SEVENTEENTH SEMINAR ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS

FINAL REPORT AND WORKING PAPERS, VOL. 1

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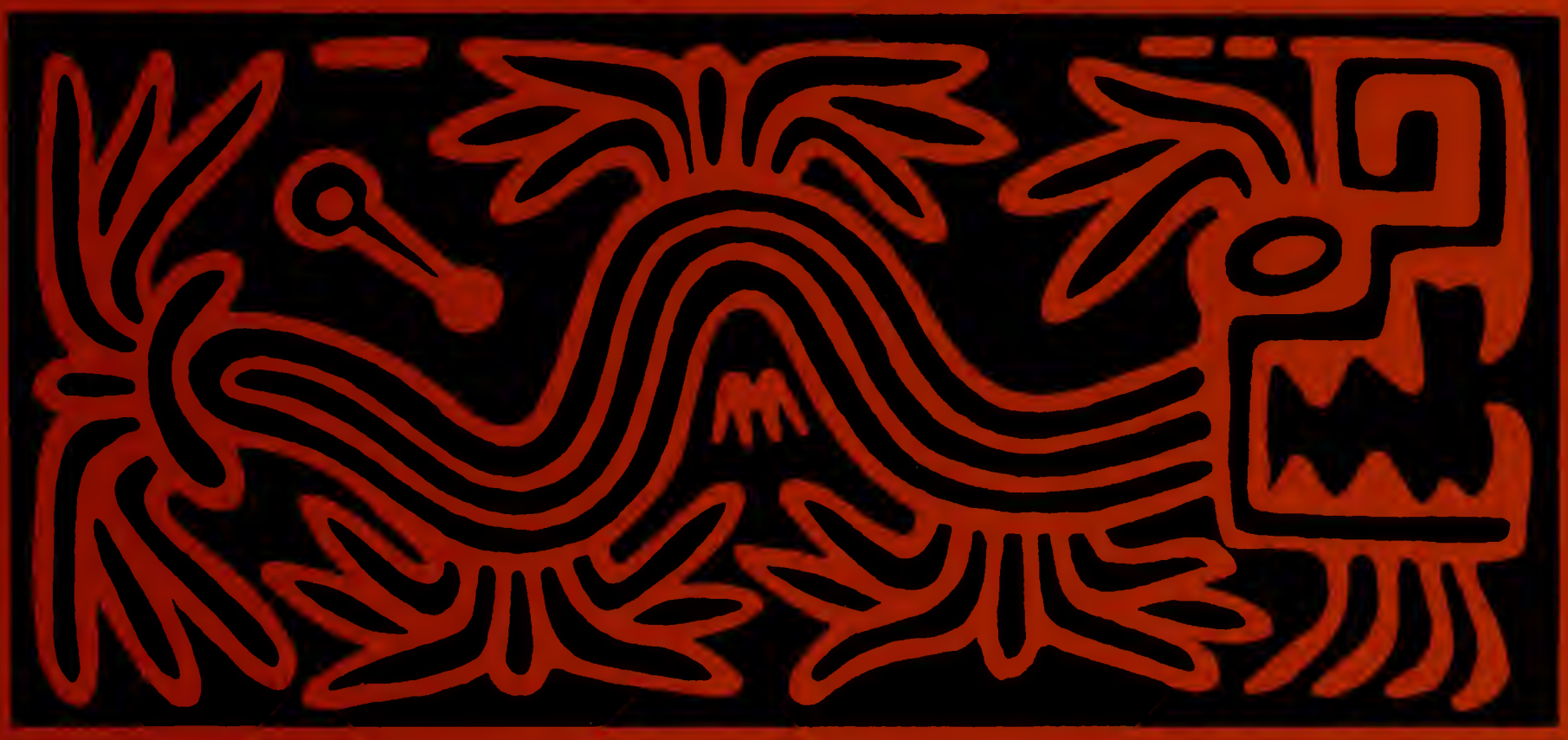

SEVENTEENTH SEMINAR

ON THE ACQUISITION

OF LATIN AMERICAN

LIBRARY MATERIALS

Amherst, Massachusetts
June 11-14, 1972
Sponsored by the
University of Massachusetts Library
and the
General Secretariat, Organization of American States

FINAL REPORT AND

WORKING PAPERS

Volume I

Jane Garner, Rapporteur General

1975

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PREFACE

The Organization of American States, which published the Final Report and Working Papers of the annual Seminar on the Acquisition of Latin American Library Materials for ten years prior to 1972, found itself unable because of budgetary cutbacks to issue those for the 17th (1972) and 18th (1973), the last two conferences which occurred during the years the SALALM Secretariat was located at the OAS. Although an increase in membership dues provided sufficient funds for the publication of the proceedings beginning with the 19th, (1974), the association had not the money to publish those for the 17th and 18th. A grant from the Tinker Foundation has underwritten the cost of issuing these two unpublished sets of documents. The members of SALALM and other librarians and scholars who have found the Seminar's Final Report and Working Papers indispensable to their work are grateful to the Tinker Foundation for its assistance.

Pauline P. Collins
Executive Secretary SALALM
March 15, 1975

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INTRODUCTION

The Final Report of the Seventeenth Seminar on the Acquisition of Latin American Library Materials differs both in arrangement and in content from past Final Reports. For sixteen Seminars the Report featured summaries of the general sessions fashioned from the copious notes of a Rapporteur General supplemented by those of assistant rapporteurs. With the continued growth of the Seminars, however, accounts of the general sessions alone became insufficient for expressing the wide range of activities occurring at the annual conference.

Due to an already heavy workload, the SALALM Executive Secretariat was unable to assume any additional responsibilities in the compilation of the Final Reports. Furthermore, for the same reason, it was experiencing increasingly greater difficulties in preparing SALALM's Progress Reports, appearing annually usually as Working Paper No. 1. From the first six-page report entitled "Progress Report on the Recommendations of the First and Second Seminars on the Acquisition of Latin American Library Materials," issued at the Third Seminar of 1958, it expanded yearly until, by the Twelfth Seminar of 1967, when it reached fifty-two pages, it became necessary to divide the Report into two parts: "Part A. Books and Libraries" and "Part B. Progress Report on SALALM Recommendations." This format for a Report which rose to over one hundred pages in length continued until the Sixteenth Seminar of 1971.

The Advisory Committee to the Secretariat, created at the Fifteenth Seminar of 1970 and chaired by Mayellen Bresie, undertook to study the problems of producing both the Progress and Final Reports and at the 1972 Midwinter meeting of the Executive Board held in Chicago presented its proposal for restructuring the Progress Report and decentralizing reporting responsibilities (see Appendix A, Working Paper No. A-1, Part C, XVII SALALM, for the text of the proposal). The Executive Board's acceptance in principle of the proposal resulted in a totally new format of diverse authorship for both the Progress Report and the Final Report, thereby relieving the workload of the Secretariat and at the same time permitting the membership to assume a fairer share of responsibility. The Progress Report and Final Report of XVII SALALM are the first to be issued in the new format.

As restructured, the Progress Report includes a report prepared by the Executive Secretary, the reports of the committees prepared by the respective committee chairmen, the minutes of the Midwinter Executive Board meeting prepared by the Rapporteur General, and special reports, if any, pertaining to SALALM's activities. News items no longer appear in the Progress Report but have been relegated to the SALALM Newsletter.

The revamped Final Report includes the summaries of the general business session of SALALM and the minutes of the Executive Board meetings held at the conference (both prepared by the Rapporteur General), summaries of committee activities at the conference and reports of the general conference sessions related to a given committee (prepared by each committee chairman), and any other reports of additional conference activities or topics of interest to SALALM.

The Final Report of the Seventeenth Seminar then reflects the activities of the conference not by chronology but by the various aspects which comprised it. Out of a program consisting of meetings of the Executive Board and individual committees, four general sessions, eight workshops, three discussion groups, two cocktail parties, one banquet, one slide presentation, and two films, there evolved a Report covering five basic units: the Executive Board meetings, SALALM business sessions, committee sessions, workshops, and other reports.

Preparation of this Final Report was greatly facilitated by the availability of tape recordings. XVII SALALM was perhaps the best documented of any held to date. On tape were the two Executive Board meetings, the four general sessions, seven of the eight workshops, and the three discussion groups.

The Seventeenth Seminar took place in the multi-storied Murray D. Lincoln Campus Center of the University of Massachusetts at Amherst with 153 persons from 16 countries registered as participants. In addition there were 49 special registrants for Workshop Number 4, "Selection and Acquisition of Spanish and Portuguese Language Materials for School and Public Libraries." The theme of the conference was "Education and Training of Librarians for Area Collections."

The Opening Session, held the afternoon of June 12, formally launched XVII SALALM. Following several cordial welcomes on behalf of the host institution, the organization's officers presented their reports, representatives of the Executive Board committees presented theirs, and the Committee on Library Organization, Personnel and Research reported and discussed its activities.

Responsible for the content of the Second Session, which took place the morning of June 13, were the Committees on Acquisitions and Bibliography. The respective chairmen conducted the discussion and reported the various activities and accomplishments of the two committees.

After a brief recess, participants gathered for the third general session, the Theme Presentation. Authors of five of the seven working papers bearing on "Education and Training of Librarians for Area Collections" summarized their working papers in five minutes apiece. Moderator William Jackson then posed some provocative questions to the assembly: How much formal training does the area studies librarian need? What kind of a mix does the area studies librarian need of academic courses on the area and library science training? How necessary is a master's degree in library science? Which type of education should come first, or can they be acquired concurrently?

A lively debate ensued. According to the study made by Beverly Brewster, library skills were not a priority. Nettie Lee Benson, Daniel Cordeiro, and Gilberto Fort eloquently defended the need for

library training:

"If you don't have the degree, you must get the knowledge, and it's much faster and much easier, and you're much more valuable if you get it all at one time rather than having to put in years to get the same information or the same training. I think you need both myself." (Nettie Lee Benson)

"[The area specialist] is not an island." He must be able to deal with the Acquisitions Department, Catalog Department, etc. (Daniel Cordeiro)

"The [area] specialist needs a library degree." Beyond that, he must gain experience. "The good area specialist is a self-made man." (Gilberto Fort)

Paulino Sierra observed that library school graduates were well trained but were not able to get a job because they lacked the proper qualifications. "Is there any standard list of qualifications for the librarian?" he asked.

Siegfried Feller commented that "library schools here are not doing much of anything to train people specifically for acquisitions work."

Margarita Anderson-Imbert thoughtfully expressed the view that she did not think that "you can give a general answer whether it is better to have someone with a library degree to occupy a position as a bibliographer or not. It all depends on the library you are serving. I think it is important to get [a] degree [in library work]--for one reason, to protect our own profession--but if I have to choose, for instance, in my library, between a librarian or someone that has a good background in the kind of work that they have to do, I will never hesitate to get the person with the good background."

That all three segments--general education, library education, and specialist education--were indispensable was the conclusion of Hendrik Edelman. The participants concurred.

The fourth general meeting the afternoon of June 14 terminated the conference. At this Final Session, the activities of the Joint Committees were described; summaries and recommendations of the workshops were presented; the resolutions of XVII SALALM were read, augmented, amended, and adopted; lastly, new business was consummated.

Sandwiched among the general sessions were other activities of the Seminar. Predominant were the workshops to explore in more detail various topics of current interest. Discussion by interest groups had been a part of the programs of X-XIV SALALM (1965-1969) in the areas of acquisition, bibliography, and library organization but had been abandoned for XV-XVI SALALM. For XVII SALALM, they

were resurrected in a revised format. They served as a stimulus for the conference as participants animatedly took part, often having to quit simply because the scheduled time ran out.

A further stimulus was the discussion groups on SALALM policies, priorities, and directions. SALALM in 1972 was at a crossroads. What should be its priorities and goals? Where should it head? What is SALALM all about? There was general agreement that SALALM needed to redefine itself. Major concerns were the extent of SALALM's interests, the internal structure of the organization (especially committees), sources of financing, and lack of publicity about SALALM's activities.

A common complaint was that SALALM had too many things under one roof. It had diffused its manpower and resources by becoming too heterogeneous in its interests; by doing so, it had lost sight of its primary goal, acquisitions. In trying to find a place for all, it was satisfying none.

Committees were singled out as a problem: too many committees, too many non-functioning members on them, too many individuals serving on more than one committee. It was reported that seventy-seven persons constitute the committees. There is one individual who is a member of seven committees, another who is on five, nine persons who are each members of four committees, seven who are each members of three, and twenty-one persons who are each serving on two committees. Presently under active consideration by the Executive Board is an evaluation of committee structure.

Closely related to SALALM's goals is the need for adequate financial support, which SALALM has never had. Its inability to support itself has affected its ability to be autonomous. In the search for a new home for the Secretariat, finances loom as an important consideration since the sponsoring institution will have to underwrite at least half of the costs.

Finally, the lack of publicity about SALALM's projects has resulted in duplication of effort and a lack of coordination with other groups. Cooperation is needed if SALALM is to do its job.

Although the definition of SALALM's goals, priorities, policies, and directions remains yet to be made, the views expressed in the discussion groups will provide a basis for the preparation of it.

Other aspects of the conference included an informative slide presentation by Keith Revelle on the activities of the Latin American Library of the Oakland (California) Public Library and a banquet honoring Irene Zimmerman for her contributions to the field of Latin American bibliography. It should be pointed out that the social activities of SALALM besides being enjoyable also permit an individual

exchange of ideas and information, and, as such, add an extra dimension to the Seminar.

So, we present the Final Report and Working Papers of the Seventeenth Seminar on the Acquisition of Latin American Library Materials, University of Massachusetts, Amherst, June 11-14, 1972. We hope you find the new arrangement and expanded scope beneficial.

Jane Garner
Rapporteur General

SEVENTEENTH SEMINAR ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS

FINAL REPORT

Part I

Executive Board Meetings

First Session June 11, 1972 8:30-10:30 p.m.
Second Session June 12, 1972 12:00-2:00 p.m.

FINAL REPORT
Part I

Executive Board Meetings

[For agenda, see Information Document No. 2B]

First session (June 11, 1972 8:30-10:30 p.m.)

President Glenn Read called the meeting of the Executive Board to order at 8:50 p.m. Present were Vice President Donald Wisdom; Executive Secretary Marietta Shepard; Members-at-Large Rosa Abella, Michael Rosenstock, David Zubatsky; provisional members Pauline Collins and Irma Hannays; assistant to the Executive Secretary Marta Tomé; Rapporteur-General Jane Garner; and chairmen of the Executive Board committees and the standing committees: Susan Benson, A. W. Bork, Mayellen Bresie, Daniel Cordeiro, Gilberto Fort, Rosa Mesa, Eleanor Mitchell, and Lee Williams.

A. Officers' reports

a. President

Glenn Read reported that most of his work for the past year had been involved with the content of the program for the Amherst meeting. He was also part of an ad hoc group composed of Alma Jordan, Gilberto Fort, Robert Johnson, and himself to revise the "Ball Report" [XV SALALM, Working Paper No. 1, Appendix C, "SALALM Committee Structure and Duties: First Draft of a Suggested Plan"]. Alma Jordan has prepared a draft of the committee regulations [Appendix A].

b. Treasurer

Because Albert Diaz, the treasurer, had not yet arrived, the treasurer's report was deferred. [See Final Report, Part II, Opening Session.]

c. Executive Secretary

Marietta Shepard reported that both she and her assistant Marta Tomé were swamped as usual; however, Miss Tomé had prepared some notes for Mrs. Shepard on some of the activities of the Executive Secretariat. First was the change in the Bylaws regarding a uniform registration fee proposed by Lee Williams and approved in principle. At the 1972 Midwinter meeting, the Executive Board approved the exemption of a registration fee for librarians and professors from Latin America and the Caribbean. Mrs. Shepard recommended that the Committee on Constitution and Bylaws submit a report to the Executive Board stating what the Bylaws changes should be so that they could be incorporated into the Bylaws.

