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## Education for Librarianship—U.S. Assistance

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THE PRIMARY PURPOSE of this chapter is to supply an analytical rather than reportorial review. At some time the hundreds of American efforts to assist library education overseas which were noted in preparing this review ought to be tabulated according to sources of financing (governmental and private), the channels through which assistance was organized (individuals, professional associations, library schools, governmental agencies), the location and nature of the assisted institutions (areas and countries of the world), and perhaps other categories.

This review's omission of these hundreds of small and large efforts should not be interpreted as a judgment as to their relative importance or influence. Scores of Fulbright lecturers have acted as instructors in library science programs around the world, and they continue to be requested. Many United States Information Agency (USIA) and armed service librarians have been drawn officially and unofficially into library training programs in many countries. Almost every individual associated with a library project abroad for any length of time finds himself involved in library education as well.

It is tempting in passing to cite interesting individual unsung efforts, like that of the librarian of the Evangelical Seminary in Puerto Rico, Wilma Mosholder, who used her sabbatical leave to conduct workshops for seminary librarians all over Latin America. But the nature of this review mandated that the main examples drawn on were to be from among those major efforts which are already adequately documented, or about which the author could secure extensive information.

The involvement of the federal government and of American foundations in library education outside the boundaries of the fifty states, though extensive, has not resulted from any key priority assigned to it. Like library development as a whole it has been supported primarily as a peripheral adjunct to other concerns.<sup>1</sup> Programs supported to solve

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some nation's or society's problems many times involve funds for books, journals and other library acquisitions. Heavy burdens are placed on inadequate library facilities, particularly when it is expected that materials will be organized and made available for use. The step from these concerns to that of improving the quality and augmenting the quantity of trained librarians is a small one.

The Peabody project in Korea illustrates nicely a program whose purposes were judged best accomplished by the inclusion of assistance to library education. The contract the Agency for International Development (AID), then known as the International Cooperation Administration, had with Peabody College concerned with upgrading and improving of teacher education in the Republic of Korea, also included assistance to the newly established Library Science Department at Yonsei University, primarily to assure a continuing supply of professional librarians for the more than twenty institutions of teacher education being assisted and upgraded.

Fortuitous circumstances may be involved in the planning of any large-scale programs of assistance. The inclusion of library education in the Korean program mentioned above may have resulted solely from the presence of a library school in the contracting institution, since in similar programs in other countries, whether financed by AID or by foundations, this has not been the case (e.g., the Ford Foundation financed assistance to institutions preparing teachers in Indonesia). Even programs of national library development have not always included library education as a principal ingredient; where it has been so included, success has been noteworthy.<sup>2</sup> Whatever the circumstances, fortuitous or otherwise, which bring their involvement, both the foundations and the U.S. government have been influential "in furthering the cause and growth of library education in many parts of the world."<sup>3</sup>

Five programs of assistance have been chosen for analysis and comment. Each is analyzed for ideas which are generally applicable to programs of assistance. Difficulties in achieving objectives are identified, and an attempt is made to gauge the ultimate success of each program.

*Keio, Japan.* The Japan Library School in Keio University is now twenty years old. It offers a full graduate program, sponsors workshops in various aspects of library and information science, finances visiting professorships, and issues a stream of publications. By any criteria it is an overwhelming success, fully warranting its choice as a model of "how to start a library school."<sup>4</sup> Perhaps it should be noted that the

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Japanese were not in a naive state of library development when the school opened.<sup>5</sup> Japanese students were more sophisticated about the publishing world, and more bookish than students in some underdeveloped countries. And the acceptance of American models in education was at its height at the period of the school's initiation.

