



Latin America

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THE TERM "LATIN AMERICA," as used in the title of this article, is a geographical expression, meant to embrace all western hemisphere territory south of the Río Grande. It thus includes the eighteen Spanish-speaking republics in the Caribbean, Central and South America; Brazil; Haiti; Puerto Rico; the newly independent, English-speaking nations of Jamaica and Trinidad; and the dependencies of France, the Netherlands, and the United Kingdom in the Caribbean area.

Although this survey could not attempt to present a historical discussion of how education for librarianship came to its present state in each of these countries, it does sketch briefly the main lines of development in the largest republics (e.g., Argentina, Brazil, Colombia, and Mexico). Its chief objective, however, is to present the current picture of education for librarianship in this area; since such training is now centered in library schools, they receive the chief emphasis. No attempt is made here to describe the extensive number of short courses, workshops, and lecture series which have taken place in Latin America, although in many cases they have laid the foundation for the permanent library training program that was to follow.

This paper consists of two parts. The first is a survey, area by area, of the present state of education for librarianship in Latin America, while the second comprises an assessment of the overall situation, as seen by this observer, with some glances in the direction of possible future developments.

Anyone consulting the most readily available list of library science programs in Latin America, the *Guía de Escuelas y Cursos de Bibliotecología en América Latina*¹ (published in 1959; a new edition is in preparation) might come away with the impression that forty-five

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permanent schools and courses is a goodly number. Yet we need to remember that many of the programs listed consist in reality of a single course of basic training (usually with heavy emphasis on cataloging and classification) rather than the body of courses which compose the curriculum of a library school in the United States, that there is a total population greater and growing more rapidly than that of the United States, that distances are great (for example, 4,633 miles from Mexico City to Buenos Aires), and that this is an area in which five languages are utilized (English, French, Spanish, Portuguese, and Dutch).

Anyone interested in education for librarianship in Latin America soon confronts a serious problem: the lack of accurate and up-to-date detailed information. A Rockefeller Foundation grant to the Inter-American Library School at the University of Antioquia in Medellín to conduct a detailed study of the teaching of library science in Latin America will, it is hoped, alter this. The first phase of the project calls for the preparation of national reports on library schools and courses, present number of librarians and their training, estimated number and kinds of librarians needed in the next ten years, etc. Later phases provide for the analysis and evaluation of the methods and materials used in various courses and for the development of plans to achieve what is required.² Although the entire project has moved more slowly than anticipated, the first phase has resulted in the accumulation of considerable data on the historical development and present state of library training in Latin America. When the report on this part of the project appears, it should make available for the first time a considerable body of detailed information.

Brazil

A review of education for librarianship in Latin America might well start with Brazil, unique not only because it is the largest and most populous country in the area, but also because it is the only nation whose cultural and linguistic heritage comes from Portugal. Although a 1910 law provided for the first library science course in Brazil, it was not until 1915 that instruction actually began in the National Library. There were, however, few students from 1915 to 1922, when the program was discontinued, not to be re-established until 1931. The course of study was reorganized into two-year program in 1944 and lengthened to three years in 1962. In this period the School has had over 1,000 students.³

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Brazil's second library school, in São Paulo, had its origin in a course created in 1936 by the city's Department of Culture. In 1940 it began to operate in association with the Escola de Sociologia e Política de São Paulo, and in 1943 became a school within the larger enterprise.⁴ The American Library Association administered a Rockefeller Foundation grant of \$27,500 for staff salaries, scholarship aid, and the preparation of materials; this five-year subsidy furthered the School's development from 1943 to 1948.⁵ A 1960 reorganization raised the work to university level. Approximately 600 persons have completed its programs.

Graduates of these two schools provided the early leadership in Brazilian library education and have been instrumental in founding additional courses and schools. At present these amount to nine, located in the following cities: Bahia (founded in 1942), São Paulo (at the Catholic University, founded in 1944), Campinas (1945), Porto Alegre (1947), Recife (1950), Belo Horizonte (1950), Curitiba (1952), Rio de Janeiro (at the Santa Úrsula Institute, founded 1957) and São Carlos (1959).

Although most of these schools began with a loose administrative connection with the local university (often being attached to a faculty, which likely as not accepted the library course as a favor on the part of the dean), others (e.g., Belo Horizonte) lacked even this affiliation and existed as more or less independent organizations with some type of sponsorship (e.g., National Book Institute). As time passed, more of them achieved recognition as a regular school within the university (all except those at São Carlos and the National Library are now parts of universities or other institutions of higher learning). This assures them of independent status, equal to that of other schools (which are generally bodies that report directly to the Rector or to the University Council). It is interesting to note that the proposal to establish library training at the University of Brasília as a faculty rather than school, if it becomes a reality, may set in motion a new trend in the administrative structure of Brazilian library schools. On the other hand, the present status has not as yet brought with it adequate quarters and financial support. Nearly all schools operate on limited budgets and have very small quarters (sometimes only a single office, classrooms being those available in the same or another building).

The executive officer, who may be designated Director or Coordi-

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nator, is generally elected for a stated term, following the custom of Latin American universities.⁶ Although many of the faculty members have had advanced training (usually in the United States), their contribution to library education is more limited than it should be, for they are nearly always part-time instructors, giving one or two courses in addition to other positions they hold in libraries (or sometimes in business).

Another very important trend in Brazilian library education concerns curriculum; it has gradually come to include more general cultural courses (especially in the first year) and, since about 1959, has moved from a two- to a three-year program. Tables I to III summarize the current offerings of nine schools. At first glance one feels that there is wide variation in these curricula, but closer examination reveals that differences in organization and nomenclature account for much of the apparent lack of uniformity. In the first year's offerings, for example, cataloging and classification, reference and bibliography appear in every program; introduction to culture (literary, artistic, philosophic and/or historical) appear in all but that of the National Library. All nine programs contain cataloging and classification (as two subjects) in the second year, and all but the National Library include a course in administration; most schools have one or more cultural courses, but these decrease considerably in the third year. At this point the course common to most curricula is documentation. However, as one might expect of the most advanced level, the variation is greater than that of the two previous years. Finally, it should be pointed out that a course which appears in one school's first year program may occur in another's second or third year (and vice versa). The growing interest in documentation in Brazil has led some schools to change their names to School of Librarianship and Documentation.