Donald Wisdom moved that the Executive Board approve in principle the concept of registration fees as stated on page 10 of the minutes of the Executive Board at 1972 Midwinter [Working Paper No. A-1(C)]. Seconded by David Zubatsky, the motion carried unanimously. Gilberto Fort and Lee Williams were appointed to prepare the text of the revised Bylaws to be presented to the membership at the Opening Session, June 12.

Mrs. Shepard reported that for the Amherst conference 2200 invitations containing six questionnaires were sent out in March. With respect to the questionnaire on interest in SALALM only 126 responses were received: 19 from Latin America and the Caribbean, 22 from Canada and Europe, 85 from the United States. The purpose of the questionnaire was to determine how many wished to remain on the SALALM mailing list. Of the first 50 people listed on the alphabetical list of committee members, only 20 indicated they were interested in continuing to receive SALALM information.

In order to update the mailing addresses and prepare the mailing labels for the invitations, a secretary was employed for 136 hours during March. She was paid from SALALM funds.

Press notices, especially to journals, were sent out announcing the conference.

SALALM received a grant of $2,000 from the Tinker Foundation for the Bibliography of Travel Accounts in English Relating to Latin America in the Nineteenth Century by A. Curtis Wilgus. The grant was then turned over to the Inter-American Bibliographical and Library Association.

In March Mayellen Bresie came to Washington and spent a week working with the Secretariat. As a result she has prepared a report of the duties of the Secretariat and responsibilities of officers and committees, which is being presented to the Executive Board for approval [Appendix B].

In the SALALM account at the OAS there is a balance of $881.80. Last year it was $358. Mrs. Shepard proposed that the funds be used for secretarial help working 20 hours a week from November through January. Since the estimated cost ($960) would be more than the available funds, the additional money could be withdrawn from the SALALM treasurer's account.

As calculated by Marta Tomé, the costs for operating SALALM amount to approximately $20,000, divided among three categories: personnel, publications, miscellaneous.

		$13,500.00 Personnel
1 professional librarian at 20 hrs./wk.	$6,000.00	
1 bilingual secretary at 30 hrs./wk.	7,500.00	
		4,189.10 Publications
Membership cards	85.00	
Invitations	234.00	
Notice to Press	50.00	
Questionnaires:		
Bibliographic Activities (English)	27.00	
Bibliographic Activities (Spanish)	14.60	

Microreproduction	$ 10.50	
Significant Acquisitions	48.00	
Final Report and Working Papers	3,500.00	
Resolutions of SALALM	220.00	
		$2,292.00 Miscellaneous
Office supplies	202.00	
Postage		
First class	890.00	
Air mail	1,100.00	
Attorney	100.00	
		$19,981.10 Total

It appears that this year the OAS has budgeted approximately $6,000 for SALALM. If another agency, such as a university, were to assume responsibility for SALALM's publications, the OAS might subvent that amount for the publications, including postage costs.

The resolutions of XVI SALALM have been published as Cuadernos Bibliotecológicos No. 56; however, the document has not yet been generally distributed. For this reason, it is suggested that the resolutions of both XVI and XVII SALALM be mailed at one time.

Due to lack of time to devote to the editing of the summary reports for the general sessions of XVI SALALM, the Final Report for that conference is not ready to be published. There should be enough money for publication of the Final Reports of XVI and XVII SALALM within the same year.

Membership cards for 1972-73 have been printed and have been included in the packet issued to XVII SALALM registrants.

The Executive Board at its 1972 Midwinter meeting decided that since the 1973 annual conference would be in April, there would be no formal Midwinter meeting in 1973; however, the Executive Board may meet.

As there are still many problems related to the structure of SALALM, Mrs. Shepard suggested that a committee be named to study the matter and bring a report to the Executive Board and to the association.

Glenn Read remarked that the thrust of XVII SALALM was to probe the interests of the membership. Another means will be through an analysis of the responses to the questionnaire mailed to the members with the 1972 election ballot. Mr. Read will present the analysis to the Executive Board at its 1973 Midwinter meeting.

Donald Wisdom commented that a blue ribbon committee was being contemplated for the relocation of the Secretariat [Working Paper No. A-1(C), p. 9]. It would study and set the conditions under which the Secretariat would be moved from the OAS to another institution (probably a university or a major research library) and then present its recommendations to the membership through the Executive Board. The committee should preferably be composed of non-partisan members whose institutions would have no interest in having the Secretariat.

David Zubatsky moved that a blue ribbon committee be appointed to explore the possibilities of relocating the Secretariat. Seconded by Michael Rosenstock, the motion carried unanimously. Donald Wisdom, incoming president, will convene the committee [see Final Report, Part II, Final Session, p.6]

d. Report of the Rappourteur of the Midwinter Meeting

Jane Garner reported that she had prepared the report of the 1972 Midwinter meeting from a xerox copy of Marietta Shepard's notes and from tape recordings of portions of the sessions because it was not until the meeting concluded that she was appointed to prepare the report. Donald Wisdom moved that the report be approved and printed as desired [Working Paper No. A-1(C)].

Marietta Shepard noted that decisions made at the Midwinter meetings were not always incorporated into the formal resolutions, but she recommended that they be included with the resolutions on SALALM organizational matters so that the membership would have an opportunity to approve them or not. Referring to the points agreed upon at the 1972 Midwinter meeting regarding the proposal for restructuring the Progress Report and decentralizing reporting responsibilities [Working Paper No. A-1(C)pp. 1-2 and its Appendix A], Mrs. Shepard suggested the Committee on Policy, Research, and Investigation be asked to reformulate the recommendations so that they could be presented to the membership. The suggestion was adopted by consensus.

B. Executive Board Committee reports

1.2.1 Constitution and Bylaws

In the absence of the chairman, Robert K. Johnson, there was no report.

1.2.2 Policy, Research, and Investigation

Rosa Abella reported on the progress of the index to the first fifteen Progress Reports. Amelia Mederos, Haydee Piedracueva, and Rosa Abella have been working on a revision of the index. It is awaiting typing but should be ready by the end of the year.

1.2.3 Editorial Board

Donald Wisdom, chairman, stated that there was no report at present.

1.2.4 Advisory Committee to LACAP

Donald Wisdom, chairman, announced that he had prepared a written report to be presented at the Opening Session [see Final Report, Part II, Opening Session, pp. 3-4].

1.2.5 Membership

Lee Williams reported that there were 162 personal members at the beginning of the year; 43 were dropped and 56 were added for a present total

of 175 members. At the beginning of the year there were 90 institutional members; 26 were dropped and 20 were added for a current total of 84 institutional members. There are two honorary members. [Information Document No. 6 is the 1971/72 SALALM Membership List.] Mr. Williams inquired as to whether there was a policy of appointing retiring librarians to the honorary status. Donald Wisdom responded that an honorary membership was a mark of distinction conferred upon the member by the organization and, therefore, retiring librarians did not automatically become honorary members.

In return for paying their dues, institutional members receive a copy of the Final Report. If they also wish a set of the pre-prints, they must pay the registration fee for the annual conference. The primary purpose of an institutional membership is to sustain SALALM.

1.2.6 Budget and Finance

In the absence of the chairman, A. Curtis Wilgus, there was no report.

1.2.7 Advisory Committee to the Secretariat

Mayellen Bresie, chairman, reported that at XVI SALALM, Laura Gutiérrez served as co-rapporteur.

During the summer of 1971 Miss Bresie compiled and edited the news items which had been collected by the Advisory Committee and the Secretariat. Following XVI SALALM, the committee worked with the president and the chairman of the Membership Committee to compile the current list of officers and members of committees on the basis of the presidential appointments and certification of personal membership in SALALM. At the Puebla conference, the committee was charged with the responsibility of assisting in the compilation of the Progress Report. As a result, a proposal for restructuring the Progress Report and decentralization of reporting responsibilities was prepared and presented at the 1972 Midwinter meeting [Working Paper No. A-1 (C), pp. 1-2 and its Appendix A]. On the basis of the proposal, a new committee to handle the news items is to be created. News items will be published at intervals and no longer be related to the Progress Report. Also committees will have more responsibility for their own reporting and for the formulation of resolutions.

In March, 1972, Miss Bresie spent a week in Washington going over the records. The Secretariat has made an effort to write down the things it has been doing. It has begun a manual, and a calendar of responsibilities has been written. Using these various documents, Miss Bresie composed a draft of responsibilities of the officers and of the committees (especially those of the Executive Board) as they pertain to organizational matters [Appendix B].

The Advisory Committee continues to collect news items. Laura Gutiérrez is in charge of the project. The items will be turned over to the Public Relations Committee along with a listing of sources used, dates of the periodicals already reviewed, etc.

Marietta Shepard suggested that a supplement to the basic documents of SALALM should be issued to include the reports on organizational responsibilities drawn up by Mayellen Bresie and the two reports on committees drawn up by Alice Ball and by Alma Jordan. By consensus, action on dispositon of the three reports was tabled until the next meeting of the Executive Board scheduled for noon June 12.

1.2.8 Nominating Committee

Glenn Read in the absence of the chairman, Emma Simonson, announced the results of the mail ballot. There were about 80 ballots returned. The winners in a close election were Rosa Mesa, vice president and president elect, and Marjorie LeDoux and Barbara Stein, members-at-large.

1.2.9 Public Relations Committee

Glenn Read reported he had sent letters to the chairmen of the standing committees after 1972 Midwinter and now each committee had a representative for the Public Relations Committee; however, a chairman to assume overall editing responsibilities had not been selected. Until one is, the chairmen of the three standing committees will serve as a triumvirate chairman.

David Zubatsky commented that several questions needed answering regarding the newsletter:
1. Will there be funds to publish the newsletter?
2. Does the membership automatically receive a copy in return for dues?
Marietta Shepard noted that if the newsletter could eventually assume the major reporting responsibilities of the Inter-American Library Relations, the OAS would probably be willing to subvent the cost.

Possible formats for the newsletter could be having one standing committee responsible for one number per year or having each committee responsible for one section of each newsletter.

News items are to be sent to David Zubatsky.

C. Standing Committees

In view of the lateness of the hour, Glenn Read asked if anyone from the committees wished to report. Rosa Abella, chairman of the Joint Committee on Current Cuban Library Materials, reported that in the past year the committee had not done anything. She wondered if perhaps it should not be abolished. Previous projects of the committee have been the preparation of bibliographies on Cuban subjects, a list of Cuban newspapers in exile, etc. The consensus was that the committee should continue and that it might possibly assist with the newsletter project.

Discussion of remaining items on the agenda was postponed and the meeting adjourned at 10:35 p.m.

Second session (June 12, 1972 12:00-2:00 p.m.)

President Glenn Read called the second meeting of the Executive Board to order at 1:25 p.m. Those present included Donald Wisdom, vice president; Marietta Shepard, Executive Secretary; Marta Tomé, assistant to the Executive Secretary; Nettie Lee Benson, immediate past president; Rosa Abella, Margarita Anderson-Imbert, Michael Rosenstock, David Zubatsky, members-at large; Marjorie LeDoux, Barbara Stein, incoming members-at-large; Irma Hannays, provisional member; Susan Benson, A. W. Bork, Mayellen Bresie, Daniel Cordeiro, Rosa Mesa, Eleanor Mitchell, Emma Simonson, Lee Williams, chairmen of committees; Suzanne Hodgman, Peter Johnson, Haydée Piedracueva, Edith Wise, chairmen of suboommittees; and Jane Garner, rapporteur general. Because he had to leave in order to ready the sound equipment for the afternoon session, Mr. Read requested that Donald Wisdom preside in his place.

Preliminary discussion related to a revision of the Bylaws regarding the registration fee. At the 1972 Midwinter meeting the Executive Board approved $15 registration fees for members and $25 for nonmembers with librarians and professors from Latin America and the Caribbean exempt [Working Paper No. A-1(C), p. 10]. Donald Wisdom proposed that the decision of the Executive Board be explained to the membership [Final Report, Part II, Opening Session, and Information Doc. No. 7, Resolution 25]. Marietta Shepard observed that a revised edition of the Bylaws needed to be issued to the membership. Mayellen Bresie, who has revised her copy of the Bylaws, volunteeered to permit the Secretariat to duplicate it after certification.

The Executive Board returned to the agenda postponed from its first session June 11 [itemized in Information Document No. 2B].

C. SALALM Standing Committees

1. Acquisitions

David Zubatsky, chairman, had no report but did have a question as to where bills were to be sent for payment. Donald Wisdom responded that the normal procedure would be to send them to the Executive Secretary who would transmit them to the treasurer for payment.

2. Bibliography

Daniel Cordeiro, chairman, stated that he had nothing to report; however, he was concerned about the preservation of the records of SALALM committees and recommended that a repository be established for them. Mrs. Shepard responded that for the present the records should be sent to the Secretariat. She suggested that the present chairmen contact previous chairmen and request that they forward to them any records still in their possession. The records should be weeded before they are transferred to the Secretariat.

3. Library Organization, Personnel, and Research

4. Reproduction of Latin American Materials

5. Current Cuban Library Materials

6. Official Publications

7. Library Materials for the Spanish and Portuguese speaking in the United States

Each of the chairmen of these committees reported that they had nothing which needed to be reported at present to the Executive Board.

D. SALALM Organizational Matters

1. - 17.

(These items were not discussed.)

18. Written Reports of Executive Board Committees

Donald Wisdom called attention to the reports of the standing committees comprising Working Paper No. A-1(B), noting that there would be similar reports of the Executive Board committees included in the Final Report. He reminded the Executive Board committee chairmen present that they were responsible for the preparation of their reports to be submitted to Mayellen Bresie.

E. Future Meetings

a. Trinidad, W.I.

Mr. Wisdom announced that the Trinidad Library Association had recommended the dates of April 29-May 3, 1973, for XVIII SALALM. Irma Hannays, who will be the local coordinator, stated that the conference would be held at the Trinidad Hilton Hotel. Approximately 150 rooms have been reserved and arrangements have been made for group rates: $14 single, $18 double. Airline group rates from New York and from Miami are available from BWIA, the Trinidad airline.

Mr. Wisdom noted that the SALALM meeting would overlap some with the conference of the Latin American Studies Association (LASA) scheduled for May 3-6; however, since not too many librarians normally attend LASA, he did not anticipate much of a conflict of interest.

With regard to the program, five persons have been invited to present papers on the general theme of international, regional and national planning for library services in Latin America. Two have already accepted. In addition, ACURIL (Association of Caribbean University and Research Institute Libraries) is discussing having a workshop on Caribbean acquisitions as a part of SALALM activities. Also being planned are tours of library resources in Trinidad.

b. Midwinter 1973 - Executive Board meeting

Mr. Wisdom stated that a decision on whether to hold a 1973 Midwinter Executive Board meeting would be announced at the conclusion of XVII SALALM.

c. 1974

Marietta Shepard read an invitation from David Clay, Assistant to the President at The University of Texas at Austin, to hold the 1974 conference in Austin. Margarita Anderson-Imbert moved that the invitation be accepted. David Zubatsky seconded the motion, which carried unanimously. Preferably the conference will be held around April 23, Cervantes' Day.