The element of success which has been pointed to most frequently is the year-by-year replacement of American instructors by Japanese, ultimately leaving the school with a Japanese faculty which has proved to be quite stable. The very success of the school frees the author to use it to call attention to typical difficulties it has faced and solved—difficulties which would likely be even more accentuated in less successful situations. Such difficulties include the following:

1. *Two Curriculums.* Schools organized in Japan, Taiwan, Korea and perhaps elsewhere in the Orient typically offer two sets of courses—one Oriental, one Western—in bibliography, in reference, and even in cataloging and classification. This situation in part reflects the pattern of organization and use of materials in the libraries themselves.
2. *Inbreeding.* Oriental institutions typically recruit their own graduates into their advanced programs. In programs like that at Keio, the implementation of an American model, which recruits or even favors applicants from other institutions, may be a source of suspicion.
3. *Only American Input.* The nature of financing, planning and personnel recruiting for American-sponsored programs of assistance leaves out the ready use of Indians, British or other non-American visiting professors who might provide a variety of approach, and increase the ultimate acceptability of the program. The author found students in Korea and in Puerto Rico anxious to read the non-American references on his reading lists. The school at Ibadan has made considerable use of non-American, non-Nigerian faculty. The judgment of this author is that there they have been equally as successful as the American faculty, even in implementing the strongly American-influenced objectives of the program.
4. *Conflict with the Library Establishment.* This problem has been identified not only in Japan, but in Korea and Nigeria. A new school, with higher requirements and a longer, more theoretical program of study than the short courses which have gone before, may threaten those already in library posts. The solution is normally that of involvement: consulting with practicing librarians about the program, offering inservice courses or workshops for them, or sending them under school auspices on a study-tour of libraries in the United States.
5. *The Interpreter Problem.* Although students desire to hear English, good interpretation is still essential. At Keio students with experience

in U.S. information centers were used as translators; in Korea faculty colleagues acted as co-instructors and counterparts. The most successful interpreters are those who themselves have a stake in the situation.

*Medellín, Colombia.* Better opportunities for education in librarianship have been of concern to the Rockefeller Foundation since the early 1940s when it provided support through ALA to three short courses in Colombia, Ecuador and Peru. Among several grants, the most substantial (\$27,500) was in support of the Escola de Biblioteconomia of the Escola Livre de Sociologia e Política in São Paulo which is influential in furnishing library science teachers to the other ten schools in Brazil.

The Rockefeller Foundation's major contribution has been aid to the Inter-American School of Library Science at the University of Antioquia in Medellín, Colombia. Although expectations for the school have been high since its opening in 1957, difficulties have been many, and the total achievement of the school has been far less than was anticipated in the program to which the foundation made grants of over half a million dollars.

The most difficult problem of the school has been that of personnel. Special supplementary assistance from the foundation for post-graduate training of potential faculty did little to solve the problem since the majority of the fellows did not remain in their teaching positions for long. Securing visiting faculty from the United States has frequently been on an emergency basis.<sup>6</sup> A comparison with the success of the Japan Library School in building a permanent faculty points up the necessity for careful planning in any program of assistance.

The story of the school has been sympathetically told by Krzys and Litton<sup>7</sup> and by many others associated with the school as advisors and visiting faculty. Four major items of success may be noted:

1. In 1963-64 under the direction of Luis Florin and with Rockefeller funding, three study groups concerned with library education in Latin America met at the school and adopted a set of standards for library education.<sup>8</sup>
2. In 1964 the program was upgraded from three to four years.
3. In 1965 the school was made an integral part of the university with which it had been affiliated, with the university assuming responsibility for the general education component of the curriculum.
4. The school, so long dependent on foundation grants, has secured permanent funding from the Organization of American States. Perhaps such financial sponsorship will serve to make the school more truly inter-American and less Colombian than it has been in the past.

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*Ibadan, Nigeria.* The Institute of Librarianship, University of Ibadan, Ibadan, Nigeria was financed from 1960-1968 by the Carnegie Corporation of New York, with a total expenditure approaching \$300,000. The foundation, in fact, initiated the school in 1957 by financing a survey of libraries and librarianship in British West Africa by Harold Lancour, who strongly recommended the establishment of, and foundation support for, a school in West Africa, preferably at Ibadan.<sup>9</sup> The choice of Ibadan was fortunate, since Ford Foundation support for several other schools and departments was secured independently, placing the library school in a rapidly developing university.

