

Library Informer

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 A Bi-Monthly Newsletter



From The Librarian's Desk

I extend a warm welcome to The College of The Bahamas, and particularly the library staff, to all new faculty and students. To our returning faculty and students, I trust that you have had a restful vacation and are renewed for the challenging and exciting year ahead. We anticipate that we will see all of you during the course of the year, and look forward to serving you.

A very special welcome is also extended to our new librarian, Ms Virginia Ballance, who has assumed responsibilities for the Hilda Bowen Library. She, along with Miss Melody Rolle, will be serving college constituents at the Grosvenor Close Campus and will promote nursing and allied health literature and services to individuals and groups in the nursing and health related fields.

This year is expected to be one of excitement and growth for the library. The College of The Bahamas has selected as its theme for the year, "Promoting Quality Education." The library staff joins The College in this thrust towards provision of quality service to its customers and will, with the team of hardworking and dedicated employees, strive to enhance the educational opportunities for its clients. Ways in which this may be accomplished include: adequate budget allocations for collection development and equipment replacement and upgrading,

expediency in making an online public access computer catalogue available to constituents, expanding the number of terminals for electronic delivery of information, having available adequate resources in print and non-print formats and when this is impossible, initiating the linkage with the required information for the patron from external sources, providing the timely dissemination of information through its newsletter, The Library Informer, or displays and exhibition and launching the Friends of the Library group (an avenue for each member of The College community to participate) to assist the library to attract financial and other resources.

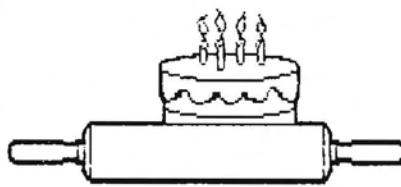
Over the last academic year, the library had many firsts. In October 1993, the library acquired, in trust, a collection paintings which hang throughout the first floor of the library; in April the first phase of the library automation project was realized; in May the library automation project was realized; in May the library at Grosvenor Close Campus was renamed the "Hilda Bowen Library" in honour of retired Nurse and Nursing Educator, Miss Hilda Bowen. The E-mail facility also became operational in the Oakes Field and Hilda Bowen Libraries.

Given the direction of the library over the past year it is anticipated that the 1994-95 academic year will prove another milestone. As The College celebrates 20 years of academic excellence, it is the hope that the achievement of an adequately spaced, furnished and equipped facility will also become a reality as in educational environments, it is a well-known fact that a first class library normally manifests itself through the quality of classroom delivery and scholarship in the teaching learning process. Cognizant that the existing collection is inadequate, does not encourage scholarly pursuits beyond the basic needs of teaching, we will strive to upgrade it as a matter of urgency. (some accomplishments

through 1993-1994 budget).

As we begin this historic year, I invite you to revisit the library and acquaint yourself with the requirements, resources and services which we make available for you. Students, please do not leave bags on tables or deface library materials. Help us ensure maximum access to the limited space and resources by the majority rather than the few.

In closing, I invite you to look for quality improvement efforts during the year. Use the suggestion box. Your comments and suggestions will help steer the library in the right. Remember, customer satisfaction is our ultimate goal! ENJOY your year.



LIBRARY
STAFF
BRIEFS

BIRTHDAYS DURING SEPTEMBER & OCTOBER

Sept.. 4, Jacqualyn Hanna
Sept. 29, Trace Thompson
Oct.. 03, Jacqueline Ferguson
Oct.. 15, Denise Taylor
Oct.. 15, Rodman Frobes

New Titles On The Reference Shelves

REF

E185.615 The Eye of the Prize Civil Rights Reader c1991

A record (documents speeches and first hand accounts) of the American Civil Rights Movement.

REF

JA61 A Dictionary of Modern Politics: by David Robertson 1993 A guide to the complex ideology and terminology of politics, terms such as, "Glasnost", "Perestroika" are explained clearly.

REF

PA31
H69 The Oxford Companion to Classical Literature: edited by M.C. Howatson 2nd. ed. c1989.

REF

T56.23
H36 Handbook of Industrial Engineering: edited by Gavriel Salvendy, 2nd ed., 1991.

New Books Received in Cataloging

1. Adult Nursing in Hospital and Community Settings: edited by Lennette Owens Burrell. Published by Appleton and Lange. Norwalk, Connecticut: c1989 1105p.