F. SALALM Purpose and Policy

Mrs. Shepard observed that this topic would be considered in the dicussion groups planned for XVII SALALM.

G. SALALM Long-range Planning

Mrs. Shepard stated that a comprehensive study on what SALALM has done over the years needs to be prepared. The study of SALALM's first seven years [Marietta Shepard, The Seminars on the Acquisition of Latin American Library Materials; a seven year report, 1956 to 1962 (Estudios Bibliotecarios, 4; Washington, Pan American Union, 1962)] needs to be brought up-to-date. She suggested that the study could be a project in a library school or it could be one of a retiring librarian. A second useful publication requested by many would be a pamphlet on SALALM.

Edith Wise suggested another useful item would a list of SALALM bibliographies in progress and bibliographies completed. Rosa Mesa noted that Brendan Connolly had compiled a "Bibliography of Bibliographies of the First Ten Seminars" (X SALALM, Working Paper No. 5).

H. Committee Structure and Duties

(Not considered at this session)

The meeting adjourned at 1:56 p.m.

APPENDIX A

Draft Committee Regulations

Submitted by Alma Jordan
Chairman, Committee on Policy, Research and Investigation

[Under the terms of Article IV of the SALALM Bylaws the following regulations are approved by the Executive Board for the structure and functioning of committees.]

A. Types of Committees

There shall be four main types of committees as follows:

Standing Committees

Standing Committees shall be concerned with matters related to SALALM interests which require continuous attention and once established they shall remain in existence unless dissolved by membership vote on the recommendation of the Executive Board. Standing Committees shall consist of Executive Board Committees and Program Committees. One member of the Executive Board shall serve ex-officio on each of the Executive Board Standing Committees.

Ad Hoc Committees

Ad Hoc Committees shall be concerned with interests or projects of short-term duration or with a prescribed term of activity and accomplishment. They shall be retained or dissolved by the Executive Board in relation to their activity and its completion, following upon the annual Committee Review by the Executive Board.

Joint Committees

Joint Committees shall be concerned with interests germane to two or more Standing Committees and shall serve to coordinate these interests. The rules for Standing Committees will apply.

Sub Committees

Sub Committees may be formed within Standing Committees to concentrate on specific and narrow areas of activity falling within the province of the Standing Committee. Sub Committees shall be established and dissolved by the Executive Board on the recommendation of the parent Standing Committee. Sub Committees of Standing Committees may be established either as Ad Hoc or Standing Sub Committees and may consist of one or more persons as required by the nature of the assignment.

B. Areas of Committee Activity

The Committees which have so far been established are set out with their terms of reference in the Appendix.

C. Birth, Life and Death of Committees

Committees shall be established by the Executive Board acting independently or following an adopted resolution from the membership at an annual or other meeting.

Functions of new committees shall be outlined when they are established by the Board and reviewed periodically by the Policy, Research and Investigation Committee in consultation with the Chairman and Vice Chairman of the Committee.

The work of all Standing Committees, i.e. Executive Board and Program Committees shall be reviewed in depth at least every three years by the Executive Board. It shall be the responsibility of the Executive Secretary to notify the Board of the need for such a review when this time has elapsed but the Board may review a committee's work at any time.

The work of all Ad Hoc Committees and Sub Committees shall be reviewed annually by the Executive Board at its mid-winter meeting. In addition to a general assessment, the review of all committees may take the form of suggesting new directions for and revisions or modifications of the committee's work and may also include (when appropriate) recommending the dissolution of the committee at the next annual meeting.

Ad Hoc Committees (i.e. non-standing committees) may be dissolved by the Executive Board on the completion or suspension of their assignment without reference to the membership. On the decision of the Executive Board that any standing committee is no longer appropriate or sufficiently active, the membership may be asked to vote on its dissolution.

D. Membership of Committees

Appointments to committee membership shall be made from among the personal members of SALALM who are in good standing with the written consent of the appointee on the appropriate form (to be devised).

Committee members shall be appointed by the Vice President (President Elect) in consultation with the Committee Chairman and take office at the [end of the ?] annual meeting of SALALM as the Vice President assumes the office of the Presidency. Each committee member shall have a one year term as a member of the committee initially and may be reappointed without limit by the Vice President on the recommendation of the Committee Chairman with written evidence of the member's willingness to serve and with the concurrence of the Executive Board.

Members shall be permitted to serve on not more than two SALALM Committees

concurrently. Each committee shall have not more than fifteen members on its roll at any time.

Vacancies

Vacancies arising on committees during the year may be filled by the Committee Chairman with the written consent of the appointee for the remaining period.

E. Committee Officers

Each Standing, Ad Hoc and Joint Committee shall normally have a Chairman appointed by the Vice President with the concurrence of the Executive Board and a Vice Chairman appointed by the Vice President in consultation with the Chairman.

The Vice Chairman shall deputise for the Chairman at meetings when necessary. He/She shall be responsible for reporting on the Committee's formal sessions (while the Chairman is presiding) at annual and mid-winter meetings and for generally assisting the Chairman in the conduct of the Committee's business but shall not automatically succeed the Chairman.

The Committee Chairman shall be responsible for:

1) planning for and conducting the committee's business as determined by its terms of reference and the periodic review by the Executive Board;

2) assigning duties tc members including recording minutes of meetings;

3) coordinating these assignments;

4) holding meetings;

5) advising the Executive Board on Sub Committees established and on other matters relevant to the Committee's functions;

6) reporting on the committee's activities twice annually as required and

7) drafting resolutions pertinent to the committee's area of interest as these suggest themselves at all sessions during the annual meeting.

Officers of committees shall be appointed along with the whole committee at the beginning of the annual meeting and take office at the end of the same meeting as the Vice President assumes the Presidency.

Newly appointed members shall be invited to attend the Committee's closed meetings during the annual meeting before their membership formally comes into effect.

Committee Chairmen and Vice Chairmen may be reappointed for not more than

three consecutive terms of one year each. Sub Committee Chairmen shall be appointed by the Chairman of the Standing Committee under the same conditions except that sub committees with a single member who virtually serves as Chairman shall not be so limited in period of office.

Vacancies occuring in the office of Vice Chairman shall be filled by the Chairman in consultation with the Vice President. Vacancies occurring in the office of Chairman shall be filled by the Vice President.

F. Duties of Committees

All Executive Board Committees shall be responsible for policy-making while Program Committees shall be responsible for action in execution of policy. The following statement describes the duties of committee members in general and it may be added to or altered by the Executive Board at any time:

Committees are to:

1) Carry out activities ascribed to them by SALALM, keep in touch with members of the group and get their support and collaboration in these activities.

2) Prepare semi-annual written reports of progress as per the outline provided by the Advisory Committee to the Secretariat for the Midwinter meeting and for the inclusion in the annual Progress Report. In general, the date of reporting is the first of May

3) Gather information related to its area of interest in SALALM and forward to the Executive Secretary for the Progress Report by the first of May. (Xerox copies may be used)

4) Hold regular meetings (open and closed) as scheduled at the Midwinter and annual meetings of SALALM. Some committees or sub committees may find it necessary to hold other meetings during the year or additional meetings during the regular annual SALALM meeting.

5) Take notes, prepare minutes, draft and follow up resolutions for sessions and/or matters relevant to their area of interest at annual SALALM meetings.

6) When appropriate or called upon to do so, plan special meetings or sessions devoted to special topics, request necessary working papers and obtain speakers or panel members for the special sessions.

7) Carry out other related assignments as requested.

Draft Committee Regulations

APPENDIX

STANDING COMMITTEES

2.1 Executive Board Committees

2.1.1. Advisory Committee to LACAP
2.1.2 Advisory Committee to the Secretariat
2.1.3 Committee on Budget and Finance
2.1.4 Constitution and By-Laws
2.1.5 Editorial Board
2.1.6 Membership
2.1.7 Nominating Committee
2.1.8 Policy, Research and Investigation
2.1.9 Public Relations Committee

2.2 Program Committees

2.2.1. Committee on Acquisitions

2.2.1.1. Sub Committee on Significant New Acquisitions (Standing)
2.2.1.2. Ad Hoc Sub Committee on a Basic List .... BALLAM
2.2.1.3. Farmington Plan Sub Committee on Acquisitions
2.2.1.4. Microfilm Projects Newsletter Sub Committee
2.2.1.5. Ad Hoc Committee on the Acquisition of Current Periodicals

2.2.2. Committee on Bibliography

2.2.2.1. Sub Committee on Reporting Bibliographic Activities
2.2.2.2. Sub Committee on Bibliographic Technology

2.2.3. Committee on Library Organization and Personnel

2.2.3.1. Ad Hoc Committee on an Oral history of Latin American Library Development

2.3 Joint Committees

2.3.1. Joint Committees on Acquisitions and Bibliography

2.3.1.1. Joint Committee on Current Caribbean Library Materials
2.3.1.2. Joint Committee on Official Publications
2.3.1.3. Ad Hoc Sub Committee on Reproduction of Latin American Library Materials
2.3.1.4. Ad Hoc Committee on Library Services to the Spanish-speaking

2.4 Special Ad Hoc Committees

2.4.1. Local Arrangements

APPENDIX B

Draft of Organizational Responsibilities
of SALALM Officers and Committees

Submitted by Mayellen Bresie
Chairman, Advisory Committee to the Secretariat

A. GENERAL DUTIES

Executive Secretary

1. The Executive Secretary shall be in charge of Secretariat activities of SALALM and of its personnel, shall plan and convoke meetings, and perform all duties customary to the office, or that may be assigned to him by the Executive Board. (Constitution, Art. IV, Sec. 3.c)

2. Maintains organizational manual of procedures and examples of forms, letters, programs, questionnaires, documents, etc. used by SALALM.

3. Maintains membership and informational mailing lists, and prepares and mails out SALALM organizational materials as specified in the organizational calendar.

4. Presents to the membership for vote according to the Constitution, changes in the Constitution and Bylaws (Constitution, Art. VII and VIII), and other matters requiring decision.

5. Prepares SALALM tax forms with the aid of the Secretary-Treasurer.

6. Prepares an annual projected budget with collaboration of the President, Secretary-Treasurer and Committee on Budget and Finance.

7. Arranges for preparation and appropriate processing of legal forms necessary to the operation of SALALM.

8. Prepares annual report on activities of the SALALM Secretariat for inclusion in the Progress Report.

9. Prepares program binder for Midwinter and annual seminar meetings.

10. Arranges for reproduction of Final Report.

Vice-President and President-Elect

1. Appoints new committees, chairmen of committees as required, and replacements for unfilled committee positions upon recommendation of committee chairmen, for announcement at annual meeting in which he assumes office.

President

1. Presides at annual Seminar meeting and midwinter meeting.

2. Serves as Chairman ex officio of the Arrangements Committee for planning the annual Seminar meeting; plans program and solicits working papers.

Past President

1. Serves ex officio on the Arrangements Committee as advisor for the forthcoming annual meeting.

Secretary-Treasurer

1. Serves as custodian of the funds of the organization and carries out such other duties as are specified in the Bylaws. (Constitution, Art. IV, Sec. 3.d)

2. Assists the Executive Secretary, President and Committee on Budget and Finance in preparing the annual budget.

3. Assists the Executive Secretary in the preparation of SALALM tax forms.

4. Verifies and authorizes all disbursements.

Executive Board (See Constitution, Article V)

Chairmen of Committees (Executive Board and Substantive)

1. Contact committee members prior to annual meeting to verify continued interest in committee participation and status as dues paying member.

2. Recommend to the Vice-President and President-elect at the annual meeting, replacements for unfilled committee appointments.

3. Appoint a committee reporter to take notes at midwinter meeting for inclusion in annual committee report issued as part of Progress Report, and to take notes at annual seminar meeting which will form the committee

conference report for inclusion in the Final Report. (Executive Board committees make only the conference report, which includes, however, the annual report of the committee, as reported at the conference)

4. Make a verbal report on committee activities at mid-winter meeting and annual seminar meeting, and provide a substitute if unable to attend these meetings.

Executive Board Committees

Constitution and Bylaws Committee

1. Initiates amendments or additions to the Constitution and Bylaws, or in accordance with SALALM resolutions or at the request of the Executive Board.

2. Evaluates suggested amendments or additions to the Constitution and Bylaws.

3. Furnishes text of changes recommended to the Secretariat in order that they may be presented to the Executive Board and to the membership for vote, according to the membership for vote, according to the Constitution.

Policy, Research and Investigation Committee

1. Advises the Executive Board with respect to goals, objectives, and activities of the organization.

2. Serves as a committee on committees (Ball) suggesting formation of committees and assignment of committee responsibilities appropriate to SALALM goals.

3. Serves as a committee on resolutions (Ball), receiving resolutions from committees at annual conference, presenting resolutions to membership for approval, providing text of resolutions to Secretariat for editing, reproduction and distribution to members, and inclusion in the Final Report.

4. Maintains relations with other organizations concerned directly or indirectly with Latin American materials (WP 1, VIII)

5. Advises Executive Board and committees with respect to research to be carried out by committees.

6. Carries out activities of investigation pertinent to the general aims of SALALM (Ball).

Editorial Board

Advises and recommends concerning publications which SALALM may publish, such as the Final Report, and unpublished bibliographies.

Advisory Committee to LACAP

Serves as advisor to Stechart-Hafner and advises them of problems of libraries dealing with LACAP.

Membership Committee

1. Undertakes activities leading to increase in SALALM membership (Ball).

2. Receives membership dues and cards from members.

3. Sends membership cards to Executive Secretary for checking of membership records and forwarding to dues-paid member.

4. Forwards dues to the Secretary-Treasurer.

5. Sends out notice of delinquency to members who do not renew by December 31.

6. Reviews nominations of Nominating Committee for Officers and Executive Board, and list of committee members to verify membership status.

7. Sends to host institution for annual seminar, a current list of members for reproduction and distribution as Information Document (May 1 or six weeks before the Annual Seminar)

Committee on Budget and Finance

1. Assists Executive Secretary in preparing budget.

2. Initiates contacts with outside agencies with the goal of securing financial support for the activities of the SALALM Secretariat.

Advisory Committee to the Secretariat

1. Assists the Secretariat in preparing the annual Progress Report (Ball).

2. Contacts committee chairmen requesting committee reports for progress report, collects committee reports, and sends them to host institution for reproduction.

3. Collects conference reports and sends them to Executive Secretary for inclusion in Final Report.

4. Compiles from conference reports, list of committee members, and sends to President for approval, by August 15.

Nominating Committee

1. Prepares a ballot for Vice-President and President Elect, and for 2 members at large (Bylaws)

2. Nominates 2 persons for each position from among personal members of SALALM in good standing (Ball).

3. Elicits from nominees a written acceptance of the nomination (Ball).

4. Submits the nominations (Bylaws) and acceptance (Ball) to the President one month before the announced date of the annual seminar meeting (Bylaws, Ball) or earlier if so requested. (No procedure for mail ballot has been decided.)

Public Relations Committee (Executive Board decision Mid-Winter 1972)

1. Represents SALALM to outside agencies.

2. Collects from SALALM members, officers and committees, news items on SALALM activities and related activities in the field.

3. Prepares SALALM Newsletter.

Arrangements Committee (Called Organizing Committee in Bylaws, Art II, Sec. 4)

Responsible for program and local arrangements for one annual meeting (Ball)

Substantive Committees

1. Plan and carry out program activities pursuant to the goals of the committee.

2. Prepare annual committee reports on projects, activities, and meetings, including the mid-winter meeting.

3. Send annual committee report to Chairman of Advisory Committee to the Secretariat by May 1, or six weeks before the annual conference, for forwarding to the host institution of the meeting, to be reproduced in the Progress Report and distributed at the meeting, and included later in the Final Report.