All Brazilian schools presently operate on the undergraduate level, but there is a growing interest in graduate work, and it is only a question of time before one of the existing schools or a newly established one will offer more advanced work. In this connection, one should mention that the Brazilian Institute of Bibliography and Documentation (IBBD), founded in 1955, has offered special courses in bibliographical research in the sciences (diplomas awarded to 101 persons up to 1961)⁷ and in special library administration. Whether such courses should continue, if a graduate library school comes into being, remains a question for the future.

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TABLE I

Courses Taught in Nine Brazilian Library Schools

FIRST YEAR	School								TOTAL	
	São Carlos	Santa Úrsula	Curitiba	Recife	B. Horizonte	Porto Alegre	Campinas	São Paulo		Bib. Nac.
Paleography	x							x		2
Cataloging	x	x	x	x	x	x	x	x		8
Classification	x	x	x	x	x	x	x	x		8
Reference and Bibliography	x	x	x		x	x	x	x		7
Historical Culture	x							x		2
Artistic Culture	x				x			x		3
Port. and Brazilian Literature	x									1
Binding	x									1
Introd. to Literary and Artistic Culture		x	x				x			3
History of Books and Libraries		x			x		x		x	4
Apologetics and Constitu. of the Church		x								1
Organiz. and Admin. of Libraries		x	x		x	x	x	x	x	7
History of the Book				x		x				2
Introd. to Philosophic Culture				x						1
Reference				x						1
Organization of Libraries				x						1
History of Literature					x					1
Introd. to Historic and Social Culture						x				1
English							x			1
Literature								x		1
Introd. to Cat. and Class.									x	1
General Bibliography									x	1
Technique of Reference Service									x	1

SOURCE: Unpublished data collected for the Inter-American Library School's study of library science teaching.

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TABLE II
Courses Taught in Nine Brazilian Library Schools

	<i>School</i>								<i>TOTAL</i>	
	<i>São Carlos</i>	<i>Santa Úrsula</i>	<i>Curitiba</i>	<i>Recife</i>	<i>B. Horizonte</i>	<i>Porto Alegre</i>	<i>Campinas</i>	<i>São Paulo</i>		<i>Bib. Nac.</i>
SECOND YEAR										
Specialized Bibliography	x							x	x	3
Cataloging	x	x	x	x	x	x	x	x	x	9
Classification	x	x	x	x	x	x	x	x	x	9
Organiz. and Admin. of Libraries	x	x	x		x	x	x			6
Book Selection	x									1
History of the Book	x		x			x		x		4
Psychology	x									1
Social Sciences	x							x		2
Binding	x									1
Bibliography and Reference		x	x		x	x				4
Introd. to Historic Culture		x								1
Catholic Dogma		x								1
Introd. to Philosophic and Scientific Cult.			x							1
History of Books and Libraries					x		x			2
Introd. to Artistic Culture					x					1
History of Literature					x					1
Bibliography				x						1
Administration				x						1
Introd. to Literary and Artistic Culture				x		x				2
Psychology of Human Relations				x						1
General and Specialized Bibliography							x			1
Paleography							x			1
Organiz. and Technique of Documentation									x	1

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TABLE II—Continued
Courses Taught in Nine Brazilian Library Schools

	School								TOTAL	
	São Carlos	Santa Úrsula	Curitiba	Recife	B. Horizonte	Porto Alegre	Campinas	São Paulo		Bib. Nac.
SECOND YEAR										
Introd. to Historic and Social Culture							x			1
Organization								x		1
Literature and Literary Bibliography									x	1
Psychology								x		1
Introd. to Historic and Sociological Cult.									x	1

SOURCE: Same as Table I

In spite of the problems that exist, there can be no doubt that education for librarianship in Brazil has made great progress in recent years—perhaps more than in any other country in Latin America. Good leadership from directors of libraries and library schools, discussion of library training at the four Brazilian Library and Documentation Congresses, and the work of the Federation of Brazilian Library Associations (FEBAB) have all contributed to this development.

Argentina

The Museo Social Argentino in Buenos Aires began library training in 1936, but for six years a single course constituted the program. However, when Carlos Víctor Penna became director of the course in 1942, he instituted a number of changes, including the addition of a separate course in cataloging and classification. The number of hours of class were increased, and enrollment grew. Penna recruited an outstanding faculty which offered four courses (library administration, introduction to librarianship and history of the book, cataloging and classification, and reference and bibliography) constituting a two-year program. From 1937 to 1944 there were 230 graduates of the Museo's course.⁸ Unfortunately, in later years the impact of the Museo on library education declined.

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TABLE III
Courses Taught in Nine Brazilian Library Schools

THIRD YEAR	School								TOTAL	
	São Carlos	Santa Ursula	Curitiba	Recife	B. Horizonte	Porto Alegre	Campinas	São Paulo		Bib. Nac.
Documentation	x		x	x		x	x	x		6
Cataloging of Special Materials	x							x		2
Public Relations and Prof. Ethics	x									1
Scientific Culture	x									1
Philosophic Culture	x									1
Photoreproduction of Documents	x									1
Introd. to Philosophic and Scientific Cult.		x				x	x			3
Documentation and Bibliographic Method		x								1
Cataloging		x			x	x	x		x	5
Classification		x			x	x			x	4
Book Selection and Reading Guidance		x								1
Organiz. and Admin. of Special Libs.		x					x			2
Catholic Morals		x								1
Cat. and Classif. of Special Materials			x	x						2
Public Relations and Publicity			x							1
University and Special Libraries			x							1
School and Children's Libraries			x							1
Bibliography and Reference					x					1
Organiz. and Admin. of Libraries					x					1
Technique of Documentation					x					1
Specialized Bibliography				x						1
Selection of Bibliographic Material				x						1
Book Selection						x		x		2

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TABLE III—Continued

Courses Taught in Nine Brazilian Library Schools

	School								TOTAL	
	São Carlos	Santa Ursula	Curitiba	Recife	B. Horizonte	Porto Alegre	Campinas	São Paulo		Bib. Nac.
THIRD YEAR										
Public Relations							x			1
Professional Ethics							x			1
Introd. to Philosophic Culture								x		1
Specialized Classification								x		1
Organization								x		1
Introd. to Philosophic and Artistic Cult.									x	1
Paleography									x	1
Documentary Reproduction									x	1

SOURCE: Same as Table I.

