Education and Training of Librarians in Asia, the Near East, and Latin America

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After World War II the international exchange of educational and professional persons increased greatly. Under the Fulbright program, resulting from the disposal of surplus war matériel and agricultural commodities, Americans have gone to many foreign countries as lecturers, scholars, and students, while foreign students have come to the United States. Other Americans have undertaken assignments abroad under the terms of the Smith-Mundt Act, which provides grants for lectureships requested by foreign universities. U.S. government agencies, such as the Department of Health, Education and Welfare and the International Cooperation Administration, have also contributed to these exchanges. The philanthropic foundations—Ford, Carnegie, Rockefeller, and others—have enlarged their activities in the international field, and Unesco has played a part through its programs of technical assistance. Many of the activities carried on under these programs have involved the newly developing countries in Asia, the Near East, and Latin America.

The sending of professional librarians from America to all parts of the world to teach, to survey, to lecture, and to observe; the bringing of librarians to the United States to visit libraries and library schools; and the selecting of students to come to this country for professional training in librarianship—all have been a part of this comprehensive program of educational exchange. The impact of all this activity during the postwar years is expanding like the ripples in a pool enlarge and enlarge after a pebble has been dropped into the water.

The library program of the United States armed forces with its base libraries and libraries in dependent schools began during the war and

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has continued in accordance with the nation's worldwide defense commitments. Although this program serves American personnel overseas, its influence has been felt in a number of countries. Furthermore, the United States Information Service (U.S.I.S.) has considered libraries one of its important activities. Both directly and indirectly it has often furthered library training through such devices as providing supplementary teaching materials (Japan, Thailand and Indonesia), having the American U.S.I.S. librarian offer lectures or courses (New Zealand), and encouraging the library staff to participate in professional meetings (Argentina). The exact nature and scope of the U.S.I.S. library program has varied from time to time, but it has played a significant role in awakening interest in many parts of the world in books and other library materials and, more importantly, in what is known as the American concept of library service. Related to this program are the library activities of the binational centers, which are found chiefly in Latin America.¹

The previous article covers education and training of librarians in the newly developing countries of the British Commonwealth. There remain many countries in Asia, in the Near East, and in Latin America without British background, in which the pattern of development of education for librarianship has tended to follow primarily American models. The discussion that follows attempts to survey the present status of this movement in these nations. It emphasizes current trends and only incidentally traces the evolutionary process that has brought training to its present state. This survey reflects the situation as it was in mid-1959 and draws chiefly upon observations the authors made during extensive trips to the Far East and to South America during the past summer.

The first part of the article describes the present situation in some of the major countries in each of these areas. It draws heavily upon the examples of Japan, Thailand, Argentina, and Brazil because the authors are most familiar with them. The comments and observations that follow on the ways of meeting the needs for education for librarianship are an outgrowth not only of their experiences in library assignments overseas but also of advising and working with foreign students studying library science in the United States.

In discussing the recent trends in American influence on library education in the Far East it might be well to divide the subject into three parts according to the stages of library development and training as personally observed in 1955–56 and again in 1959. First, there are
Training in Asia, the Near East, and Latin America

the countries—such as Japan and the Philippines—that have a long history of library development and some training—formal and informal. Second, there are the countries—such as Thailand, Indonesia, and Taiwan—that have had collections of manuscripts and books housed in a few libraries but inadequately organized and poorly staffed until after the war, and with recently established programs of library education. The third group includes the smaller countries and islands—such as the Fiji Islands—where economic and cultural development has been much slower, and where libraries are very meager with limited professionally trained personnel to develop a program, and where no library schools exist.

Each country is unique; yet there are common stages of development and problems that face them all. These include the desire of each country to develop self realization as well as economic and political independence, to achieve recognition in the family of nations, and to participate in modern developments that characterize the world today. To achieve these ends it has been found that education and literacy play an important part, and a need for and an awareness of the role of books and other communications media have followed. The leadership of the United States in developing library programs of service and technical efficiency as well as in setting high professional standards for library training has stimulated many of these newly developing countries to seek American aid and help in establishing more modern programs of library service in their own countries.

In both the Philippines and Japan, however, it has been the direct influence of the United States in the internal affairs of each country that has resulted in library developments patterned after the American system. In the other countries American aid has been sought independently by the governments of each country and has been secured through the Fulbright programs, International Education Assistance, Rockefeller and Ford fellowships, and technical assistance projects.

In commenting briefly upon the effects of American influence as observed in the Philippines—visits to university, school, public, and special libraries and library schools in Manila and the surrounding area—one is overwhelmed at the eagerness for education as seen in the capital city and the great resemblance to American educational institutions and libraries. There seem to be universities and colleges on every major street and the enrollments are phenomenal. The Far Eastern University alone has over 41,000 students. Its main library, seating 500, and the ten departmental libraries are filled to capacity

[245]
from 7:30 a.m. to 9:00 p.m. daily with students. Many libraries in other parts of the Far East are occupied by people not using the materials of the library but reading items they have brought with them because the library is comfortable and quiet. However, the libraries in the Philippines are used as are those in the United States. The collections of the university libraries range from 80,000 volumes in the recently recreated Far Eastern University library to 150,000 volumes at Santo Tomas University which has the oldest university library in the islands and the only one not destroyed during the war. When one realizes that almost all government, school, private, institutional, and university libraries were destroyed by the war, it is obvious that the acquisition and organization of new collections and the development of library service programs did not happen overnight. American influence in Philippine libraries goes back to 1900 with the establishment of the first public library by American educational pioneers and to the first training program for librarians initiated in 1914 by Mary Polk, the American librarian of the Scientific Library in Manila, who offered a few courses at the University of the Philippines.²

Today training for librarianship is offered in many of the Philippine universities at the undergraduate level. A program consisting of offerings from fifteen to thirty-six units of credit as a major or minor in library science is given, for example, to 120 students at Far Eastern University. At Santa Tomas there are 130 students enrolled in the two year undergraduate course in library science for juniors and seniors. Similar programs are offered at many of the other colleges and universities. Placement for librarians is no problem, for they go immediately into government, special, public, school, and university libraries. Before the war there was only one library school, at the University of the Philippines; now there are many and they are accredited by the Bureau of Private Schools and the Department of Education.

