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Association of Jamaica**

**LIAJA**

Library and Information Association of Jamaica

**Bulletin**  
**2003 — 2004**

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**Library and Information Association of Jamaica**

**BULLETIN 2003 – 2004**

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**Executive, Library and Information Association of Jamaica – 2002**

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Margaret Pearce University of the West Indies Main Library	Representative, Academic Libraries

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## Editorial



Librarians are known to be multi-talented, multifaceted and progressive and therefore should be waiting excitedly to have their papers published in their local professional journal. However, as chairperson for the Research and Publications Working Party, this has not been my publishing experience.

The annual publication of LIAJA Bulletin has once again not met its publication deadline mainly because of the dearth of submissions and the time spent following up too few manuscripts submitted for publication. This is our journal and it cannot be produced without input from our membership. Contributions in the form of articles, interviews, reports on conferences and book reviews are critical to a publication. Whatever you are doing in your organization has wider interest so we invite you to share your work with other members through this medium.

Our distinguished Editorial Board, named elsewhere, is made up of members from a wide cross section of the library community, both local and regional, and has worked well with the Research and Publications Working Party. Some members assisted with the review of articles and gave thoughtful and prompt reviews, while others have advised on different aspects of the Bulletin.

The Research and Publications Working Party worked especially hard in soliciting papers and advertising. Special mention must be made of the help received from Daphne Douglas, Barbara

Gordon, Evadne McLean, Margarett Pearce and Judith Rao who worked closely with our authors. Both the Editorial Board and the Working Party have worked together to bring you this issue of the Bulletin which includes topics ranging from copyright to digitization.

In the first article, which is on copyright, John Aarons speaks to the challenges facing librarians and archivists in this era of digital information. The statement 'digital is not different' is mentioned. The implications of copyright for librarians and archivists, especially those with local/national collections of audiovisual and multimedia materials, are enormous.

With the explosion in the use of information technology and easy access to the Internet has come various new concerns for librarians. The paper by Barbara Gordon discusses how librarians cope with access to controversial sexual content on the Web. It focuses particularly on filters and the implications in their use to free access to information.

In the meantime, librarians are embracing the use of technology to improve services in academic libraries. Heavily used items, with their associated problems of management and supply, easily lend themselves to new technological developments, namely digitization. A paper by Enid Brown looks at a pilot project aimed at digitization of a select collection, photocopies, which will allow remote access 24/7. This suits today's student population, many of whom juggle work, home, and studying. Some of the problems associated with initiating a virtual collection are addressed.

An article promoting the use of CDS/ISIS on a national level for automating library services is detailed by Byron Palmer. This free software by

UNESCO is seen as a platform on which to build automation. The author argues his case based on four major premises.

There is also a need to self assess at times in order to improve service. Hermine Salmon's Status of College Libraries examines the status of 32 units using Jamaica Library Association Guidelines and Standards for College Libraries. Measures used in the evaluation included physical, information and financial resources as well as administrative and faculty resources.

Similarly, as professionals we also look at ourselves. Emerson Bryan in his article examines the essential attributes of professionalism put forward by Bernard Barber. He questions whether they are fully expressed by records management and information professionals in the local public service. He looks at the present situation and future possibilities of records management in Jamaica.

Pippa Fray merges her training as veterinarian and a librarian with humour in her contribution, Bees in the Info-Tech Bonnet: Culture Apiculture.

I hope you will enjoy reading these articles and ultimately feel motivated to be a contributor to the next issue. I am looking forward to receiving your manuscripts on library related topics. Topics could be on any information related matter; be it project management in a library, electronic journals versus print in the Jamaican environment, a chronology of Internet use in your public library or the dual nature of working as a systems librarian-librarian and computer professional at the same time. You name it, we will work with you to bring it to the professional body.

My grateful thanks to all who helped, Working Party members, the Editorial Board, our authors and our advertisers.

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## Library and Information Association of Jamaica (LIAJA)

### *Presidential Address*

*Given by Eva Barnes at the Presidents' Banquet, January 25, 2002  
at the Le Meridien Jamaica Pegasus*



Madame Chair and former President, Mrs. Amy Robertson; Immediate Past President, Mrs Winsome Hudson; Honorary Members of the Association; former Presidents of the Association; our special guest, Dr. Brenda Simms; colleagues. It is indeed a privilege and an honour

to stand here as the 52nd President of the Library and Information Association of Jamaica (LIAJA). On an occasion such as this, I am moved to name names and to salute those whom I hold largely responsible for my being charged with the awesome responsibility of piloting this Association into a new year of a young millennium. However, I shall not.

The Institute of Jamaica was established in 1879 “for the encouragement of Literature, Science and Art”. It was conceived as a cultural centre for the entire island and comprised library, reading room and museum. Membership and deposit fees were charged to supplement the annual grants received from government. In an effort to provide these services to as many Jamaicans as possible, branch libraries were established islandwide with borrowing privileges extended to literary societies, schools and affiliated groups, leading to a free service for young people. Sixty-five years later, in 1944, the Board of Governors in its Annual Report declared: “The necessities of both individual and communal life make the public library an essential part of the equipment of modern society.” It also agreed that: “The General Library of the Institute should be transformed into a ‘free library’ as soon as possible.”

Previously, in the 1930s, public-spirited citizens had pooled their efforts to establish free public libraries for their communities based largely on book donations and voluntary service. It is no surprise to many of us that the first of these free libraries was the Manchester Free Library started in Mandeville in 1938. Others

followed in Portland, St. Elizabeth and St. James in 1943 and 1944.

The “free library” movement in Jamaica grew quickly. It expressed the support of both civil society and local government for the idea that the success of any democracy is utterly dependent upon a well-educated and fully-informed citizenry. To quote American President James Madison: “Popular government without popular information, or the means of acquiring it, is but a prologue to a farce or a tragedy, or perhaps both. Knowledge will forever govern ignorance and a people who mean to be their own governors must arm themselves with the power which knowledge gives.” The civic purpose of the public library has always been to educate our citizens to be lifelong learners and contributing members of the community.

Although the public library alone cannot meet Jamaica’s need for civic space and community building, it does make a substantial contribution. Efforts to communicate at the community level, such as town hall meetings and “Live and Direct” programmes, require a public meeting place. The public library’s historical role in civic education; its openness to people of all ages, creeds and economic status; its role as a public meeting place for groups and individuals; its position as the repository of the community’s history and culture; its popularity and long tradition of service; its highly educated staff; its extension of service to the homebound and others with disabilities; its leadership in providing access to new technologies such as the Internet; and the convenient hours and central locations of its many buildings make the public library a good place to begin the work of strengthening communities.

The role of the public library in educating children makes this institution especially important to the future of our communities. At the public library, children are offered intellectual stimulation regardless of their economic status. Reading programmes and competitions keep children reading and learning when they would otherwise have no access to books. In addition, the summer and weekend activities sponsored by all public libraries have become central and vital to

the sharpening of reading skills, and the preservation of community. At all parish libraries in Jamaica, the facilities have been extended to include access to the Internet, opening yet another arena of knowledge to those children whose families cannot afford to buy a computer. Our public libraries serve as places of identity, dialogue, and collaboration in our communities. Yes, we have done well, but we know we can do so much more.

With new questions and challenges comes the need for new answers. Therefore, those of us who care about building and renewing community must begin with the premise that this is one of the most important needs in Jamaica at present. No one sector, no one government, no one industry can mobilize citizens - men and women and the young - to create the new community which will embrace all its people regardless of political affiliation. The days of partnerships are upon us and these new partnerships can become the engine that drives the renewal of community.

Sadly, Jamaicans have become disengaged from the political life of the country. This is made evident by the decline in the number of individuals who vote every five years. With disengagement comes cynicism. I want to suggest that we are equipped to help in the reengagement and strengthening of citizens' action and civil society.

Our country needs safe gathering places where community members can share interests and concerns. Information is essential to civic participation and here again I submit that effective action by the citizenry is only possible when citizens know how to gain access to information of all kinds and have the skills to become responsible, informed participants in our democracy.

Our libraries provide both the information and the community forum, and therefore opportunities for

dialogue that the public needs to make decisions about common concerns. Libraries can and do provide for citizens the real and virtual civic spaces where they can speak freely, share similar interests and concerns, and pursue what they believe is in their private and the public interest. As librarians, we can therefore be the main players preparing citizens for lifelong civic participation. We are equipped to do several things:

- Rekindle civic society through libraries; Increase public awareness, understanding, and participation in critical issues;
- Provide communities with in-person and virtual forums to examine important issues;
- Encourage involvement in problem-solving and decision-making;
- Increase awareness and the use of libraries as essential community centres by providing librarians with the tools and materials necessary to present thoughtful, engaging, and enlightening programmes about problems facing our democratic way of life; and
- Develop model programmes for replication in libraries islandwide.

All libraries, be they school, academic, or public, should recognize the important role they can play as local civic spaces for dialogue and exchange of ideas.

No other organization or agency has the ability, and therefore the responsibility to provide access to as broad a spectrum of community information. Building on the success of earlier decades, librarians have made great strides in using the Internet to greatly increase access to the information that people need to function as citizens.

Colleagues, now is the time, the community beckons us, let us therefore begin our walk together.

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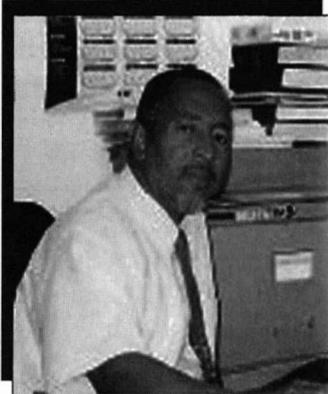
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## LIAJA 2003 *Presidential Address*

*Given by Byron Palmer at the Presidents' Banquet  
January 31, 2003 at the Crowne Plaza Hotel*



*Good Evening Special  
Guests, Friends,  
Colleagues,*

I consider it a personal honour to be here tonight. I am also awed by the occasion because I am standing in a capacity where some of the giants of our profession have stood, as presidents of our professional association.

It is also a curious honour because I am to preside over an executive committee comprising library professionals who are generally more accomplished, more capable and definitely brighter than I. In fact, it has dawned upon me that this is precisely why the Association can afford to entrust me with this charge. They have selected a strong committee that can restrain the damage I could do. Join me in a toast to the Executive Committee.

### **Consolidation**

I would like to focus on consolidation of the Association. By consolidation I mean building on and reinforcing the girders of its strength. It is a truism that the strength of a professional organization is its membership. I would therefore want to set the membership issues on the front burner.

### **Collective Bargaining**

I would like to see the Association undertake a serious investigation of the feasibility or unfeasibility of the Association becoming a collective bargaining entity on behalf of librarians. The situation may actually be that collective bargaining on behalf of such a disparate set of professionals with such a disparate group of employers is impractical, as many of the wise among us may already know. Then again, it may be that collective bargaining by a professional organization with the major employer or employers is the appropriate and

effective means of establishing minimum conditions of service that can serve as the guide for the other disparate employers of library professionals. As an organization we must move the issue from the realm of polite conversation to the level of critical investigation. This type of investigation would not only yield an appreciation of the current feasibility but also identify the conditions and type of resources required to successfully shoulder this responsibility if and when it becomes clear that such development would be productive.

### **Membership Meetings**

I would also like to suggest that whatever else this Association does, it should continue to take seriously the role of the think tank for library and information issues that affect not only the profession but also the society. It should debate the issues, conduct or commission studies, take positions and in turn be recognized as authoritative within its professional domain. Even a cursory glance at the history of the Association will pick up sterling examples of this tradition in its 52 year lifespan. The Association's contribution to the Access to Information Act is a recent example.

In this regard, I would like to propose that we institutionalize a forum for deepening the involvement by the widest membership in debating or discussing library and information issues. This forum, whatever it is called, would be an additional event on the calendar of LIAJA's activities. The issues to be explored could be submitted as resolutions to the Executive Committee by mail or e-mail. Hence, treated as resolutions these issues would be discussed with a view to informing the actions or directions of the Association. After full ventilation by the membership at the meeting, each resolution would be voted on and placed before the Executive Committee for disposition. When this meeting is being publicized, a list of the resolutions submitted by members would be announced. Hence, members could come prepared to make a contribution.

Of course, with a vote by the members present, the agenda could always be changed to incorporate or prioritize “hot” issues.

I am suggesting to the Executive Committee that the American Library Association (ALA) Membership Meeting can serve as a useful model for the institutionalization of this discussion and resolution forum.

ALA holds Membership Meetings that provide opportunities for ALA ordinary members to bring issues important to libraries and librarianship to the floor and decide how they might be addressed within ALA. Resolutions, which are proposed by members, are debated and voted on by those present and they become resolutions which are acted on at the next sitting of ALA’s Council.

### **Branding**

I would like to propose that LIAJA actively gets into the business of marketing its membership. I draw on the marketing concept of branding. Basically, we are talking about developing a high profile in the market by product differentiation. Secondly, we are talking about engendering and maintaining loyalty to the brand. Thus we will actively promote the message to the society that there is a difference between a librarian and a librarian who is a registered member of LIAJA. The difference is the promise of professionalism. Popular perception must hold that the librarian who belongs to the Association is, above and beyond having a certain level of education in the field, obligated to uphold certain standards of service delivery and is bounded by certain public professional standards of ethics.