4. Prepare text of resolutions pertinent to the activities and interests of the committee, and give them to the Chairman of the Policy, Research

and Investigation Committee for reproduction and presentation to the membership for approval during the annual conference.

5. Prepare a conference report consisting of a summary of committee activities at annual seminar meeting, and send this report to the Chairman of the Advisory Committee to the Secretariat by August 1, or six weeks after the annual conference, for forwarding to the Secretariat to be included in the Final Report.

6. Following committees preparing annual reports are responsible for sending the reports to the host institution for the annual conference by May 1 for reproduction and distribution at the conference:

   a. Significant Acquisitions of Latin American Materials by U.S. and Canadian Libraries and Libraries of the Caribbean and Mexico prepared by the Subcommittee on Significant New Acquisitions of the Committee on Acquisitions.

   b. Annual Report on Bibliographic Activities prepared by the Subcommittee on Reporting Bibliographic Activities of the Committee on Bibliography.

   c. Microfilming Projects Newsletter prepared by the Editor of the Microfilming Projects Newsletter of the Committee on Acquisitions.

Representative of Host Institution (See Calendar)

Rapporteur General (See Calendar)

B. CALENDAR OF ANNUAL SALALM ORGANIZATIONAL ACTIVITIES

Executive Secretary

June	Annual Seminar meeting.
June-Oct.	In collaboration with President, representative of host institution, and other members of Arrangements Committee plans program and local arrangements for next Annual Seminar meeting.
July 1	Receives approved draft resolutions of Annual Seminar meeting from Chairman of Policy, Research and Investigation Committee.
	Prepares membership card and has it reproduced.
July 15	Edits draft resolutions of Annual Seminar meeting.
August 1	Receives from representative of host institution, information for press release announcing next Annual Seminar meeting.
	Arranges for reproduction of press release.
September 1	Mails out to entire SALALM mailing list: 1) press release concerning next Annual Seminar; 2) membership card form for paying dues.
	Sends reminder to American Embassies of future meetings; sends special invitations to U.S. Embassies, UNESCO (See SALALM Manual for examples).
September 15	Receives final committee list from President.
	Arranges for reproduction of resolutions and committee list.
	Receives edited summary minutes of business meetings, work shops, discussion groups, etc. of Annual Seminar meeting from Rapporteur General.
October 1	Edits Final Report and Working Papers, consisting of materials preprinted for Annual Seminar: 1) Progress Report of Executive Secretary; 2) Annual Committee Reports; 3) Annual reports; 4) Minutes of mid-winter meeting; 5) Working Papers; 6) Information Documents, to which is added: 1) Committee Reports of meeting activities; 2) Minutes of Annual Seminar; 3) Resolutions of Annual Seminar and final committee list.

	Arranges for special reports of interest to SALALM and sends to the authors instructions on format and deadlines.
October 15	Mails out resolutions and committee list to Officers and committee members.
	Sends form letter to those to whom resolutions are addressed, with copy to the Chairman of the SALALM committee concerned. (See Organizational Manual for example)
November 1	Sends Final Report and Working Papers for reproduction.
	Makes arrangements for space for mid-winter meeting.
	In collaboration with President, drafts agenda for mid-winter meeting, and prepares program binder.
	Receives copy for questionnaires of the 3 annual reports: 1) Annual Report on Bibliographic Activities; 2) Significant Acquisitions of Latin American Materials; 3) Microfilming Projects Newsletter.
	Sends three questionnaires for reproduction.
	Receives copy for invitation, program and local arrangements information for next Annual Seminar meeting from representative of host institution, (Information Document 1, see SALALM Organizational Manual for example) and edits.
November 15	Returns copy for Information Document 1 to host institution for reproduction. If host institution cannot reproduce, or it would be difficult to do so (foreign country), Executive Secretary arranges for reproduction.
December 1	Arranges for reproduction of information on mid-winter meeting.
December 15	Mails out agenda and housing information for mid-winter meeting to officers and committee members.
	Prepares envelopes for mailing of Information Document 1 (invitational material for next Annual Seminar) to members and previous seminar participants.
January	Mid-winter meeting.
January 1	Receives Information Document 1 from host institution for mailing.

January 15	Mails out Information Document 1 to members and previous seminar participants.
February 1	Prepares envelopes for mailing of Final Report and Working Papers.
	Mails 3 questionnaires for annual reports to entire SALALM mailing list (membership and informational).
March 1	Mails out Final Report and Working Papers of previous meeting to registrants and SALALM members.
	In collaboration with Treasurer, prepares tax and legal forms for SALALM.
April	Prepares Progress Report on Secretariat activities.
April-May	Prepares annual budget in collaboration with President, Treasurer, and committee on Budget and Finance, for presentation to Executive Board at annual seminar conference.
May 1	Sends Progress Report on Secretariat activities to representative for host institution for reproduction.

President

June-October	Plans program and local arrangements for Annual Seminar meeting, in collaboration with Executive Secretary, representative of host institution, and other members of the Arrangements Committee.
	Solicits working papers for Annual Seminar program.
July 15	In collaboration with representative of host institution, drafts information for press release for Annual Seminar meeting.
August 15	Receives from Chairman of Advisory Committee to the Secretariat compiled list of committee members for approval.
September 1	Verifies membership status of committee members with Chairman of Membership Committee.
September 15	Sends list of committee members to Executive Secretary to be reproduced and distributed.
October 15	In collaboration with representative of host institution, drafts tentative program for next Annual Seminar.

November 1	In collaboration with Executive Secretary, drafts agenda for mid-winter meeting.
	Sends letter to authors of working papers, with instructions for format, in accordance with facilities of host institution. (See SALALM Organizational Manual for example)
April 1	Receives the Nominations of the Nominating Committee, and verifies membership status of nominees with the Chairman of the Membership Committee, prior to holding election by mail ballot.
April-May	Collaborates with Executive Secretary and Treasurer in preparation of annual budget, for presentation to the Executive Board at Annual Seminar.

Secretary-Treasurer

March 1	Collaborates with the Executive Secretary in preparation of tax and legal forms.
April-May	Collaborates with the Executive Secretary and President in preparation of annual budget for presentation to Executive Board at Annual Seminar meeting.

Representative of Host Institution

June-October	With collaboration of the President, Executive Secretary and other members of the Arrangements Committee (Organizing Committee for Meetings per Constitution) plans program and local arrangements for Annual Seminar meeting.
July 15	In collaboration with President, prepares information for press release concerning annual seminar meeting.
August 1	Sends to Executive Secretary information for press release concerning Annual Seminar meeting program and local arrangements. (See SALALM Organizational Manual for example)
November 1	Sends to Executive Secretary draft copy for invitation. program, and local arrangements information (Information Document 1, see SALALM Manual for example) for Annual Seminar meeting. Registration fee should cover expenses of meeting.
November 15	Receives from Executive Secretary, edited copy for invitation, program and local arrangements information and

	arranges for its reproduction as Information Document 1. In cases where the host institution is not able to reproduce this material, it is done by the Executive Secretary.
December 15	Returns Information Document 1 to Executive Secretary to be mailed out to members and previous Seminar participants.
Jan. 1-May 1	Receives registration forms and fees from those planning to attend the meeting.
April 1	Receives working papers on program topics, and special reports from authors, for reproduction.
	Assigns numbering to working papers and arranges for reproduction in sufficient copies for all who paid and 10 copies for the authors. Prepares abstracts for papers in Spanish.
May 1	Receives materials for Progress Report as follows: 1) Progress Report on Secretariat from the Executive Secretary; 2) Minutes of mid-winter meeting from Rapporteur General; 3) Collected committee reports from Chairman of the Advisory Committee to the Secretariat.
	Receives annual reports as follows: 1) Annual Report on Bibliographic Activities from the Subcommittee on Reporting Bibliographic Activities; 2) Annual Report on Significant Acquisitions of Latin American Materials from Subcommittee on Significant New Acquisitions; 3) Microfilming Projects Newsletter from the Editor.
	Receives special reports as arranged by the Executive Secretary.
	Receives current membership list from Chairman of the Membership Committee.
	Prepares program, list of participants, list of working papers, schedule of activities.
	Assigns numbering to materials collected, according to memo of the Executive Secretary Feb. 25, 1971 (revised) and arranges for reproduction of Progress Report and sufficient copies for all who paid for reprints, plus 50 copies for the Secretariat office.
May 15	Arranges for local reporters for business meeting, work-

shops and discussion groups as requested. Typewritten double-spaced summaries to be given to Rapporteur General immediately following meeting.

Arranges for administrative space beginning one day before the meeting, and equipment and clerical assistance as needed, particularly for the typing and reproducing of resolutions at the end of the meeting.

Arranges for clerical assistance to register participants, and distribute the Progress Report and Working Papers.

June — Annual Seminar

Sends originals of all materials reproduced to the Executive Secretary for reproduction in the Final Report.

July-June — Serves as ex officio member of Arrangements Committee for the next Annual Seminar.

Rapporteur General

June — Takes minutes of Executive Board meetings and general business sessions of Annual Seminar.

Receives summary reports of work shops and discussion groups immediately following conference, from moderators and local reporters.

September 15 — Sends to Executive Secretary, edited summaries of business sessions and work shop and discussion groups, for inclusion in Final Report.

January — Takes minutes at mid-winter meeting

May 1 — Sends to representative of host institution, minutes of mid-winter meeting for inclusion in Progress Report.

SEVENTEENTH SEMINAR ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS

FINAL REPORT

Part II

SALALM Business Sessions

Opening Session June 12, 1972 2:00-5:30 p.m.
Final Session June 14, 1972 2:00-4:00 p.m.

FINAL REPORT
Part II

SALALM Business Sessions

[For agenda see Information Document No. 2C]

Opening Session (June 12, 1972 2:00 p.m.)

Chairman: Glenn Read, Jr., President, SALALM
Moderator: Donald F. Wisdom
Rapporteurs: Jane Garner, Susan Thompson

A. Introductory remarks

Donald Wisdom, vice-president of SALALM, opened the first general session and introduced Pauline Collins, the host representative for the University of Massachusetts at Amherst. Following Mrs. Collins' welcome, Marietta Shepard, Executive Secretary of SALALM, introduced Lewis Hanke, Professor of Latin American history at the University of Massachusetts. Dr. Hanke cordially welcomed the participants on behalf of Chancellor Randolph Bromery and Provost Robert Gluckstern, who were unable to be present. Calling attention especially to one of the workshop topics, "The Selection and Acquisition of Spanish and Portuguese Language Materials for School and Public Libraries," as a subject of increasing concern to all educational institutions in Massachusetts as well as elsewhere, he anticipated that the program as a whole planned for the Seventeenth Seminar would further efforts to understand the culture of Latin America and to establish friendly and professional relations among the librarians and teachers who work in the area of Latin American studies. He spoke briefly of what he liked to term the precursor of SALALM, the first Assembly of Librarians of the Americas held a quarter of a century ago (1947) in The Library of Congress. He explained he felt his role in that Assembly was the result of two articles he wrote in 1941. The first was on cooperation with Latin American librarians, a proposition he found at that time unlikely because of the linguistic limitations of U.S. librarians and their lack of knowledge about Latin America. The second article outlined three areas which needed development: building Latin American collections, preparing guides to Latin American materials in the United States, and working out a system in the United States for the utilization of materials bearing on Latin America. In conclusion, he praised librarians as the key to library development and use. Making special reference to SALALM, he stated, "To all of those persons and institutions who have laid the solid foundations for this unique body SALALM, let all of us who benefit from your labors offer our grateful thanks."

Dr. Robert Potash of the History Department and chairman of the Latin American Studies Committee, Dr. Harold L. Boudreau, chairman of the Department of Hispanic Languages and Literatures, and Merle N. Boylan, University Librarian, all of the University of Massachusetts at Amherst, gave brief welcoming

remarks and expressed the hope that a successful meeting would ensue. Dr. Boudreau noted particularly the workshop on bilingual materials for schools and public libraries and its importance in Massachusetts due to the new bilingual education law. Mr. Boylan noted that two years ago, it was hoped that the conference could be held in the new University Library, but unfortunately, it was not yet completed.

Mr. Boylan also expressed his thanks for the work of the local coordinators: Pauline Collins and Paula Mark of the University of Massachusetts; Gai Carpenter, Hampshire College; Floyd Merritt, Amherst College; Anne Edmonds, Mount Holyoke College; Vlasta Greenbie of the Hampshire Inter-Library Center; Patty Delkes and Mary Aillon, Smith College.

Glenn Read, president of SALALM, announced that included in the program for the conference were both workshops and discussion groups. In early May, questionnaires were mailed to the membership soliciting advice and comments on the organization, directions, goals and priorities of SALALM. The results of the tabulation of the responses--to be completed later in the summer--should be helpful to the Executive Board in evaluating the organization's areas of interest. In conclusion, he thanked all of those who had responded to the questionnaire as well as those from the University of Massachusetts, Five Colleges, and the Organization of American States who had organized the conference. Special thanks were accorded Pauline Collins, Paula Mark, Virginia Conrad, John Kendall (all from the University of Massachusetts), David Zubatsky (Washington University), Daniel Cordeiro (University of Kansas), Susan Russell (Cornell University), and the authors of the working papers for their work.

Marietta Daniels Shepard, Executive Secretary of SALALM, gratefully acknowledged the help of Marta Tomé, her assistant in the OAS Library Development Program, in organizing SALALM's activities. She also commended Mayellen Bresie and the Advisory Committee to the Secretariat for their work in planning the conference and in developing proposals for shifting some of the responsibilities assumed by the Secretariat to the hands of the membership. In her final remarks she called attention to the general sessions scheduled for the conference.

B. Organizational matters

1.1.1 Report of the Treasurer

Albert Díaz, treasurer, reported that as of June 8, 1972, SALALM had a balance of $4,512, a figure representing about a $300 increase over the balance ($4,323) at the end of the fiscal year in August 1971. During fiscal year 1972 (through June 8) receipts were as follows:

$ 1620	Dues
2000	Grants
158	Interest
70	Registration fees for XVI SALALM (1971)
$ 3848	TOTAL

Disbursements for the same period were:

$ 2000	Grants
280	Legal fees
22	Miscellaneous fees
252	Printing and duplication
535	Secretarial fees
30	Returned checks
440	Travel expenses
$ 3559	TOTAL

1.2 Reports of the Executive Board Committees

1.2.1 Constitution and Bylaws

Gilberto Fort, replacing Robert Johnson as chairman of the committee, announced that the committee members were Suzanne Hodgman and Marjorie LeDoux. Although the committee had not been too active, Mr. Johnson did make a study of both the Constitution and Bylaws of SALALM and reported that Article II, Section 1 of the Bylaws had been amended to read: "For all members attending the annual seminar of SALALM, there will be a uniform registration fee as fixed by the Executive Board." At the 1972 Midwinter SALALM meeting, the Executive Board voted a $15 registration fee for members, and $25 for nonmembers with librarians and professors from Latin America and the Caribbean being exempt from the registration fee.

1.2.2 Policy, Research and Investigation

Rosa Abella stated there was no report.