The University of the Philippines offers a regular four year course in library science and is in the process of strengthening its program and offerings to improve its status as a professional school. The Department of Library Science³ is in the Division of the Humanities in the College of Liberal Arts. The courses offered by the Department of Library Science are designed to meet (1) the need for technically trained librarians in public and institutional libraries; (2) the demand for trained teacher-librarians in public and private schools, colleges,
Training in Asia, the Near East, and Latin America

and universities; and (3) the need for training students in the use of books and libraries. There is a prescribed four-year curriculum in library science leading to the degree of Bachelor of Science in Library Science, with the title of Associate in Arts at the end of the second year. The program can be taken as a minor for those who intend to become library assistants in a small library, and as elective courses for students in English who desire to increase their knowledge of books but who do not intend to engage in library work. The junior college courses include use of books and libraries, and chemical and general bibliography. Senior college courses include elementary reference work; classification, cataloging, shelf-listing and indexing; history, organization, and administration of libraries; chemical and general bibliography; library practice; selection, evaluation, and acquisition of books; advanced reference work; public library service; school library service; library service to children and young people; special library service; college and university library service; and bibliography. The program includes forty-nine units of credit. Graduate courses in library science are not offered in the Philippines, so students go to the United States for advanced degrees in the field. There are many holders of American library degrees in the libraries of the islands as is evident when one visits the public, school, college, and university libraries, and the special libraries in banks, insurance companies, and hospitals. The librarians are dedicated people who have an insight into the value of their work and eagerly seek ways to improve what they are doing.

The second country in the Far East where a great deal of American influence has infiltrated the library field is Japan. Actually, libraries in Japan probably date from “the beginning of the eighth century” though contemporary librarianship probably dates about 1867. As a result of American occupation at the termination of the war, a group of American consultants were sent to Japan to make recommendations for educational changes and library development. R. B. Downs of the University of Illinois Library and Graduate School of Library Science was sent to Japan twice as a specialist to help plan for library development at the national level and for organizing a library school on a sound professional basis. His recommendations led to the establishment of the National Diet Library and the founding of the Japan Library School at Keio-Gijuku University in 1951 under the directorship of R. L. Gitler. An American faculty were selected to initiate the training program and to develop the curriculum patterned
ALICE LOHRER AND WILLIAM VERNON JACKSON

after American library education but modified to meet the local needs of the Japanese libraries.

Takahisa Sawamoto has written a succinct article on "Education for Librarianship in Japan" for use by the Field Seminar study group sponsored by the American Library Association. In this article he traces the historical development of library training in Japan which began with a short course for in-service librarians offered in 1903 in Tokyo under the sponsorship of the Japan Library Association. Up to 1940 "thirty short courses or institutes had been held in various places, of which seventeen had been sponsored by the Ministry of Education, six by local municipal governmental agencies, and six by the Japan Library Association and its local agencies. These were for the most part general in nature, but in a few instances there were lectures on specific reference books or bibliographical surveys of certain subject fields."1

American influence took specific form from 1949 to 1951 with six institutes for library training offered by American professional librarians. Then in April 1951 the Japan Library School of Keio-Gijuku University was established for "full-scale professional training in librarianship at the university level." This does not mean, however, that this was the first university to offer courses in librarianship in Japan nor that it came about through American influence in the beginning. The first course in librarianship goes back to 1917 when Mankichi Wada, professor at Tokyo Imperial University, gave a course under the university's Faculty of Literature. But before 1950 very few universities in Japan had courses in librarianship, whereas today there are over seventy-three colleges and universities in Japan offering "from one to forty-six credit units of library science."10

Many of these courses stem from the passage of the Japan Library Law of April 30, 1950, and the Japan School Library Law of August 8, 1953. As a result of special in-service courses of eight to fifteen units of credit in library science, over 4,800 in-service librarians and 13,000 teachers completed the courses and qualified as professional librarians or teacher-librarians in accordance with the law.11 This sounds impressive, and so it is, but the quality of instruction varied greatly due to the lack of professionally trained librarians to offer the courses, lack of professional tools to use in teaching the courses, and lack of good operating libraries in which to do practice work. Many people in Japan hold the title of a professionally trained librarian without actually understanding what librarianship entails except for the order-
Training in Asia, the Near East, and Latin America

ing and cataloging of books. Actual use of libraries in Japan by stu-
dents and public as it is known in the United States and in Europe
is little understood or utilized by the average person. The partial
answer to this is the lack of fundamental changes in the educational
system of Japan which would require the increased use of libraries
by its students and teachers. Librarians in Japan have little under-
standing of the services that might be made available to either chil-
dren or adults. Many changes have taken place too rapidly and from
outside the educational system for there to be a real understanding
of the benefits these changes will bring. An awareness of this is
taking place in Japan today and steps are being studied to bring
about improvement in services and in the quality of training for the
library profession.

One example is the Library Education Department of the Japan
Library Association, established in 1959, which includes the faculty
of the Japan Library School, teachers of the Ueno Library Training
School, and instructors of the library science courses of Tokyo and
Nihon Universities. It is hoped that standards can be raised in Japan
to place all library education at the university level and eliminate
the training of high school graduates for professional positions. The
Japan Library School at Keio-Gijuku University is the only accredited
library school in Japan and is accredited by the Japan University
Accrediting Association. Unfortunately, graduates of the Japan Li-
brary School holding a university degree have to compete with high
school graduates holding certificates of librarianship issued by the
Ministry of Education. This situation is one reason why the status of
the professional librarian has changed little since Downs made his
report ten years ago. A slight improvement has been seen in recent
years, but the status and salary of the professional librarian are still
very low.

The Japan Library School has a full time resident Japanese faculty
of five, some hold professional degrees from American library
schools, and one or more teach only on a part-time basis. Other schools
usually operate with part-time faculty as evidenced by the fact that
only fifteen out of 142 library science teachers are employed full-
time. Students, including both men and women, are admitted to
the Japan Library School as transfers from reputable universities
and colleges from all parts of Japan. This is rather unusual since
there is little transfer of students from one school to another and
little mobility of personnel from one position to another. Rigidity
of placement creates many problems in the advancement of young librarians, though this is equally true in all professional work. The school, thus is nationwide in scope, and has a curriculum which is part of a regular university course of study leading to a professional degree within the framework of the Faculty of Literature on the Mita Campus of Keio-Gijuku University.\textsuperscript{15}

The curriculum of the school incorporates general education courses as prerequisites to its two year program which are offered during the third and fourth years at the university. Degree candidates must complete, in addition, a total of not less than sixty-four units including thirty units of required courses in library science, at least six units of elective courses in library science, and at least twenty-seven units of elective courses from a pool of courses approved by the Faculty of Literature. Students are also required to complete four units of practice work above the basic sixty-four. Twenty of the required library science units are scheduled for the third year and ten units for the fourth. Required third year courses include libraries, librarians, and society; social (adult) education and the library; classification and cataloging of library materials (Japanese and foreign); informational and bibliographic sources and methods, including reference service; Japanese and Chinese library materials; and book selection and reader’s advisory service. Electives for the third year include audio-visual materials in library service; and history of books and libraries.

Required fourth year courses are organization, administration, and management of libraries; advanced classification and cataloging of library materials (Japanese and foreign); advanced informational and bibliographic sources and methods, including reference service; and library work with children and young people: reading materials. Electives include the school library and its management; advanced library work with children and young people: storytelling, literature; audio-visual materials in library service; library extension: service for rural areas and villages—regional library activity; history of books and libraries; education for librarianship: the library school and its students; and practice and observation.\textsuperscript{16}

Since there is a real need in Japan for improved administration and organization of its libraries, for the development of library services to its patrons, and for reading guidance for children and young adults, there is genuine concern for incorporating plans to strengthen the quality of library education programs to match those offered at
the Japan Library School. More faculty need to be sent abroad for advanced professional degrees, and positive steps need to be taken to differentiate more clearly those persons who are qualified to hold professional positions and those qualified for clerical positions only.