One of the oldest programs of library training in Latin America (established in 1922) exists at the University of Buenos Aires. For many years it prepared few people, because the curriculum emphasized training in Greek and Latin. The introduction of modern technical subjects dates from changes instituted in 1949, when a three-year program was established. The first year 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 year consisted of bibliography (second course), and bibliology and library administration. Latin and Greek continued to be required.⁹ Revisions of this program, undertaken in 1952 and 1955, substituted a modern language for the classics, 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 in later years have resulted in a program of eighteen courses—five cultural and thirteen professional. Introduction to history, history of literature, of philosophy, of science and of art compose the first group, while the latter consists of introduction to librar-

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ianship, three courses in cataloging and three courses in classification, library administration, reference, documentation, history of the book, and two courses in bibliography. In addition, the student must pass three courses in English before enrolling in his ninth course and three courses in French before graduation. Although the total program now lasts three years and leads to the title of "University Librarian," courses for each year are not specified. Plans for the future call for the addition of a degree (*licenciatura en bibliotecología*) to be awarded after four years of study, consisting of the three-year program described, four additional specialized courses, a thesis, and a period of internship.

The library program is not organized as a separate school, but operates within the Bibliographic Department of the Faculty of Philosophy and Letters, with the head librarian as director. There is a faculty of seven (including the director)—certainly one of the best qualified groups of library science teachers to be found in Latin America; in addition, three others direct the laboratory sessions (*trabajos prácticos*). Most of the faculty graduated from the Museo course under Penna, but they have continued to improve their academic backgrounds through additional study. With the cooperation of the American Embassy, all but one have spent time observing libraries and library schools in the United States. Moreover, this group has probably made more contributions to professional literature than any other library school faculty in Latin America.

Unfortunately the program has supplied only forty-six librarians to the country since 1932, and present enrollment amounts to twenty-seven. This low figure may be partially explained by the fact that the program operates completely on the university level; the admission requirement is the same as that of the Faculty itself. It would seem wiser to utilize this course more intensively than to multiply the number of library schools in the country; if scholarships were available it should be possible to attract students from the provinces (and from neighboring countries which do not have library schools).

The main library of the Faculty has greatly strengthened its library science holdings in recent years, and students also have access to the best collection in the country—that of the University's Library Institute,¹⁰ located not far from the Faculty—and to the American materials in the USIS library.

The National Library School, created in 1956 and housed in the National Library, is designed primarily to provide in-service training

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for the staff of that institution. It offers a two-year program on the sub-collegiate level. Courses offered are: first year—introduction to library science, library administration I, cataloging and classification I, reference I; and second year—history of the book, cataloging and classification II, reference II, and panorama of culture.¹¹

The situation outside of Buenos Aires is not nearly so good as that in the capital, and the lack of opportunity for training has unquestionably hindered library development in such provincial centers as Rosario, Córdoba, Mendoza, and Tucumán. In recent years short courses (e.g., those given at Tucumán, Mendoza, and Rosario), in some instances taught by faculty from the program at the University of Buenos Aires or by a visiting American librarian, have provided in-service training of one or two months' duration. Only in Córdoba is there a permanent school. An elementary training class given from 1957 to 1959 at the Instituto de Intercambio Cultural Argentino-Norteamericano, the American-Argentine binational center, and a more advanced course given by the writer demonstrated the potential for a school in the interior of the republic. At the same time a small collection of books in the field was gathered¹² in the hope that it could form the nucleus of a professional library for the library school which by this time the University of Córdoba was planning to establish. Following discussions in July and August of 1958 and further planning within the University, the school opened in January 1960. Secondary school graduation is required for admission, and the title of "Librarian" is awarded upon successful completion of the course of study, submission of a paper, knowledge of a foreign language, and internship in a library. The first year of study consists of the following courses: introduction to knowledge (a general cultural survey), introduction to librarianship, cataloging and classification I, organization and administration I, and bibliography and reference I; the second year—history of the book, cataloging and classification II, bibliography and reference II, organization and administration II, and relations with readers.¹³ The initial enrollment amounted to twenty-nine, of whom eleven graduated two years later; the present student body numbers twenty-three in the first year and five in the second year.

Colombia

Many Colombian librarians received their training in Bogotá in 1942, when seventy-nine students (of whom twenty-five came from the National Library) completed a six-week course.¹⁴ The program,

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aided by a grant of \$9,250 from the Rockefeller Foundation,¹⁵ provided instruction in cataloging and classification, book selection, and administration.

Over the years other short courses have taken place (several in the National Library) and a library school operated for some time at the Colegio Mayor de Antioquia in Medellín, but the Inter-American Library School at the University of Antioquia in Medellín constitutes the most important effort in education for librarianship in this country. Opened in 1957, the school aims at preparing “. . . professional librarians with sufficient academic background and technical knowledge to direct and administer libraries of all kinds. . . .”¹⁶ An International Advisory Council planned a three-year curriculum combining both general cultural and technical courses. Despite a promising beginning the newness of the intensive course and of the library profession itself in Colombia, together with a series of internal difficulties at the University of Antioquia, led the Council to recommend suspension of classes during the year 1959. However, with the assistance of the Council and the full support of the University administration, the School was able to reopen in February 1960 and thus completed a total of five academic years in December 1962. It is obvious that, under these circumstances, the year 1960 represented a second beginning, or at least a period of transition (it has been the subject of a detailed report);¹⁷ the present discussion therefore centers on the current picture.

The School now operates under an International Executive Council consisting of seven members who represent the following organizations: University of Antioquia, National University Fund, Colombian Library Association, UNESCO, Organization of American States, American Library Association, and the School's alumni. The Council names the School's director, who is, ex-officio, its secretary, and who has major responsibility for all operations. Aiding him is the Head of Instruction (*Jefe de Estudios*) as the person in charge of the overall academic program.

From its inception the School has drawn financial support from three sources: the University of Antioquia, the National University Fund, and the Rockefeller Foundation, which made an initial three-year grant of \$58,000. Subsequent grants (making a total of \$355,450) continue the Foundation's support through 1965.¹⁸ These funds provide for the salaries of the Director, Head of Instruction, and teaching personnel from outside Colombia as well as for the development of

the professional library and for the purchase of needed equipment; the School receives the funds from the Foundation after the International Executive Council approves the budget prepared by the Director. The University of Antioquia has provided for items not covered by grants (chiefly salaries of local teachers); in addition, the university supplied capital funds for leasing and equipping the present quarters of the School (1960) and later for purchasing them (1962). The National University Fund supplies scholarships for Colombian students.