The product loyalty will be engendered when registered librarians actually deliver consistent, high quality service. Consequently, the Association will have vested interest in ensuring that its members maintain clearly articulated standards of service and practice. Hence, employers of librarians, particularly in special libraries, will be made to feel that there is a body to which they can have recourse in instances of malfeasance by registered librarians. The Association could undertake some consensual intervention when it becomes aware that there are claims or perceptions of breeches in the standards of practice by its members.

The second level of branding will aim at product differentiation between the ordinary members and members who have recently engaged in continuing professional related education, publishing or who are currently active members of committees of the Association. The latter will be rated as ‘Active Plus’,

‘Class A’, I hesitate to say ‘Master’, or some other designator. The Association will focus on this class of membership in its public relations/marketing campaign, but of course all LIAJA librarians will benefit from the increased profile in the marketplace.

### **Employment registry for librarians and information consultants**

The Association needs to maintain a registry of librarians and other information consultants who are seeking employment. The Association would then market itself as a first stop source for the identification of librarians who are available. The Association would also then be in a position to advise both potential employers and librarians on the current monetary value of librarians’ services. From the vantage point of working with the outreach services of the National Library of Jamaica, the Library Extension Services Department and now the Information Network Systems Department, I have fielded these queries from both potential employers and librarians. Sometimes I would be able to assist by quoting rates I happen to know some librarians are charging for library consultancies, or by giving the enquiring employer some names that I happen to know. At times I would refer the enquirer to the president of the Association. We need to provide this service in an organized manner.

### **Positioning the Association**

I am not saying that these proposals will be carried out during my year. The democratic character of this organization is much too rich for me to be able to say such a thing. I am not even saying that these proposals are sound or well thought out. And, I am definitely not saying these complete the list of membership issues that need to be tackled.

I am saying that addressing membership issues like these will help in positioning the Association so that librarians and other related information professionals will need and want to be active members. I would also like to say that a strengthened and consolidated Association would not need to remain inner focused. It will be able to harness the hearty intellectual capacities of its membership to tackle the societal ailments that fall to us. I refer to things like the death of reading among the young and not so young; information illiteracy; and its ugly cousin, the disenfranchisement of a significant number of the population as a result of inadequate access to digital information. But we need a strong, united and energized membership to find success.

Thanks. I am finished.

## Copyright Issues in the Digital Environment: Challenges to Librarians and Archivists

by John A. Aarons

*Government Archivist, Jamaica Archives and Records Department*



Copyright, which can be defined as a legal mechanism for regulating the control and exploitation of intellectual property, is a major concern of librarians, archivists and other custodians of research materials. This is because these persons have to balance their role

as disseminators of information, with their role as protectors of the rights of creators of artistic or literary works – books, paintings, photographs, music etc – in their custody.

It is now universally recognized that a person who creates a work has a right to control its subsequent use and duplication, including its commercial exploitation, for a defined period. This prevents other parties from unfairly exploiting or misusing the work. ('Work' is the operative word: ideas cannot be protected by copyright until they are put into a tangible form).

Librarians and other information professionals recognize, and are committed to supporting the needs of their patrons to gain access to copyright works for the information and ideas they contain. They also respect the rights of authors and other copyright owners to obtain a fair economic return on their intellectual property. Effective access is essential in achieving the objectives of copyright, and librarians have to ensure that this is accomplished.

In the case, *Feist Publications v Rural Telephone Service*, the United States Supreme Court Justice, Sandra Day O'Connor, made the interesting observation that

the primary objective of copyright is not to reward the labor of authors, but to 'promote the Progress of Science and useful Arts.' To

this end, copyright assures authors the rights to their original expression, but encourages others to build freely upon the ideas and information conveyed by a work. This result is neither unfair nor unfortunate. It is the means by which copyright advances the progress of science and art (qtd. in Shade).

Copyright should therefore not be seen as merely protecting the rights of the creators of materials but also as advancing scholarship and encouraging not impeding, the growth of knowledge.

Under Jamaica's Copyright Act of 1993, copyright applies to original literary, dramatic or artistic works, sound recordings, films, broadcast or cable programmes and typographical arrangements of published editions of literary, dramatic or musical works.

Special consideration is given in the Act to the copying of materials by libraries for educational and research purposes provided certain prescribed conditions are met. This "fair use" clause permits the use or reproduction of a work for private study, research, criticism, review or news reporting. A person requesting copies of material must satisfy the librarian that he or she requires the copies for one of the permitted purposes and should be prepared to sign a declaration to that effect. Not more than one article from a periodical, or in the case of a book, not more than a "reasonable proportion of any work" can be copied for any one person and/or from any single work. Provision is also made for the copying of materials by libraries for other libraries to replace items in a permanent collection.

The above conditions are set out in the Copyright (Librarians and Archivists) (Copying of Copyright Material) Regulations, 1993. These regulations apply to printed materials, which are the traditional materials found in libraries, as the clauses

refer to the copying of articles in periodicals or sections from published editions of “literary, dramatic or musical works”.

Today, as we all know, information is increasingly being produced in digital format. We now have digital libraries and ‘libraries without walls’. New communication technologies allow information to be more accessible and technology has the potential to improve communication and access for those disadvantaged by distance or economic circumstances. However, we have to be careful, as technology also has the potential to divide society into the ‘information-haves’ and the ‘information-have-nots.’ This could occur if payment is required to access materials in digital format, as those who cannot afford to pay could be denied access.

Works of value in digital format need to be preserved just as comparable works in print format are. However, we should recognize that in the digital environment words, video and sound images can easily be changed because they are easy to

- copy – whether by forwarding a file on the Internet or scanning in materials
- manipulate and edit
- transfer and reformat from one medium to another.

The International Federation of Library Associations and Institutions (IFLA) reaffirms in its positions paper on copyright in the digital environment that digital is not different. This statement supported the stand of the World Intellectual Property Organisation (WIPO) which in 1996 adopted two treaties to update copyright law for the digital environment. Under these treaties “contracting parties are allowed to carry forward and extend such limitations in the digital environment, and create new exceptions where appropriate” (qtd. in IFLA).

Caribbean countries need to ensure that their copyright legislation is updated to equally cover information in electronic or print format. According to Tom Delsey, Director General of Corporate Policy and Communication at the National Library of Canada, “Copyright laws need to remain ‘technology neutral’” in the sense that the provisions they embody should ensure that technological developments detract neither from the rights of copyright owners nor from the legitimate rights of users to have reasonable access to protected works”.

Not all information existing on websites is in the public domain and available for reproduction without permission. For example, some of the materials

on the National Library of Canada’s website are protected by copyright owned by other organizations or individuals. A statement on the website advises that in such cases users must obtain permission from the copyright owners prior to reproducing the materials and that permission can be obtained by contacting the Copyright Services Bureau at the Library.

Another major challenge facing librarians and archivists today is copyright compliance for audiovisual and multimedia materials. Audiovisual materials (audio and video tapes, films, phonograph records, CDs) in the custody of institutions are very important in a society such as ours for the preservation and transmission of our culture. It is a matter of concern that a high percent of such material e.g. television newscasts and interviews, are not being preserved. The very dramatic and expressive eyewitness accounts given on television news programmes of the circumstances surrounding many of the issues making news, could be very valuable to researchers. However, even if these materials were to be preserved, the question is, how can a library make them available to researchers years later if the names of persons speaking are not known (and there are no means of finding out) so that their permission can be obtained for the tapes to be reproduced? Maybe copyright attorneys can help us with the answer.

The National Library of Jamaica and the Jamaica Archives and Records Department are both working on policies to cover the preservation and use of audiovisual materials in their custody. The difficulty is that the management of these materials is more complex than those in print-based formats. A major difference lies in the fact that audiovisuals such as sound recordings and moving images are “performance works” and carry additional rights beyond those which relate to content and the physical format. These rights, known as neighbouring rights, are owned by the people who are involved in creating the final product. Also, the actual “performance” of the final product is subject to performance rights controls through royalties and fees, e.g. the public showing of a film or the broadcasting of a sound recording.

Film can be used to illustrate the variety of rights which can exist within an audiovisual work. It is necessary not only to consider the copyright belonging to the author of the original work used as the basis for the film, but also the neighbouring rights of the person who provides the screen adaptation, the composer and musicians who provide the film music, the producer and all who work on the technical side (stage-sets, wardrobe, makeup, lighting, sound), and the actors and

actresses who bring the work to life. All their rights should be respected in subsequent screenings of the film, whether to the general public in a cinema, or to a group of students in a lecture hall, or by an individual researcher in a film library.

Copyright, or any other form of legal ownership of the intellectual or physical components of audiovisual materials, is important because in many circumstances *ownership* influences *usage*. An archive which receives, preserves and provides access to such materials, needs to be aware of issues concerning the ownership of each item e.g., whether the intellectual ownership is different from the physical ownership and any other conditions placed on the item.

Problems arise when a library or an archive inherits an item or a collection without sufficient or any documentation, thereby making it difficult, or at times impossible, to identify ownership. Who does the organization contact for permission to reproduce the material when requests are made for copies for commercial purposes, such as the production of a film or video?

This is one of the real problems being experienced at the National Library of Jamaica with a collection of 16mm films, dating back to the 1960s, which was inherited from the former Jamaica Broadcasting Corporation and the Jamaica Information Service. The Library makes them available for viewing in VHS format but is cautious about making copies available because of various copyright restrictions. If for instance, the material features persons; written permission has to be granted by the person or persons (or if they are deceased, their estate) before the Library can release items or sections to be used in a commercial production. The onus therefore is on the person making the request and if permission is granted the item must only be used for the purpose for which authorization has been given.

It goes without saying that libraries have to protect the integrity of the materials in their custody and this usually means protecting them in their original condition. This is not difficult in the case of printed materials. However, if audiovisual materials, such as films and tapes, are to be of any value, they have to be transferred to current media to make them accessible. The rapid obsolescence of playback machines is one of the major problems plaguing audiovisual archives worldwide. For instance, the National Library has a large collection of reel-to-reel audiotapes but machines to play them on, in order to transfer them to digital format are difficult to obtain.

Increasingly, members of the public are requesting copies of material in digital format. They are asking for photographs and tapes on CDs and moving images on DVD. Are we infringing copyright if we transfer items to a more usable format? What are the copyright implications bearing in mind that once materials are supplied in digital format they can not only be easily copied, but also easily changed to suit particular purposes? It is encouraging to note IFLA's view that the reformatting of material to make it accessible should not be considered an infringement of copyright but rather the means of providing reasonable access.

Having reformatted materials to provide access, what does one then do with the originals? For all practical purposes they become museum items as they can no longer be used. The National Library has a number of 2" videotapes which cannot be used as there is no machine in the country on which to play them.

The concept of audiovisual archiving is still relatively new and many of the issues dealing with copyright are receiving attention from international experts. However, because of the rapidly changing environment, librarians, archivists and other custodians of materials must be aware of the legislation regarding copyright in their respective countries. If copyright laws are not in accordance with accepted practices and conventions, then information professionals should make representations to their governments for the necessary changes to be made in their legislation. Existing laws might have to be amended to make provision for access to, and copying of, digital material. This will help to ensure that regardless of format, libraries will continue to play a critical role in ensuring access for all in the information society.

**Note:** This paper was originally presented in the panel discussion ROUND TABLE ON THE WORD INDUSTRY: COPYRIGHT ISSUES, at the 2nd. Conference on Caribbean Culture held in honour of Kamau Brathwaite, at the University of the West Indies, Mona 9 – 12 January 2002

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16. for Sig. Lines. See Page 7.

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## Internet Access, Filters and Intellectual Freedom

by Barbara A. Gordon

*Lecturer, Department of Library and Information Studies, UWI, Mona*



### Introduction

The provision of public Internet access services in libraries and the moral, ethical and legal issues that are associated with this type of service have resulted in the development of library policies to guide both staff and users in the management and use of the Internet as an information resource. In spite of its many benefits, the Internet, primarily the Web, has received considerable public and professional criticism about the nature of its information content. There have also been problems related to intellectual property, privacy/security and cyber-crime (Sturges 17). Many information professionals in Jamaica, where public Internet access has become increasingly available, also share these concerns although there is as yet no widespread public debate on the quality of information content. This paper discusses primarily, the major issues associated with public access services in libraries. It also touches briefly on the management of Internet access in Jamaican libraries and the need to revisit our professional stance on intellectual freedom, given technological developments such as filtering.

### Moral Issues: Information Content and Public Access

The Web can be described as an important but “wild and unedited resource” (Minkel 192) and much of the public and professional debate about its use in countries such as Britain, Canada and the USA concerns the nature of its information content. Some of this content has been categorized as:

- dangerous, meaning hate-type sites, said by Consumer Reports to number over 3,000 (Internet Free Expression Alliance) and those promoting activities such as bomb-making, fraud, drug use and so on;
- unreliable, meaning information from non-authoritative sources in areas such as health;
- commercialized, meaning a significant bias towards e-commerce, whether products or services;

- harmful, meaning usually controversial sexual content (Sturges 21-28).

It is this final category that is pertinent to this paper as it has been a major factor in the development of filtering software as well as of use policies in libraries.