2. Physical Examination and Health Assessment: by Carolyn Jarvis. Published by W.B. Saunders, Philadelphia: c1992 952p.

3. Medical Surgical Nursing: A Nursing Approach: edited by Barbara C. Long,[etal]. Published by Mosby, St. Louis: c 1993, 1695p.

4. Nursing Care of the Child Bearing Family: by Laurie N. Wherwien,[etal]. Published by Appleton and Lange, Norwalk, Connecticut, c1993, 1322p.

5. Improving Reading Skills: by Deanne K. Milan. Published by McGraw Hill, New York: c1992, 487p.

6. The Complete Guide to Telemarketing Management: by Tod Linchitz. Published by Amacom: c1990, 333p.

7. Phonics in Proper Perspective: Arthur W. Heilman. Published by MacMillan, New York: 1993, 145p.

8. Language in Exile: Three Hundred Years of Jamaican Creole: by Barbara Lalla. Published by University of Alabama Press, Tuscaloosa: c1990, 253p.

9. International Handbook of Universities: 13th edition published by M. Stockton Press, New York: c1993, 1304p.

10. Teaching Reading in Content Areas: by Harold L. Herber. Published by Prentice Hall Inc., New Jersey: c1978, 316p.

11. A History of the Twentieth Century: by Byron O'Callaghan. Published by Longman, New York: c1987, 315p.

Administering Higher Education in a Democratic Society

by Celeste Colgan

The article, "Administering Higher Education

in a Democratic Society", by Celeste Colgan appears in the Freedom Papers 5, July, 1994 issue published by the Institute for Contemporary Studies. In light of the current attempts at restructuring The College for degree granting status. The article will be reprinted over several issues of The Informer for the benefit of the academic community. It is the hope that it will elicit stimulating exchange which may positively impact the planning process.

The portion of the article focusing on the Hungarian Reform Proposal should guide The College's deliberation on the revised C.O.B. Act. Questions similar to those asked the Hungarian Legislators could well be put to Bahamian Legislators (despite the social, economic, and political differences) as they prepare to debate this document. The College has, in the past twenty years, found it impossible to effectively administer quality tertiary education with the previous legislation and should seek, therefore, to obtain affirmative responses to the questions posed in this article. If it can disentangle itself from the familiar bureaucracy proposed in the revised act, The College can be assured of development which will positively influence the growth and stability of the Bahamian Community. A democratic society is highly dependent on greater freedom in this post-secondary educational environment.

Hungarian Higher Education Reform Proposal

In October 1992, the Hungarian Parliament's Subcommittee on Higher Education requested that the Citizens Democracy Corps (CDC) review a draft of an education bill under consideration by the Parliament. Derek Bok, on the executive committee of CDC and president emeritus of Harvard University, traveled to Hungary together with a few colleagues to meet with members of the subcommittee, officials from the Ministry of Education and other ministries, representatives of the Academy of Science and the Conference of University Rectors, professors, students and others.

Bok and his colleagues asked the Hungarian Legislators a number of questions which might serve as guides for countries contemplating the reform of their higher education system. Among them were the following:

- * How well does the draft law succeed in securing appropriate autonomy or

freedom from inappropriate state interference ?

- * Does the draft law adequately safeguard the legitimate rights and freedoms of teachers and students ?
- * Does the draft law adequately encourage consolidation to achieve economies of scale and other measures by universities to achieve more efficient use of resources ?
- * How well does the draft law provide for the long-term financing of higher education ?
- * Does the draft law provide adequate encouragement, incentives and safeguards to promote education and research of high quality ?
- * Does the draft law provide adequately for the reintegration of Hungarian higher education with foreign universities and other institutions of higher learning and with the international scholarly community ?

Administering Higher Education in A Democratic Society

By Celeste Colgan, Ph.D.

To Neglect an individual's education today is to condemn him or her to mediocrity tomorrow. So it is with nations. Education is the cornerstone of a free society, the bedrock upon which a strong healthy state is built and sustained.

The demands of a modern era are being pushed at ever increasing speeds by extraordinary advances in technology. Those societies which anticipate these advances and best prepare their children for the future are likely to reap the most benefit from them. Those which do not, will not.