The original curriculum developed for the School envisaged a three-year program operating at the undergraduate level and built around one year of general cultural studies to provide a foundation for later professional work, a second year with basic courses in library science, and a third year consisting of more advanced professional studies. This concept has remained unchanged, although substantial modifications did take place in 1960 and slight changes since then. The present program consists of the following: first year—survey courses in the history of civilization, philosophy, universal literature, social science, natural and physical sciences, fine arts, and intensive training in English, with two general courses in librarianship (history of books and libraries, and library organization and service); second year—two courses each in cataloging and reference, general bibliography, a composite course in librarianship, and continuation of English; third year—problems in cataloging and classification, methods of research, specialized bibliography, university and special libraries, school and public libraries, documentation, teaching methods, planning library services, and German, to which should be added the preparation of a thesis.¹⁹

The thesis is required for the professional title of *licenciado en bibliotecología*. As a guide for the preparation of the first group of theses, a provisional list of topics which might prove suitable and a manual of style were prepared to aid students.²⁰ Topics frequently chosen have been indexes of various Colombian scientific journals, translations and adaptations of library science works published in English, and compilations of lists, guides or directories of Colombian librarians or publications. An annotated list of the theses prepared for the first two years has appeared.²¹ On the whole, these studies correspond more to bibliographical essays or to term papers prepared in North American colleges and universities than to original investigations. The place of the thesis in the school's curriculum might be de-

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financed as an opportunity for the student to prepare a detailed study of some aspect of librarianship and to demonstrate his ability to assemble, organize, and present information and ideas in acceptable written form.

The School's greatest problem was and continues to be to secure a competent faculty for library science courses; from the outset it was apparent that for some years teachers would have to come from outside Colombia, but securing such persons has not proven easy. Visiting professors have remained in Medellín for periods of two months to more than an academic year. While recognizing their contribution, the International Executive Council and others associated with the School have long realized that it must ultimately have its own permanent faculty of qualified Latin Americans, drawn largely from its own graduates. This of course can become a reality only as graduates have both several years' experience and advanced training in the United States; consequently, only recently has sufficient time elapsed for some steps to be taken in this direction, and the 1963-64 academic year will find five graduates studying at various library schools in the United States. The School's faculty now consists of twenty-two persons for both cultural and professional courses (nearly all of the former are part-time instructors from other faculties of the University).

The School began operations in 1957 with an enrollment of thirty-five; there were fifty-one when it reopened in 1960; the current figure is sixty-five. More important than the growth in quantity is the fact that the School now attracts more qualified students than ever before. A considerable amount of effort has gone into recruiting, both through programs of visits to the secondary schools (*colegios*) and through publication of various pamphlets and brochures on librarianship as a career. An increased number of applications each year would seem to indicate that the campaign has been at least partially successful. Additional scholarship funds are needed, because those supplied by the National University Fund are limited to Colombian students. If the School is to be inter-American in fact as well as name, it must be able to offer financial assistance to students from the other Latin American republics.

In the past three years the professional library²² has grown from 1,900 volumes to 4,400 and the number of serials currently received from 300 to 1,100. In its early years, the library did not receive the professional guidance required, but now one of the School's own

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graduates holds the position of librarian. From its beginning the School has engaged in a program of extension activities for the in-service training of librarians. In 1960 it sponsored two workshops—one for the librarians of the U.S.-Colombian binational centers and one for the librarians of the Colombian universities' medical faculties. In 1962 a full-time person to plan and arrange extension programs joined the staff, and under her direction a meeting of Colombian agricultural librarians took place from July 30 to August 17 of that year. The most ambitious program of this nature to be undertaken has been announced for 1963: a special course for medical and agricultural librarians, scheduled to run from July 22 through November 30. One might question to what extent such extension activities divert the School's limited personnel from their regular teaching duties.

The publications program includes a library accession list (*Boletín de Adquisiciones de la Biblioteca*) which also contains brief news items, an annual catalog (*Prospecto para el año de . . .*), course outlines and syllabi, recruitment brochures, and miscellaneous items. The School has as yet been unable to issue any monographs or studies which embody the results of research done either at the School or elsewhere in Latin America. However, the three-year research and study program on the teaching of library science (described at the opening of this article) will probably result in a series of publications, in addition to an overall report.

An account of the training of librarians in Colombia is being prepared for submission as a doctoral dissertation at the School of Library Science, Western Reserve University. The author, Richard Krzys, gathered material during the course of a Fulbright grant to Colombia and anticipates completion of his study, entitled "Education for Librarianship in Colombia," in 1963.²³

Other Countries in South America

The remaining seven countries in South America fall into two groups: those with a permanent library course or school and those without. The former group embraces Chile, Peru, Uruguay, and Venezuela; the latter, Bolivia, Ecuador, and Paraguay.

The present library school in the University of Chile had its origin in 1946 when courses were initiated with the assistance of a Rockefeller Foundation grant.²⁴ Originally operated by the Central Library, the school has become a part of the Faculty of Philosophy and Education. The curriculum adopted in 1961 provides for a three-year pro-

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gram, of which the first two are common to the Central Department of Philosophy and Letters. In addition, in the second year the student also takes the first four professional courses (history of books and printing, administration, methods of investigation, and introduction to librarianship). Seven professional courses (three or six hours each, for a total of thirty hours) compose the third year: administration, bibliography, selection and acquisition, reference services, cataloging and classification, documentation, and an elective chosen from university libraries, service to children, and service to young people. The title awarded upon successful completion of this program and a six-month internship is "Librarian." The total enrollment for the three years now exceeds 100.

In 1962 plans were under discussion to add a fourth year to this program, which would provide an opportunity to obtain a degree in librarianship (*licenciado en biblioteconomía*). The plan submitted to the University Council for approval called for an additional year of course work, a thesis, and final examination; it provides that the course work be divided with approximately one-third in library science, one-third in a subject specialization, and the remaining third in library science applied to the specialty chosen. Candidates for the degree must have had a minimum of two years of professional experience.²⁵

Peru's National School of Librarians came into being after the fire which almost completely destroyed the National Library in 1943. Its initial purpose was to train a professional staff for the National Library, and the first program consisted of a six-month course, from January to July 1944. All but six of the initial group of thirty-three students received certificates.²⁶ The school has continued, and it operates as a special section of the National Library, under the general supervision of its director, but with a full-time inspector in charge of daily operations. The School's quarters on the fourth floor of the National Library are quite satisfactory; the School has an office, two class rooms, and a library.