Turning to the second group of countries in the Far East that have regularly established programs of library education, Thailand has a professional program of librarianship offered by the Faculty of Arts and known as the Department of Library Science of Chulalongkorn University in Bangkok. This department was established in 1955 and eight students received the first diploma of library science in June 1956. The present two year program offered by the Department includes eight required courses of twenty-seven credit units in library science: libraries and society; cataloging and classification of Thai books; reference service; selection of library materials; library administration; history of books and printing; and field work. It includes three courses in other subjects totalling four credit units. These courses are spoken English and library correspondence in English; typing in Thai and in English; and business methods. There are also seven courses of electives totalling sixteen credit units, nine of which are required for graduation. These are children's literature; school libraries; literature of the sciences; literature of the social sciences; literature of the humanities; use of books and libraries; and bibliographical and research methods. A total of forty credits are required for a Diploma in Library Science. These courses are offered at the junior and senior level and are incorporated as part of the regular university curriculum. The faculty of the school, including the director, are all part-time but all have received their professional library degrees from accredited American library schools.

Training of librarians in Thailand, which began in 1951, was under the sponsorship of the Fulbright program until 1956. Five American librarians, one each successive year, directed the program in its initial stages and the influence of this program led to the building of the Chulalongkorn University library and the establishment of the Department of Library Science as a part of the Faculty of Arts. For the first four years, 1951-1955, the courses offered by the American faculty were basic courses in librarianship for practicing librarians in government, public, school, and special libraries. These libraries had recently been organized for use by the government since all educational institutions and all public libraries are under the direct supervision of the Ministry of Education and the government itself. During
the last year of the Fulbright program the American lecturer offered
the four basic courses for practicing librarians and the course on cata-
linging and classification of English books. Since that time the in-
service training program has continued under the sponsorship of the
Thai Library Association, and the basic courses are taught in Thai
by professionally trained Thai librarians on a part-time basis.

The entire program reflects the American pattern of library educa-
tion and is a fundamentally sound program. Its major weaknesses are
the lack of a full-time faculty to direct the program and the small
student enrollment. Few professional tools are in the Thai language
but since English is a required subject this handicap is not as great
as in other countries.

In addition to the program of library education offered at Chula-
longkorn, many Thai students receive professional training in the
United States under the Fulbright scholarship program or the con-
tract plan which Indiana University Library School has with the Thai
government. The latter students are sent to Indiana University for
a year and a half to two years for the completion of a master’s de-
gree. This program is fulfilling the great need for professionally trained
librarians and as long as it continues it will add greatly to strengthen-
ing librarianship in Thailand.

The Republic of Indonesia has also recently established a program
of library education. The first library school was opened in Djakarta
on October 20, 1952, under the name Kursus Pendidikan Pegawai
Perpustakaan which translated means: “Course for the education
of library personnel.” The program was designed to train assistant li-
brarians for university, faculty, governmental, departmental, state,
public, and other libraries.

The need for library education was recognized by the government
when academic study and research was developed in Indonesia after
it had gained independence. Ministries, universities, and other insti-
tutions soon realized the value of well organized and well selected
libraries and sent their library personnel for training in library
service.

The program consists of two years study for students with high
school diplomas. It is not yet affiliated with the university as a regular
department although plans for such a change are being recommended.
This would do much to strengthen the school but it must be recog-
nized that until very recently only a few Indonesians were able to
secure college or university degrees so that university requirements
would limit the number who could qualify for admittance to the school. In time this situation will take care of itself. In-service training for those in the field is now being conducted by the library school.

The Indonesian Library School is currently directly responsible to the Libraries Bureau of the Ministry of Education and does not have academic status. The present building, which is semi-permanent, has a practice room, a library, two large lecture rooms for one hundred students, plus two smaller rooms. The enrollment, however, is limited to thirty because of lack of sufficient full-time faculty. A diploma is awarded to those finishing the program.

The curriculum includes bibliography; ordering, acquisition, book selection; cataloging; classification; reference material and information work; organization and administration of libraries; graphica; history of libraries, books, and printing. Subsidiary courses include languages (Indonesia and English are required, French and German are electives, as is Sanskrit or Arabic); copyright law; cultural history; introduction to general knowledge; palaeography and archives; and practice work. A final examination and a paper related to library science are also required.

The pressing problems faced by this Library School relate to status, lack of materials on library science in English or in translation, lack of full-time professionally trained staff, and lack of university affiliation. The problem of instructors with professional training will probably be solved by the various programs to send librarians to the United States under I.C.A. and Asia Foundation grants, and to New Zealand and Australia under the Colombo Plan. Unesco has also played a part in sending librarians abroad for training. Realizing that librarianship is a relatively new profession in Indonesia they have come a long way in planning for the future, and eager young librarians are working together and with their students to solve many of their own problems.

Taiwan has a population of ten million and in addition attracts eight thousand overseas Chinese students from Hong Kong, Macao, Vietnam, Indonesia, Thailand, Singapore, Malaya, North Borneo, and other Asian states to attend its many universities and upper middle schools. The standard of living is the highest in the Far East and is on a level with Japan and the Philippines. The educational facilities are among the best in that part of the world. Libraries are to be found in universities, high schools, elementary schools, and there are hundreds of public, provincial, and county libraries throughout
the island. Yet with all these high standards, the number of professionally trained librarians is comparatively small. To meet this challenge for trained personnel, the very active and alert Library Association sponsored a three month workshop for library workers in 1956 and summer workshops have been sponsored since by the Ministry of Education and the Library Association. The 1959 workshop was visited this year by one of the present authors and after meeting the students and talking with the librarians of the Library Association one would have to concur with W. A. FitzGerald, who spent two years as a library consultant in the I.C.A. Overseas Chinese Education section, in his statement that “Taiwan, from a library point of view, is one of the leaders in the Orient, and, as time progresses and as it continues to improve its collections and its library education, its influence should spread the objectives of good library service throughout Asia.”

With the unsettled conditions of the island due to its nearness to the mainland of China it is unlikely that plans will be concluded for establishing a regular library school in Taipei, yet there is a need for a library school which could maintain high standards of excellence.

Although accurately the Crown Colony of Fiji Islands does not fit into this chapter yet, one of the authors was asked officially to visit the librarian of the Ramakrishna Library at Nandi to discuss the problem of library education and American assistance. The population of the colony is about 350,000 and, except for Japan, the colony has the highest literacy rate in the Afro-Asian group. The Suva City Council Library is the oldest library on the island and was probably established in 1901 though it has not had a continuous history of existence. Its present holdings are 15,000 volumes. There is also the British Council Library, the Indian Commission Library, three subscription libraries in Suva, the Ramakrishna Library at Nandi which was started in 1927, a small library of recreational reading at Levuka, and departmental libraries of the Fiji government and training college. Some of the private schools also have small collections of books useful to teachers and students. There are no facilities for university education in Fiji so students have to go abroad for higher education and many go to Australia.