It was the third president of the United States, Thomas Jefferson, who said: "Enlighten the people generally and tyranny and oppressions of both mind and body will vanish like evil spirits at the dawn of day." Jefferson's may be a somewhat idealized view of the matter, but the connection between education, democracy and economic opportunity is vital to the well-being of any free society.

If there are no perfect democracies, there are

successful ones, and useful lessons may be drawn from their experiences including those in the field of education. The purpose of this paper is to point to specific practices in the administration of higher education in the United States and other Western Democracies that may have applicability across nation boundaries.

Ideally, an American university is a laboratory of democracy, in which teachers and students participate in a free exchange of ideas teachers sometimes fall short of the mark, the ideal is nonetheless important. An open dialogue is as fundamental to the system of higher education in the United States as it is to the political system.

Naturally, there are many challenges to university life in the United States. First and foremost is finances. The federal government contributes little to the country's universities and institutions of higher learning. While this leaves them free to determine their own curriculum and policies, it nonetheless imposes substantial financial demands on the institutions themselves.

There are other, related difficulties: maintaining high academic and research standards; ensuring the quality of faculty appointments; assuring flexibility and rigor in a curriculum; maintaining political and intellectual freedom; balancing a moral obligation to educating the poor and disadvantaged against the costs of financial aid.

In the United States, it is not just the university administration which determines how these challenges are to be met. Interested groups, faculty, students, alumni, professional associations and employees often influence the discussion. These complementary and sometimes competing voices help ensure that the process will remain democratic, and in the end, enriching.

Variety in Higher Education Institutions

A characteristic of modern democracies is the freedom citizens have to select from a wide variety of goods and services. Quality improves when competition is vigorous. The same principle of choice holds true with institutions of higher learning; increasingly, it is being applied to primary and secondary schools as well.

Students in the United States have a larger number of colleges and universities to choose from than any other country in the world. The existence of this number of choices directly benefits students, who can select from a vast array of sizes, programs and locations the colleges and universities which offer the best opportunities to meet their academic and cultural goals.

The many choices available to students force schools to compete for qualified students. This leads some schools toward specialization; for others, the competition obliges them to offer the widest possible selection of courses. Schools which fail to meet students needs lose enrollment and can eventually be forced to close. Those which offer the best choices and maintain the highest standards attract the most talented students.

There are approximately 600 public four-year colleges and universities in the United States. Over 1,550 colleges and universities are entirely private. (Although the two terms are often used interchangeably, a college refers to an institution which offers students only one degree, typically, a bachelor's degree in liberal arts or science. A university, on the other hand can award more than one degree, and typically a number of specialized graduate degrees as well.)

Public Higher Education. U.S. state colleges and universities are generally funded in part by the taxpayers of an individual state. Student fees and tuition cover the remainder of the costs. These are public institutions; by definition their primary purpose is to educate students who live within the borders of the state. Thus students may transfer from one college to another within the state with little difficulty, provided they have the proper academic standing.

Out-of-State residents may be accepted to state schools, but in most instances they are required to pay higher tuition costs.

State colleges and universities average one full-time teacher or research faculty for every 16.9 students. As of the 1991-1992 school, the average annual cost for a full-time student to attend a state school was about \$5,700, or about 15.5 percent of the average annual income per member of the labor force.

These public institutions vary greatly in size and enrollment. There are small-to-medium size four-year colleges, ranging from 500 to 2,500 students; comprehensive state universities, with about 10,000 students; and large multipurpose universities, where more than 20,000 students are enrolled.

U.S. Private Higher Education. While some private colleges may also receive support from state legislatures, most of their revenues come from student tuition, private donations, foundation or corporate funds, endowment revenues and federal grants.

By and large, private colleges and universities have more full-time faculty and researchers per student than state institutions, approximately one for every 12.8. This is in large measure attributable to the higher tuition costs and larger endowments found at many private colleges.

In 1991-1992, the average annual cost per full-time student at a private university was about \$14,350, or approximately 39 percent of the annual income of an average member of the labor force.

While the size of private institutions varies as much as that of public institutions, two-thirds of them have enrollments of under 2,500 students.