The course of study, extended first to two years and then to three, is as follows: first year—introduction to universal history, introduction to universal literature, introduction to the history of art, history of Peru, bibliography of Peru, introduction to social sciences, history of books and libraries, history of Peruvian and American literature, introduction to library organization and administration, and English; second year—history of Peru, bibliography of Peru, reference, types of libraries and their services, cataloging, classification, English,

Latin, introduction to paleography and archives; third year—critical readings, cataloging, classification, selection and acquisition of books, history of Peru, bibliography of Peru, introduction to the history of science, bibliographical technique, conservation and restoration of books and manuscripts, and basic documentation. The Peruvian history and bibliography courses cover the pre-history and Inca periods in the first year, the colonial period in the second, and the national period in the third. Classes meet from one to four hours weekly (cataloging, classification and reference fall in the latter group). To obtain the title of "Librarian" requires the successful completion of this course of study, practice work, and approval of a thesis. One hundred ninety-seven persons have finished the course work, but thirty-nine have not yet received their titles because of failure to complete the thesis or other requirements. In 1962 the School's enrollment amounted to thirty-nine.

In Uruguay library training began in 1943, when Arthur E. Gropp, then librarian of the Biblioteca Artigas-Washington, established a school which operated under the auspices of the Association of Engineers of Uruguay until 1945. A Library School was then begun at the University, affiliated with the Faculty of Economic Sciences and Administration; the School is now directly under the University Council.²⁷

The curriculum, revised in 1950 and again in 1961, now includes the following courses: first year—introduction to librarianship, history of books and libraries, cataloging and classification I, bibliography and reference, organization and administration of libraries I, Uruguayan culture, advanced Spanish, English I, a second foreign language (French, Italian, or German); second year—cataloging and classification II, bibliographic methods and national and Latin American bibliography, organization and administration of libraries II, selection of bibliographic materials, technique of social investigation, cultural extension services, English II, and the second foreign language.

Plans approved in 1961 will lengthen the course to three years beginning in 1964, when the following will constitute the final year's work: cataloging and classification III, special bibliography (one course chosen from humanities and fine arts, science and technology, or social sciences), organization and administration of libraries III, statistics, documentation, planning library services, English III, and the second foreign language. In addition to regular class work, two types of practice work are required: regular laboratory periods as a complement to classes; and work in libraries—three months in a gen-

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eral library in the second year, and throughout the third year in a library whose type and specialty conform to the student's interest. Also in 1961 the admission requirement was increased to the title obtained upon completion of the secondary school (*bachiller*).²⁸

There are five professors for the professional courses, and current enrollment amounts to 153. The School has its own quarters which are quite adequate and which house a professional library of about 2,000 volumes. There is a union catalog of library science materials embracing the holdings of ten libraries in Montevideo (including the National Library, USIS, and various faculties of the University); originally compiled as a project of the students of cataloging, it is maintained on a current basis and is a unique tool among Latin American library schools.

Library instruction in Venezuela originated in the course given in the National Library by Ann Gard of the Library of Congress and Blanca Alvarez. In 1948 the School of Librarianship and Archives was created in the Faculty of Humanities and Education, Central University of Venezuela. During its early years the School operated as a two-year course and did not require secondary school graduation for admission; when the entrance required was raised to this level, attendance dropped greatly.

The first year of studies includes English as well as the following general cultural courses: history of culture, introduction to philosophic thought, psychology, history of Venezuela (the first three are courses in the Schools of Letters, Philosophy and Journalism respectively); there are three professional courses: descriptive cataloging, Spanish literature and bibliography, and bibliography of historical sources. The second year contains two cultural (history of Venezuela; history of America) and four professional courses (classification; history of books, printing, and libraries; Hispanic American literature and bibliography; general reference and bibliography—also practice work). Present plans call for the third and fourth years (the former to be given for the first time beginning in October 1963, and the latter beginning in October 1964) and separate programs for librarianship on the one hand and archives on the other. The following are scheduled for the program in librarianship: third year—serial and official publications, bibliography of social sciences, problems in reference service, audio-visual aids, and Venezuelan literature and bibliography; fourth year—library administration, children's and school libraries (optional), scientific bibliography, role of the library in adult

education (optional), book selection, methods of investigation, auxiliary technical services, and history of art. English and practice work continue through both years. Upon completion of the four year program the student will receive a degree (*licenciado en biblioteconomía*). The place of the practice work in the curriculum is still under discussion; there is considerable dissatisfaction with it.

Since the founding of the Library School four persons have served as director: Blanca Álvarez, Pedro Grases, Rafael di Prisco, and Santos Rodulfo Cortés. The faculty numbers sixteen at present—five for professional and eleven for cultural courses. Since the inception of the course, one hundred eighty-three students have finished; the present enrollment is thirty (including seven taking third-year courses under the previous program).

Like so many of the units of the Central University of Venezuela, the Library School suffers greatly from inadequate quarters; the University, planned for approximately 5,000 students, now has an enrollment of 20,000. The School lacks a well-developed professional library; a collection is in process of formation, but the shortage of space will hinder this. The Central Library does, however, contain many basic bibliographic tools, in addition to a good stock in library science. Thus the students have adequate resources available, if not as convenient as a collection within the school would be.

In both Ecuador and Paraguay there have been short courses; in Bolivia, however, it seemed as if a permanent program had begun when in 1957 the School of Public Administration at the University of San Andrés in La Paz commenced a series of short courses, each lasting three months. The School received support from AID through a contract with the University of Tennessee; under this program the American librarian then in residence taught the first two courses and was succeeded by three Bolivians who had received grants for study in the United States. Twelve courses (four basic cataloging and classification, four advanced cataloging and classification, and four general library science) were offered between 1957 and 1960, but unfortunately the program came to a halt with the closing of the School of Public Administration. Enrollment ranged from twelve to forty in each group, and a total of 115 persons received certificates at the conclusion of the various courses. A considerable quantity of teaching materials (some texts in as many as twenty to thirty copies) remains on deposit at the General Library of the University.

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Middle America and Mexico

Moving north from South America, one comes to the area stretching from Panama to the United States. Library education in Panama began in 1941, when the rector of the University, Jephtha B. Duncan, established a school. Due to budget limitations from 1945 to 1949 it operated only in the summers and remained closed during the next three years. However, during this period a course for Central American librarians took place; of 105 enrolled, twenty received a diploma and nineteen a certificate of attendance.

Reopened in 1952, the Library School operates at the University of Panama as a summer school; the complete course requires attendance at three eight-week summer sessions.²⁹ The chief problem stems from the fact that the School runs on a very limited budget; it has not received any outside assistance, except limited donations of professional materials for the small professional library and other collaboration from the USIS library in Panama, and the encouragement of the Panama Library Association. At least one of the professors has a master's degree in library science from an American university, and others have had extensive experience.