Only one librarian has had professional training, and this was obtained in the first training class of S. R. Ranganathan in India a number of years ago. There is an awakening interest in library development on
Training in Asia, the Near East, and Latin America

the island and there is a great need for in-service training of the staff. Due to the chaotic state of library organization at the present time it has been recommended that outside professional help should probably be brought to the island to establish a workshop training program for the practicing library staff members. It has been further suggested that one or probably two persons might profitably be sent to Hawaii for two years of training. The University of Hawaii is proposing an International College for the Center for Cultural and Technical Interchange between East and West in Hawaii. This is to be a new college at this University. This program includes library training as a part of its curriculum. Their proposal recommends “an enlarged library science program [that] could make a contribution to the proposed East-West Center by training both Asian and American students. Particular attention might be given to the need for trained workers in adult education and in library service in rural areas.”

The curriculum would include library participation; the library in teaching; reference materials; book selection and reading guidance; cataloging and classification; administration of school libraries; library internship; children’s literature; adolescent literature; and audiovisual education; promoting library use; advanced technical processes; and a seminar in school library problems.

This type of program of library education for students from the Far East holds many possibilities and has many advantages. The University of Hawaii “faces Asia like an open door of welcome to the United States, through which in both directions pass some of the most thoughtful and imaginative people and ideas of East and West.” Transition in climate, culture, educational methods, and language would often be much easier than adjustment to life on the mainland of the United States. Many students who lack educational background to enter the advanced program of library education offered in the American library schools could take the two year undergraduate program and receive an academic degree that would mean much upon their return home. Those students who show promise of profiting by further advanced work in library education could be encouraged by scholarships and grants to continue for the masters degree at an accredited library school. This would solve many of the problems of the professional schools that are unable to grant degrees to foreign students who come inadequately prepared. Also the program at the University of Hawaii could more easily be tailormade to fit
the needs of the librarians from countries where library programs are on a much smaller and simpler scale than that found in many American libraries. Course adaptations could be more easily worked out and be justified in classes where the majority come from countries with similar problems of newly developing libraries. The expense of the program would be considerably less and the practical application and implication of classroom theory could be more meaningful to the student. It is to be hoped that this exciting program will soon become a reality and not just a proposal.

Two countries in the Near East deserve mention. In Egypt, Cairo University established in 1951 a Department of Librarianship and Archives. Its four-year course has about sixty students currently enrolled, but until the present few of them have come from other Arabic countries. The curriculum there includes bibliography, administration, descriptive cataloging, archives, classification and subject cataloging, and courses on Arabic and European reference books.

In Turkey a library school was created at the University of Ankara in 1954. As in the case of the Japan Library School at Keio-Gijuku University, it received financial assistance to begin the program; the Ford Foundation made three grants from 1954 to 1958. Comparing it with the Japanese school, Downs noted that it has suffered from a lack of sufficient teaching staff. Organized at the undergraduate level (like its counterpart in the Orient), it has concentrated its professional courses in the third and fourth years of university study; the curriculum includes an introduction to librarianship, courses on the history of books and printing, administration, reference and bibliography, cataloging and classification, manuscripts, periodicals and serials, methods of investigation, children’s libraries, school libraries, public libraries and college and university and research libraries. The current enrollment is about 100.

As happened in Japan, the American Library Association was asked to assist in the establishment and direction of the school. After Downs set up the school a series of Americans have served two-year terms as directors, while an advisory committee of American librarians was appointed.

Education for librarianship in Latin America traces its history nearly fifty years. Apparently the first formal training took place in 1912 in Mexico, where E. A. Chávez gave a course to the employees of the Secretariat of Communications and Public Works. However, Brazil possesses the oldest program which has operated continuously
Training in Asia, the Near East, and Latin America

since its founding—that at the National Library, which began in 1915. Eight years later the Faculty of Philosophy and Letters at the University of Buenos Aires began to include library science courses in its program of studies leading to the doctorate. However, not until the 'thirties did training for librarianship begin to make real progress in Latin America; the movement has grown steadily since then. A recent compilation shows that there are forty-five schools and courses operating at present in Latin America; in 1958 they had 173 teachers and 1,616 students. Brazil and Argentina lead with eleven and ten programs respectively; Venezuela has four; Colombia, Cuba, and Mexico three each; most other countries have a single institution, while there are none currently operating in Bolivia, Costa Rica, Haiti, Honduras, Nicaragua, and Paraguay. The following discussion comments first on Brazil and Argentina, where progress has been rapid in recent years.

Most observers of the Latin American library scene would agree that the most advanced state of library training is now found in Brazil, the region's largest and most populous country. Of the eleven schools and courses there are three in São Paulo, two in Rio de Janeiro, and one each in major population centers ranging from Recife on the north to Porto Alegre on the south. The Brazilian Bibliography and Documentation Institute (I.B.B.D.), founded in 1955, offers special courses in bibliographical research in the sciences and in special library administration. It also aids library development in other ways.

Although the National Library offered courses in librarianship as early as 1915, training along modern lines dates from 1940, when the Escola de Biblioteconomia of the Escola Livre de Sociologia e Política was established in São Paulo. The A.L.A. administered a Rockefeller Foundation grant of $27,500 for staff salaries, scholarship aid, and the preparation of materials. This five-year grant enabled the school to proceed with its plans from 1943 to 1948. Its faculty, the majority of whom have been trained abroad, give courses composing a two-year program. This school has been influential in the development of Brazilian library education and has furnished the country not only with librarians but with library science teachers.

Nearly all of the remaining schools are attached to a university, forming part of one of the faculties and at least technically lacking independent status of their own. They operate on the undergraduate level, although recently some have indicated that they wish to give
work at the graduate level. The curricula are limited in the number and variety of offerings, but one generally finds courses in cataloging, classification, reference, administration, and the history of the book. Student bodies are small (they usually range between twenty-five and fifty). Most of the schools are marginal operations; they run on limited budgets, have very small quarters, and in only a few instances have an adequate professional library. Although quite a few of the teachers have received excellent training in the United States or elsewhere, their contribution to library education is limited, because they are usually part-time, giving one or two courses in addition to other jobs they hold in libraries (or sometimes in business). Yet the elements for a first-rate program of library education exist in Brazil, probably more than in any other Latin American nation. Certainly the size of the country calls for the training of librarians on a really professional basis, especially since the Inter-American Library School, even when it fulfills its potential, will probably not attract students from Brazil the way it will from other Latin American countries.

Perhaps the best indication of the relative maturity of Brazilian librarianship is the proposal to regulate library training by national law, as is now done for other professional fields. The Second Brazilian Library and Documentation Congress, which met in Salvador in July, 1959, devoted much of its attention to a consideration of certain aspects of this proposal, because such a law would presumably specify the duration and at least part of the curricula of library science courses.