1.2.3 Editorial Board

Donald Wisdom, chairman, reported that he and committee member A. W. Bork had met to discuss two major topics, the first being the Basic List of Latin American Materials (BALLAM). The major part of the manuscript was submitted in 1967, the final part only recently. Both the Committee on Acquisitions and Professor Bork have recommended that Hensley Woodbridge be named the editor of the work to bring it up to date to 1969. The Editorial Board recommended that the University of Illinois at Carbondale be the publisher of the list. The second topic of discussion concerned the publication of a bibliography on the geology of Central America being prepared by Harriet Smith. The Editorial Board recommended that the bibliography be published as a part of SALALM's Bibliographical Series, which is published by the University of Illinois at Carbondale.

1.2.4 Advisory Committee to LACAP

Donald Wisdom, chairman, reviewed the work of the committee. It first met in September 1971 and received a communiqué from Eleanor Vreeland, Marketing Director of Stechert-Hafner regarding some impending changes and

strengthening of the LACAP program. Her letter noted two developments: first, Stechert-Hafner was interested in a new library acquisitions profile and was asking each participating library to review its profile, and second, Stechert-Hafner was revising its pricing policy for LACAP, resulting reportedly in cost reductions of ten to thirty percent. To implement these policies, Robert Case as well as a professional Spanish cataloger had been added to the staff. At 1972 Midwinter, Mr. Wisdom and Nettie Lee Benson met with Mrs. Vreeland and Mr. Case. Mrs. Vreeland also presented a report emphasizing Stechert-Hafner's continuing commitment to LACAP at the general session held at 1972 Midwinter [Working Paper No. A-1(C), p. 12].

In March 1972, Mr. Wisdom and Mrs. Vreeland met briefly in Washington. At that time she indicated she was planning a trip to Latin America to visit the book dealers in the various countries in order to improve the program.

1.2.5 Membership

Lee Williams, chairman, reported that as of May 15, 1972, there were 175 personal members. The year began with 162 personal members, 43 were dropped from the rolls, and 56 new members were added. As of May 15, 1972, there were 84 institutional members. At the beginning of the year, there were 90 institutional members, 26 were dropped, and 20 were added. There were two honorary members. [See Information Doc. No. 6 for the 1971/72 Membership List.]

1.2.6 Budget and Finance

Earl Pariseau, vice-chairman, reporting in the absence of the chairman, A. Curtis Wilgus, stated that since there were increasing demands being made on a rather limited budget, the committee recommended the preparation of a preliminary budget proposal to be submitted to the Executive Board before each annual meeting for consideration.

1.2.7 Advisory Committee to the Secretariat

Mayellen Bresie, chairman, noting that the Advisory Committee had been established only two years ago at XV SALALM in Toronto, reported that the committee had been studying ways to assist the Secretariat. At the 1972 Midwinter meeting, the committee presented to the Executive Board a proposal for the restructuring of the Progress Report (Working Paper No. A-1) and the decentralization of SALALM reporting responsibilities [Working Paper No. A-1(C), pp. 1-2 and its Appendix A]. The Executive Board accepted the proposal in principle. Two changes to be effected as a result of the proposal are the preparation of conference reports by the committee regarding their activities, and the removal of news items from the Progress Report to a separately published newsletter, which will be produced by the newly formed Public Relations Committee.

Prepared in the spring of 1972, a report, "Organizational Responsibilities of SALALM Officers and Committees," listing the duties and responsibilities

of each official and committee with a timetable for various activities to be accomplished was presented to the Executive Board for its consideration at its meeting June 11, 1972 [Final Report, Part I, p. 5 and its Appendix B]. If the goals set by the timetable can be met, the Final Report of XVII SALALM will be available March 1, 1973.

1.2.8 Nominating Committee

Emma Simonson, chairman, thanked committee members Zelda Osborne and Marilyn Whitmore for their assistance. The nominees for vice-president and president-elect--Daniel Cordeiro and Rosa Mesa--and for Executive Board members-at-large--Tamara Brunnschweiler, Oliver Dunn, Marjorie LeDoux, and Barbara Stein--were introduced. Elected prior to the annual conference by means of a mail ballot sent to the membership were Rosa Mesa, vice-president, Marjorie LeDoux and Barbara Stein, members-at-large.

1.2.9 Public Relations

Donald Wisdom reported that at its meeting of the previous evening (June 11), the Executive Board discussed the Public Relations Committee, but members for it had not yet been appointed. For the purpose of producing the newsletter, the chairmen of the Committees on Acquisition, Bibliography, and Library Organization, Personnel and Research will serve as an interim committee.

With the conclusion of the reports of the Executive Board committees, the moderator solicited comments from seminar participants on organizational matters.

Paulino Sierra, Cook County Law Library, posed three questions:

1. "What is SALALM doing in order to give us more material from Latin America or the sources where we can get more material from Latin America at cheaper prices without the necessity of going into Latin America?"

2. "What is SALALM doing in order to avoid the duplication of prices in national lists for the books that are bought in, let's say, in Argentina or in Brazil, and in foreign lists for the books that are sold to the United States to which you have to add the rate of exchange and the expenses of sending it down here to the United States, which sometimes brings the books to the price of three hundred or four hundred percent higher?"

3. "What is SALALM doing in order to, let's say, to have a clearinghouse for the materials of Latin America?"

Glenn Read, president of SALALM, noted that these were concerns of all dealing with Latin American materials and that for this reason, discussion of these problems had already been planned for the workshop sessions, which were designed for the sharing of information and ideas and for the exploration of ways for improvement.

Dr. Sierra recommended that a special committee be created to report to XVIII SALALM on solutions or at least ways of finding practical solutions to the problems institutions are facing in the acquisition of Latin American library materials. The recommendation was referred to the Committee on Acquisitions.

C. Committee on Library Organization, Personnel and Research

See Final Report, Part III, for the report of this committee.

Final Session (June 14, 1972 2:00 p.m.)

Moderator: Peter T. Johnson
Rapporteur: Jane Garner

A. Activities of Joint Committees (postponed from the Second Session)

For reports of the joint committees, see Final Report, Part III.

B. Workshop Reports

For reports of the workshops, see Final Report, Part IV.

C. Recommendations

The thirty-three Draft Resolutions (DR) of XVII SALALM were discussed, and the wording of all except two were approved as stated. In DR 10 (FR 14) the word "reprinted" was substituted for the word "republished." DR 11, which read "That a Subcommittee of the Committee on Acquisitions be created to advise CRL on purchase of microfilm and original materials, and on film projects," was reworded to read as FR 4. Four additional resolutions were introduced and approved (FR 11, 13, 28, 29). [The thirty-seven Final Resolutions (FR) are printed as Information Document No. 7.]

D. New business

1. Committee appointments

Donald Wisdom announced that the Executive Board discussed at the 1972 Midwinter meeting possibilities of relocating the Secretariat [Working Paper No. A-1(C), p. 9]. The Executive Board, at its session of June 11, 1972, resolved to form a blue-ribbon committee for that purpose [Final Report, Part I, p. 3]. Mr. Wisdom explained that the relocation had become necessary because the workload of the Executive Secretary had reached the point that neither did she have the time to devote to SALALM nor did she have sufficient staff to assist her. Members of the Blue Ribbon Committee on Relocation of the Secretariat are Emma Simonson, chairman (Indiana University), Lee Williams (Yale), and Peter Johnson (University of Minnesota). One is a SALALM member of long standing, one has been involved for several years, and one has become

active more recently. None represent institutions which might be interested in accepting the Secretariat.

Other committee appointments were as follows:

Nominating Committee, 1972/73

Mary Brady, chairman
Michael Rosenstock
Glenn Read

Committee on Bibliography

Barbara Stein
Herman Cline

Subcommittee on Personnel--Preparation and Continuing Education of Latin American Area Specialists

Nettie Lee Benson
Mary Brady
Ann Graham

Project Committee on Oral History of Latin American Library Development

A. Curtis Wilgus
Robert Williams

Joint Committee on Library Materials for the Spanish and Portuguese Speaking in the U.S.

Emilia Bernal
Keith Revelle

Committee on Budget and Finance

Albert Díaz, chairman
Marietta Shepard
Donald Wisdom
A. Curtis Wilgus

Constitution and Bylaws

Marjorie LeDoux, chairman
Michael Rosenstock

Editorial Board

Barbara Stein, chairman
Margarita Anderson-Imbert

Policy, Research and Investigation

Rosa Abella, chairman
David Zubatsky

Mr. Wisdom explained that it was the policy for committees of the Executive Board to have two Executive Board members on them plus additional persons from the membership at large. Those Executive Board members named to the Committees on Constitution and Bylaws, Editorial Board, and Policy, Research and Investigation replace outgoing Executive Board members.

Glenn Read expressed his thanks to all those who had completed and returned their questionnaires to him. He explained that although he had intended to compile a list of those who had indicated on the questionnaire that they were interested in committee work, he had not had time to do so prior to the conference. He will prepare the list so that those persons may be considered for future appointments.

2. Appointment of Planning Committee for XIX SALALM

Rosa Mesa, vice president and president-elect, stated that appointment of the committee would take place later.

3. Arrangements for XVIII SALALM, Trinidad, April, 1973
[See also Final Report, Part I, p. 8.]

Mr. Wisdom announced that the dates of the Trinidad meeting would be April 29 - May 3. The theme, "International, National, and Regional Planning," will be developed by several working papers and a panel presentation lasting one-and-a-half to two hours. Some of the workshops of XVII SALALM will be continued; e.g., workshop on the book trade. ACURIL has proposed to hold a workshop on acquisitions in the Caribbean.

Irma Hannays, local coordinator for XVIII SALALM, reported on local arrangements. She announced that room rates at the Trinidad Hilton, site of the conference, would be $14 single, $18 double. Air fare from New York, including a trip to Tobago, would be approximately $187 per person at group rates (15 persons minimum) on BWIA, the Trinidad airline.

Noting that this was the first conference scheduled at a substantially different time of year from previous ones, Mr. Wisdom reminded those present that reports would be due six weeks before the conference. Invitations to the meeting ought to be sent out by early December at the latest. Because of the early meeting date, there will be no general membership meeting at 1973 Midwinter; however, there will be an Executive Board meeting.

Pauline Collins announced that 153 persons from 16 countries had registered for XVII SALALM plus 50 more who registered only for Workshop No. 4.

SEVENTEENTH SEMINAR ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS

FINAL REPORT

Part III

Conference Reports of the Committees

Committee on Acquisitions
Committee on Bibliography
Joint Committees on Acquisitions and Bibliography
Committee on Library Organization, Personnel, and Research
Executive Board Committees

Conference Reports of the Committees

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FINAL REPORT
Part III

Conference Reports of the Committees

I. COMMITTEE ON ACQUISITIONS

Present at the meeting of the Acquisitions Committee held June 12, 1972, were David Zubatsky (chairman), Juanita Doares (vice-chairman), Peter Johnson, Suzanne Hodgman, and guest Harold Schleifer.

Reports of the following subcommittees were given:

Subcommittee on Significant New Acquisitions

Peter Johnson, chairman of this subcommittee, reported that 2,000 questionnaires were sent out, but that only 29 institutions reported. In view of the low response, the committee discussed the advisability of continuing the annual survey of significant new acquisitions of Latin American materials. The committee agreed that it should continue and that the chairman should follow up with an additional questionnaire to institutions with major Latin American collections which did not respond.

The format of the report was discussed and the following changes recommended by the subcommittee were adopted:

1. Change of title: The title will now read Significant Acquisitions of Latin American Library Materials, followed by date.

2. The Working Paper compiled from data supplied on the questionnaire will include only material relating to Latin America.

3. Arrangement of the Working Paper on Significant Acquisitions will be:

   Section I: Major Collections Acquired

   The format of this section will remain unchanged.

   Section II: Significant Retrospective Files Acquired

   Serials and newspapers in hard copy and microform will be included in one listing arranged alphabetically by country. Effective with the Working Paper for XVIII SALALM, there will be included holdings or projects which the institution reports if they are in positive microform. Holdings or projects for negative microform will be included in the Microfilming Newsletter.

Section III: Other Significant Acquisitions

This section will be retained, but the final decision as to what should be included will be determined by the subcommittee chairman.

Section IV: Teaching, Research or Special Programs Affecting Collecting Policy and Projects of Interest to SALALM

This section will be eliminated.

Effective with SALALM 1973, the Working Paper on Significant Acquisitions will also include multimedia and films either in Section I or as a separate section. The chairman of the subcommittee should encourage the participants in answering the questionnaire to send the information on 3 x 5 slips rather than 8 1/2 x 11 sheets.

Microfilming Projects Newsletter

Suzanne Hodgman, editor of the Microfilming Projects Newsletter, said that she had nothing to report. She said that the responses of libraries had been very small in answer to the questionnaire for information to be included in the Microfilming Projects Newsletter.

The committee expresses the hope that responses would improve in 1973 when the editors of both Significant Acquisitions of Latin American Library Materials and the Microfilming Projects Newsletter would be sending out their information questionnaire independently.

Ad Hoc Subcommittee on Basic List of Latin American Materials for New Collections (BALLAM)

Mr. Zubatsky announced that Hensley Woodbridge, of Southern Illinois University would be the editor of BALLAM, replacing Dan Newberry. The basic volume will have a termination point for material included of 1969. Hopefully, members of the subcommittee will be able to update the list, and that five-year supplements will be published. It will be published by Dr. William Bork at Southern Illinois University (Carbondale).

Following the subcommittee reports, other business was discussed.

Latin American Acquisitions Clearinghouse

Mr. Zubatsky announced that the Working Paper C-1 of this conference included an update of the Working Paper which he had presented at the 1971 conference. He also announced that there would be a workshop during the conference devoted to the Clearinghouse. The purpose of the workshop would be to solicit from members of SALALM their ideas on what direction the Clearinghouse should take.

SALALM Newsletter

The chairman announced that the Executive Board of SALALM had decided to publish a newsletter and that initially the editorial board will be made up of the chairmen of the three committees of SALALM (Acquisitions, Bibliography, and Library Organization, Personnel and Research). The chairman solicited topics from the committee as to what the newsletter should include.

The committee agreed that every member of SALALM should receive the newsletter and that the following topics should be considered for inclusion:

1. SALALM organization news
2. Traveling librarians reporting on their trips to Latin America
3. Key bibliographic activities
4. Personnel announcements
5. Cooperative projects--both in acquisitions and preservation of Latin American library materials
6. Information on continuing education in Latin American studies
7. Short articles by scholars and bibliographers interested in Latin American library materials
8. New bibliographic tools; book dealer and publisher information.

There being no further business, the meeting adjourned.

Acquisitions Committee Membership

Present composition: David S. Zubatsky, chairman (Washington University), Juanita Doares, vice-chairman (New York Public Library), Dominick Coppola (Richmond College, City University of New York), Jane Garner (University of Texas at Austin), Suzanne Hodgman (University of Wisconsin), Emma C. Simonson (Indiana University), Hensley C. Woodbridge (Southern Illinois University, Carbondale), and Peter T. Johnson (University of Minnesota).

Organizational Matters

A subcommittee will be created to consult with the Center for Research Libraries staff on the possibility of advising the Center in the purchasing of certain microform collections and original format materials, as well as needed original filming projects. Its chairman will be appointed in due

course.

A Library/Book Dealer/Publisher Relations Subcommittee will be organized under the chairmanship of Juanita Doares of the New York Public Library.

II. COMMITTEE ON BIBLIOGRAPHY

The members of the Committee on Bibliography are: Daniel Raposo Cordeiro, chairman (University of Kansas), Margarita Anderson-Imbert, vice-chairman (Harvard University), Rosa Abella (University of Miami), Mary M. Brady (State University of New York at Buffalo), Solena V. Bryant (Queens College), Haydée Piedracueva (Columbia University), Barbara H. Stein (Princeton University), Herman H. Cline (City College, City University of New York).

