner Archives along with a book entitled *100 Year of Champs* edited by Michael A. Grant was presented to her teacher Sophia McKathy.

- High School Category, 2nd place winner was Anthony Jesse Smith, age 13 from Annotto Bay High School. He received a book voucher worth $15,000.

- Primary School Category, 1st place winner was Kiana Wong, age 6, from Stella Maris Preparatory. She received a book voucher $15,000.

- Primary School Category, 2nd place winner was Kemar Gordon, age 11, from Mountain View Primary who received a book voucher for $5,000.

- Ms Graham, a teacher at New Providence Primary School, won the prize for submission of the most entries. She received one year's subscription to the Gleaner and the Gleaner Archives.

Winning entry

Mrs. Mavis Williams had copies printed with funds accessed from ALA and these were distributed to public and school libraries to be used to encourage reading.

International Literacy Day (September 8, 2010)
LIAJA and JLS planned to conduct reading classes on this day at some of the Jamaican Foundation for Lifelong learning (JFLL) institutions but these did not materialise as the JFLL was unable to accommodate the reading sessions at the desirable times.

Reading Symposium (November 26, 2010)
The participating schools were Hope Valley Experimental in St. Andrew and McIntosh Primary and Holmwood Technical from Manchester. The high school students read *The Secret Garden* by Frances Hodgson Burnett while the primary school read *A Time for Evron* by Bryan Smillie. Both books were sourced from the children's digital library at *childrenslibray.org*. This was done to ensure that each student could access the book at no cost and at the same time be introduced to the virtual children's library.

Students were required to write and submit a book review before the event. On the day of the symposium they were allowed to read aloud a paragraph of their choice from the book that they had read.

The Quiz
There was a quiz based on each book. Hope Valley Experimental won in the primary school section while Holmwood won the high school section.

The Book Review
Lanae Jefferson also won the book review from among the four students who entered from Homwood High School and Ajay Muschette was the winner from the primary section.

The Prizes
The winners of the book reviews were awarded $30,000 each. Dr. Pippa Fray donated one of these prizes. Each winner of the quiz received one of the trophies donated by Dr. the Hon. Joyce Robinson and the Jamaica Teachers' Association.

Reading by Authors
Mr. Elkahana Rhule and Mrs. Helen Williams read from their books and presented teachers and students with copies.

LEILA THERESA THOMAS CD, FLA, DHL. (Hon.): A LIFE OF DEDICATED SERVICE

John A. Aarons

The Library and Information Association of Jamaica acknowledges with gratitude the outstanding contribution made by Leila Thomas to the development of the library profession in Jamaica and the rest of the Caribbean. Her passing on the second day of 2011 saw an outpouring of tributes from the library profession and several organizations in the wider society with which she was associated. She was the subject of an editorial in the *Observer* entitled "Leila Thomas Bringer of Light" where she was hailed as the "lady of the literacy lamp" in reference to her work in the area of adult literacy and in advancing the concept of lifelong learning.

Notwithstanding her other activities, Leila Thomas was first and foremost a librarian. She served at the Jamaica Library Service for over thirty years, first as a volunteer then as a member of staff. In 1975 she became its Director and served until 1982 when she was seconded to JAMAL as Director where she served for ten years until her retirement from the public service.

A founder member of the then Jamaica Library Association (JLA), she was present at that historic meeting in Spanish Town in 1948, when the decision was taken to form an association of librarians and persons interested in library work. Since then, she served the Association faithfully in several capacities including that of Secretary (1959 – 61) and President (1970; 1976). During her first term as President she conceptualized the Association hosting an international library conference. This proposal was accepted and she chaired the organizing committee of the highly successful conference, "Libraries and the Challenge of Change" held in 1972. From the proceeds of that conference she spearheaded the establishment of a Building Fund, as it was her dream, not yet realized, for the Association to have its own home. She later chaired the organizing committee of the Association's second international conference, "Information Support for Social Management: Imperatives for the 21st Century" held in 1994 and assisted in many other conferences co-sponsored by the Association and held in Jamaica.

She played an instrumental role in the decision taken by the Commonwealth Library Association (COMLA) to establish its headquarters in Jamaica. Prior to COMLA's inaugural meeting in Lagos in 1972, Dr. Thomas, as JLA's representative, secured the Jamaica Government's commitment to provide financial assistance for the Secretariat if it was established here.

A regular attendee at meetings and other events she was always willing to lend assistance in any way. Therefore it was not surprising that when the Association celebrated its 60th anniversary in 2010, she was a member of the special committee established to commemorate the event. By this time she was an Honorary Member, having been awarded this status in 2002 in recognition of her outstanding contribution to the work of the Association. She never really went into retirement since at the annual general meeting of the Retired Librarians Section in December 2010 she agreed to serve as Vice Chair. Always willing to help, she was at the time of her passing, preparing to assist the IASL Organizing Committee with plans for the conference to be held August 2011 in Jamaica.

Leila Thomas had several `pet' projects, one of which was the Book Industry Association of Jamaica (BIAJ). She was the moving spirit behind this Council, established to promote the writing and publishing of indigenous literature, and served as its chair from its inception as a provisional council in 1981 until her death. Active to the end she organized (this included writing reports and hand delivering materials) and chaired a meeting of the Directors of the Council and the Annual General Meeting on December 7, 2010.

Leila was quiet, unassuming and shunned the limelight, always preferring to work in the background. She was kind and thoughtful and had a strong sense of commitment for activities to which she was deeply attached. These included her family; persons will remember the loving care she gave her beloved sister Shirley, her Church, the library profession and the field of adult literacy. Those of us who knew and loved her will never forget her–the quiet demeanour, the indomitable spirit, the interest she took in our families, the many gestures of kindnesses, her loyalty to her colleagues and her strong sense of national service. She was an inspiration to us all and she will be greatly missed. May her Soul Rest in Peace.

University of Technology, Jamaica

CALVIN McKAIN LIBRARY

Resources Include:

- ☐ Books
- ☐ E-Books
- ☐ Journals
- ☐ Online Databases (Access available to over 9000 online, full text Journals)
- ☐ Art and Architecture Video-Archives (available to colleges, schools and interested individuals)

Opening hours are:

Main Library
- ☐ Monday – Friday
  8:30 a.m. – 10:00 p.m.
- ☐ Saturday
  12:30 p.m – 8:00 p.m

24-Hour Reading Room

- ☐ Monday – Thursday
  10:30 a.m. – 8:00 p.m.
  & 10:00 p.m. 8:30 a.m.
- ☐ Friday – 10:30 a.m. – 8:00 p.m.
  & 10:00 p.m. – 10:30 a.m.
  next day
- ☐ Saturday – 12 noon – 8:30 a.m.
  next day
- ☐ Sunday – Open All Day

Services to students, faculty and staff include:

- ☐ Reservation & Loans
- ☐ Reference & Research
- ☐ Current Awareness
- ☐ Selective Dissemination of Information
- ☐ Service to distance learners
- ☐ Inter-Library Loans

Service Points:

In addition to the main library, service points are located at:

- ☐ Faculty of The Built Environment
- ☐ Drug Information Service in The College of Health Sciences
- ☐ School of Public Health and Technology
- ☐ Montego Bay Campus

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237 Old Hope Road, Kingston 6, Jamaica, West Indies.
Email: library@utech.edu.jm Website: www.utechjamaica.edu.jm

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