In ten years, even with the interruption of the civil war, the school has made phenomenal progress, graduating around 100 librarians. It has moved from a semi-autonomous state to incorporation in the permanent structure of the university, within the faculty of education. Assurance of its continuance has been provided by the National Universities Commission and the university. Nigeria has been closely tied to British education tradition which places education for librarianship along with most professional and technical education outside the traditional university structure. One of the long-term goals of American assistance to higher education, here and elsewhere in the former colonial world, has been to move professional education, including that in librarianship, inside a multi-purpose university structure. Recent criticism of the program at Ibadan as too theoretical<sup>10</sup> may be further evidence of success in moving away from a trade school to the discipline orientation of the university.

One of the hopes involved in all programs of assistance is that of demonstration. The School of Ibadan has provided the example for a restructured school at the University of Ghana, to which John Harris, the "father" of the Institute for Librarianship, was called on his retirement from Ibadan in 1968.

*Yonsei, Korea.* The author has commented elsewhere on the establishment of the Department of Library Science at Yonsei University, Seoul, Korea, with assistance from AID.<sup>11</sup> In these articles several points were made which are pertinent to the more general considerations of this review.

1. Special inservice education for already employed librarians is helpful in creating a favorable psychological climate that allows for the employment of graduates of the regular program. The special course at Yonsei and the diploma program at Chulalongkorn University in Thailand, in each case offered prior to the development of their reg-

- ular undergraduate program, are noteworthy examples.<sup>12</sup> Krzys and Litton point out the failure of the school at Medellín to concern itself with upgrading practicing Latin American librarians.<sup>13</sup>
2. Curriculum construction is complicated by the typical requirement that undergraduate majors take over half the total available credit hours. A partial solution has been to include non-library courses, such as typewriting, Chinese, or music appreciation, as "library science" requirements. As is true in Thailand and Japan, the requirement of an undergraduate major in Korea, in the same field in which graduate work is done, complicates the development of a non-repetitive graduate curriculum.
  3. A program of text translation and preparation is needed to reduce dependence on expensive and inappropriate American textbooks.
  4. The development of a colleague relationship with non-American faculty is an essential ingredient of a successful program. Achieving objectives involves change. A sympathetic colleague can provide some understanding of the organizational and power structure and some insight as to acceptable ways of presenting new ideas. Developing such a relationship takes time; several persons interviewed about their experience as advisors stressed the importance of appointments abroad for more than one academic year.
  5. The United States Information Service (USIS) libraries are important assets to programs of assistance, providing points for field trips, for practice work, and for employment of graduates.

The library science department at Yonsei University has operated now for fifteen years. The excellent placement record for graduates stimulated three other private universities in Seoul to offer majors in library science so that an oversupply of trained librarians is now being produced. Graduates have moved into posts of responsibility slowly since these positions traditionally have been filled by professors or political appointees. In certain respects the leadership in library education has shifted to Ewha University, which has received modest American assistance for its library and library education programs through its affiliation with the Methodist Church.<sup>14</sup>

*University of Puerto Rico.* The other major programs to which we have referred have been well documented, and we have had only to describe them briefly, and to refer to relevant literature for details. Because it has not had such documentation and because it illustrates many of the facets typical of successful programs of assistance (prior survey, established country need, institutional readiness, foundation and governmental assistance, American personnel on a phased-in or

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phased-out basis, and additional education for potential faculty), included here is a more extended discussion of the establishment of the graduate program in library science at the University of Puerto Rico, Rio Piedras campus (San Juan).

Prior to 1966 two reports concerning the university library, one by Robert B. Downs and one by a Middle States team, suggested, in view of the difficulty in staffing the library, the early establishment of a continuing program of professional education in library science at the university. In September 1966, Thomas E. Benner, adviser to the president, who had undertaken a study of the library personnel situation in the entire university, invited this writer to visit the several campuses of the university, and to offer some counsel on the initiation of a program in library education in the near future. The subsequent report<sup>15</sup> reviewed the library personnel needs of the island, suggested a manpower study, and emphasized the importance of establishing a school strong enough to warrant ALA accreditation. We suggested, in view of the difficulty in securing qualified bilingual personnel as instructors, a temporary affiliation with the School of Library and Information Science at the State University of New York at Albany, which had expressed willingness to lend faculty and otherwise assist in the initial period of the new school's existence. Two supplementary reports suggested details of a possible program of cooperation between the two schools, and estimated costs of a fully operative graduate library school. In Benner's final eight-page report in November 1968 on "Staff Problems in the University Libraries,"<sup>16</sup> he urged the establishment of a graduate school of library studies as the only feasible solution to the worsening personnel situation, recommended an affiliation with one of several accredited library schools which had expressed interest, and gave some estimates on costs. Following this report this writer was asked to come to the university on loan for a semester or longer to assist in the planning for a school, under a general contract which could be amended to include other faculty members and other services.