A form letter has been sent to the editors of some of the major journals of the field asking that they publicize our survey of Latin Americanists to determine which bibliographies and indexes they should like to see compiled. When enough time has elapsed to digest the expected varied responses, the committee has every intention of making the results widely known.

Pursuant to a SALALM resolution, Margarita Anderson-Imbert is in charge of the preparation of an index to the SALALM Resolutions. Work on this is progressing with the aid of Nadia de Levi, Virginia Mounce, and Emilia Bernal.

Pursuant to a SALALM resolution, Rosa Abella, Haydée Piedracueva, and Amelia Mederos (Harvard University) have been diligently working on the preparation of an index to the SALALM Progress Reports. The index is in its final stages and will hopefully be published in the next year. It has been reported that Mrs. Mederos will continue to index future Progress Reports.

In fulfillment of a SALALM resolution, Sammy R. Kinard (Ohio State University) has completed and has had published: "Working Papers of the Seminars on the Acquisition of Latin American Library Materials: List and Index, 2nd rev." (Cuadernos Bibliotecológicos, No. 22, Rev. 2; Washington, D.C., Organization of American States, 1971, 31 p. mimeo.).

In fulfillment of a SALALM resolution, Daniel Raposo Cordeiro has completed "A Checklist of Newsletters Pertaining to Latin American and Iberian Studies in the United States." It has been published in Latin American Research Review, VII, No. 2 (Summer, 1972), 143-147.

The present membership of the Committee on Bibliography and its Subcommittee on Reporting Bibliographic Activities has assumed responsibility for the preparation of future supplements and cumulations to

Arthur Gropp's Bibliography of Latin American Bibliographies--this with the blessing of the noted bibliographer Gropp. It is recognized that this on-going activity, while based in SALALM, is to be independently pursued.

Subcommittee on Reporting Bibliographic Activities

The members of the Subcommittee on Reporting Bibliographic Activities are: Haydée Piedracueva, chairman (Columbia University), Jesús Leyte-Vidal, vice-chairman (Duke University), Margarita Anderson Imbert (Harvard University), Solena V. Bryant (Queens College), Herman H. Cline (City University of New York, City College), Jane Garner (University of Texas at Austin), Celia Leyte-Vidal (Duke University), Glenn R. Read, Jr. (Cornell University), Irene Zimmerman (University of Florida). The Subcommittee submitted its "Annual Report on Bibliographic Activities" at the 17th annual meeting of SALALM. Miss Piedracueva was general editor of the report, and it is now arranged by broad subjects, with an author index.

Subcommittee on Bibliographic Technology

The members of the Subcommittee on Bibliographic Technology are: Arnulfo D. Trejo, chairman (University of Arizona, Tucson), David K. Easton (Armco Steel Corporation), Paul Miles (University of California, Los Angeles). The Subcommittee is pursuing four goals: 1) determine which member libraries of the Association of Research Libraries (ARL) are utilizing computer technology in the acquisition, processing, and dissemination of Latin American information; 2) determine which libraries in Latin America are utilizing computer technology; 3) determine what plans The Library of Congress may have in regard to the application of computer technology in the cataloging of Latin American materials; 4) explore the possibility of having University Microfilms assign a special code to abstracts of dissertations which pertain to Latin America.

III. JOINT COMMITTEES ON ACQUISITIONS AND BIBLIOGRAPHY

III.1 Joint Committee on Reproduction of Latin American Materials

No report received.

III.2 Joint Committee on Current Cuban Library Materials

See Final Report, Part I, p. 6.

III.3 Joint Committee on Official Publications

At the final session of XVII SALALM, Rosa Mesa reported that the committee was still working on the project of bibliographic control of the official publications and organized distribution of them. She also announced that in the Latin American Serial Documents series being

published by R.R. Bowker, the volumes for Argentina and Bolivia had been published with the volume for Chile in press.

III.4 Joint Committee on Library Materials for the Spanish and Portuguese Speaking in the United States (XV.46, XVI.41)

The members of the committee are: Susan Shattuck Benson, chairman (Organization of American States), Emilia Bernal (University of Puerto Rico), Mary Magruder Brady (State University of New York at Buffalo), Peter T. Johnson (University of Minnesota), Virginia Mounce (Trinity University), Keith Revelle (Oakland Public Library), Martha V. Tomé (Organization of American States), Eleanor P. Vreeland (Stechert-Hafner), Karna Wilgus (Inter-American Bibliographical and Library Association).

The committee was established by Resolution 41 at XVI SALALM in Puebla. Its purpose is to improve selection and acquisition of book, audio-visual, and periodical material for the Spanish and Portuguese speaking in the United States. The reason for its association with SALALM is that, from its work for academic libraries, SALALM has the experience to help solve some of the problems of selection, acquisition, and distribution of materials for school, public, and other libraries serving the Spanish and Portuguese speaking.

Workshop on Selection and Acquisition of Spanish and Portuguese Language Materials for School and Public Libraries

The workshop was held under the committee's sponsorship at XVII SALALM in June 1972. Since the workshop was held in New England, materials in Spanish for Puerto Ricans and materials for the Portuguese speaking were emphasized. Materials for children and teen-agers were emphasized over those for adults. The workshop included five speakers and a question period attended by 85 people in one afternoon session, followed by discussion groups in a morning session attended by 35 people. Book distributors exhibited some 1,500 titles specifically for the workshop. Bibliographies were prepared of those materials as well as on special topics and given to the participants. Special registration was arranged ($8.00 as opposed to $25.00) to allow maximum participation in the workshop and to prevent the SALALM Conference as a whole from being flooded with people not interested in its general activities. [For further information on the workshop, see Final Report, Part IV, Workshop No. 4.]

Working Group on Archival Materials of the Spanish and Portuguese Speaking in the United States

The group was formed at Amherst to identify and promote preservation of contemporary archival and other material important to the history and culture of the Spanish and Portuguese speaking in the United States. Objectives and procedures were discussed at Amherst, and the committee decided to seek the collaboration of the American Association of Archivists.

Because of the magnitude of the task, the committee has not yet named a time for its completion. This year will be devoted to designing the project. The chairman of the committee named Virginia Mounce chairman of the working group. Members of the working group include: Virginia Mounce, chairman and representative of the Southwest; Susan Shattuck Benson, representative for Federal archives and District of Columbia; Mary Magruder Brady, representative for the Northeast; James Breedlove, representative for the Far West; Peter Johnson, representative for the Northwest.

Basic List of Periodicals in Spanish and Portuguese for School and Public Libraries

The committee decided at Amherst that need for such a list is urgent. Emilia Bernal will compile an initial list of popular adult periodicals that have been published regularly for a minimum of five years and that are commonly available in Puerto Rico. In September 1972 that list will be sent by the chairman to the committee members who will make comments and additions, including such information as what distributor(s) they use for each title. When the list is complete a distributor or distributors will be found to supply the items on it. The list with distributors will be included in the Proyecto LEER Bulletin. The committee will prepare a similar list for children and will continue to up-date both lists at regular intervals.

Liaison with other professional organizations

One of the committee's objectives for its first year (1971/72) was to establish liaison with other professional organizations serving the Spanish and/or Portuguese speaking to assure that it was not duplicating the efforts of others and to improve communication, which is so poor among these groups. It found that, even within ALA, committees with similar interests often had no knowledge of or no contact with each other. The committee is now corresponding and exchanging information with the following groups:

ALA Clearinghouse for Reference and Acquisition Information on Minorities. The clearinghouse was organized in June 1971 to serve as an information exchange center. Its primary concern is materials, including those for Chicanos and Puerto Ricans. There is a Core Committee for each minority group's materials made up of librarians who will identify existing works, works in progress, and needed works in their field. The work of the clearinghouse will be further defined at future ALA meetings. Its coordinator is Joan Neumann, History Division, Brooklyn Public Library, Grand Army Place, Brooklyn, New York 11238.

ALA Committee on Treatment of Minority Groups in Books and Other Instructional Materials. This group deals with the problems and issues implied by its title. It has subcommittees on Puerto Ricans and on Mexican Americans. SALALM's contact with this group is Professor Clara Jackson, Graduate School of Library Science, Kent State University, Kent, Ohio.

ALA SRRT Task Force on Chicanos. The task force is preparing

a list of Spanish speaking/Spanish surnamed librarians in the U.S., writing biographical sketches of well-known Chicanos, preparing an annotated list of Chicano films--Cynthia Baird has already prepared an extensive list of Chicano films, which has been published by the Oakland Public Library--identifying publishers of Chicano material and U.S. sources for Spanish language materials. Task Force chairman is Elizabeth Martínez Smith, Special Services Consultant, County of Los Angeles Public Library, Los Angeles, California 90053.

ALA Sub-Committee on Spanish Materials. The committee sponsored a one-day training program on library service to the Spanish speaking at ALA in Chicago, June 1972. The program included celebrity speakers. Chairman is Victoria Wallace, Director, Northport Public Library, Northport, New York 11768.

REFORMA. It was organized in July 1971 to create and implement policies to meet the needs of the Spanish speaking in matters concerning librarianship, especially library service. It is recruiting librarians of Ibero-American extraction and other librarians interested in work with the Spanish speaking. Its chairman is Arnulfo D. Trejo, Associate Professor of Library Science, The University of Arizona, Tucson, Arizona 85721.

Specialized Regional Organizations. In 1972/73 the committee will try to find out about regional and local organizations concerned with the Spanish and Portuguese speaking and will continue exchanging information with the national committees mentioned above.

IV. COMMITTEE ON LIBRARY ORGANIZATION, PERSONNEL AND RESEARCH

The members of the Committee on Library Organization, Personnel and Research are: Eleanor Mitchell, chairman, Gilberto V. Fort, vice-chairman (Miami-Dade Jr. College), Edgar E. Córdoba (Southern Illinois University, Edwardsville), Oliver C. Dunn (Purdue University), María C. Faunce (Escuela Graduada de Bibliotecología, University of Puerto Rico), Luis Florén-Lozano (Escuela Interamericana de Bibliotecología, Universidad de Antioquia), William V. Jackson (Peabody Library School), David J. Lee (National Agriculture Library), Marion A. Milczewski (University of Washington), John G. Veenstra (School of Library Service, Columbia University), Edith C. Wise.

The members of the Subcommittee on Organization are: Oliver C. Dunn, chairman (Purdue University), Gilberto V. Fort, vice-chairman (Miami-Dade Jr. College), Marion A. Milczewski (University of Washington), David J. Lee (National Agriculture Library).

The members of the Subcommittee on Personnel - Library School Education in Latin America are: William V. Jackson, chairman (Peabody Library School), Edgar E. Córdoba (Southern Illinois University, Edwardsville), María C. Faunce (Escuela Graduada de Bibliotecología, University of Puerto Rico), Luis Florén-Lozano (Escuela Interamericana de Bibliotecología, Universidad de Antioquia), John G. Veenstra (School of Library Service, Columbia University)

The members of the Subcommittee on Personnel - Preparation and Continuing Education of Latin American Area Specialists in the U.S. are: John G. Veenstra, chairman (School of Library Service, Columbia University), Nettie Lee Benson (University of Texas at Austin), Mary M. Brady (State University of New York at Buffalo), María C. Faunce (Escuela Graduada de Bibliotecología, University of Puerto Rico), Gilberto V. Fort (Miami-Dade Jr. College), Ann Graham (University of Texas at Austin), William V. Jackson (Peabody Library School).

The members of the Subcommittee on Research are: María C. Faunce, chairman (Escuela Graduada de Bibliotecología, University of Puerto Rico), Edgar E. Córdoba (Southern Illinois University, Edwardsville), Luis Florén-Lozano (Escuela Interamericana de Bibliotecología, Universidad de Antioquia), William V. Jackson (Peabody Library School).

The members of the Project Committee on Oral History of Latin American Library Development are: Edith C. Wise, chairman, María C. Faunce, vice-chairman (Escuela Graduada de Bibliotecología, University of Puerto Rico), Nettie Lee Benson (University of Texas at Austin), Oliver C. Dunn (Purdue University), William V. Jackson (Peabody Library School), A. Curtis Wilgus (Inter-American Bibliographical and Library Association), Robert V. Williams (Ford Foundation).

During the deliberations of the committee at the Amherst meeting, the above-named subcommittees were constituted to provide working groups in these special fields. Considerable discussion took place on the Oral History program. It was decided to reconstitute it as a Project Committee, continuing its work under the chairmansip of Mrs. Edith C. Wise. Most of those present felt that a videotape program of recording Americans and Latin Americans who had contributed to library development in Latin America would be of real value, but recognized that outside funding would be required. It was pointed out that some kind of a format for conducting interviews needed to be developed. The relation with the University of Texas project on oral history was to be explored.

At the opening session of the Seminar the chairman reported on the enlargement of the committee and its new subcommittees. The questionnaires in Spanish and English versions, where appropriate, which had been distributed in the spring to library schools and library associations in Latin America and the Caribbean unfortunately could not be sent by air mail. Hence, there has been a delay in receipt of replies. A second mailing was sent at the beginning of June.

Miss Mitchell told of two important Inter-American UNESCO-related meetings to be organized and administered by the American Library Association in cooperation with the Organization of American States. Both were conceived as programs to be carried out in celebration of International Book Year.

The first meeting, an Inter-American Seminar on Integrated Information

Services of Libraries, Archives and Documentation Centers in Latin America and the Caribbean, will be held in Washington, D.C., November 6-17, 1972. It will be co-sponsored by the U.S. National Commission for UNESCO and the Department of State, where the meeting will be held. Sr. Carlos Víctor Penna, consultant to the Oficina Iberoamericana de Educación, formerly of UNESCO, will be the Director. For the first time, specialists of these three groups will be invited on an international basis to consider jointly the formulation of an integrated national policy for information services, designed to play an effective role in economic and social development. Funding will be provided by UNESCO and the Department of State.

The second meeting, Reunión de Expertos - LILIBU/CATACEN (REPLICA), is scheduled to be held February 12-23, 1973, at El Recinto Quirama in the Departamento de Antioquia, Colombia. Grants from UNESCO and the Sears Roebuck Foundation of $10,000 each will make it possible for a group of experts to review progress to date on project LILIBU and its possible relationship to centralized cataloging programs such as that proposed by the Universidad de Antioquia in Medellín. Prior to the meeting, Dr. Jesús Leyte-Vidal (Duke University), who carried out an exploratory mission in Colombia in 1971, will visit the British National Bibliography in London, the Bibliografía Hispánica in Madrid and the Current Caribbean Bibliography of the Caribbean Regional Library in San Juan, Puerto Rico, to study computer compilation of bibliographies and the use of MARC tapes.

Dr. William V. Jackson reported on three meetings which he had attended in the last year: 6º Congresso Brasileiro de Biblioteconomia e Documentação, Belo Horizonte, July 4-10, 1971; Third Conference of Caribbean University and Research Institute Libraries (ACURIL), Caracas, November 7-12, 1971; and International Library Conference "Libraries and the Challenge of Change," Kingston, Jamaica Library Association, April 24-29, 1972. Dr. Jackson also mentioned that a new library school journal was being published in Minas Gerais.