In spite of the number of schools and the general awareness of librarianship as a profession, an acute shortage of trained staff for libraries continues to prevail in Brazil. In an attempt to meet some of the country’s needs a series of short courses, generally for persons already working in libraries, has taken place over the years in such smaller cities as Curitiba, Manaus, and Natal, as well as in Rio de Janeiro and São Paulo. The most recent of these attempted to meet the special requirements of the libraries of the American-Brazilian binational centers. Twenty-six persons from twenty-three of the larger centers attended this introduction to the field, which was sponsored by the American Embassy and U.S. Information Service. Classes taught by two American librarians met eight hours a day for two weeks of intensive work. It is hoped that in-service training for these special librarians can continue.44

Of all the Spanish speaking countries in South America, Argentina
Training in Asia, the Near East, and Latin America

occupies first place in regard to the quality of education for librarianship. Such training is, however, highly concentrated in Buenos Aires, where three institutions—the Museo Social Argentino, the University of Buenos Aires, and the National Library—currently offer programs of study. However, that of the Museo, which began in 1936, for six years comprised only a single course. In 1942 C. V. Penna became director; the number of hours of class were increased, enrollment grew, and the two-year program came to include four courses (library administration; introduction to librarianship and history of the book; cataloging and classification; reference and bibliography), all of which began in the first year and continued in the second.45 Penna gathered a faculty that consisted of the most outstanding figures in Argentine librarianship. However, in recent years the impact of the Museo on library education has declined; its program, while retaining the essential lines of the previous period, now includes several general cultural courses.46

The University of Buenos Aires established a program of library training in 1922—one of the oldest in Latin America, but one which made relatively little contribution to the profession, because it consisted primarily of work in the classics. A change approved in 1949 introduced modern technical subjects into a three-year program, of which the first consisted of four general courses: introduction to literature, introduction to philosophy, introduction to history, and introduction to library science. The second year offered bibliography (first course) and cataloging and classification, while the third included bibliography (second course), bibliography and library administration. Latin and Greek were required all three years.47 Revisions of this program, undertaken in 1952 and 1955, substituted a modern language for the Greek and Latin requirement, introduced two more general cultural courses in the first year’s studies and left all professional work for the second and third years. Further modifications took place in 1958; the general cultural courses were changed and two new professional courses added (introduction to technical processes and documentation), while the content of others was revised. The curriculum now consists of fifteen courses (some one quarter in length, others two); it remains three years in length, but courses for each year are no longer specified; instead, a series of prerequisites has created a sequence of offerings in two areas: (1) technical services and (2) reference, bibliography, and documentation.

The most recently created institution for training in Buenos Aires
is the National Library School, established in 1956 and housed in the National Library. Designed primarily to offer in-service training for the present staff of that institution, it operates on the sub-collegiate level. The following comprise the courses: first year—introduction to library science, library administration I, cataloging and classification I, reference I; second year—history of the book, library administration II, cataloging and classification II, reference II, and panorama of culture. A third year was planned but has not yet been given.48

Although the programs just discussed have evolved from different origins and at least theoretically attempt to meet different needs (exemplified by varying entrance requirements—the Faculty of Philosophy and Letters requires entrance examinations in a language and in general background as well as completion of secondary school), the outside observer cannot help but wonder whether the resultant dispersion of teachers and facilities (the most notable collection of library science materials in Argentina belongs not to one of these schools but to the Library Institute of the University of Buenos Aires) has deprived Argentina of the chance to have one really first-rate institution for library training.

The growth of library education outside of Buenos Aires has failed to match the pace of the capital. Although courses are given in La Plata and other cities, no school exists elsewhere. As a consequence, library development in such important provincial centers as Córdoba, Rosario, Mendoza, and La Plata lags because of the lack of opportunities for training. Efforts to resolve this situation have not, as yet, resulted in a permanent training agency in any of the provinces. Córdoba offers the most promising situation, because the University there has made plans, with the advice of one of the present writers, for a library school within its Faculty of Humanities, but the school has not yet begun operations.

As in Brazil, there is a growing demand for some training for persons already working in libraries; in recent years numerous short courses, in some instances taught by visiting American librarians (e.g., at the University of Tucumán in 1956), have attempted to meet this demand. In Córdoba a more ambitious project took place from 1957 to 1959 at the Instituto de Intercambio Cultural Argentino-Norteamericano (I.I.C.A.N.A.), the American-Argentine binational center. A three-way program consisted of an elementary training course (repeated several times), an advanced course given by a visiting American librarian and the formation of a professional library.49
Training in Asia, the Near East, and Latin America

Turning now from Brazil and Argentina, the Latin American countries with the most advanced level of library training, to the other republics, one finds that the pattern of development exhibits many similarities. The first training provided has generally taken the form of the short course, a number of which were offered in the 'forties. Three of them, given in Bogotá, Quito, and Lima, benefited from the cooperation of the A.L.A.50 The first of these, consisting of a six-week course and aided by a grant of $9,250 from the Rockefeller Foundation,51 offered training in the Colombian capital during July and August of 1942. Although the seventy-nine students represented all types of libraries, twenty-five came from the National Library. Instruction in Quito, given in March and April of 1944, resembled that in Bogotá, but only twenty-two students completed the course, while there were thirty-three enrolled in Lima.52 In Peru the program aimed at training persons for positions in the National Library rather than at giving instruction to those already working in libraries. Not only did it extend over a six-month period (January-June 1944), but it encompassed a more nearly complete professional curriculum. The offerings in all three cases stressed technical processes, with the greatest number of class hours being devoted to cataloging and classification; the only other course common to the programs was library organization and administration. Quito and Bogotá included book selection, while Quito and Lima offered reference and bibliography. The greater amount of time available in Lima permitted the following additional courses to be offered: Peruvian, Spanish-American and Spanish bibliography; children's libraries; history of the book in America; and paleography.

Short courses have also taken place in other countries—e.g., Bolivia and Costa Rica.53 While there is no doubt that they have played a part in improving library service in these countries, they have probably made a genuine contribution to library education only where they have led to the establishment of permanent programs or of library schools. As a result of the progress in library education in the past twenty or thirty years, today the majority of the Latin American republics have a library course or school. As they have developed, these courses and schools have tended to share some common characteristics with their Argentine and Brazilian counterparts. They have varying admission requirements, but generally require graduation from secondary schools; they are usually incorporated into educational institutions (although in degree of autonomy some approach
independence); and they exhibit great similarity in their courses of
study. By way of summary, one might note that in a recent analysis
of Latin American librarianship Penna made the following general
observations about training in the field. First, no legislation regulates
the courses in library science and gives standing to the titles and
diplomas obtained from them. Second, the various schools base their
offerings on the same fundamental library knowledge, although their
curricula vary somewhat. Third, library education still concerns itself
only with basic training; it has not yet begun to deal with planning,
problems, and possibilities of each nation's library development.