The writer began work as visiting professor and advisor in January 1968, with seven tasks to be accomplished: (1) teaching graduate courses in the spring and summer sessions, (2) advising on the curriculum and writing course descriptions, (3) assisting in the preparation of an application for a federal grant for a year-long institute, (4) helping to recruit faculty and special lecturers, (5) surveying and making recommendations regarding acquisitions, (6) conducting the initial screening of new applicants for the extension courses and for the year-long institute, and (7) advising faculty appointees who were to be sent to

the U.S. for an additional year of study. Since these tasks or some combination thereof would be common to most American advisers to newly established programs of library education abroad, it is perhaps worth commenting on how they were carried out in this assignment.

1. *Teaching.* Actual classroom teaching enabled us to get the feel of the library situation better than any amount of statistics or library visits. Knowledge gained was helpful in several of the other tasks, including that of admitting students to the institute.
2. *Curriculum.* As a starting point the course of study at the School of Library and Information Science at Albany was used, but two principal modifications are worth noting: (a) The problem of acquisitions and collection building was given special attention through a required course. University libraries in Puerto Rico all were expanding rapidly, and the problems involved in selecting and acquiring materials in Spanish require special expertise. (b) Groups of elective courses available at Albany and elsewhere in larger schools were combined to provide a modest variety of electives. For example, the contents of several courses at Albany were tapped to provide a general introduction to documentation and information retrieval.

An important consideration in planning the curriculum was to provide a base for easy expansion into school and public library specialization in the school which was to follow the institute. To state this another way, we planned a general curriculum with only one specialization developed (university librarianship); other specializations could be added later.

3. *Federal Grant.* Benner had gradually committed the university to the opening of a library school, even to the extent of including quarters in an extension to the main library. But the initial local funding of the projected school proved difficult. As is often the case, the prospect of outside assistance for the first year proved to be the stimulus needed for a long-term commitment. In July 1967, the U.S. Office of Education announced grants for the funding of institutes for the training of persons in librarianship. The University of Puerto Rico applied for an institute for the purpose of professional upgrading at the post-baccalaureate level of a select group of twenty-five professional library workers through a forty-nine week, full-time program of training in university librarianship which would qualify them to serve as professional librarians. The hidden agenda was that this institute would actually constitute the first year of a continuing graduate library school. Initially the proposal was discouraged, but a scarcity of applications for institutes elsewhere enabled the Office of Education to finance the institute with a grant of approximately \$200,000.

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4. *Personnel.* In addition to faculty on loan from Albany (this writer and Dorothy E. Cole), the following temporary faculty were recruited by Benner as director of the institute, with major assistance from Marietta Daniels Shepard of the Pan American Union: Rudolph H. Gjelsness, former head of the library education program at the University of Michigan, who had been involved in library training programs in Colombia and Mexico; Antonio Rodriguez, a Peruvian on the staff of Peabody Museum Library, Harvard University; Yadwiga Kuncaitis, head science librarian, Millis Science Center Library, Case Western Reserve University, who had had experience as a lecturer in Argentina; and Maria Casas de Faunce, a native of Spain and one of Gjelsness's students who was chosen to replace him after his death by accident shortly after his arrival in Puerto Rico. Faunce remained with the school after the close of the institute.
5. *Collection Building.* Correspondence was conducted with the faculty selected which advised them about library holdings and provided them where possible with course outlines and reading lists to assist them in developing their own courses.

During the period prior to the opening of the institute, several hundred books were selected for addition to the general library, or for use in the special collection set up for use by the institute members in the School of Planning Library. Procurement in Puerto Rico is slow normally, and a strike held up the arrival of materials even further; thus in spite of our work prior to the institute, the year was well along before needed books began to be available, and many supplementary materials never did arrive. It was suggested to each faculty member that he or she bring along personally owned professional materials—an important piece of advice for anyone going overseas to teach or lecture in library science.