No permanent library training program exists as yet in the five Central American nations (Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua). Over the years short courses have taken place in three places (Costa Rica, El Salvador, and Guatemala)—most recently at the University of Costa Rica in the spring of 1962. The Faculty of Humanities of the University of San Carlos (Guatemala) has a library school, but it has not operated with regularity. One interesting development in this area is the Ford Foundation grant of \$120,000 to the Higher Council of Central American Universities (CSUCA)³⁰ "to advise on the development of programs in the basic sciences" at the five national universities and also to "permit the Council to plan graduate professional training in selected divisions of the universities, thus avoiding duplication of facilities and programs."³¹ The Council has already made recommendations along the latter lines in such fields as veterinary medicine and microbiology;³² one of the papers presented at the First Meeting of Central American University Librarians in San José in March 1962, discussed the possibility of a regional library school.³³ The author adduced five reasons in support of such a program: (1) the common characteristics of the countries and the social, educational, and cultural ties linking them, (2) the existence

of CSUCA whose program might be utilized to support the creation and development of such a school, (3) the possibility of reducing to a minimum the time spent at the school, since CSUCA is in a position to determine equivalencies which could be approved in advance, (4) reduction in time and expense because of the proximity of the school, and (5) the role of bibliographic center which the school could play for the five countries, especially since persons from them would eventually form its faculty.

The paper proposes a three-year program, the first and third of which would contain cultural as well as professional courses. The most serious obstacle to be overcome in establishing a school is obviously to secure a qualified faculty. The author is more optimistic than many observers of the library scene would be; a school would have to depend more heavily on visiting professors than she suggests. As a matter of fact, the experience of the Inter-American Library School supports a very cautious judgment of the ability to secure faculty—a problem which adequate financial support alone does not solve.

Several years ago an article traced chronologically the antecedents of the National School of Librarians and Archivists in Mexico City.³⁴ It notes that the country's first school (i.e., course) organized by the National Library opened in 1916 (two courses given for employees of the Secretariat of Communications and Public Works and of the Secretariat of Industry, Commerce, and Labor in 1912 and 1915 respectively had preceded it), but for the next thirty years a series of courses, lectures, and workshops took place at intervals—apparently not on any planned basis. In 1945, however, the present School was permanently established under the Secretariat of Public Education. The program for technical librarians lasts two years and embraces the following subjects: first year—book selection and trade bibliography, history of books and libraries, organization and administration of libraries, Spanish, cataloging and classification I; and second year—bibliographic technique and national bibliographies, reference service and general bibliography, serials and government publications, cataloging and classification II. The master's in librarianship (*maestro in biblioteconomía*) requires an additional year of study (consisting of the following courses: history and bibliography of art, special libraries, audio-visual materials and services, books and library services for children and young people, scientific and technical bibliography and documentation, and special cataloging) and the preparation of a thesis. In its first sixteen years the School had a total enrollment (in

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both library programs, but excluding those studying archives) of 516, with individual years ranging from twenty-five to forty-five;³⁵ recently this has increased considerably and the current figure is 129. Of the grand total 131 have completely finished their studies.

The faculty comes to eight, many of whom have taken advanced studies, traveled to the United States and elsewhere, and written a number of professional articles. Indeed, some regularly attend the meetings of the Southwestern Library Association and the American Library Association, and participate in the Seminars on the Acquisition of Latin American Library Materials. Classes meet daily from five to nine in the evening in the School's own quarters in Mexico City. There is a professional library of about 2,500 volumes, which does not have a regular budget for acquisitions but does receive a number of gifts from faculty, former students, and USIS.

Another library school, founded in 1956, operates within the Faculty of Philosophy and Letters of the National University of Mexico. Like the National School it offers training in both librarianship and archives. A three-year program leads to the title of *licenciado en biblioteconomía*; a fourth year, to the *maestro*.

The Caribbean

The Caribbean comprises the most varied area in Latin America. One finds several independent nations, one commonwealth, and some dependencies of European nations; there are Spanish, French, English, and Dutch speaking populations.

It has not been possible to ascertain the present state of education for librarianship in Cuba, but in 1958 there were three library courses in operation—two in Havana and one in Santiago.³⁶ Instruction at Havana University was provided in summers only from 1946 to 1952, but by December 1950 the University Council approved the curriculum for a permanent library school (a four-year program of general cultural and professional courses leading to the degree of "Librarian" and a two-year program leading to the degree of "Library Assistant"). A 1955 decree granted recognition to the graduates of the School of Librarianship.³⁷

In the Dominican Republic a single course in library science formerly existed. It was planned to start a library school in the Faculty of Philosophy and Education of the University of Santo Domingo during the 1962-63 academic year, but this was not possible.

Training in Puerto Rico has consisted of courses for the prepara-

tion of teacher-librarians, given at the University of Puerto Rico and occasionally elsewhere. Four such courses (organization and administration of school libraries, selection and evaluation of library materials, cataloging and classification, bibliography and reference) were offered during the summer of 1963 in the University's Department of Education. In the past several years the possibility of a library school at the University has been considered, and it has been suggested that such a school might have an affiliation with the closest American institution, that at Florida State University.³⁸

In the British Caribbean, library training has been associated with the Eastern Caribbean Regional Library, established in Trinidad by the British Council and the Carnegie Corporation. As early as 1941 there was a six-months' course which issued certificates of competence. In 1948 the Library set up courses to prepare for the Library Association examinations and provided a tutor for running them. He also conducted correspondence courses for students in the area. In 1957 the Eastern Caribbean Regional Library was combined with the Central Library with a single director in charge of both. Although classes continued, there was no full-time tutor again until 1959, when the governments of Trinidad and Tobago appointed one.³⁹ The position was continued until December 1962, when the library course terminated.⁴⁰ Students in these courses came not only from Trinidad but also from the other islands, especially Jamaica; the enrollment varied from twenty-three in the first year to fifty-seven in the last year. As a result of this program thirty-one persons became Associates of the Library Association. Concurrently the government of Jamaica was providing annual scholarships to enable senior staff of the Jamaica Library Service to attend library school in Great Britain, to take examinations of the Library Association, and to obtain practical experience.

By the late 1950's leaders in the profession urged consideration of more permanent training, either in the form of a West Indian certificate or in the form of a library school at the University of the West Indies. A school, it was felt, might serve the to-be-created West Indies Federation, but when that nation failed to materialize the question of the library school was one of many that necessarily required review and reassessment.⁴¹ Discussion has continued, however, stimulated also by the announcement of the revised Library Association syllabus to be effective in 1964. This will require taking and passing the Part I

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(Intermediate) Examination at one time (four papers of three hours each) and will, in effect, rule out part-time preparation.