Controversial sexual content on the Web has developed rapidly. The number of content providers has increased as has user traffic to pornographic sites and revenue. Earnings from the online adult entertainment industry in 1998 were estimated at US \$1 billion or 10% of all Internet sales (Cronin and Davenport 38). Sexual content is increasingly visible and accessible to both those who deliberately search for it and those who do not. Controlling access to this type of content is difficult because of the transnational nature of the Internet and absence of an international treaty or regulatory body for governance. Attempts at control have been made however and these are of three types: legislation, policing and filtering (Sturges 17).

### Legislation

Legislation has targeted access rather than content providers (Sturges 34). In the USA for example, the Communications Decency Act (CDA) of 1996 attempted to hold access providers, like libraries, criminally liable for allowing minors access to inappropriate information. On the same day on which it was signed into law, the Act was challenged by a coalition of civic groups that included the American Library Association (ALA). The Supreme Court revoked it as unconstitutional in 1997. The Children’s Internet Protection Act (CHIPA) of 2000 mandated the use of filters by schools and libraries (Sturges 66). This also was challenged by a similar civic coalition and, on May 31, 2002, was overturned by a unanimous decision of the Federal Court in Philadelphia on the grounds that it violated First Amendment principles (Peacefire Organization).

Other examples of legislation include Australia’s Broadcasting Services Amendment (Online Services) Act of 1999 and South Africa’s Interception and Monitoring Bill of 2001. The former requires filters but makes some allowances for adults, while the latter attempts to control the content of communication both

within the country and between South Africa and other countries (Sturges 35). In fact, a 1999 report identified forty-five countries as having some kind of restriction on access to the Internet (Schrader 1).

### **Policing Information Content**

A second approach to controlling content is through regular surveillance of information on the Web.

This is done by specialized units within various police forces around the world as well as by content providers themselves, through self-regulatory trade associations such as United Adult Sites and Adult Sites Against Child Pornography (Cronin and Davenport 42). There are also many voluntary watchdog groups such as the Internet Watch Foundation, a British-based organization started in 1996 with the aim of monitoring information content related to child pornography (Sturges 36).

### **Filter Software**

The third approach and, in the library context the most controversial, is the use of filters. This refers to software designed to block information considered unsuitable for public viewing or for certain defined groups of users (Shuman 70). This is achieved by, firstly, Web-rating recognition systems (Ormes 1) and, secondly, the blocking of keywords, images, or sites based on stop-lists developed and updated by the software provider. Web-rating involves the rating of Web pages by site owners or third-party Web-rating services such as the Internet Content Ratings Association. Web pages are evaluated based on levels of nudity, violence, sex and explicit language then rated accordingly. Web-rating recognition technology, such as Platform for Internet Content Selection (PICS), has been incorporated into Web browsers allowing them to be pre-set to accept only those Web pages rated at selected levels and to block non-rated sites (Ormes 2). These Web page labels can be considered analogous to those used in other areas of creative expression, such as the film and music industries (Shuler 203). With regard to blocking, keyword filters provide “bad word”, “bad phrase”, even “bad syllable” stop-lists along with synonyms and euphemisms for each selected term. “Bad site” filters can block at the domain, directory or file levels as well as the Internet Protocol address. “Bad topic” filters organize sites considered objectionable by the software company into subject categories that are then blocked. Finally, there are “bad service” filters that block access to services such as chat rooms, newsgroups, games, Telnet and FTP (Schrader 50).

For most of the filter companies, the process used to find material for blocking is automated (Schrader 6). Software robots or search engines, rather than the cognitive skills of human indexers, are used to identify material for blocking, although some companies do maintain a small staff for limited evaluation of sites. Blocking is therefore based on exact match character recognition without “reading” the context of words, phrases, syllables, sites and so on. The outcome is similar to that of free-text searching where words are retrieved but not necessarily in the context needed by the searcher. Blocking can have some unexpected results. For example, the blocking of the term *breast* affecting recipes for chicken breasts or information related to breast cancer and the blocking of the term *sex* affecting the NASA site on the exploration of Mars because of its name, *marsexplorer*; and a newsgroup dedicated to the Star Trek Captain, Jean-Luc Picard, named *alt.sexy.bald.captain* (Schrader 10).

By mid-1999 there were about eighty filtering software products on the market, more than double the number available in the previous year. *CyberPatrol*, with links to Microsoft, Netscape and other similar corporations, is one of the leading products and NetShepherd’s *Family Search* was the first to offer both Web-rating and blocking technologies (Schrader 40).

### **Ethical Issues: Filters and Public Access**

Filtering provides libraries with a convenient means of establishing some control over the nature of the information accessed by users, therefore intellectual freedom lies at the core of the debate over its use. Are libraries to remain public fora for the open exchange of ideas, places of inclusion rather than exclusion (American Library Association, Office of Intellectual Freedom, *Statement 2*), or are they to be entry portals for uncensored obscenity? (Shuman 68-70). Is there a reasonable balance between open access and community values? (Schrader 2).

### **Intellectual Freedom**

Intellectual freedom encompasses two ideas: freedom of expression and freedom of access to information. Essentially, freedom of expression means freedom to communicate with others, whether with individuals, groups or with any audience; while freedom of access to information means freedom to receive communication from others. These two freedoms are complementary and, together, comprise intellectual freedom (Sturges 49).

Note however that there are few unqualified rights. Freedom of expression does not give us the right to shout “Fire” in a crowded public place. The law recognizes categories of forbidden speech such as that designed to incite violence, or speech that is offensive. These two principles, freedom of expression and of access to information, are recognized at the international, national and professional levels. Firstly, all major international agreements on human rights, including both the United Nations’ Universal Declaration on Human Rights and its Convention on the Rights of the Child, acknowledge the individual’s right to freedom of expression. The former identifies our right to freedom of expression as well as to seek and receive information (freedom of access); while the latter makes it clear that these rights also belong to minors (Sturges 49; 57 – 58). Secondly, at the national level, freedom of expression and of access to information are protected in the laws of democratic countries such as those of the American and Canadian constitutions, the 1998 Human Rights Act of the UK and the information laws of the USA, UK, Canada and Australia (Sturges 72 – 73). In the USA, therefore, First Amendment protection of adult “speech” on the Internet prevailed over the CDA Act (Shuman 68) and there is constitutional support for the anti-filter lobbyists who call for “free expression and First Amendment values” and “free speech and expression rights” for speaker and audience on the Internet (Internet Free Expression Alliance Mission). Thirdly, freedom of access to information has become a major guiding principle in the practice of the library and information profession (Sturges 46 – 47). This is reflected in the gradual evolution of the role of the librarian from that of guardian, the dominant approach in the seventeenth to eighteenth centuries; to the more user-oriented but paternalistic guide of the nineteenth century seeking to improve the reading tastes of users; to that of the user-driven “information libertarian” of the later twentieth to twenty-first centuries, more concerned with helping users obtain information without judging *why* they seek it (Shuler 197).

Professional codes of ethics enunciate the principles that guide professional practice and decision-making and many of those that have been developed for various information-related professions share a commitment to intellectual freedom for both children and adults (Sturges 48). The ALA’s code, for example, states its unequivocal support for intellectual freedom and maximum freedom of access (American Library Association, Office of Intellectual Freedom, *Code II*). The Library Association (now called The Chartered

Institute of Library and Information Professionals) also argues that the library’s function is to make information equally accessible to all users (Sturges 144 – 145). This commitment is reflected in many professional programmes and work activities such as IFLA’s Universal Availability of Publications Programme (Cornish 215) and its Committee of Free Access to Information and Freedom of Expression (Schrader 4). The use of filtering, however, challenges this professional ethic of intellectual freedom.

### **Intellectual Freedom and Children**

A significant percentage of children, even in developed countries, have access to the Web only through their school or public libraries. The figure in the USA, for example, is as high as fifty percent (Katz 40). If unfiltered, this access can provide explicit sexual content, some of which is illegal as well as dangerous. Chat-rooms, for example, one of the most popular applications with children along with e-mail (Minkel 194), are used by paedophiles in search of victims. It is not surprising, therefore, that the main argument in favour of filters focuses on children’s access.

The pro-filter position utilizes three main points:

- that the library, with its collection of selected materials for education and leisure, is traditionally viewed as a safe environment for children or *in locus parentis*;
- *that although children have information rights, the Convention of the Rights of the Child affirms their right to be protected from what is harmful (Sturges 58)*;
- that filters do not represent a new principle for information provision, but are simply selection tools that allow libraries to continue to provide age-appropriate resources, just as selection criteria have traditionally allowed for the development of age appropriate collections.

The anti-filter lobby, however, maintains that this concern for children can be used as a ploy for the gradual introduction of censorship of other types of information and for other groups of users and that it is primarily the responsibility of parents to decide whether or not their children should have filtered access to the Web. They also rightly point out that filters are technically inadequate for their task, consistently achieve low accuracy rates, fail to create a child-safe cyber environment (Shuman 71) and therefore provide a false sense of security (Peacefire Organization). In

addition, as simply “mechanical tools wrapped around subjective judgment” (Shuman 71), they are unable to evaluate context and so prevent access to legitimate information. (Electronic Privacy Information Center).

### **Intellectual Freedom and Adults**

The major issues concerning intellectual freedom and adults are access to material considered inappropriate for public viewing and, secondly, the impact of this on other users and library staff. Regarding access to inappropriate material, the extreme libertarian view is that only users themselves, not librarians, can decide what is/is not appropriate information for their needs (Burt 46). The opposing view is that:

- the profession’s commitment to intellectual freedom does not negate the library’s responsibility to establish criteria for the information resources that it provides;
- library policies provide guidance on collection development not only for children, as noted earlier, but also for adults;
- users, not librarians, already choose what is suited to their needs, a choice made from a collection that is the result of selection criteria stated in library policy;
- cyberspace is just one of the many different components of the new information universe and is as eligible as any of the others for the application of selection criteria;
- filters, like selection criteria for other library materials, allow the librarian to select electronic resources in keeping with the library’s mission and objectives;
- filter technology can now allow stop-lists to be customized by the purchaser so that libraries are now able to offer a public access service model that reaffirms the important selection role of the librarian, instead of a model where the librarian is only a technician for public access ports (Burt 46 – 48).

Anti-filter supporters scoff at this reference to filters as selection tools since libraries still do not have control over many of the stop-lists. They are the property of the software providers who view them as valuable trade assets (Schrader 7). The owners are regularly challenged on their lack of transparency concerning their criteria for creating stop-lists as these can reflect company biases or agendas.

For example, many sites critical of filters, such as Time magazine, have been blocked, as have many providing access to a range of topics, such as feminism,

family planning, suicide prevention, drug abuse, child neglect, tobacco and alcohol advertising and sexual harassment as well as sex and violence. (Schrader 11). It should also be remembered that blocking a topic means that access is prevented to both positive and negative viewpoints. These weaknesses, therefore, limit the competence of filtered computers as research tools for both adults and children. However, improvements in software do allow libraries to unblock keywords, the feature that causes most complaints, while maintaining the more effective site-blocking mechanism.

Finally, the impact of the viewing of controversial material on some users and library staff may result in resentment regarding the use of expensive networked time, funded by taxpayers, for viewing this type of content (Burt 48). The pro-filter view sees this as a legitimate concern as Internet access, certainly in public libraries, is a finite resource and needs to be managed with the same care as any other scarce resource. Some users and staff members may also feel harassed as a result of the viewing preferences of other users. That sense of harassment can be and has been expressed in the form of lawsuits against the library. The library therefore has not only ethical, but also legal responsibilities related to its role as access provider.

### **Legal Issues of Public Access**

Providers of public access services are at risk for civil or criminal liability (Sturges 65). Civil liability concerns the rights and obligations arising out of contractual and non-contractual relationships between individuals. With regard to non-contractual relationships, one party usually seeks to claim compensation in respect of damage sustained at the hands of another due to a failure in the *duty of care* by the latter. Criminal liability relates to matters prosecuted by the state against a citizen of that state (Sturges 64).

The legal responsibilities of access providers can relate to both information content and the rights of users and employees. Regarding information content, even though the law, in practice, holds content providers, rather than access providers, liable due to the editorial control of the former (Sturges 66), libraries need to protect themselves against possible litigation because of the considerable costs involved as well as the potential for unpleasant publicity. Regarding users and employees, the library may be held liable for its actions if these result in harm to a user or employee. This can mean not only bodily harm but also “offences against the mind”, meaning harassment (Sturges 76).

These considerations provide a sound rationale for libraries to seek advice on law that may be relevant to access services in the jurisdictions within which they operate. Law in this context means legislation as well as what is commonly referred to as case law, that is, decisions handed down by the courts on legal matters. This provides a solid base for the development of access policies that are not in breach of the law. The specific areas of law relevant to public access will, of course, vary according to jurisdiction, but generally include the following categories:

- human rights legislation as this frequently covers freedom of expression;
- freedom of information legislation which, though not addressing Internet access, can contribute to an access-friendly environment and the development of best-practice policies;
- anti-privacy legislation that holds service providers responsible for developing interception capabilities in their networks and allows employers to monitor the e-mail of employees;
- obscenity legislation;
- harassment legislation such as the UK Protection of Harassment Act (1997) or equal employment legislation which, in the USA, is used to sue libraries for failure to protect female employees from a hostile work environment (Sturges 71 – 78).