Marietta Daniels points out that one of the fundamental needs of
library service in this area of the world is an increased number of all
types of opportunities for training librarians (schools, short courses,
seminars, meetings, internships, etc.). Penna goes further and sug-
gests that, in regard to library schools, it is necessary to determine
(a) the number and location of schools in each country, (b) the
difference between those which will prepare fully trained librarians
and those which will merely train library assistants, (c) the curricula,
number of class hours, laboratory work, etc., that each type of school
should encompass, and (d) the inclusion in library legislation of
regulations for schools, including the entrance requirements, titles to
be awarded, and certification of librarians.

The preceding pages have reviewed the present status of education
for librarianship in three major areas: Asia, the Near East, and Latin
America. The discussion that follows offers general observations on
library training in relation to these regions and attempts to point out
factors that should be considered in planning for the future. It is
obvious that the needs for library training in these newly developing
countries are so great that no one method offers a way of meeting
them all, and it is quite beyond the realm of practicality to suppose
that all persons needed for library work in these nations could or
should be sent for training to countries with advanced library de-
velopment. Several obstacles to such a course exist, even if it were
desirable on theoretical grounds. The first is the problem of cost. It
is expensive to bring foreign library leaders and students to the
United States, Canada, or one of the western European countries.
Second, there is the language problem. Not everyone needing train-
ing knows English, French, or other western European languages, nor
is this knowledge necessary in all cases. Third, the needs of newly
developing countries are not such that everyone requires the advanced
Training in Asia, the Near East, and Latin America

training given by countries with more advanced library services. At best, then, programs of study abroad “can actually train directly only a relatively limited number of persons for professional library positions in any one country.”

Therefore, most students have to receive their training in their own country. The most important question that arises in this area is the matter of library schools. As has already been pointed out, some countries (e.g., Argentina, Brazil, Japan, and Thailand) already have one or more library schools and/or a number of other library training institutions, but some may be below a desirable qualitative standard. In such cases, the problem faced is how to improve them so that they can make the necessary contribution to rapid library development in their country. In countries presently lacking library schools the question of whether such institutions should be created inevitably arises. The establishment of a library school in a newly developing country calls for careful evaluation of all relevant factors. A preliminary survey should consider such questions as the present and potential need for librarians, the curriculum required to train them, and the question of affiliation for the proposed school. The implications of staff and financial needs should be carefully examined. The matter of quarters, equipment, and professional tools should also be considered. Here the services of an impartial, outside surveyor seem to be called for, if a thorough and objective analysis is to be made. Such experts can often be secured through programs of technical assistance of individual nations or international agencies. If a favorable report is made, the way may be cleared for further action.

In this connection, Downs has made a number of observations about America's role in establishing library schools abroad. In general, one might summarize his views as favoring university affiliation for library schools, and as requiring a sufficiently large American faculty for five years, after which qualified nationals could gradually replace it. He suggests that the special financial obligations of such a program might be met by a foundation or by governmental support. He further recommends advisory assistance from local and foreign groups interested in the project, the latter to be achieved preferably by an official connection with A.L.A. through a regularly constituted committee, which is “advantageous from many points of view.” The following chart summarizes pertinent facts about the Japan, Turkish and Inter-American Library Schools—the three most conspicuous examples of American aid to date. In connection with a
school it should be pointed out that it is unrealistic to assume that
the level of training for librarianship can be markedly different from
that of other professions; if schools of law and medicine function on
the undergraduate level, library schools will necessarily conform
to the pattern. Here, too, the economic factor deserves consideration:
financial rewards of librarianship in most newly developing countries
would not justify training on the postgraduate level.

LIBRARY SCHOOLS ABROAD RECEIVING AMERICAN
FOUNDATION SUPPORT

<table>
<thead>
<tr>
<th>Date Established</th>
<th>Japan Library School</th>
<th>Turkish Library School</th>
<th>Inter-American Library School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliation</td>
<td>Keio-Gijuku University</td>
<td>University of Ankara</td>
<td>University of Antioquia (Medellin)</td>
</tr>
<tr>
<td>Source of Support</td>
<td>Rockefeller Foundation</td>
<td>Ford Foundation</td>
<td>Rockefeller Foundation</td>
</tr>
<tr>
<td>Total Grants Announced to Date</td>
<td>$202,800</td>
<td>$231,975</td>
<td>$323,000</td>
</tr>
<tr>
<td>Level of Instruction</td>
<td>Undergraduate</td>
<td>Undergraduate</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Length of Course</td>
<td>2 years</td>
<td>4 years</td>
<td>3 years</td>
</tr>
<tr>
<td>Present Number of Students (Approximate)</td>
<td>51</td>
<td>100</td>
<td>*</td>
</tr>
<tr>
<td>First Director</td>
<td>Robert L. Gitler</td>
<td>Robert B. Downs</td>
<td>Gaston Litton</td>
</tr>
<tr>
<td>Some American Faculty?</td>
<td>yes (now visiting only)</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Scholarships Available for Study in U.S.?</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

* Classes suspended during 1959.

Library schools are not, of course, the entire answer to the question of training within a country. In the sense that library schools cannot turn out enough persons to bring about modern organization and service in their country’s libraries until they have operated successfully for some years, they look more to the future than to the present. Other devices, such as the short course, the institute, and the in-service training program, must be used to give some technical preparation to the untrained persons who staff most of the libraries in the newly developing country. Short courses given in Latin America, Japan (1903), the Philippines (1914), and Thailand (1951) and more recently in Formosa and Indonesia, have provided the only formal training that many librarians have ever received. Such courses usually extend from two or three weeks to two or three months. In the case of Fulbright lecturers the work has often lasted the better part or all of an academic year, and there are numerous instances of this. In Latin America it is often possible to secure a Spanish-speaking American librarian for special assignments of this kind, but in other parts of the world an interpreter is sometimes required.

Although attendance is voluntary, the large enrollments and generally enthusiastic participation of the students testify to the value of such courses. Because of the great needs of the students the short courses usually encompass the entire gamut of the field—library objectives, selection and acquisition, cataloging and classification, circulation, reference, quarters and equipment. Occasionally it is possible to offer courses devoted exclusively to a subject such as the two month course in reference service given in Córdoba, Argentina, in the summer of 1958. Clearly there is a need for additional courses in such areas as book selection, cataloging, and public relations. It may be possible for the expert who is advising a country or an institution on library development to give such a course in conjunction with his other duties. The contribution of the short course to the long range development of a country’s library services may be limited, but it is important in meeting immediate needs for improved library organization and services.

Related to the short course are the seminars and lecture series which have been undertaken under the auspices of the Fulbright programs and Rockefeller Foundation. The recipients have often presented the only up-to-date information on American librarianship available in the country in question.