There are at present two schools of thought. One favors the continuation, with adequate staff and quarters, of the library school in Trinidad. The school would award its own diploma based on a two-year program limited to work in library science.⁴² The other view suggests the creation of a B.A. (General) degree with librarianship as the principal subject at the University of the West Indies. The course of study would include both library science and a certain amount of liberal arts.⁴³ The Jamaica Library Association and the Jamaica Library Service strongly back the creation of the degree program; the University appears not unwilling, but efforts to secure outside subsidy to finance it have not, as yet, met with any success. The urgent needs of the rapidly developing library services—public, academic, and special—for an island population of about 3,250,000 make it probable that some permanent program will eventually come into existence. Perhaps one of the most interesting aspects of this possibility is that the program evolved may be a combination of the British and American systems adapted to meet the needs of the newly developing area.

The Dutch Caribbean (Leeward Islands, Aruba, Bonaire, Curaçao, Windward Islands, Saba, St. Maarten, St. Eustatius, and Surinam) is an integral part of the Netherlands; the French Caribbean (Guadeloupe and dependencies, Martinique and French Guiana) contains départements of metropolitan France. Therefore, it is not surprising that library training follows that of the respective European countries. No type of library education is presently available in the dependencies themselves. However, some subsidies are available to aid the student to study in France or the Netherlands.⁴⁴

Curriculum, Faculty and Professional Libraries

The preceding pages have summarized the present state of education for librarianship in Latin America. What does the picture reveal about such elements of library training as curriculum, faculty, and professional libraries?

No two programs of study in Latin America are identical, any more than they are in the United States. Even within a single country like Brazil nine schools offer a total of twenty-three courses in the first year, twenty-eight in the second, and thirty-one in the third year. (Tables I-III). Nevertheless, there are many subjects common to the

curricula of nearly all schools—e.g., cataloging and classification, bibliography and reference, history of the book and administration. Moreover, recent curriculum changes seem to be leading toward more, rather than less, uniformity. New courses, like documentation and planning library services, are finding their way into not one but a number of programs. In 1963 a “typical” course of study (if it existed) would last three years, of which the first year would consist of survey courses in the arts and sciences, the second of basic professional courses (cataloging and classification, reference and bibliography, basic administration), and the third of advanced courses (i.e., continuation of those begun the previous year) and specialized subjects (e.g., special libraries, research methods, documentation).

No one would deny the importance of the faculty in any program of professional education, and librarianship is no exception. Yet, in one country after another, library science teachers are under a series of handicaps. Salaries are so low that teaching is of necessity a part-time job. In many cases frequent turnover of personnel results, and even long-time teachers often arrive just in time for the scheduled meetings of their classes and depart immediately thereafter (coming from or going to their other job or jobs). These part-time teachers are usually unable to have anything other than minimal professional contacts among themselves. One of the advantages of the Inter-American Library School in Medellín is that the teachers of professional courses are full-time. If other schools could secure budgets sufficient to permit the beginning of a program of full-time staff, it would constitute an important improvement. Fortunately schools with university connections will benefit from the fact that just such a movement is taking place in many important Latin American institutions of higher learning; it will, of course, take considerable time before the proportion of full-time faculty matches that of the university or college in the United States.

Another drawback is that some persons are now teaching almost exclusively on the basis of their own experience in a single library without the benefit of any advanced study or training, without a clear concept of the theoretical and philosophical bases underlying the subjects they teach, and without any research experience. Obviously there is a need in many Latin American library schools to improve the quality of the faculty. The fellowship programs of the Organization of American States, UNESCO, Fulbright commissions, and the philanthropic foundations afford an opportunity for study in countries with

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advanced library training facilities and systems (e.g., United States, United Kingdom, and France). Such organizations sometimes fail to realize that the recent graduate with little or no experience is not a competent teacher just because he has had a grant to study abroad; in fact, he may lack the professional maturity to adapt, say, an American program to his own country's needs and make the serious mistake of attempting to transplant it.

The Department of Cultural Affairs of the Pan American Union has proposed to attack this problem by providing for advanced training of Latin American teachers. It has suggested bringing five different groups—a total of approximately 125 persons—to an American library school for three separate special programs within a three-year period. The first of three programs would be an advanced course for teachers and directors of permanent university-level library schools. Its objective would be to provide these persons with an 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 type 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 organizations 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.⁴⁵ Unfortunately the project exists only on paper, for no funds have yet become available.

Leader grants made by the Department of State through American embassies have brought a number of Latin American librarians (not all teachers) to the United States in recent years. There is a theoretically great potential in the program, but practically there are many obstacles. In the first place, librarians are of course only one of many professional groups which must, in a sense, compete for a limited number of such grants. Since the country programs of American embassies do not all stress the importance of libraries, it may be that in a given country no librarian receives a nomination for a grant in some years. Moreover, the shifting emphases of such programs (both deliberate and accidental through changes in American cultural attachés) make it difficult to count on completing a plan to send a number of

librarians to this country. The schedule to be followed by such persons while in the United States constitutes still another problem. It is questionable whether the grantee should visit as many library schools and libraries as can be crowded into sixty days. It might be far wiser to restrict the visiting teacher to several schools of different types (one offering the doctorate, one only the master's, and one giving library science at the undergraduate level, for example), so as to leave him ample time to discuss with his counterparts course content, teaching methods, materials needed, work to be done by students, etc. The only school which, to the writer's knowledge, has been substantially aided by these grants is that at the University of Buenos Aires.

Under the circumstances outlined above, it comes as no surprise to learn that the amount of research and writing done by library science faculty in Latin America is quite limited (but, then, the same is true of the majority of American library schools). Lacking time, training, and even the bare minimum of financial support, and the encouragement of the school's administration, these teachers have made a small contribution to research in the field.

Turning from faculty to students, one notes that in 1958 the forty-five permanent library schools and courses had an enrollment of 1,616, or an average of thirty-six students.⁴⁶ Five years later ten of the most important schools reported enrollment of 691, or an average of sixty-nine (Table IV). It is impossible to project these figures so as to include other schools, but it does appear that some increase is taking place. Whether this will actually alleviate the shortage of librarians is difficult to say, because larger numbers are needed to meet Latin America's rapid growth in population.