6. *Admissions and Advisement.* These tasks are a heavy responsibility for outsiders. We depended mainly on credentials and a personal interview to verify competence in English, since instruction was to be in both Spanish and English during the initial year. Each candidate had to present an affidavit from a university library offering him employment at a professional level at the completion of the year of study. Final approval of the selection of participants was made by the director who added "political" factors such as representation from private universities, representation from all campuses of the University of Puerto Rico, etc., to our recommendations.
7. *Future Faculty.* The faculty for the institute year was temporary, to be replaced by a locally recruited permanent faculty. Benner secured a grant from the Charles E. Merrill Trust to finance a sixth year of study for two prospective faculty members, and a supplemental allowance for the prospective dean who became a visiting professor at the University of Illinois where he was able to observe

closely the operation of the dean's office at that school. As anyone who has tried it knows, securing the prompt admission of foreign protégés to American library schools, while coping with problems of financing and leaves of absence, which also have deadlines attached, calls on all the skill and professional contacts of an American adviser.

One measure of the success of the institute is the fact that its acceptance led to the formal approval by the University of Puerto Rico in the spring of 1969 of a graduate school of librarianship which began operations in August 1969. The institute demonstrated that a student and an institutional demand existed in Puerto Rico and the Caribbean area. The Academic Senate of the university provided a mechanism whereby the graduates of the institute could be included in the first graduating class of the new school, and be granted the master's degree.<sup>17</sup>

Although the school is designed to furnish professional librarians for the island, it seems likely that in the future it will attract students from Latin America and the continental United States, particularly if it succeeds in its efforts to be accredited by ALA.<sup>18</sup> Since instruction is in Spanish it may well become the American graduate library school to which Spanish-speaking Latin American librarians would go. Continentals preparing for positions as Latin American bibliographers, or as public librarians serving Spanish-speaking populations may also find this school increasingly attractive.

New library schools have been established or existing ones strengthened with U.S. assistance in, among other places, Colombia, Japan, Korea, Mexico, Nigeria, Puerto Rico, the Philippines, Thailand, Iran, Turkey, and Uruguay. In some instances a concern for library education has arisen through its inclusion in some larger program of assistance, while at other times such a concern has been an independent one. Aid to programs of library education has not had a continuing high priority by any U.S. foundations or by agencies of the U.S. government involved in overseas aid. At present there are no new major undertakings to report.

Major programs of assistance, those involving \$100,000 or more in American funds, have often been preceded by a survey, sometimes by several, which pointed up both the need and the leverage involved in a particular situation for changing libraries, affecting education, and undergirding efforts at modernization. One cannot ignore the fortuitous circumstances involved in many grants—someone being ready at the right time, being persistent, and having good personal and institutional contacts.

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What do those offering assistance to provide education for librarianship abroad hope to see accomplished? Typically one aim has been to establish education for library service permanently in a university setting at the graduate level, or if that were not appropriate to the educational pattern, as an undergraduate major. In most of the countries to which aid has been channeled, the profession of librarianship has not been held in high esteem, pay has been low except in top positions which often go to non-librarians, and training has been offered on a purely technical, short-term, non-academic basis. In the examples chosen for analysis this objective of establishing education for librarianship at the graduate level was accomplished.

Another aim of those providing assistance has been that of changing the definition of the proper scope of library activity. The function of librarians in a culture and economy in which books are scarce and relatively valuable has been seen as custodial and classificatory.<sup>19</sup> Stacks are closed; reference service is minimal or nonexistent. Students and librarians evince high interest in classification and cataloging. A library school curriculum which covers the broad scope of library activity, and emphasizes public service activities is designed to change this definition, and to change it first of all in the minds of library school students themselves.

Finally, a long-term objective is to prepare a generation of professional librarians who will move into posts of responsibility. Some schools (Medellín, Ibadan) have experienced difficulty in recruiting the number of quality students needed for the accomplishment of this objective. In all countries the move of graduates into positions of responsibility is a slow process, but it has begun to happen in several, notably in Korea and Japan.

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