Dr. Martha Tomé was invited to report on several meetings in which she had participated: Seminario de Documentación e Información Pedagógica en América Latina, Panamá, UNESCO, November 8-13, 1971; Grupo de Trabajo para el Desarrollo de los Servicios Bibliotecarios y de Información Científica y Técnica en los Países Signatarios del Convenio "Andrés Bello," Caracas, November 15-18, 1971; and Tercera Reunión Interamericana de Bibliotecarios y Documentalistas Agrícolas, Buenos Aires, IICA, April 10-15, 1972. Dr. Tomé also attended the Jamaica Library Association's International Conference in April.

V. EXECUTIVE BOARD COMMITTEES

V.1 Constitution and Bylaws

See Final Report, Part II, p. 3.

V.2 Policy, Research and Investigation

The membership of the Policy, Research and Investigation Committee was as follows: Alma Jordan, chairman; Rosa Abella, vice-chairman; Harvey Johnson, John Veenstra, Karna Wilgus.

The committee met during the annual meeting in Mexico (three members were present) and devoted most of its time to a consideration of SALALM committee structure and the proposals put forward in this context in the report prepared by the previous chairman Alice Ball. The report had not been previously seen by those present and it was, therefore, taken section by section for study and comment. Only the section dealing with provisions for membership of committees was discussed in the time available.

The committee agreed:

1) to recommend to the Executive Board that committee chairmen should be asked to report to the Executive Board on non-functioning subcommittees with a view to their dissolution;

2) to raise the fundamental issue of SALALM income and support. It was felt that the Budget and Finance Committee should seek foundation support and/or dues should be raised to enable the Seminar to undertake projects with substantial financial implications;

3) to raise with the Editorial Board the possibility of having the 15-year cumulative index to SALALM Progress Reports published by University Microfilms.

Subsequent to this meeting the chairman received comments from the president on the Report on Committee Structure and prepared a summary reflecting the possible alternatives under each subhead. Parts of the report were discussed by the Board and redrafted at the Midwinter meeting in Chicago [1972] and a final draft has since been prepared by the chairman for submission to the annual meeting at Amherst [see Final Report, Part I, Appendix A].

Apart from its normal responsibility to serve as a Committee on Resolutions, the committee has not engaged in any other activities for the year, but the chairman submitted comments on the president's letter on the future scope of SALALM activities and policy on the siting of meetings.

It has been difficult to function as a committee by correspondence and with attendance at meetings varying, the group seldom functions as a unit.

Once the committee structure and general reorganization of SALALM have been completed, this committee should be able to devote time to evolving policy statements on research to be sponsored and/or promoted by the Seminar as its second priority.

V.3 Editorial Board

Donald F. Wisdom, chairman, and Dr. A.W. Bork, the only members present, met during XVII SALALM on Monday morning June 12, 1972. There were two major items of business. Dr. Bork reviewed the current status of "Basic List of Latin American Materials for New Collections (BALLAM)." Hensley C. Woodbridge (Southern Illinois University, Carbondale), has volunteered to edit the manuscript and Dr. Bork proposes, with the approval of the Editorial Board, to publish the "Basic List" in the Professional Productivity Associates SALALM series. Approval of the above was voted.

Dr. Bork reported that Harriet W. Smith (University of Illinois, Urbana) was preparing a bibliography on the geology of Central America and that she had inquired about publishing this bibliography in the SALALM series. The committee, subject to a review of Mrs. Smith's manuscript, favors the idea.

Dr. Bork also reported that the Professional Productivity Associates first bibliography Brazil in the London Times 1850-1905: a guide had now sold sufficient copies to cover the costs of publishing.

On the final day of XVII SALALM, the incoming president, Mr. Wisdom, named the following members to comprise a new Editorial Board: Barbara Stein (Princeton), chairman; Margarita Anderson-Imbert (Harvard) and Dr. Bork.

V.4 Advisory Committee to LACAP, 1971/72

In September 1971, Mrs. Eleanor P. Vreeland, Director of Marketing for Stechert-Hafner Inc. wrote Donald F. Wisdom, committee chairman, news of impending efforts to strengthen the LACAP program. Two major developments were reported in Mrs. Vreeland's letter:

1) Stechert-Hafner was instituting a new library acquisition "profile" and was requesting each member library to review its profile. The objective of the new acquisition profile is to afford members a greater degree of selectivity of materials.

2) Stechert-Hafner was revising its pricing policies for LACAP publications and reportedly effecting a reduction in prices, ranging from ten to thirty percent.

To implement these new policies, Mrs. Vreeland reported that Robert Case, a bibliographer and historian, was joining the LACAP staff. A

professional Spanish cataloger was also added to the staff.

At 1972 Midwinter in Chicago, the chairman and Dr. Nettie Lee Benson (University of Texas at Austin) met with Mrs. Vreeland and Mr. Case on Friday evening January 21, 1972 (Carl Deal, the third member of the committee was absent on other business). The net result of the meeting was that all agreed that Mrs. Vreeland should report on recent developments to the general meeting of SALALM on Saturday afternoon, January 22.

At the general meeting Mrs. Vreeland reviewed the above noted efforts to improve the LACAP program. Almost all of the member libraries had returned their "profile" questionnaires by January and Stechert-Hafner was in the process of implementing the changes at its New York office. Mr. Case was introduced to SALALM members. In responding to questions, Mrs. Vreeland emphasized Stechert-Hafner's continuing commitment to the LACAP program and their desire for ongoing contacts with Latin American acquisitions librarians.

On March 23, 1972, while in Washington, D.C., Mrs. Vreeland again met briefly with Mr. Wisdom and indicated that she was planning a trip to Latin America this year in order to improve contacts and operations with various bookdealers in the area.

V.5 Membership

The members of the Membership Committee are: Lee Williams, chairman (Yale), and Peter T. Johnson, vice-chairman (University of Minnesota).

The chief activity of the Membership Committee is the maintenance of a record of personal and institutional members. Membership cards and membership dues are received throughout the year, and the dues are recorded and forwarded to the Treasurer.

A description of membership changes for 1971/72 follows:

1)	Number of personal members at beginning of year	162
2)	Number of personal members dropped from the rolls	43
3)	Number of new personal members	60
4)	Current number of personal members	179
5)	Number of institutional members at beginning of year	90
6)	Number of institutional members dropped from rolls	26
7)	Number of new institutional members	21
8)	Current number of institutional members	84
9)	Number of honorary members	2

V.6 Budget and Finance

See Final Report, Part II, p. 4.

V.7 Advisory Committee to the Secretariat

The members of the committee are: Mayellen Bresie, chairman; L. Frances Jones, vice-chairman; Laura Gutiérrez, Donald Stewart.

XVI SALALM

In Puebla, Laura Gutiérrez served as Co-Rapporteur under the direction of Marta Tomé. Joint meetings were held with members of the Policy, Research and Investigation Committee and members of the Committee on Library Organization, Personnel and Research to discuss plans for soliciting committee reports and ways in which the committee could assist the Secretariat. At the Executive Board luncheon, the committee agreed to accept responsibility for compiling the committee list from committee reports received.

Midwinter 1972

A proposal for restructuring and decentralizing reporting responsibility was submitted to the Executive Board and accepted in principle. The proposal recommended that the members of SALALM through its committees accept a greater responsibility in order to facilitate the task of the Rapporteur General in completing the Final Report. It also recommended that news items be removed from the Progress Report and made the responsibility of a Newsletter Committee.

Committee Activities

In accordance with XVI SALALM Resolution 39, that the Advisory Committee be charged with responsibility for collecting committee reports, form letters and information sheets were prepared and mailed to committee chairmen. The collected reports were forwarded for inclusion in the Progress Report, and a list of committee members compiled from the reports was transmitted to the president for approval.

For the second year, the members of the Advisory Committee reviewed periodical literature for news items of interest to SALALM. The collected news items were turned over to the newly created Public Relations Committee for inclusion in the SALALM newsletter.

In March 1972, the chairman spent a week in the Secretariat office and compiled a draft of a document outlining organizational responsibilities of officers and committees. This draft was presented to the Executive Board in Amherst [see Final Report, Part I, Appendix B].

Frances Jones has been designated committee reporter.

V.8 Nominating Committee, 1972/72

The members of SALALM Nominating Committee, 1971/72 were: Emma C. Simonson, chairman (Indiana University), Zelda L. Osborne (University

of Houston), Marilyn P. Whitmore (University of Pittsburgh).

Two persons were nominated for Vice-President and President Elect:

Daniel R. Cordeiro (University of Kansas)
Rosa Q. Mesa (University of Florida)

For Members-at-Large, Executive Board, the nominees were:

Tamara Brunnschweiler (Michigan State University)
Oliver Dunn (Purdue University)
Marjorie F. LeDoux (Tulane University)
Barbara H. Stein (Princeton University)

The election results were very close. Rosa Q. Mesa was chosen as Vice-President and President Elect. Marjorie F. LeDoux and Barbara H. Stein were selected as Members-at-Large of the Executive Board.

SEVENTEENTH SEMINAR ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS

FINAL REPORT

Part IV

Workshops

Gifts and Exchanges
Government Publications
Book Dealers and Subscription Programs
Selection and Acquisition of Spanish and Portuguese Language Materials
Latin American Acquisitions Clearinghouse
Acquiring Current Serials from Latin America
Competition of Latin American Programs with Other Area Studies Programs
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FINAL REPORT
Part IV

Workshop Reports

Workshop No. 1

Gifts and Exchanges
(June 12, 1972 10:30 a.m.-12 noon)

Leaders: Margarita Anderson-Imbert, Latin American Specialist, Harvard University
Marilyn Whitmore, Gift and Exchange Librarian, Hillman Library, University of Pittsburgh
Edith Wise, Reference Department, New York University

Rapporteurs: Emily Kimmel, Jeanne Kocsis

The Workshop on Gifts and Exchanges considered gift and exchange programs conducted by Harvard University, Library of Congress, Instituto Caro y Cuervo (Bogotá), and the University of Pittsburgh and discussed the general management of gift and exchange programs: costs, materials available for exchange, etc.

The workshop was opened by Mrs. Whitmore, who introduced the other panel members and made the statement that the primary value of gift and exchange lies in the acquisition of materials not available through commercial channels.

Mrs. Wise then presented a comparison of her experiences in the Library of Congress Gift and Exchange Division and at the Instituto Caro y Cuervo. She began working at the Library of Congress in 1940 when Lewis Hanke was director of the Hispanic Foundation. Mr. Hanke explored many avenues of approach to the acquisition of Latin American materials. Interest in Latin America was high, and money was available for acquisitions. Lists were developed of institutions participating in the exchange program and of materials at the Library of Congress which were available for exchange. Included in the exchange materials were LC printed cards. The LC catalog of printed cards was sold at reduced rates.

The materials received by the Library of Congress were expensive to weed and to process, but the expense was justified in that important contacts with Latin American institutions were established. About 400 institutions, as well as some individual authors, became involved in the exchange program.

In contrast to the abundant funds available for gift and exchange at the Library of Congress, the Instituto Caro y Cuervo ran its gift and exchange program on a tight budget. The director was willing to send out only as much as he received and was careful not to fill his library with unwanted materials. He evolved lists of specific titles wanted on exchange, as well as lists of materials available to be sent out. This type of well-organized, carefully controlled program was very profitable.

Mrs. Whitmore, the next speaker, related her experiences with gifts and exchange at the University of Pittsburgh Library. She feels that a program of gift and exchange fills a need created by the lack of good bibliographic tools for Latin American materials. Some limited editions, for example, are already out-of-print before a U.S. library finds out about them.

Materials in the field of Latin American studies may also be obtained from faculty members of one's own university, so this is an important channel to keep open.

Mrs. Whitmore then listed some criteria for a successful gift and exchange program. She stressed the importance of conducting correspondence in the language of the country whenever possible as well as the value of having a named correspondent, rather than a whole department, deal with each cooperating institution. Also important is the establishment of a selection policy; for example, the University of Pittsburgh Library has chosen certain countries and topics on which extensive collections are to be built. She emphasized that a good gift and exchange program should provide only materials needed and wanted.

A few suggestions for evaluating gift and exchange programs followed. The librarian should determine if materials being acquired are relevant to the programs of the university. Lists of duplicates for exchange and of university publications should be available. The cooperation of other university departments is important; some departments may have their own gift and exchange programs, as does one at the University of Pittsburgh.

Mrs. Whitmore added that cost factors can be reduced if the library's duplicates are added to the exchange list rather than discarded. She stressed that a well-organized system that is easily maintained can be developed so that much of the work can be done by clerical workers. Lists of duplicates should include both monographs and serials--there is equal demand for both. The manager of the university's bookstore may be willing to turn over his remainders to the library at the end of the year.

Mrs. Anderson-Imbert's talk stressed the expense of gift and exchange programs. Harvard can no longer afford the liberal gift and exchange program it once had. In discussing gift and exchange in general, she noted that strict control of the program must be maintained if the expense of running it is to be equalized by the materials received. It is important to realize that publishing in the United States is more regular than that in Latin America, and a library may find itself exchanging a full run of a periodical for irregularly published issues that must be claimed.

Mrs. Anderson-Imbert's advice included the value of keeping clear records of all exchanges and the advisibility of corresponding in the language of the country. She feels it is important to make clear what one is offering and what is expected in return, rather than to accept materials at random. Other institutions should be encouraged to provide lists to choose from. She stressed that a good book dealer should never be given

up in preference for exchange, since exchange programs are subject to changes in personnel and policy.

Lastly, Mrs. Anderson-Imbert mentioned that it is important to make an effort to keep channels open. Harvard, for example, will purchase materials especially for exchange with Cuba and Rumania, since many materials received from those countries are unavailable commercially.

Mrs. Whitmore opened the question-and-answer period by asking Mrs. Anderson-Imbert about her contacts for corresponding with Cuba. Mrs. Anderson-Imbert uses a Mexican agent. Mrs. Whitmore commented that there are three places to send materials to be forwarded to Cuba, depending on the institution they are destined for. One Cuban institution has its own agent in Mexico.

Asked how U.S. libraries receive materials sent from Cuba, Mrs. Anderson-Imbert answered that materials are sent directly from Cuba. The main problem is obtaining a list of items available. Sometimes, a personal contact is needed to open lines of communication. Harvard currently receives lists of exchange materials from various Cuban libraries.

Mrs. Whitmore asked Mrs. Anderson-Imbert if Harvard asks the Biblioteca José Martí to acquire specific publications for the library because Pittsburgh has had much success with this type of contact. Mrs. Anderson-Imbert said that Harvard deals with the Instituto del Libro, sending materials there but seldom purchasing them.

Susan Brynteson, of the University of Massachusetts Library, noted that the University of Massachusetts is severely limited in that it may give materials only to other state institutions. She mentioned that there are also space limitations at the University of Massachusetts Library and wondered how long the University of Pittsburgh Library keeps materials available for exchange. Mrs. Whitmore said that the materials are weeded once a year and that the amount of space available for storage has varied.

Nettie Lee Benson, of the University of Texas, commented that the University of Texas receives over 300 copies of University of Texas Press publications in order to distribute them in Latin America. She then asked Mrs. Anderson-Imbert if the Harvard library corresponds with government offices in Cuba. Given a negative reply, Dr. Benson said that her library had had good luck with such correspondence.

Mrs. Whitmore was asked if she received want lists in return for those sent out by Pittsburgh. Mrs. Whitmore said that the University of Pittsburgh does not send out want lists. They do provide specialized lists of materials available from their library, such as lists of general periodicals, lists of scientific materials, etc. She then detailed the manner in which the information on these lists forms the basis of the procedure for processing requests for exchange of both books and periodicals.