Another important element in a program of education for librarianship is an adequate professional library. The lack of such resources is one of the greatest weaknesses of library training programs in Latin America. A recent study⁴⁷ of the libraries of twenty library schools in the United States found the median number of volumes held to be 13,212 and the median number of current periodical subscriptions 207. No single collection in Latin America even begins to approach this.

Holdings range from a shelf or two of books to as many as the 4,000 found at the Inter-American Library School. Although they generally include basic titles of American librarianship, the lack of funds has often prevented them from being current. *Library Litera-*

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ture, for instance, may not include the recent cumulations (one rarely finds *Library Science Abstracts*). Apparently only one school counts the published catalog of Columbia's School of Library Service Library among its resources.⁴⁸ English-language materials are, in general, most plentiful, followed by Spanish and Portuguese. Very few titles are available in French, German, Russian, and other languages. Journal files are scattered, incomplete, and frequently not bound. Many schools have various numbers of the *Annual Report of the Librarian of Congress*, but few other annual reports. Audio-visual items are all but non-existent.

TABLE IV
Current Enrollment in Ten Library Schools

Country	Institution	Enrollment			
		First Year	Second Year	Third Year	TOTAL
Argentina	Univ. of Buenos Aires	*	*	*	27
Argentina	Univ. of Cordoba	23	5	-	28
Brazil	Univ. of Minas Gerais	21	11	12	44
Brazil	Univ. of Rio Grande do Sul	46	36	27	109
Brazil	National Library	37	28	-	65
Colombia	Inter-American Lib. Sch.	29	27	9	65
Mexico	National University	15	12	9	41**
Mexico	Nat. Sch. of Librarians and Arch.	*	*	*	129
Uruguay	University	103	50	-	153
Venezuela	Central University	15	8	7	30
TOTAL		289	177	64	691

* Not available.

** Includes five students in fourth year.

SOURCE: Information supplied by directors of the schools, May and June 1963.

Nevertheless, there are elements of strength, in terms of resources in library science available to students. In Buenos Aires, the Library Institute at the University, located near the Faculty of Philosophy and Letters, possesses an excellent collection, strong in long runs of journals.⁴⁹ Also close at hand is the USIS library with good holdings of recent American publications. These three collections supply Buenos Aires with excellent resources. Similarly in Mexico City the USIS library supplements the holdings of the National School of Librarians and Archivists. In cases where a central university library exists (e.g., Caracas), its resources prove helpful. In larger cities the

binational centers provide up-to-date American publications, sometimes given to the library school when the center weeds its book stock. The Rockefeller Foundation grant to the Inter-American Library School includes generous provision for the development of the library, with the result that this collection is probably the best maintained on a current basis. Other assistance in recent years has been limited. As noted, a small collection was formed at Córdoba in anticipation of the establishment of the library school.⁵⁰ Limited presentation funds available under Department of State grants to American specialists have enabled the present writer to supply schools in Argentina, Brazil, Chile, Mexico, Peru, Uruguay, and Venezuela with a few recent American titles (usually not more than 10 or 12 per school). The Alberto Lleras Library Fund, sustained by the Pan American Union Staff Association, plans to devote its funds to the purchase of materials for libraries of Latin American library schools.⁵¹

Defective in resources, library school libraries also lack trained librarians, except in the case of the Inter-American School. Hence much free and inexpensive material cannot be acquired, because no one is available to request it. Quarters are limited, and the small collection is often rather inaccessible, since the school's office or that of a faculty member must house it. On the balance, it is quite clear that the professional collections of Latin American library schools are far weaker than they should be. This makes teaching less effective, hinders student preparation (especially of individual projects), and renders faculty research virtually impossible. The situation demands a concerted effort if improvement is to take place.

Related to the library is the question of professional tools needed for teaching as well as for reference purposes. Since the vast majority of such literature is in English, the question of translation and adaptation arises. Recent years have seen considerable progress in this direction. The Pan American Union publishes the "Manuales del Bibliotecario" series, in which the two most recent titles are translations of Grenfell's *Periodicals and Serials* and Alexander and Burke's *How to Locate Educational Information and Data*. The Regional Technical Aids Center of AID in Mexico City has sponsored Spanish versions of Gardiner's *Administering Library Service in the Elementary School* and Akers' *Simple Library Cataloging*. The fact that many millions of persons speak Spanish or Portuguese makes economically feasible the publication of library science works, provided of course that barriers to their distribution throughout the area can be overcome. Unfortu-

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nately in terms of student use, cost of imported books remains high. For this reason the limited funds for the professional library are often diverted into the purchase of multiple copies of textbooks. Perhaps a rental system could be devised to amortize the cost of such volumes over a period of years without drawing on the money needed for supplementary works and research materials.

Summary

The preceding pages have described education for librarianship in Latin America. In spite of the variation shown from one country to another, it is surprising that in almost every case library training has passed through similar phases. It began with a short course, given to meet the immediate need for organizing libraries and with no thought of continuity. The course became a permanent offering, and the addition of other subjects led to the formation of a library school, which in time came to be affiliated with the local university. The course of study was lengthened first to two years and later to three. This, then, is the present state of most library schools: a three-year program given in the university at the undergraduate level. It now appears that full four-year undergraduate courses culminating in a regular university degree (*licenciatura*) will become rather general within the next few years, but one would be very cautious in predicting the establishment of graduate work.

Since this rapid development has taken place within a relatively short period of time, it is natural that improvement in all phases of library education was not uniform. Many schools, as indicated, suffer from such serious shortcomings as lack of adequate faculty, poor professional libraries, insufficient budgets, and unsatisfactory quarters. It would be impossible to meet the demand for librarians without changes in library education. The answer, to this observer, lies not in the creation of more schools, but rather in the improvement and expansion of those already in existence. A program to raise all library schools to minimum standards and embracing the cooperative effort of the schools themselves, universities, national governments, UNESCO, the Pan American Union, philanthropic foundations, and library schools in the United States could bring about very rapid betterment. As a second step in improving education for librarianship, selected institutions should move into higher-level or more advanced programs. Only a limited number of such schools would be needed, at least in the foreseeable future; this might best be accomplished

on a regional basis, with, for example, the Inter-American Library School serving northern South America, another for Brazil, a third in the Río de la Plata region, and a fourth for Middle America, Mexico, and the Caribbean. Such programs will need to draw on the cooperation of the countries to be served and to respond effectively to their needs, if they are to be truly regional training organizations.

Education for librarianship in Latin America has come a long way in the past fifty years. It enters a new era confronted by the challenge of the great economic, political, and social changes that are sweeping over the lands south of the Río Grande.

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