### **Use Policies for Public Access Services**

The issues outlined above, combined with the interactive nature of the Internet, its powerful dissemination and communication capabilities and fast developing technologies, make it quite unlike other information resources traditionally provided by the library (Shuman 68). As a result, many libraries have developed an acceptable use policy (AUP) to provide guidance for the management and use of public access services.

The AUP, like any other library policy, reflects agreed principles and goals for directing the library's actions (Sturges 103). It should take into account professional ethics, relevant legislation and community concerns about public access issues rather than be based on hasty decisions taken as problems arise. The end product should be a service that can be offered and used with confidence (Sturges 104). The policy should be formally documented rather than merely implicit only and can be reproduced in two versions: a detailed form for internal use by staff and a clear, concise version for users (Sturges 102 – 103).

As with other library policies, an AUP can facilitate consistency in management practices as it should set out procedures for aspects of the service such as user registration; booking of terminals and time limits; technical problems; complaints; inappropriate behaviour and user delinquency; and user education. It should also clearly state the appropriate sanctions for any abuse of the service (Sturges 104 – 106). User registration, in the form of general library membership or Internet membership specifically, is particularly important as it provides a base for a contractual-type arrangement with the user, especially if acceptance of access rules is indicated by signing a membership form. Formal registration also provides an opportunity to bring the regulations directly to the user's attention. The policy can also contribute to the further development of the service by setting targets to be achieved within specified time periods such as increases in the number of users, number of terminals to be provided and varying levels of user education. Quality assurance can be built into the policy by requiring the inclusion of data on service inputs such as quality of hardware, staffing levels and hours of service; and on outputs such as numbers of users and their evaluation of the service (Sturges 105 – 106).

### **Jamaican Libraries and Public Access Services**

In Jamaica, public access services have become increasingly available in all library sectors: the National Library of Jamaica, academic libraries, special libraries, parish libraries of the Jamaica Library Service and school libraries. Portland Parish Library, for example, has twenty computers, fourteen of which are for end-user use. In some schools, Wolmer's Girls School, for example, access is available from the Information Technology Laboratory but not from the library; whereas in others such as Tivoli High School access is available from both. A joint Ministry of Education/Cable & Wireless undertaking aims at providing access for five hundred primary and secondary schools over an eighteen month period ("Internet Access" 8A). In order to ensure qualified man-power for school libraries, the Department of Library and Information Studies (DLIS), on the initiative of Dr Cherrell Shelley-Robinson, introduced the B.Ed. (School Librarianship) programme in 1997/98 in collaboration with the School of Education. One of the graduates from this programme spearheaded the recent refurbishing of the Library Media Centre of Spanish Town High School. Use policies for public

access have also been developed by many libraries and, while the Library and Information Association of Jamaica (LIAJA) does have a clear statement on intellectual freedom in its Code of Ethics (Jamaica Library Association 18), it is more suited to a print information environment rather than the present one of mixed resources. There is also the need to provide practitioners with support that is grounded in a theoretical perspective on information access and an appreciation of the relevant law. Support from the Association can strengthen use policies in individual libraries (Campbell 91). The year 2002 saw the passage of legal deposit legislation and the Access to Information Act, as well as the signing of the Children's Charter for Programming ("Ratings" A2). The charter requires that as of January 2003, cable providers, local television and radio stations apply to their products the Broadcasting Commission ratings for violence, sex and language.

It is time to revisit our stance on intellectual freedom in the context of increasingly visible public access services in our libraries. It is hoped that this paper will encourage debate and further research on the topic so that any decision taken by LIAJA on filtering is an informed one. It is also hoped that it will encourage the sharing of ideas for the development of an AUP policy by the Association that represents a best practice model that can be used with confidence by practitioners.

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## Electronic Reserves in the Main Library of the University of the West Indies Mona Campus: The Digitization of Reserved Book Collection Materials

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### Introduction

In January 2002, the University of the West Indies, Mona Campus Library, embarked on a pilot project to digitize the photocopy collection of the Main Library's Reserved Book Collection (RBC). The aim of the project, which is part of the Library's

Five Year Strategic Plan, is to widen access to course materials and to ease problems of storage. This article describes the initial phases of this project and discusses some of the issues and problems encountered.

In academic libraries, digitization is becoming the preferred method for improving access to class and instructional materials (Laskowski and Ward 361). "The course-reserves applications is just a way to convert a particular part of the library's collection to digital form to make it more usable" and accessible to patrons (Butler 125).

University libraries have been faced with increasing usage because of increased student registration. This combined with a changing student population and, at the same time, reduced funding, has forced libraries to move from the traditional 'coping' device of having print short loan collections (to meet the needs of the users) to newer digital solutions.

The student population of University campuses has changed. An increasing percentage of the student population are mature part-time and distance learning students, who are partly or fully employed and they find library opening hours and short loan issue periods inconvenient. With digitization, users are not restricted to using the library or constrained by library opening

hours. As an electronic equivalent of a print short loan, electronic reserves, by improving access to what would otherwise be scarce short term loan print resources, can play an important part in the smooth running of a library by increasing access (Dugdale 153). By having twenty-four hour access to electronic reserve items, unconstrained by physical location, students are not denied material, items are always available and are free from theft and deface (Shapiro 220).

Most electronic reserves use either HTML (hypertext markup language) or PDF (Adobe portable document format) file formats. Materials placed in electronic reserves are convenient and readily accessible for researchers, students and other users. With electronic reserves, one can conveniently log in to obtain information and libraries consider this a viable service that addresses storage and access issues.

### The Reserved Book Collection and its Problems

The RBC at the Main Library is a collection of highly recommended and prescribed undergraduate readings, from the reading lists sent to the library by lecturers. As such, it consists of compulsory reading material for large numbers of students. Multiple copies of books are purchased for courses with large numbers of students, and in addition, the collection includes over ten thousand photocopies of journal articles, sections of monographs and lecture notes. This vast photocopy collection has always posed storage and access problems. The number of copies of material acquired varies, but is limited according to a formula based on class size so the copies are not always enough to satisfy the demand, especially at peak periods, such as exam time, when scores of students need to access the same item concurrently. RBC is a closed stack; patrons are required to submit a request form and items are fetched by staff. More often than not this involves long waiting

periods for the patrons. When they get the material, the loan periods are short. Copies of an item are designated either reading room (three hour loan) which cannot be taken out of the Library, or overnight. This short loan period is actually intended to ensure that the maximum number of students has some access to these prescribed and recommended readings.

The number of satisfied requests for the 2001 – 2002 academic year, 96,861, gives some indication of the general heavy use of the collection. However, use statistics do not accurately reflect transactions or circulation and use of the collection. Very often, requests are unfulfilled or several requests are made before one is successfully completed. Frequently students, particularly when they are new, submit requests to RBC for material that is shelved elsewhere in the Library. Generally, such requests have to be processed before the error is realized. There is a tendency, because of the difficulty in obtaining material, for groups of students to use and copy RBC items on one loan transaction. The imposition of heavy fines has not been a deterrent to the increasingly aggressive trend of users keeping materials for long unauthorized periods.

Given the many problems, for both students and Library staff, associated with the RBC collection and the example of several university libraries worldwide who had made reserve materials available on line, it was felt that digitization might provide a solution. The University community had already taken some small steps in digitization. The Library had already made available online, through an ongoing project, some past undergraduate examination papers, some faculty members had integrated electronic access into their curricula and the University had moved into distance education.

### **The Digitization Committee**

In order to initiate the project, some members of a larger Information Technology Group formed a small committee comprising both professional and nonprofessional staff. The committee was chaired by the author of this article, who was, at that time, Head of the Loan and Reference Section which has overall responsibility for RBC. The committee also included the Head of the Periodicals Section, the MERIC (Mona Electronic Reference Information Centre) librarian and the Interlibrary Loans librarian, along with representatives from the Medical, and Science Branch Libraries and the Acquisitions Section. Other libraries on the campus were also interested in electronic reserves, and the librarian of the Sir Arthur Lewis

Institute of Social and Economic Studies (SALISES) became an integral part of the planning which actively began in February 2002. Normally, during each summer, RBC in general, and in particular the photocopy collection, is thoroughly reviewed. The Digitization Committee took the decision not to withdraw any photocopies from the collection but to proceed with digitizing those items already held in the collection.

### **Copyright Issues**

A primary consideration before digitizing began was how to seek and acquire permission from authors for digitization of material for which they hold the copyright. It was initially proposed that access should be limited to members of the class to which the readings were assigned and that readings would be digitized after copyright clearance, if required, had been obtained. After careful consideration however, restriction at the classroom level was not considered necessary, as it was felt that students tend to be interested only in material for courses they are taking. To obtain clearance, the Digitization Committee took the following steps.

1. Contact was made with the Jamaican Copyright Licensing Agency (JAMCOPY) requesting their assistance in acquiring copyright clearance. (We were unable to make use of the US based Copyright Clearance Center as it does not provide international service.)
2. Advice was sought from the University Counsel of the Legal Unit of the Office of the Vice-Chancellor.

After initial contact with JAMCOPY, it became apparent that, for the digitization project, it would not be possible to make use of the existing contract and services already being provided to the University for distance learning. A separate service arrangement would have been required for digitization and it seemed that this would have entailed considerable delays and expenditure. To overcome copyright issues, many overseas universities have campus copyright clearance services that play an integral role in the digitization process.

The Library's aim was to have digitization in place by the beginning of the first semester of the academic year 2002 – 2003. Therefore, in order to circumvent what could be a lengthy process of seeking general copyright clearance, the Committee decided to begin the electronic reserves pilot project with those

items authored by UWI faculty members and for which they hold copyright.

To this end, letters were prepared and approved by the University Counsel, Beverly Pereira. At the invitation of the Library, she had previously conducted a seminar and discussion with the professional staff, on digitization, copyright/intellectual property, ownership/legal issues, fair use and fair dealing, printing services to users and the matter of raising faculty consciousness on copyright concerns. These letters, explaining the purpose of the project and seeking copyright clearance, were sent to members of faculty. They were assured that the Library had a responsibility to protect the intellectual property rights of authors by ensuring that the necessary safeguards are put in place to prevent the work from being used in a manner inconsistent with the Jamaican Copyright Law. A Copyright Clearance Form and a list of individual faculty member's works held in RBC, either on the lecturer's own course reading list, or on the reading list for other courses, were attached to each letter. From the list, they were also asked to select the titles they wished to be included in the database, to add or delete titles as appropriate and to provide a time frame for which their approved titles could be kept in the electronic reserves database. In order to ensure maximum exposure, the letter and copyright clearance form were also placed on the university's website.

Faculty response was good. They readily supported the idea of electronic reserves, and were generous in the time frame granted for their items to be held on the database. In order to ensure that it strictly adhered to these time frames, the Library decided to review the consent forms at the end of each semester and to withdraw items from the database once the approval date had expired. If necessary, further approval would be later sought. In a few cases, where there was joint ownership of copyright with our faculty, the Library also sought permission from the other copyright owners. Email requests were sent both locally and overseas, and were subsequently followed by written requests. All correspondence has been kept on file.

The Library was guided by the principle that ownership of the digital version is the equivalent to ownership of the printed version and that its use falls within the fair dealing provisions in the Jamaican Copyright Act. Material on electronic reserve was to be used for non-commercial, educational purposes only.

To comply with copyright restrictions and to help promote copyright awareness, a warning statement

was placed at the beginning of each electronic file. The statement reads:

**NOTICE: Warning concerning copyright restrictions -**

Copyright clearance for digitizing this item for inclusion in the UWI Library Electronic Reserves Database has been received by the Library from the author(s) of the article. However, there are restrictions regarding photocopying or any other reproduction of this work.

Under certain conditions specified in The Jamaica Copyright Act of 1993, libraries, archives and individuals are allowed to make photocopies or any other reproduction, solely for the "purposes of research or private study ... ." (Section 52)

**Workflow and Staffing Issues**

Backed by the overwhelmingly favourable responses from faculty, the Library moved quickly with the project in order to meet the August 2002 deadline. Procedures for putting printed copies on reserve were adapted to accommodate the new format. The new procedures were worked out by the Head of Loan and Reference, the Head of the Cataloguing Section, the Systems Librarian and the library assistant responsible for printed reserves. It was decided that a printed copy of each digitized item should be retained in RBC and that this copy should be stamped "DIGITIZED" to prevent future duplication and unnecessary checking.

The library assistant in the Acquisitions Section continued to be responsible for the processing of undergraduate reading lists. When permission was needed from faculty to digitize new items, the Chair of the Committee, by way of a letter and Copyright Clearance form sought this. Staffing and workflow procedures continued to be reviewed as the project progressed.

As the initial planning advanced, consideration turned to identifying and training staff to do the scanning. The Systems Section, which had already begun to digitize examination papers, was able, without much difficulty, to accommodate this project too. The attendant, who had previously been assigned to digitizing the examination papers, led the team. More members of the Library staff were identified to be trained as a "scan team". Everyone on the team had to grasp the fundamentals of imaging for the system to

work. Scanning from the originals was done using a Bell Howell 500 FB scanner. OCR (Optical Character Recognition) software was not applied because, although OCR can enhance the quality of a document, it can also change the content and the aim was to capture the original without editing. Legibility had to be maintained and the textual information of the original preserved. Although the project proceeded with digitizing materials already in RBC, the copy for scanning had to be clean and single-sided. In some cases, a new copy had to be obtained either from within the Library or through Interlibrary Loan.