The availability of the necessary professional tools relates directly
ALICE LORHER AND WILLIAM VERNON JACKSON

to the success of education and training in the field of library science. Collections of professional literature adequate for teaching purposes—necessarily including large quantities in English—rarely exist in the foreign library school. Problems of exchange have complicated obtaining publications from the United States, but not enough effort has been made to discover potential sources of these publications. These include the local U.S.I.S. branch which usually has a book presentation program, special grants on a non-recurring basis from the local government, and such philanthropic organizations as the Asia Foundation. Certain publications are available on request. Unesco book coupons will help to solve problems in soft currency countries, while in other cases it is necessary to face the reality that dollars must be obtained. However, careful analysis of needs and good selection policies usually reduce the number of tools necessary.

Obtaining essential tools in English solves, of course, only part of the problem. There remains the larger issue of the problem of translation and adaptation of such tools into the language of the country. In the case of a language spoken by many millions of persons (e.g., Spanish, Japanese, Arabic), this is much less of a problem than in the case of languages used by relatively few people (e.g., Thai and Tamil). Some basic tools like the Library of Congress Rules for Descriptive Cataloging and the Vatican Code have appeared in Spanish and Portuguese editions. At least one recently published cataloging textbook, Thelma Eaton’s Cataloging and Classification, has been published in Spanish and Thai editions. Several professional tools also have been translated into Japanese.

Works written in foreign languages often draw heavily upon American and British predecessors. Bibliographies of available titles, both original and translated, exist in a few cases. More compilations of this type should be undertaken so that each newly developing country can recognize what is available for training librarians in its own and related languages. The number of journals available in the languages of newly developing countries is increasing rapidly. As an indication of this one might cite the appearance of the first Arabic periodical in the field in 1958.

However, in many instances sufficient tools for teaching are not available. Library schools need to produce their own texts and syllabi, but this requires full time faculty, not the part-time teachers found in a number of countries. Such programs have begun already at the Japan Library School and at the Inter-American Library School. The
Training in Asia, the Near East, and Latin America

Pan American Union is also stimulating the preparation of a new series to be known as "Manuales del Bibliotecario." Already under preparation are a dictionary of library science terminology and a manual on book selection and acquisition.63

Similarly library meetings can contribute, in the broader sense, to the training of the individual librarian. In newly developing countries they do not generally take place as frequently and as regularly as do the meetings of the A.L.A. and the Library Association. However, in recent years at least thirty-seven have taken place in Latin America alone; many of them have resulted in published recommendations.64 Such recommendations, especially those dealing with the status and training of librarians, may shape the pattern of education for librarianship in the country in question. For example, the Japan Library Association has a long history (it was inaugurated in 1893), and the Japan School Library Association celebrated its decennial anniversary in August 1959. Both associations have been active supporters of library training programs and at the annual meeting of the Japan Library Association in May 1959 a new Library Education Department was inaugurated to undertake problems similar to those of the Library Education Division of A.L.A., with special emphasis on "a required course in elementary librarianship in colleges and revision of the library laws."

The Thai Library Association came into existence during the Fulbright program of library education, 1951–56, and has participated in offering short courses since the end of the Fulbright program. Members have also been active in translating library tools and in developing a union catalog. Librarians of Indonesia also carry on a program of meetings for its members. Many of the librarians of Indonesia have recently returned from professional training especially in the United States, in Australia and New Zealand as a result of the Colombo plan.

Before turning to the question of sending for training and education persons from newly developing countries to the United States, the United Kingdom, or other countries with highly advanced library development, it might be well to consider an intermediate possibility—library schools attempting to serve the needs of countries in a given region which are similar in library and general cultural development and which use the same language. Latin America offers an interesting example of such a school which aims at preparing "professional librarians with sufficient academic background and technical knowledge to direct and administer libraries of all kinds." 65 Assisted by a three-
year grant of $58,000 from the Rockefeller Foundation and affiliated with the University of Antioquia in Medellin, Colombia, the Inter-American Library School opened in February 1957 with thirty-five students from three Latin American countries. An International Advisory Committee determined the School's objectives, planned its curriculum and nominated its first director.66 (See chart p. 264.)

The School requires graduation from secondary school for admission and thus operates on the undergraduate level; the Advisory Committee therefore felt that the curriculum should combine cultural and professional courses. The first year's work emphasizes the former through survey courses in the history of civilization, philosophy, universal literature, social sciences, natural and physical sciences, and art; it contains only two introductory courses in library science (history of books and libraries; introduction to library organization and services). The second year consists of a group of core courses in library science: book selection; cataloging and classification; reference; bibliography and bibliographic services; library administration; serial publications; national bibliography; and the library in society. The third year's program contains courses like those offered by the graduate library school in the United States—e.g., government publications; problems in reference; problems in technical service; education for librarianship—and some special offerings—e.g., "the planning, activation and reorganization of library services" and "Planning the use of national resources of materials in libraries, archives and other information centers." The language of instruction is Spanish, but the study of foreign languages receives considerable emphasis during the first two years; courses in English, French, Italian, and German are required.67

The original plan envisaged a publications program aimed at producing first the syllabi and manuals needed for the School's courses (of which several have already appeared) and then studies helpful for the development of library service in Latin America. The School has already formed an excellent professional library.

It is too early to assess the permanent effect that the Inter-American Library School may have on library training in Latin America. After a successful beginning, internal difficulties at the University of Antioquia resulted in the suspension of classes during 1959. As a result, the third year's courses have not yet been offered.

The library training program in Taiwan attracts Chinese students from Hong Kong and other areas of the South East, while the schools
in the Philippines and New Zealand and Australia attract English speaking students from Indonesia, Ceylon, and Cambodia. Certainly a regional plan of library training offers countries lacking a school the possibility of sending their students for training designed to meet the special needs of libraries in an area and of doing so at considerably less cost than would be required for study in the United States. The prospect of several such schools—one to serve the Arabic speaking countries of the Near and Middle East and one or more to serve perhaps Southeast Asia and Western Africa—offers an interesting possibility for speculation. Would they contribute more importantly to education for librarianship in their respective areas than would a series of isolated and probably marginal schools? Is a common language an essential ingredient to their success? Is the support of philanthropic foundations necessary in their creation? Can the matter of local pride and the feeling that the country with the school has an unfair advantage prove insurmountable obstacles? What are the special contributions that such a school can make?

To send students abroad for training has been perhaps the traditional way for newly developing countries to obtain librarians. They have previously sent them to countries in western Europe, but in recent years an ever increasing number has come to the United States. Such students often lack the background—both formal and informal—of American students entering graduate school. The foreign student often faces problems in obtaining the master's degree. Because the role of the returning student includes helping to create a higher academic and professional status for libraries and librarians, the prestige of a degree from an American school is a not insignificant element in the benefit he hopes to derive from his stay in the United States. Therefore, whenever possible the student from overseas should be chosen from among those who can meet the admission requirements of library schools organized within the framework of graduate colleges.