Another distinguishing characteristic of private colleges is their diversity. Many were established for specific religious or cultural missions. In many ways, these schools reflect the diversity of the United States and the freedom of individual groups to pursue religious and academic experiences of their own choosing.

In the past, virtually every religious denomination in the United States had at least one college or university affiliated with it. While many of these ties remain, in general, they are much looser than in the past, and the students they attract come from widely diverse backgrounds.

A similar phenomenon is taking place in colleges and universities that were originally all-male or all-female. Over the past two generations, many men's and women's institutions with long traditions have opened up their doors to students of the opposite sex. This move corresponds to a general evolution in U.S. views on the subject of co-education and,

furthermore, has enabled many colleges with flagging enrollments to add substantially to their numbers.

In general, small private colleges and universities strive to create an atmosphere of community and learning, to define a clear mission and identity for themselves, and to ensure that their curriculum and programs reflect this special tradition. Many of these smaller institutions focus specifically on undergraduate education. Quality of instruction is their lifeblood and highly regarded professors are often the subject of vigorous competition by rival institutions.

Admissions Standards. Nothing defines an institution of higher learning more than the quality of its student body. Naturally, in a country like the United States where competition is the norm, and there are many schools to choose from, universities go to considerable lengths to attract the most talented and promising students with more specifically defined skills or interests, whether in science, the arts or athletics.

This same competitiveness and specialization defines the process of admissions in most of the country's respected colleges and universities. Small religious colleges, for example, may emphasize the spiritual goals of their incoming students as a part of admission consideration. Private colleges of all kinds tend to be highly selective; that is, they scrutinize the academic preparation of the applicant, along with scores on national tests, performance in secondary school and the nature of their extracurricular activities.

With some notable exceptions, comprehensive state colleges and larger public research universities generally have somewhat lower standards of admissions. Generally, they will accept anyone who has earned a high school diploma in their state. They offer a range of flexible undergraduate programs, stressing professional training, technology, engineering, agriculture and physical sciences. Typically, they offer hundreds of courses to fulfill graduation requirements.

To be continued in the next issue of *The Library Informer*.



Reorganizing : Reserve Books, Teaching Practice Text, Microfilm Collection

During the summer the Library Staff undertook some reorganization activities within the library. If you have stopped by the library recently you might have noticed the following, first the microfilm collection and microfilm readers are no longer on the first floor. They have been moved to the second floor just out side the Special Collections Room.

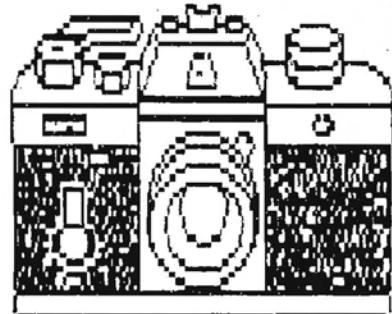
The Reserve Book Collection is no longer housed behind the Circulation Desk. They are located in the same area as the microfilm collection on the second floor and are cared for by a library staff person working in that area.

You may also want note that the Teaching Practice Text Books are now located near the area where the microfilm collection had been on the first floor. Also, in that area you will find that several study tables have been placed there for your use.

In making these changes we are attempting to improve our library services by having more of the reserve materials in one general area of the library.

Secondly, it is expected, that the study area on the second floor, will primarily be used by those library patrons who are working on research projects and require a quieter area for conducting their studies.

Yes, you are right, there is far to much talking taking place in the library, a building dedicated



to be a quiet place for studying !

Media Services

Just a note to those who may be unaware of the on campus services that are available through the Media Department for Lecturers, Staff, and Students.

1. Laminating of pictures, posters, etc...
2. Booklet Binding of, long studies, syllabuses, etc...
3. Audio Cassette Duplication
4. Video Cassette Duplication
5. 35mm Photography
6. Overhead Projector Tranparencies
7. Computer graphics
8. Audio Visual equipment needed for use in the classroom or A-V Room in the library.

Please note that the request for any of the services listed above should be made at least three (3) days in advance of the time and/or date needed.

Last minute request can not always be honored because of time factors involved or clashes in the scheduling of equipment and personnel to look after such request.

Therefore the buzz word is, Plan Ahead !

As the Good Book relates, " What ever your hand finds to do, do it with all your might !" (In mind, body, & spirit , thus avoiding the problems of procrastination.)