Once electronic reserves replace traditional print, Library's reserve staff, substitute staff and student assistants, who are not familiar with the service, require orientation and training. Along with the "scan team", the staff and student assistants received training in small groups.

### **Faculty and Student Familiarization**

Users, both students and faculty, also required orientation and training. In particular they had to be made aware that digitized material could be identified through the Online Public Access Catalogue (OPAC) but would be accessible for reading and printing via the web interface only. As part of its open day, held at the beginning of the academic year in September 2002, the Library introduced faculty members to the new service. Demonstrations were held in the Main and Medical and Science Branch Libraries and faculty concerns and questions were addressed. During Library orientation, new students were advised of the service and how to benefit from it and what to do if they encountered any difficulties. Generally, the Library sought to promote the service at every opportunity.

### **Evaluation**

At the time of writing, approximately one hundred items have been digitized and added to the database. Although no official evaluation of the new service has yet been done and there is no way of ascertaining the actual use of the digitized material, the service has, so far, been heartily welcomed and the project regarded as a success.

Although the Digitization Committee did not formulate an overall policy for digitization of library materials in general as it felt that this was beyond its scope, its guidelines could serve in the future, as a base for general digitization within the Library.

The nature of the RBC collections in the Medical and Science Branch Libraries differs

somewhat from that of the Main Library; their photocopy collections consist mainly of class-notes and sample papers. However, as the Library's policy is to promote web access to all course material, plans are in progress to include these in the new service.

There has been a problem with achieving clear digitized copies, as the material sent for scanning has not always been clean and single-sided. The Library is addressing this problem.

Ease of access is still being explored, as at this time, as mentioned previously, access is not from the OPAC (Online Public Access Catalogue) but from the catalogue via the web. In the Library, printing is accessible through the regular printing service. Access and printing are available not only within the Library but also from both on and off campus through the use of adobe-acrobat software as the material are stored as PDF files.

Rather disappointingly, a comparison of RBC use statistics in the first semester of 2001 – 2002 academic year (prior to digitization) and the first semester of 2002 – 2003 (since the pilot project) does not show a decrease in requests for printed material.

This may be due to the following factors:

- i. During the period the number of items allowed on loan from the print reserve collection was increased from two to three.
- ii. Only 3% of the RBC photocopy titles has so far been digitized.
- iii. The photocopies digitized so far may not be those most heavily used.
- iv. Access to the digitized material is limited. Although it is identifiable on the OPAC, access to reading and printing the material is only from the catalogue via the web.
- v. Inadequate marketing of the service by the Library.
- vi. Insufficient time for all potential users to become familiar and comfortable with the service.

Any limitations, however, are far exceeded by the general advantages of an electronic reserves database. These include:

- i. Ready access (both within and outside the library) to course readings, without waiting for a paper copy to be returned, thus resulting in greater user satisfaction.
- ii. Remote access to reserve materials for part-time and distance education students.
- iii. The elimination of multiple copies reduces storage problems and processing.

- iv. Fewer requests for printed reserves, resulting in a reduction of long lines and congestion in the Reserved Book Collection area.
- v. The elimination of the necessity of having a specific reserve room.
- vi. Electronic reserve items are free from theft and deface.

All of these factors will result eventually in a decrease in the employment of student assistants and substantive reserve room staff, resulting in budgetary savings for the library.

### Recommendations

A proper evaluation of this project should be undertaken as soon as possible. The Library needs to measure the use of the electronic reserve material, to identify the problems being encountered by users and to assess the increase in the quality of service and resulting user satisfaction.

In order to have the greatest impact, priority in the digitization process should be given to the most frequently requested photocopies.

An exploration of the possibility of full access from the OPAC should be undertaken urgently as this undoubtedly would lead to greater ease of access and

would facilitate greater student use and satisfaction. "For people with disabilities, electronic media can be especially vital. It offers access to people who might not be able to benefit from traditional printed materials" (Konicek, Hyzny and Allerga 104). In our expanded services, the University of the West Indies Mona Campus Library, should investigate the use of assistive technologies in providing access to electronic reserves for individuals with sensory disabilities and more specifically people who are blind.

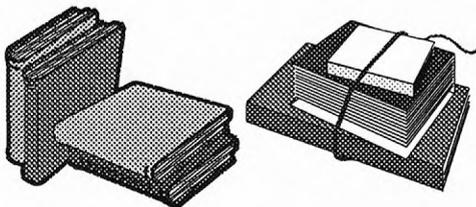
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## CDS/ISIS as a Platform for National Development

by Byron Palmer

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**Based on a guest lecture at DLIS, UWI, Mona**

### The Argument

This paper makes the proposal that CDS/ISIS is an appropriate software platform for library computerisation in Jamaica and hence a platform for national development. This proposal is developed as a formal argument with premises yielding that conclusion. Premises are statements in an argument that bear a specific relationship to the conclusion. If the premises are correct then the conclusion is logically implied or inferred. This proposal is being developed in support of the activities of the National Library of Jamaica (NLJ), the national distributors of CDS/ISIS. There is however a contingency proviso to the argument to make the larger point that the Library's commitment is not so much towards the CDS/ISIS software, but to the development of a national computerised library information system.

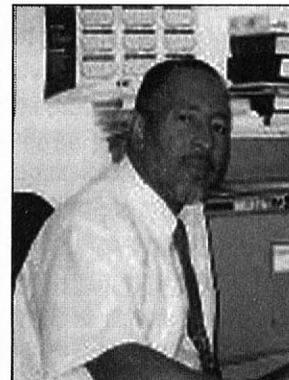
The name CDS/ISIS is used to refer to the family of database management software designed by UNESCO specifically to facilitate the computerisation of libraries, particularly those in developing countries. This family includes all the DOS and Windows versions of CDS/ISIS. The National Library of Jamaica is currently distributing the latest release of CDS/ISIS for Windows (popularly called WinIsis). However the Library continues to provide support to clients who retain DOS versions.

### Premises to the Argument

1. It is posited that the development of a national library and information network is a critical element of infra-structure needed to support national development.
2. It is also posited that the application of information and communication technology to the development of such a network is critical, even self-evident.
3. It is observed that key specifications of a national computerised library and information network include the development of databases and access

to these data-bases by various stakeholders and clients across the island.

4. It is proposed that CDS/ISIS can meet these functional requirements and other attendant requirements.



### Contingency Proviso

Finally it is posited that if CDS/ISIS is unable to do the job, then NLJ is committed to finding or creating some other software to serve as the basis for the development of a national library and information network.

### Premise 1: *National Library and Information Network in Support of National Development*

It may seem obvious to librarians and students of library and information science that a national library and information network is critical infrastructure in support of national development. However, in certain quarters, such a proposition is an entirely new notion therefore it is necessary to have the justification clearly articulated.

The purpose of such a network would be to facilitate the identification, access to and hence utilization of locally held information and information resources in support of national development. It would provide an effective mechanism for the sourcing and utilization of other (not locally held) information and information resources for development. It would also facilitate access to information products, tools and techniques generated from the networked expertise of the national pool of librarians.

For example, the "Recommended Sites" page featured on the National Library of Jamaica's Web site is one such product created by NLJ's Internet Librarian to make searching for Jamaican electronic publications

more effective. Of course, there are countless other products that can be developed to share expertise and techniques among users of a national network.

Useful library networking presupposes some means of identifying the information and/or the information resources. It also implies some means of sharing this information as well as a structure for communicating and sharing, or at the very least a set of rules which defines these relationships.

To further develop the argument, however, it is not sufficient to identify the need for a national library network as a social good. This by itself does not imply a computerised network. Library networks existed prior to the era of pervasive computers. In fact, the library networking structures that exist in Jamaica are over 20 years old. These structures were developed under the inspiration of the National Information System (NIS) concept promoted by UNESCO, as outlined in the NACOLADS' Plan for a National Documentation, Information and Library System for Jamaica. The argument needs to be taken a step further – to premise two.

**Premise 2: It is also being posited that the application of information and communication technology to the development of such a network is critical, even self-evident.**

The objective of applying information and communication technology to an information network is to facilitate computer networking. Computer networking provides the communication tools to allow the sharing of information and computer resources. By common definition, a computer network is a group of computers connected by some communications media that enable any of the computers to interact with others on the network.

#### ***At the Macro Level (National)***

The development of a computer network becomes a logical result of the use of computers in Jamaican libraries and recognition of the need for a national library network.

Computerization was emphasized eons ago in the Second Plan, as a means “to facilitate coordination, more efficient access and greater use “of the information resources held in various locations throughout the country”(NACOLADS 19).

**Premise 3: It is observed that key specifications of a national computerised library and information**

***network include the development of databases and access to these databases by various stakeholders and clients across the island.***

In a survey conducted in 1998 by Byron Palmer and George Mullings, to determine the services that librarians responsible for the sectoral networks wanted from a national network, observations on the above premise were noted.

Network managers indicated that the priorities were to:

- enable easy, quick and effective identification of library materials held by any member of the network, from any node on the network (This most critical specification relates to development of databases);
- enable network members to dial up a bulletin board to read announcements and messages, or leave messages for other users, and also communicate real time with other users on the system;
- facilitate electronic mail (E-mail), enabling the transmission of correspondence addressed to particular users, over the network;
- support file transfer (FT), which facilitates the sending and receiving of files (both binary and ASCII) over the network;
- support computer teleconferencing, the capability to hold conferences among users of the network via their computers;
- support groupware, which allows a group of users to work on a related project over the network.

#### ***Specific Applications***

The following requirements would facilitate certain specific applications in the context of the Jamaican library landscape:

- Sectoral and national databases to be updated online by contributing libraries.
- The Union List of Serials and other networking products to be made available, and continuously updated, online.

- Maintenance operations related to databases and other library software applications to be undertaken online by system personnel or database experts from central points such as NLJ or other focal point libraries.
- Hypertext access to full text reports, serials or other special collections can be provided across the network.

**Premise 4: It is proposed that CDS/ISIS can meet these functional requirements and other attendant requirements.**

#### ***CDS/ISIS for Windows: Penetration and Prospects***

Firstly, CDS/ISIS is the most widely-used library software in Jamaica. In November 1989, the National Library of Jamaica (NLJ) became the national distributor of micro CDS/ISIS software on behalf of UNESCO. Research conducted between November to December 1989 indicated that 23 libraries had computer systems. By the end of 1999, 10 years later, the number of users of CDS/ISIS (DOS and Windows versions) stood at about 150. At present, there are approximately 182 registered users. Additionally, there are about 31 high schools that received the software for research and are expected to request the common database structure promoted by NLJ. This compares with less than 10 known users of other library software. Hence, as a national platform the penetration is unrivalled.

#### ***Database Management System***

The key systems requirements itemised earlier related to the development of databases and the provision of access. The features that underscore CDS/ISIS' capability as a database management system should be noted.

One of the major advantages, specifically relevant to the needs of libraries and library networking, is that CDS/ISIS is able to manipulate an unlimited number of databases, each of which may consist of completely different data elements.

Other key functions enable the users to:

- Define databases containing the required data elements;
- Enter new records into a given database;
- Modify, correct or delete existing records;
- Automatically build and maintain fast access files

for each database in order to maximise retrieval speed;

- Retrieve records by their contents, through a sophisticated search language;
- Display the records or portions thereof according to your requirements;
- Sort the records in any sequence desired;
- Print partial or full catalogues and/or indexes;
- Develop specialised applications using the CDS/ISIS integrated programming facility (Unesco 4).

#### ***Generalised database structures***

Generalised database structures for various types of materials are available from the National Library of Jamaica. Hence database structures are available for books, pamphlets, serials and, most recently, for audio-visual materials such as moving images and sound recordings. These generalised database structures are customised according to the specific requirements of particular institutions but facilitate consistency of approach and interchange of records between various institutions. Thus, these database structures provide significant elements in the development of national databases at the software application level.

#### ***Networkability***

WINISIS is networkable. This means it has the necessary database and record locking mechanisms to control the access to the records by various operations. Records can therefore be viewed by many clients on a network. However, updates can only be carried out by a single client at a time. CDS/ISIS for Windows is compatible with all versions of Windows operating system. There are installations running on local area networks (LANs) as well as over wide area networks (WANs).

#### ***Local and international support***

The National Library of Jamaica supports CDS/ISIS locally through its Information Network Systems Department, comprising systems personnel trained in CDS/ISIS. The Library is also a member of the international user group, which shares user experiences and consults on new developments in CDS/ISIS.

#### ***CDS/ISIS and the Internet***

The following interfaces have been developed to assist with the broadcasting of CDS/ISIS databases on the Internet. These include:

- Client/Server suite for CDS/ISIS databases (UNESCO)
- the server, versions 3 and 4 (Brasil)
- for publication on NT servers – free (built with ISIS\_DLL)

The local community has gone ahead with WWWISIS as the preferred interface.