Because many foreign students are not accustomed to the level of work required of the American graduate, and because of problems in adjustment, understanding English, etc., the student must often reduce his study load to two-thirds or three-fourths of a regular program. In such cases, he should receive encouragement to remain the additional semester or summer session necessary. For students whose lack of educational background precludes candidacy for the master's degree, the possibility of taking enough undergraduate courses (in
library science and other disciplines) to obtain the bachelor’s degree should not be overlooked. Some library school faculty feel that a certificate might solve this type of problem.68

In addition it might be wise to consider another possibility as a transition step for some students from Asiatic countries who find adjustment to western culture, climate, and food a bit difficult and whose academic background might not be adequate for admission to the graduate program of library science. It is suggested that enrollment at the undergraduate level library school at the University of Hawaii might prove most helpful for many of these students. A year in Hawaii would make adjustment easier for those who then could be recommended for further graduate study in a library school in the United States.

Another side of the question of improving education for librarianship in newly developing countries is the training of the library science teachers themselves. Most newly developing countries lack enough technically and professionally trained people, and this is as true of librarianship as it is of other professions. Many of the students from Asia who receive professional library degrees from American schools find that they are drafted to teach library science courses immediately upon returning home. Often such students have not expected to teach and had no experience in working in or visiting American libraries after finishing their degree. They lack experience and maturity to develop sound courses of librarianship with the necessary modifications needed for their country. Although many existing schools and courses suffer from a lack of qualified staff, there are, nevertheless, some excellent teachers in most areas and others who could become excellent teachers and library school administrators with a little more training and guidance; still other librarians could and should be brought into the teaching of library science.

In general, how to help strengthen the training program for future teachers of library science is a serious problem in most foreign countries. The Department of Cultural Affairs of the Pan American Union recently made a proposal for providing advanced training for Latin American teachers. The project suggests bringing five different groups of persons—a total of approximately 125—to an American library school for three separate special programs within a three year period. The three programs would be first, an advanced course for teachers and directors of permanent university level professional library science schools. Its objective would be to provide these persons with an
Training in Asia, the Near East, and Latin America

opportunity to observe the rapid changes in library procedures and teaching methods that have taken place outside their own countries in recent years and to engage in supervised research. The second course would be for teachers of basic training courses in library science, in an attempt to satisfy the urgent need for providing some elementary or basic types of instruction for persons now working in libraries, most of whom have sub-collegiate educational background. The third course would provide an opportunity for training teachers for specialized library and documentation organization and services. In order to provide an ample number of well trained teachers of library science it is planned to repeat the first and second courses, once the initial cycle has been completed.69

This project offers very interesting possibilities of attacking the problem by raising the professional level of the teachers. Since each teacher will presumably reach large numbers of students, it is not difficult to justify the expenditure of time and money that the project will require. If such a plan could be carried on for other areas of the world such as Asia, Africa, and the Near East, a real contribution to the development of libraries could be made, although the repercussions would not, of course, be felt for some time.

Occasionally special types of training have been available in the United States. Leadership grants and special field seminar programs have brought and continue to bring many Japanese educators and librarians to America for two to six months study of libraries and library schools. In the spring of 1957 and 1958 the United States Information Agency sponsored a ten week training program for local librarians in binational centers in Latin America. Professionally the programs aimed at introducing these librarians to the goals of library service as practiced in good American libraries and at exposing them to various technical processes of library science which can be adapted to the needs of binational center libraries and Japanese libraries. The Latin American program consisted of eight weeks of classes at the Department of Library Science of Catholic University of America and two weeks of practical experience and visits to libraries and related institutions. Ten librarians participated in 1957 and eight in 1958. They came from Argentina, Bolivia, Brazil, Chile, Ecuador, El Salvador, Guatemala, Honduras, Mexico, and Peru. Both Catholic University and the Information Agency felt that the program succeeded in widening the vision of and inspiring the participants to search for means of making their binational center libraries more effective. As
anticipated, a number of these grantees are no longer working in the libraries from which they came. Some teach English in the same centers, while others have resigned completely, but those who remain are among the most effective of the librarians in these institutions.

Finally, many students and librarians from overseas wish to visit libraries in countries like France, England, and the United States. Such visits are often scheduled without a clear conception of the benefits to be derived and fail to take into account the needs of the individual. One librarian from Latin America visited 150 libraries during a ninety day stay in the United States! Those who have worked closely with foreign students realize the great benefit to be gained from such visits, but at the same time feel strongly that an extensive number of visits to libraries consisting of one or two days each does not constitute a meaningful experience for a person from overseas. It would seem far wiser for him to remain in one or two of these libraries a week or longer. Not only will this afford him an opportunity to see and to participate in daily operations, thus putting in practice some of what he has learned in library school, but it will help give him the necessary background for visits to other libraries. Such assignments should not take place in the largest libraries, which provide situations that differ radically from anything likely to be found in newly developing countries. Instead, the small and medium libraries can provide a context of experience which bears some resemblance to the situation in which the foreign student will find himself upon returning to his homeland. It is essential, then, to have careful planning in scheduling the visits of these persons to American libraries.

Clearly the newly developing countries of Asia, the Near East, and Latin America need trained librarians who can improve and expand their library services. What are the implications of the previous discussion for the government officials and educators who are responsible for securing such persons? Acceptance of their responsibility requires a course of action; it calls for analysis of the country’s needs for library services and the human resources with which to meet these needs; it calls for a realization that just as needs vary in level and type, so the possible ways of meeting them differ one from another. The first step involves the selection of the individual who is to receive training. Factors to be considered in this choice might include the following points.
Training in Asia, the Near East, and Latin America

CHECK LIST FOR SELECTING PERSONS FOR LIBRARY SCIENCE TRAINING

1. Personal factors
   a. Leadership potential
   b. Adjustment potential
   c. Ability to influence others
2. Scholastic factors
   a. Learning potential for library science
   b. Foreign language skills
   c. Formal educational background
3. Professional factors
   a. Leadership in the library profession
   b. Standing in the library associations and groups
   c. Ability to teach library science to others
   d. Role in library education
4. External factors
   a. Time available for training
   b. Funds available for training

Once the individual has been selected, attention must be given to the program which offers the greatest potential benefit. Factors such as the following might affect this decision.

CHECK LIST FOR PLANNING PROGRAMS FOR LIBRARY SCIENCE TRAINING

1. The type of training
   a. Study for a degree in library science
   b. Other formal study
   c. Internship and/or work experience in a library
   d. Visits to and/or observations of libraries
2. The place of training
   a. In his own country
   b. In another country within the region
   c. In a country with advanced library development
3. The period of training
   a. Short term (less than six months)
   b. Medium term (six to twelve months)
   c. Long term (one year or more)

The interplay of the ten factors above produces a total of thirty-six
combinations, from which the one best suited to the individual and to the nation's needs must be selected. To do so is not an easy task, especially when those who make the final decision often do not themselves have great familiarity with library education.

It is significant that the governments of newly developing countries are recognizing, in increasing numbers, the importance of libraries and library education. If they select wisely the persons to receive library training and plan carefully the programs of training they receive, libraries will make a significant contribution to the development and progress that will take place in the future.

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10. Ibid., p. 4.
11. Ibid., p. 2.
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Training in Asia, the Near East, and Latin America

ADDITIONAL REFERENCES