### **Full Text databases**

The Windows version of CDS/ISIS has a Link command that allows a database record to call up scanned images or text stored on any computer on the network. This command also allows appropriate software to be executed to retrieve other electronic documents such as word files. It can also link a database record to an Internet site or publication. This command opens the door to the digital library. Thus instead of referential databases of records about library items, the items themselves can be digitized and accessed through a CDS/ISIS for Windows database and over the network.

WINISIS would therefore allow a networked librarian to provide access to the full text of pertinent publications in another library's database.

### **Conclusion and Proviso**

Though, as a statement of style, the issue of CDS/ISIS's suitability as a platform for a national computerised network has been presented as an argument, it is in fact a work-in-progress. The National Library has already committed many resources such as personnel and man-hours, to the building of a national computerised network based on CDS/ISIS for Windows. Upward of 90% of all computerised special libraries in Jamaica have committed their cataloguing records or parts thereof to CDS/ISIS.

Since the objective of a computerised national network is so important the contingency proviso must be invoked. CDS/ISIS can meet the presently identified requirements and it is affordable at the institutional level as well as at the national level. However, the national effort is not about CDS/ISIS. CDS/ISIS is only a tool to this end.

Should CDS/ISIS die or fail to be able to meet new needs, NLJ is prepared to develop a communication interface to migrate the computerised data held by the various libraries to some other format,

or create a database using some other common tool such as Microsoft Access. NLJ will retool its expertise and use some generalised database query interface to provide access to the data files on the Internet. The National Library of Jamaica is moving forward with the nation's business of building a computerised national library and information network.

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## **Status of College Libraries in Jamaica**

### **A Preliminary Assessment**

by Hermine Salmon

*University Librarian, University of Technology*

#### **Introduction**

Library resources and services in colleges, as in other academic institutions, are essential and indispensable for learning. Materials must be provided for curriculum and management support, scholarly research, self-instruction and training. Students, as well as faculty, require easy access to materials that will support the institution's policies, objectives and programmes. Adequate, competent staff should, therefore, be available to review, select, assess and organize the collection, as well as to assist clients to effectively utilize the resources.

Over the past twenty years, computer technology has completely revolutionized the way libraries are organized and their services delivered to clients. The changes have resulted in greater efficiency and effectiveness so that clients can access library and information services with very few limitations. These changes have also led to greater empowerment of clients, so that students, for example, can take greater responsibility for their own intellectual and social development. Furthermore, the changes have impacted positively on the role of academic librarians. Increasingly, they are assuming roles as policy developers and faculty advisors, evaluating and selecting materials, repackaging information and assisting faculty to cope with information overload.

A modern college library requires appropriate and adequate physical accommodation, a dynamic multi-media collection, suitably qualified staff, appropriate technological support and adequate financial resources. Adherence to standards, the support of the principal and bursar, as well as the assistance of faculty with collection building and maintenance, are essential for the development of the library. This paper attempts to examine the condition and status of College Libraries in Jamaica in the year 2000 in respect of these requirements.

#### **College Defined**

For the purpose of this paper "college" refers to a tertiary institution that is either undergraduate in focus or provides vocational or specialist training. It may award certificates, diplomas or Bachelor degrees

independently, or in collaboration with other institutions.

#### **Methodology**

Questionnaires were sent to the 32 participating units of the College Libraries Information Network (COLINET). In addition, telephone discussions were conducted with the Principal and/or staff in charge of each library, to ascertain their plans for development. This analysis is based on responses from 18 libraries: nine community colleges, five teachers' colleges, and four independent colleges. The Jamaica Library Association (JLA)<sup>1</sup> Guidelines and Standards for College Libraries were used as the measure to determine their status.

#### **Status of the Libraries**

##### ***Physical Resources***

The JLA Standards recommend that for college libraries with a population of 300 or less, the minimum space for collection, seating and staff combined should be 557 m<sup>2</sup>. However, of the libraries surveyed, only two, or 11%, met this requirement – G.C. Foster 1,200m<sup>2</sup> and Zenas Gerig with 1,042m<sup>2</sup>. Sixteen libraries or 89% fell below the standard. (See Appendix 1)

It should be noted that the Edna Manley College of the Visual and Performing Arts had recently constructed a new library which was still to be furnished and equipped. Montego Bay Community College was in the process of expanding its library, while Sam Sharpe Teachers' College, Knox and Portmore Community Colleges had plans either to build new libraries or expand the existing buildings.

With regard to seating, one library, the College of Agriculture and Science Education (CASE), met and in fact exceeded, the minimum requirement.<sup>2</sup> The two libraries which met the overall minimum standard for library accommodation, G.C.Foster and Zena Gerig, also came close to meeting the seating requirement, falling short by 10 and 22 seats, respectively. All the others fell woefully below the standard although staff and special use areas were not considered in this assessment. When compared with a similar survey done

by the National Advisory Council on Libraries, Archives and Documentation Services (NACOLADS) in 1988, it is quite obvious that increases in student enrolment have far outpaced library expansion and development.

### **Information Resources**

Information resources, for the purpose of this survey, include books, periodicals, audio-visuals and materials in electronic format. Based on the JLA Standards, the library's collection should be of sufficient size and scope to support the college's instructional needs and encourage study and research beyond curricular offerings. A basic collection of 10,000 titles (excluding journals), which is the minimum standard recommended for libraries offering undergraduate programmes, was used to evaluate the collections. "Add ons" for aspects such as student population, faculty size and programmes were not included.

Fifty percent of the libraries had collections which ranged from 9,000, to a low of 1,889 volumes. This was far below the basic requirement of 10,000 volumes and reflected little improvement over the 1988 figures which ranged from 7,890 to a low of 1,800 volumes. The 50% which met the required standard had collections ranging from 10,000 to 50,000 volumes. (See Appendix 2)

With respect to journals, five current titles per course is the recommended minimum. However, none of the libraries met this requirement. Current subscriptions ranged from 0 to 100 titles. Five libraries subscribed to fewer than 20 titles, the same number subscribed to between 20 and 35 titles and two libraries had subscriptions of 100 titles each. One of these included titles on CD-ROM – and another included, an online subscription was included.

Non-print media collections were relatively small. The most significant collections were 4,000 slides and 9,000 33 $\frac{1}{3}$  and 78 rpm records at the Edna Manley College of the Visual and Performing Arts. Three libraries had 500, 312 and 75 videos each; another had a collection of 173 CD-ROMS.

### **Human Resources and Services**

Compared to 1988, there was significant improvement in the professional staffing of libraries. All, but one, has professional staff in place, there being a total of 23 librarians at 17 of the 18 libraries that responded. Their qualifications ranged from Bachelors to Masters degrees with some also possessing Diplomas in Education and/or Management. (See Appendix 3) In

spite of the improvement in the number of professional staff, the libraries did not meet the minimum recommended standard of having at least one librarian on duty throughout the period that the library is open. In 89% of the libraries, the posts were poorly classified and the salaries offered were extremely inadequate. Because of this, some librarians were appointed to teaching positions and were spending a substantial portion of their time in the classroom. This left little time for library planning and development activities. There was also an inadequate number of support staff. As a result librarians had to rely on student help which was not always dependable.

Libraries offered a wide range of services including Internet access and information literacy classes for clients. However consistent with the 1988 findings institutions with professional staff offered a wider range of services than the ones without.

### **Technology**

There was tremendous improvement in the technological support available in the libraries. In 1988, only one library, in an independent college, had access to a computer. At the time of this survey, seventeen libraries, or 94% had computers and printers available to library staff and clients and most had access to the Internet. All but one library owned photocopiers and five libraries had audio-visual equipment such as VCRs, audiotape recorders and overhead projectors.

### **Financial Resources**

For library budgets, the JLA Standard recommends a minimum of 5 to 7% of the overall college expenditure, excluding salaries. None of the institutions surveyed received that level of financial support and therefore none met the requirement. Four libraries had no budget while others had only a small percentage of their College's overall budget. One library received an allocation of \$7 million in 1997/98 and another \$3 million in 1999/2000. Other allocations were as little as between \$60,000 and \$386,000. This level of financial support does not facilitate effective library development.

### **Administrative and Faculty Support**

Librarians are usually recognized as senior members of staff and most participate in the decision-making activities of their respective colleges. The development of the library, however, depends to a large extent on the interest and support of the administrators and their willingness to "fight" for resources to support the

library's work. In this regard, the bursar's support is always critical. The support of the faculty is also important in the evaluation and selection of materials for the library. Eleven percent of libraries surveyed rated administrative support and commitment as weak while 94% rated faculty support as good.

**Conclusion and Recommendation**

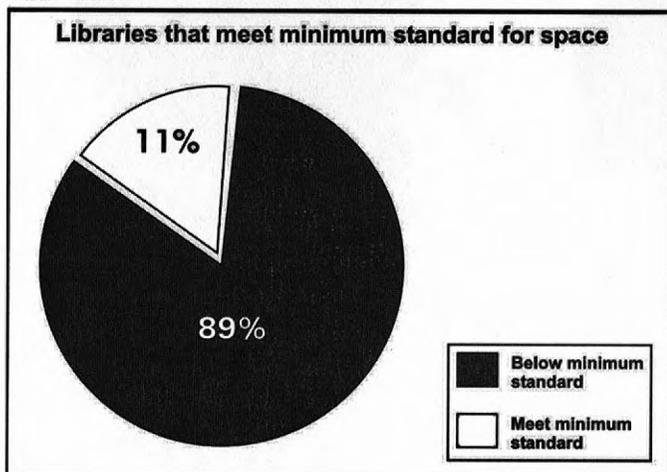
Indications are that the college libraries are making some progress, but there is a great deal to be done, starting at the policy making level. This is particularly important as the colleges seek to have their programmes accredited by the University Council of Jamaica and other accrediting bodies. A determined

effort must be made to upgrade the physical facilities and to ensure that qualified competent professional and para-professional staff are recruited to appropriately classified positions offering adequate remuneration and benefits.

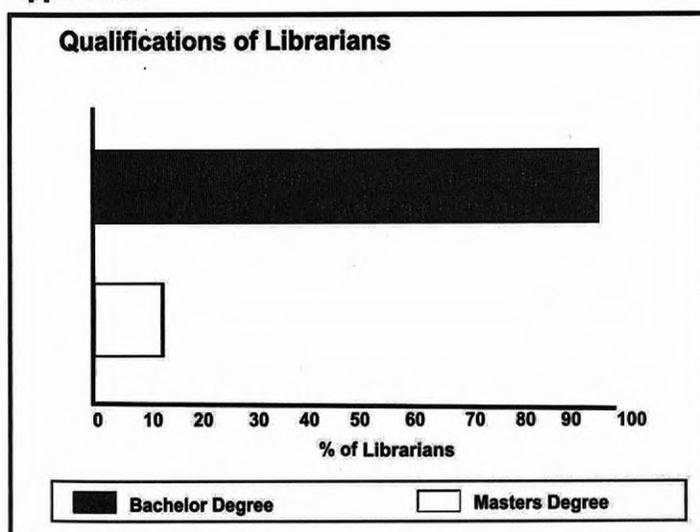
**Notes**

- <sup>1</sup> Renamed the Library and Information Association of Jamaica, since 2001
- <sup>2</sup> 1 seat for every 5 students of technology and applied science  
1 seat for every 3 students of other disciplines  
1 seat for every 10 part-time students, irrespective of discipline.

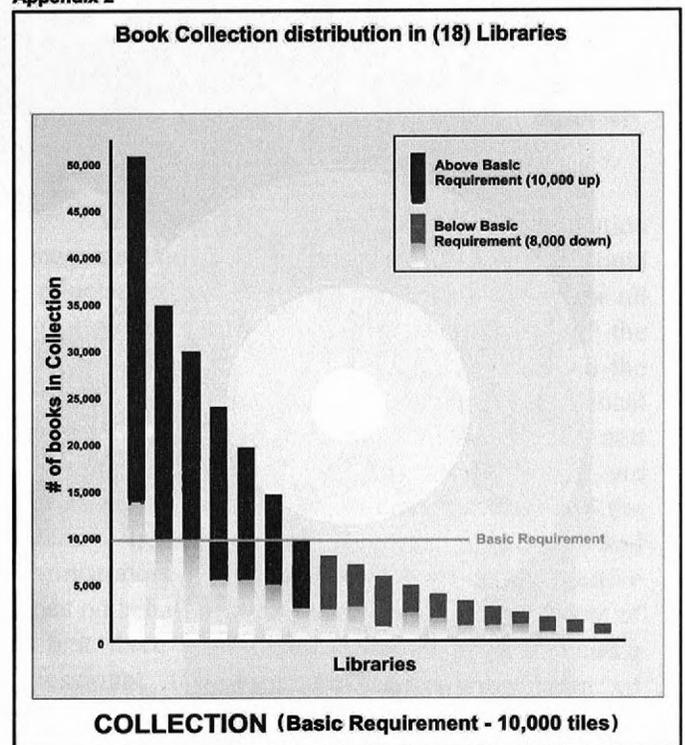
**Appendix 1**



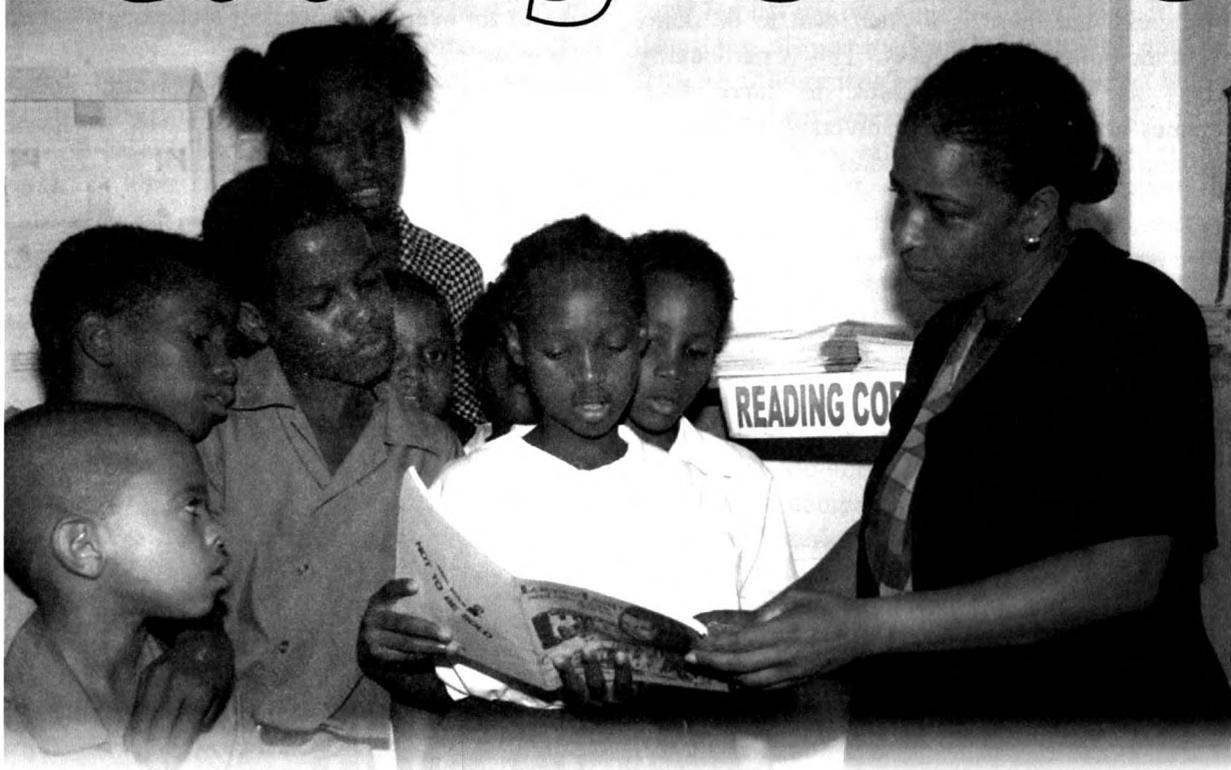
**Appendix 3**



**Appendix 2**



# Reading for Life



UDC's Director, Corporate Relations, Doreen O'Connor with youngsters in the Institute of Jamaica's Reading Programme, which has been sponsored by the Corporation since 2001.



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## **The Possible Future of Records and Information Practitioners in the Jamaica Public Service**

by Emerson O. St. G. Bryan  
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Ministry of Foreign Affairs and Foreign Trade*

### **Introduction**

This paper, which is an expanded version of one presented as part of the requirements of the University of the West Indies Certificate in Records Management Course, attempts to establish whether the field of records, information and documentation management has now been given recognition as a *true* profession. It also seeks to examine the present position of the “profession” (and other related information professions) and its future possibilities in the Jamaican public sector, the largest recruiter and employer of the field.

Before attempting to establish whether records and information management is a profession, let me first offer some definitions. The Concise Oxford English Dictionary (COED) 10th ed. defines a profession as “a paid occupation, especially one involving training and a formal qualification.” Bernard Barber, taking a functionalist view, argues that professionalism involves four essential attributes which Haralambos presents as follows:

1. Professionalism requires a body of systematic and generalized knowledge, which can be applied to a variety of problems. For instance, doctors have equipped themselves with a body of medical knowledge which they apply to diagnose and treat a range of illnesses.
2. Professionalism involves a concern for the interests of the community rather than self interest. Thus the primary motivation of professionals is public service rather than personal gain: doctors are concerned primarily with the health of their patients rather than lining their own pockets;
3. The behavior of a professional is strictly controlled by a code of ethics which is established and maintained by professional associations, and learned as part of the training required to qualify as a professional. For example, doctors take the Hippocratic Oath which lays down the obligations

and proper conduct of their profession. Should they break the code of conduct, their association can strike them from the register and ban them from practising medicine.

4. The high rewards received by professionals, which include the prestige accorded to professional status as well as earnings, are symbols of their achievements. They denote the high regard in which professionals are held, and reflect the value of their contribution to society. (60)

While records, information and documentation management might meet the COED definition, I would be reluctant to say that it has been able to acquire all four attributes put forward by Barber, especially the final one. Rather, I would take the view that, on the continuum of professional recognition, the two local information associations to which records and information managers belong, the Library and Information Association of Jamaica (LIAJA) and the Jamaica Association of Records Managers and Administrators (JARMA), have both made positive strides on behalf of their members in the fulfillment of the first three requirements. Both offer continuing professional training, engage in a number of community-related events, and observe codes of ethics.

It is becoming alarmingly evident that records and information managers in Jamaica, and indeed worldwide, face the risk of being marginalized by other information professionals, such as librarians and management information systems (MIS) professionals. Librarianship and records and information management, while related, are two separate disciplines. The first is mainly concerned with the management of finished or published information, while the latter deals mainly with the management of working documents, reports, correspondence and other general information, not usually intended for external use by persons outside of the organization or for publication. Also, librarianship, unlike records and

information management, requires tertiary-level qualifications. Hence the distinction is usually made between professionals (librarians) and paraprofessionals such as library technicians, library assistants, and other library technical staff.

### **The Present Situation of Records and Information Practitioners in the Jamaica Public Service**

Traditionally, records keeping in the Jamaican Public Service has been an arcane and often neglected field. People managing official records and information were often hired as clerks; they were usually not hired to think, plan or evaluate, but instead, to do established routines and to remain in the back rooms and storage areas while doing so. They were given the responsibility of following 'age-old' policies and procedures for filing and storing paper records from a variety of sources and were expected to acquire their skills and knowledge through trial and error whilst on the job. Therefore senior management often either reduced spending on the records department/unit/section or did not factor the training of its personnel into the overall budget of the organization or both. Records management still continues to be perceived as a low-level administrative or clerical function largely focused on the management of public records at the end of their life cycle i.e. the disposition stage. It is rarely perceived as a core business function because returns are seldom realized in the short-run, or its importance recognized until a problem arises. Generally, it remains a challenge to convince senior management of the many benefits to be gained from a proper records management programme.

### **The Academic Prerequisites for Public Sector Records Management Personnel**

The Jamaica Archives and Records Department (JARD), which is primarily responsible for training personnel in the management of public records, would no doubt promote the view that the effectiveness and efficiency of any public entity's information and records services depends largely on the quality of the persons delivering these services. The following are examples of the requirements for some Public Service records and information management positions:

#### The Information Resources Manager (IRM)

According to the JARD generalized job description, the officer selected to manage or direct information resources (including human, financial and infrastructural resources) within a public entity, should have:

A degree in Library or Archival Studies from a recognized university, plus training in computer information systems, with a least five (5) years experience in the field;

OR

A first degree and post-graduate diploma in Library and Archival Studies, seven (7) years experience in the field and training in computer information systems;

OR

Any other combination of training and experience, which would yield the necessary skills needed at this level.

Many of the present IRMs came into their current positions through lateral movement within the organization and usually without prior training and experience.

#### Librarian/Information Coordinator

While the title of this person may be as diverse as the many institutions within the Public Service, s/he would function as both records manager and chief librarian.

In some cases a person appointed to this position is required to have a Library Assistant Certificate, but ideally the person should have professional qualifications in librarianship. The person may have various responsibilities, including cataloguing, indexing, data capture, storage and retrieval of information, computer applications and providing bibliographic and reference services. In some cases the person may be required to have special expertise and to do, among other things, translating, abstracting, systems analysis, web page design, and administration.

#### The Registrar and Other Support Staff

It is a requirement of the Office of the Services Commission, that, on entry, paraprofessional library staff, records officers, and other clerical staff should have at least a secondary education. They should also have training in the use of the typewriter, computer, and other business machines. Familiarity with data processing methods is considered an asset. Unlike the librarian/information coordinator, while certification in the field is desirable, it is not a requirement.

The recent reclassification by the Management Development Division of the Ministry of Finance and Planning of most of the former members of the Office and Public Service/Clerical and Regulatory Group

(OPS/CR) into the Public Information and Documentation Group/Records and Information Series (PIDG/ RIM) is, I feel, unfortunate. In most cases, these officers may not be directly involved in record keeping, but may serve as receptionists or some other type of support staff. I also feel that generalized job descriptions, while attempting to establish standards, could not take into account the wide variety of environments in the Service. Persons in this group, at all levels, must be competent enough to understand the overall functions of the organization as a complement to their basic knowledge of the management of their organization's records and information resources.

### **Educational and Training Opportunities**

Apart from the regular training and workshops facilitated by the JARD at the Management Institute for National Development (MIND), little, if any, training is available elsewhere to meet the basic requirements demanded by these job descriptions. Furthermore, while the current training being offered by JARD/MIND is relatively well defined, it is in keeping with the records life concept and therefore does not extend much beyond: records classification, inventory/audits, retention scheduling and disposition. There is, unfortunately, no training available to public sector records personnel, aside from the UWI Certificate in Records Management Programme, in strategic information management, disaster preparedness, and international best practices. Therefore, their potential to develop a more professional records and information service for their organizations and the public is not being maximized. The lack of training also breeds a lack of interest in the field. Many records officers below the RIM5 level are unable to move up the scale, as they do not have access to the knowledge needed to fulfil the basic requirements for promotion. Indeed, it is unfortunate that the Office of the Services Commission does not accredit towards promotion the records courses and workshops currently being offered by JARD/MIND.

The higher the level of the records and information position, the more important training becomes. For example, since the position of RIM5 usually carries the responsibility for the 'total' management of a public entity's information holdings, adequate training should be in place to ensure efficient job performance. The perception seems to be that a degree in librarianship is sufficient for an appointment as an IRM and there is little recognition that records and information management and librarianship are two

separate but related information professions. I believe that these Public Service information job descriptions should be analysed by tertiary level information educators in consultation with the JARD. This would help to ensure that information studies students are educated for real jobs, with clear career paths, and not just for short-term positions, which may be abolished or redefined in these rapidly changing fields.

On the matter of on-the-job training, I have observed that while it is useful for teaching practical skills, it almost always fails to provide the necessary theoretical base to support those skills. Also, the way that information is managed in one public organization may be dramatically different from another; therefore the issue of portability of applications must be factored into the training needs of records and information professionals in the Service. This issue might be addressed via the Government Records and Information Management (G-RIM) Network, an informal grouping consisting mainly of public sector information resources managers and personnel from JARD, chaired by the Government Archivist, which meets periodically to discuss matters pertaining to Public Service records keeping.

The Certified Records Manager (CRM) of the Institute of Certified Records Managers (ICRM), a subsidiary of the Association for Information Management Professionals (ARMA) International, while recognized by most countries, is not required for employment as a records manager. Indeed, most records management practitioners in Jamaica and elsewhere in the region will find the costs associated with pursuing the programme high, especially given the exchange rate between the local currency and the US dollar.

A good way of resolving the problem of uniform training in records and information management may be the delivery of a programme similar to the Management of Public Sector Records (MPSR) Programme, developed by the London-based, International Records Management Trust (IRMT). At the moment, there are complaints that the modules are too expensive, too basic, and focus largely on the sub-Saharan Africa. Though it would demand significant human, financial and other resources, a similar programme ought to be developed for the Jamaican Public Service, so that candidates for IRM posts could be assessed and their competence established as a prerequisite to their being appointed or promoted. Such a programme would be somewhat similar to the existing secretarial and accounting staff training being

offered at MIND. Persons in these occupational groups must successfully complete a series of modules before they may be promoted to a higher grade.

One of the prerequisites for recognition as a professional is a tertiary level education. Unfortunately, none of the three main degree-granting institutions in the country, the University of the West Indies (UWI), Mona, the University of Technology, and Northern Caribbean University, currently offers a degree in records management. Nor are practitioners in the field in a position, at this time, to influence them to do so. Those who wish to improve their qualifications have to enrol in one of the more general programmes offered by the Department of Library and Information Studies (DLIS) at UWI, Mona, the region's only information school. DLIS has sought to address this lack of adequate tertiary-level training in the field by introducing and making available to the region, both the Certificate in Records Management and the graduate Archives and Records Management Programmes. So far, the Certificate in Records Management Programme, which is probably the most comprehensive training available locally, is usually delivered over two summers, and is composed of four modules, and includes a practicum, a research paper and two case studies.

For their part, both LIAJA and JARMA have been making effective contributions to the further education of records and information practitioners in Jamaica, by hosting regular seminars, workshops, meetings and conferences, aimed at developing and introducing various internationally recognized standards and best practices. The change in nomenclature from Jamaica Library Association to LIAJA is a clear indication that the association recognizes the changing roles of its members as well as the need to include other information professionals who fall outside of the more traditional field of librarianship.

### **The Records and Information Manager of the Future...A New Breed of Information Professionals and Practitioners**

The emergence of digital technologies and other recent business trends have heralded the need for a new breed of information professional and practitioner. They will have little choice but to adapt and take on additional functions as technology continues to develop. The challenge of effectively integrating these new technologies, such as digitized images, computer output to laser disk (COLD), voice, text and data, and other media, has become a concern in records and information management and needs to be addressed

with some urgency. In Jamaica, we have been made aware of the concerns and challenges, thanks largely to service and professional organizations such as JARMA, LIAJA, the G-RIM Network and UNESCO. To be able to make a positive impact on the information needs of the nation, records and information professionals and practitioners must work cooperatively with information technology (IT) professionals. A records and information officer or manager of the future may have to double as an archivist, historian, librarian, and LAN administrator. In the recommendations made for the establishment of the post of IRM, JARD suggested that the IRM be in charge of the library, the registry or information services centre, and the reprographics section (copy room). Some ministries/departments/agencies have also placed the Management Information Systems and Information Technology (MIS/IT) Section under the IRM. Therefore this person must have at least a working knowledge of information technologies and imaging systems. The collective desire of records and information managers to master these IT skills is indicative of the fact that they consider them to be essential requirements of the profession.

Records and information managers, particularly those in the private sector, have recently adopted Business Systems Analysis (BSA) as a tool to assist them in mapping the relationships between their organization's missions, administrative structures (including reporting relationships), functions, processes and transactions and the related records that are generated over time. During the UWI Certificate in Records Management Programme which I attended, a lecturer pointed out that there is an increasing trend in Jamaica for companies to become compliant with ISO 9002, the International Standard on Quality Management, in keeping with the demands of the public for quality service. Records and information managers in the public sector need to be aware of, and to follow, trends in the private sector.

### **Placement in the Organizational Structure and Reporting Relationships**

In the Jamaican Public Service, the placement of the Records and Information Management Unit and its Head within the organization's operational structure will depend, to some extent, on the overall functions and size of the organization itself. However, it is critical to the success of its programme that it be placed at the senior level. Since it is evident that most senior managers are not familiar with the various functions associated with their organization's records and

information management programme, it is also crucial to the success of any programme that proper marketing is done, in order to secure well-needed senior management support. The Head of the Unit should be a technocrat, equipped with both the managerial and technical skills needed to deliver a programme that will assist the organization in arriving at sound decisions. Authority and responsibility should be clearly defined and there should be channels of communication running upwards, downwards and laterally through the different levels within the records management unit and the organization as a whole.

The Jamaican Access to Information Act 2002 further justifies the placement of the Unit and its Head at a senior level. It requires an information official, appointed at the appropriate level, to administer an Access to Information Service within ministries and entities. Thus far, indications are that senior management within most of the public entities to be affected by this legislation has agreed that this official must be at a fairly senior level in order to effectively lobby for improvements to this service as well as the general records management programme. From a functional perspective, in order to deliver an effective records management programme, this person must also be in a position to make suggestions to senior management and be privy to managerial policy deliberations, decisions and strategic direction.

While records management has only recently been afforded some level of recognition as a 'respectable' profession/occupation in Jamaica and, to a lesser extent, the wider Caribbean, this recognition is growing. At a recent seminar on ISO 15489, hosted jointly by the UWI Archives and Records Management Programme, the Jamaica Bureau of Standards, and JARD, two points were agreed on. The first was to move towards adopting this international standard as a benchmark for the management of information locally, and secondly to develop a national standard based on the tenets of ISO 15489. The development and adoption of such standards, together with the implementation of the Access to Information Act 2002 would, I believe, present an ideal opportunity for the introduction of certain prerequisites, which must be met before persons may be properly recognized as records and information professionals.

## Conclusion

While records and information management may not meet all of the criteria put forward by Barber or shared by the more traditional fields such as law and medicine, I would suggest that it is a profession nonetheless. Since it has taken many years for most of the established professions to achieve genuine professional status and records and information management is a relatively new field, it may take some time for this position to be accepted generally. Penn argues that records and information management is a management function and, as such, it must be gauged against other management functions such as personnel (human resources), finance or procurement, not against medical specializations, such as cardiology, hematology or orthopedics (24).

Internationally, records and information managers may have access to a code of ethics through ARMA International and locally through JARMA, and to a certification programme through ICRM. However, practitioners generally lack the skills to transform knowledge of their field into an academic discipline, as other learned professions have. Formally recognized professional education is, according to Webster, an important element in establishing an occupation as a profession, to develop and nourish its scholarly base (20). University education provides students with much more than practical knowledge. It is designed to underpin this knowledge with a theoretical base and provoke critical inquiry into the nature of the discipline. Furthermore, a profession strives to take control over the training process through the process of accreditation and by developing competency standards. I believe that locally acknowledgement must be given to those Public Service records and information practitioners who have accumulated years of experience in their field and they should be encouraged to move towards professional status by the introduction of a records and information management professional development training programme. This would foster both continuity and interest in the field throughout the Service, and also allow for upward mobility in the field.

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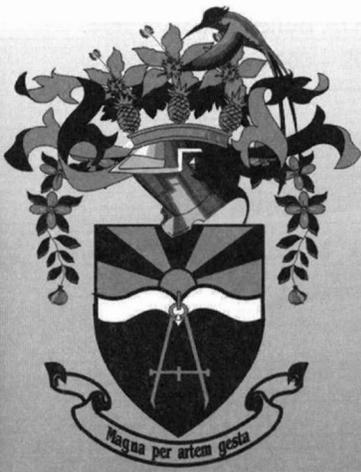
## Bees in the Info-Tech Bonnet Culture and Apiculture

by Pippa Fray  
*Retired Librarian*



Information technicians and librarians have much in common with bees (*Apis mellifera*).

1. Bees surf the environment collecting wax, pollen and nectar. They carry this to the hive where they deposit it in the dimpled “pigeon” holes of the wax foundation. Workers fan their wings to evaporate moisture and concentrate the syrup. Other workers weed out debris and clean the hive.
2. In their widespread peregrinations to collect nectar and wax, the bees simultaneously transfer pollen from flower to flower. Their value as pollinators is fifteen times the value of their product – honey.
3. Librarians are pollinators, by transferring information itself, or by informing colleagues of the location of good sources of nectar elsewhere. Bees do this using a system of dance patterns, loops, zigzags, etc. to indicate the direction and distance of appropriate flowers.
4. Back at the office, colleagues work hard to provide the necessary infrastructure. The wax foundation is crucial to efficient honey storage. It takes 2 ½ times as much worker energy to produce a pound of wax as to produce a pound of honey. To “process” a book costs 2 ½ times the price of the book.
5. Water tight boxes and accurately fitting wire frames are important for disease and pest control. Ants, roaches, mice etc. can be as destructive as bookworms and mold. The law requires specific types of box construction to facilitate inspection for disease.
6. The nectar brought in by returning workers is accessioned into dimpled cells in the wax foundation, as is information into an electronic databank. It is then processed by fanning and analysis. When its contents are sufficiently concentrated, each cell is sealed to protect it from loss or contamination. This matured product is programmed to be available on demand. If undisturbed, it will keep indefinitely.
7. The Queen, progenitor of the whole system, is fertilized by the drones. In the library, the Director is kept abreast of needs by feedback from the reference librarians dealing with enquiries. Those ever-busy bees, the workers, never stop buzzing around both the inside and the outside of the hive doing the housekeeping and collecting material. At the hives entrance, guard bees are stationed to repel intruders and honey thieves.
8. When it rains, the bees cannot fly; the computer is “down”. Honey is stored for such rainy days; the bees have to retire to bed with a “good book” issued from the honey store.
9. Honey is nature’s sweetener; knowledge is man’s activator. Despite the expense of high-tech equipment and staffing, without investing in these, non-availability and ignorance cost much more.



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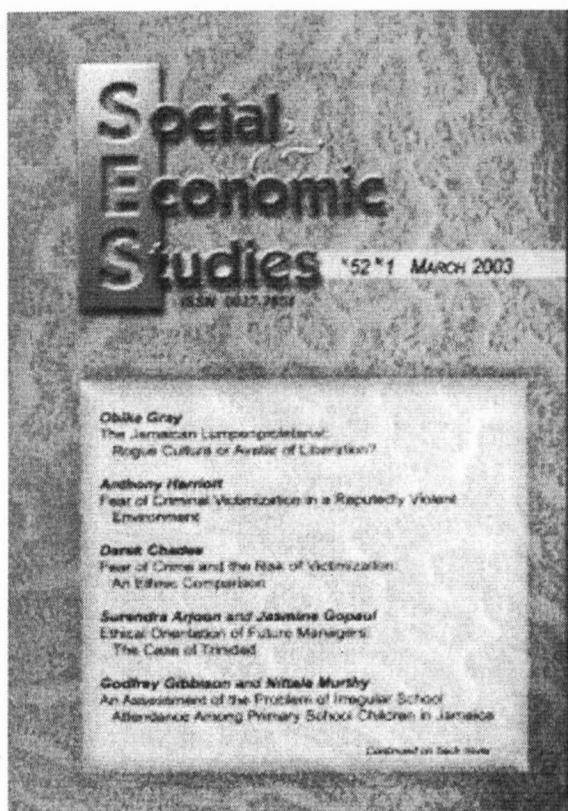
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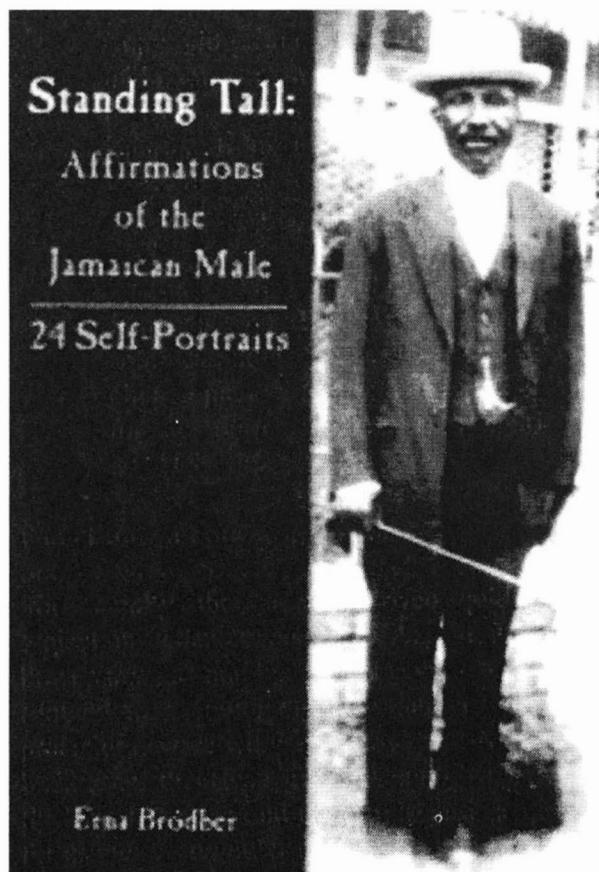
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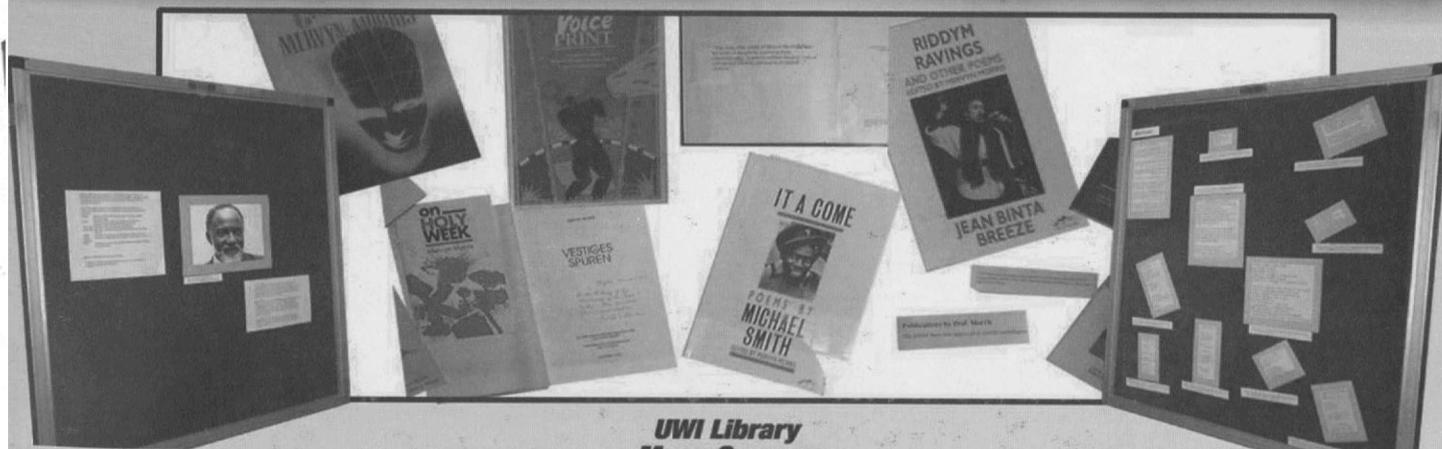
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