Mrs. Wise asked Mrs. Whitmore if Pittsburgh uses the U.S. Book Exchange. Mrs. Whitmore said that Pittsburgh obtains materials from the Book Exchange but does not send items to it.

Mrs. Wise asked Mrs. Whitmore if she felt that a general exchange program without counting pieces is economical. Mrs. Whitmore felt very strongly that it is. She observed that half of Pittsburgh's Latin American material was received through gift and exchange. Mrs. Anderson-Imbert said that Harvard restricts its gifts and exchange program to materials available only through that means. Many items appearing on Latin American exchange lists have already been obtained by Harvard. She stressed again the expense and time involved in a gifts and exchange program.

Siegfried Feller, of the University of Massachusetts Library, asked Mrs. Anderson-Imbert if Harvard purchases materials for exchange or if it has free materials to give away. She replied that the Harvard library must buy for exchange even items put out by the university, although they do receive a discount on them. The only free item sent out is the annual report, and even then, she said, one must consider the handling and postage costs.

Colin Steele from Oxford University remarked that the library there gets Oxford University Press publications at a discount but warned that remainders are often unpopular titles. He said that the best use of exchange is to acquire expensive or commercially unavailable materials, and that booksellers save the library the expense of staff time. Mrs. Anderson-Imbert said that she never exchanges a paid order for an exchange order, and she went on to mention the importance of a firm policy and of letting other institutions know that the library has a limited budget. Mrs. Whitmore added that the prestige and output of Harvard's publishing programs must mean that Harvard receives more exchange requests than a library such as the University of Pittsburgh.

Susan Brynteson inquired about the size of organization of Pittsburgh's gift and exchange department. Mrs. Whitmore outlined the organizational position of her department and mentioned that she had much inexpensive part-time help.

Miss Brynteson asked if claims for exchange materials were made by the serials department or by the gift and exchange department. Mrs. Whitmore replied that while serials did the work, all correspondence was done in the name of the gift and exchange department.

William Jackson, of Peabody College, commented that good relations with the university's press are important, as they can provide items to the library at low cost. Often a university press can provide the library with an overrun printing at production cost. He warned against assuming that five or ten-year-old books would not be of interest to Latin American libraries.

Virginia Conrad, of the University of Massachusetts Library, asked about clerical costs at Harvard and wondered if Harvard received so many

requests for exchange that they had to forward the requests to other U.S. libraries. Mrs. Anderson-Imbert said that some requests might be forwarded to the branch libraries at Harvard, which maintain their own exchange programs, but that requests are not forwarded to other U.S. libraries.

Mrs. Whitmore and Mrs. Anderson-Imbert added that at both Pittsburgh and Harvard, the university presses were willing to perform the task of sending out materials.

Richard Stone, of the National Library of Australia, stated that his library received little response when attempting to establish contacts in Peru. He wondered if the Library of Congress corresponded in Spanish with institutions in such countries. Mrs. Wise replied that a simple letter in English is preferable to a poorly written one in Spanish.

One participant pointed out the value of using form letters whenever possible, and felt that these should be in the language of the country. He also called attention to the Smithsonian's international exchange section, saying that it is useful as a distributor for libraries with low budgets, since postage must be paid only as far as the Smithsonian; however, the delays in distribution may result in many claims from the Latin American libraries.

Mrs. Anderson-Imbert stressed the importance of acknowledging receipt of materials, which often may be done simply by mailing a card which comes with the material. Failure to acknowledge receipt can result in being cut off a mailing list. Several other participants corroborated this fact.

Glenn Read, of Cornell University, asked what experiences people had had in acquiring publications produced outside the cooperating institutions. Mrs. Wise answered that the Biblioteca José Martín performs this service for her library but that, in general, her library does not do so for others. Mr. Read said that his library had done this most often for Soviet libraries because of the desire to receive reciprocal service. A participant noted that many Latin American libraries have commercial publications available for exchange. Mr. Read said that he meant materials purchased especially for exchange, such as government publications. Mrs. Anderson-Imbert said that she has had great success with both cooperating institutions and book dealers in asking advice on how to obtain specific titles. Mr. Read mentioned particular success in dealing with the University of Santo Domingo.

Mrs. Wise and another participant mentioned the value of personal contact in obtaining materials from Latin American libraries.

Miss Brynteson asked who decides what title to send in exchange for a given item at the University of Pittsburgh Library. Mrs. Whitmore said that in cases of unusual problems, the Latin American bibliographer is consulted, but most exchanges are routine.

There was a question from the floor on the treatment of those materials received that are not of use to the library. Mrs. Whitmore replied that in

most cases, incoming material has been chosen from a list. She said that about 75 percent of all gifts and exchanges are kept by Pittsburgh and that the rest are sent to other libraries or discarded. When asked by Miss Brynteson if she had ever cancelled a subscription in order to receive a periodical on exchange, Mrs. Whitmore replied that she had not.

Mrs. Wise asked Mrs. Whitmore if Pittsburgh's purchasing and gift and exchange departments are separate. Mrs. Whitmore replied that they are administratively separate but that they work closely together.

A questioner inquired how Pittsburgh distributes its excess, and Mrs. Whitmore said that other area libraries could come in and select materials, and that the remaining items are thrown away.

Mrs. Wise stated that one of the biggest problems in exchange is that of periodicals received, as often they come in as short runs or as single issues. The library must decide whether or not to buy backfiles, catalog the materials, etc. She felt that often it is cheaper and less troublesome to obtain the materials through purchase. Mrs. Anderson-Imbert agreed.

Mrs. Wise said that from the point of view of Latin American libraries, it is often more expeditious to obtain materials through exchange than from agents of U.S. publishers in their own countries.

Mrs. Anderson-Imbert noted that recently Harvard had suddenly been billed for items which had previously been received on exchange.

Oliver Dunn, of Purdue University, noted that his library had done a cost analysis of gift and exchange and found it somewhat less expensive than obtaining materials through purchase. Mrs. Anderson-Imbert said she felt the only saving in gift and exchange was in the actual price of the book received.

Workshop No. 2

Latin American Government Publications
(June 12, 1972 10:30 a.m.-12 noon)

Leaders: Marilyn Peri, Latin American Documents Librarian, University of California, Berkeley
Rosa Mesa, Assistant Librarian, University of Florida Libraries

Rapporteurs: Bill Thompson, Janet Uden

The Workshop on Latin American Government Publications concerned itself with two main topics: identification of the publications to be acquired and the means of acquiring them.

Publications to be Acquired

Rosa Mesa presented two definitions of "government publication": (1) all documents, volumes, periodicals, and other works published by order and at the expense of the public authorities of the states; (2) publications whose responsibility is assumed by the public power or by persons who represent it, either as an author or as a publisher. In order for a publication to be official, certain characteristics may be present: the author is a member of the government or an agency of the government; the publisher is a governmental agency; the item is printed by the government printing office, financed by government funds, and published by legal disposition.

Marilyn Peri noted that there were certain gray areas in determining whether a publication was official or not, especially those from agencies such as regional or national development corporations, institutes, universities, etc.

One participant observed that the use of acronyms by government agencies presented problems in identification. It was pointed out that for Brazil, Chile, and Colombia there are sources for identifying acronyms; the Economic Commission for Latin America has issued a handbook of acronyms (Lista de siglas latinoamericanas; Santiago de Chile, CEPAL, 1970; 146 p.); and embassies in Washington, D.C. can sometimes assist with identification. John Veenstra, of Columbia University, announced that he was in contact with Scarecrow Press about publishing a directory of acronyms for Latin America and solicited citations for dictionaries of acronyms of any of the Latin American countries.

Governmental Structure

In order to identify what governmental agencies exist, the following types of publications were suggested as principal sources of information for the structure of government in individual countries: government organization manuals (a list of those published was prepared for XV SALALM as Working Paper No. 16 by Rosa Mesa), the official budget, and statistical yearbooks (government-wide as well as departmental yearbooks). Other

sources included Chiefs of State and Cabinet Ministers of the American Republics published quarterly by the Organization of American States, telephone directories (the best source for the Cuban government), censuses, and lists of political divisions. Europa contains the names of the top-ranking officials, and World of Learning is useful for museums. For identification of government agencies below the national level, there are virtually no sources.

Basic Government Publications

Indicated as examples of basic official documents were official newspapers of the government, government organization manuals, messages of the heads of governments, five-year plans, legislative publications, and laws.

Rosa Mesa commented that official newspapers or gazettes are very important for finding out what is happening in the government of the country. In them may be found the decrees, laws, budget, decisions of the various branches of government, notices of the creation of new government agencies, etc. No counterpart exists in the United States; the Federal Register is the nearest thing.

Official newspapers are troublesome to use because they are not indexed, they are printed on poor paper, and the ink rubs off easily. Collecting all the issues is difficult because they are published daily with supplements appearing irregularly. Because of the problems in handling and in keeping the issues in order, some libraries use microfilm copies in place of the originals.

The "3M Project" was explained by Donald Wisdom of the Library of Congress The 3M Company markets the microfilm produced for The New York Public Library official gazette microfilming program. The amount of filming done is directly related to the number of orders received. The Center for Research Libraries (CRL) is one of the institutions which acquire the film. One criticism of the project is the fact that 3M may charge a sum such as $27.00 for a reel which may contain only 40 feet of film, thus making libraries feel that they are not getting their money's worth. Another criticism is the inconvenient chronological time periods included on one reel of film; e.g., having September through the following April on the same reel.

Juanita Doares of The New York Public Library announced that the library would be happy to receive any issues needed to complete its holdings.

Since government organization manuals had been previously considered, the discussants moved on to the next basic type of publication: messages of presidents to the people and to the congress (or parliament), and public statements made by government officials. Marilyn Peri noted that these were difficult to acquire and often arrived at Berkeley as unsolicited gifts. Although there seems to be no methodical way to collect these, writing the

agencies annually to be sure one is on the mailing list is one approach. Daniel Cordeiro suggested that the letters be in the language of the country and that they be addressed to the "Sección de Publicaciones" of the president's office. Even if such a section does not exist, the letter is likely to receive more prompt attention than if it is generally addressed. Rosa Mesa observed that the agency might be termed the "Oficina de Información" or the "Secretaría de la Presidencia." She suggested the consultation of the government manual for correct terminology.

Marilyn Peri remarked that such persons as demographers, statisticians, and sociologists were interested in five-year plans. These, too, are difficult to obtain. An Office of National Planning was suggested as the best source for requesting five-year plans. Marietta Shepard noted that as a result of the Alliance for Progress each Latin American country now has such an office to coordinate the developmental work being done in all fields within the country and to coordinate all requests for external assistance for developmental purposes. Five-year plans are also available on microfiche from the InterDocumentation Center in Switzerland.

Possibly the largest body of material is that issued by legislative bodies. The primary publication is the journal of each house, usually called either the Diario de Debates or the Diario de Sesiones. Also important are the bulletins published by the libraries of the houses.

As a result of legislative action, laws are passed which are published in compilations with some published individually.

How to Acquire Government Publications

On the topic of ways to obtain official documents, Edgar Córdoba stated that the only way was to "write and write and write" to the individual agencies. In order to write, one must first find out which they are and where they are.

Marilyn Peri suggested four approaches:
1) writing the agency direct;
2) working through dealers;
3) establishing relations with an important individual;
4) having traveling faculty members make arrangements.

Daniel Cordeiro noted it was very important to thank agencies for sending their publications. Rosa Mesa commented that agencies could use these acknowledgements to justify their publishing program.

Barbara Stein inquired about the possibility of advising CRL with regard to their priorities of acquiring seldom-used government publications. Marilyn Peri suggested that perhaps the workshop leaders with Mrs. Stein could prepare some suggestions at the conclusion of the workshop.

Daniel Cordeiro suggested that librarians traveling in Latin America

take note of any new publications and report them to the SALALM Newsletter.

In response to a recommendation that a list of agencies which have catalogs of their publications be prepared, Rosa Mesa stated that she had already compiled a tentative bibliography, but she felt libraries were more interested in acquiring current rather than retrospective items.

Recommendations

At the Final Session of XVII SALALM, the Workshop on Government Publications recommended that:

1) SALALM serve as a lobby or pressure group on the Center for Research Libraries to collect and maintain retrospective serial sets of Latin American government publications.

2) Daniel Cordeiro serve as a clearinghouse for form letters: claim letters for single issues of serials, original gift requests, offers of exchange, etc. written in the vernacular and translated into English.

3) Large research libraries which have hard copy of official gazettes or diarios check the holdings list of The New York Public Library (NYPL) and supply NYPL with unneeded hard copies which will fill the gaps in order to expedite the microfilming program of the official gazettes.

4) The Workshop on Government Publications continue at the next SALALM conference. More meaningful discussions would result if the workshop participants could first meet in a general session and then divide into groups according to the size of the library they serve.

5) More information be gathered on official international organizations--such as the Economic Commission for Latin America (ECLA), Food and Agriculture Organization (FAO), Pan American Institute of Geography and History (PAIGH), Organization of American States (OAS)--their publications, their official records.

6) A dictionary of acronyms be compiled. John Veenstra is working on such a project and solicits help in collecting the information.

Workshop No. 3

Book Dealers and Subscription Programs
(June 13, 1972 2:00-3:30 p.m.)

Leaders: Juanita Doares, Chief, Acquisition Division, New York Public Library
Donald Wisdom, Assistant Chief, Serial Division, Library of Congress
Emma C. Simonson, Librarian, Latin American Studies, Indiana University
Daniel Cordeiro, Latin American Bibliographer, University of Kansas

Rapporteurs: Susan Thompson, Steve Tomb

The Workshop on Book Dealers and Subscription Programs consisted primarily of brief talks by dealers in Latin American materials describing their programs followed by a discussion on bibliographic information and standards. Those dealers with blanket order or approval programs were invited to speak first.

Max Gnehm, Director of the International Division of Richard Abel, the first speaker, announced that since most present were already familiar with the Abel program, he would sacrifice his time to speak but that folders on the Latin American Program were available in the exhibit room [cf. his report at Workshop No. 5].

Fernando García Cambeiro, of the Librería Fernando García Cambeiro in Buenos Aires, the next speaker, stated that he had blanket order agreements with various universities in the United States and in Canada as well as a special arrangement with Hartford Seminary in Connecticut for books dealing only with religion. His blanket order plans are flexible. He can offer materials from all countries of Latin America or from specific countries. He also offers a binding service so that publications from many of the countries will arrive at the library already bound. The cost of the binding varies according to the country of publication. In Argentina, it is two dollars for an average-size book; in the Dominican Republic, over five dollars; in Paraguay, there are no binders so binding is unavailable at at any price. It is possible to have publications bound in Argentina, Chile, Uruguay, Peru, and Colombia.

Alfredo Breitfeld, of Librería Delta in Montevideo, reported that his program provided Uruguayan publications at the university level, chosen by specialists in various fields, including music, natural history, and government publications. Libraries can also acquire publications from selected fields they specify. He also handles serial subscriptions. For a price not exceeding four hundred dollars a year he can supply a complete bibliographical service which covers the entire Uruguayan output. Books may be returned if they are duplicates or if they were improperly selected.

Juan Capel, of the Librería del Plata in Buenos Aires, stated he had been in business for twenty-five years and supplied books throughout the world. Books he has available include antiquarian titles, especially those from Latin America in the literary, political, and historical fields. The Argentine government has very recently instituted a ten percent tax on each antiquarian book exported. Some scarce important newspapers such as Diario de la Época for the period 1915-1923 have been microfilmed. He publishes a "Boletín de Novedades." He has current periodicals as well as backfiles. Invoices for serials may be sent for six-months' or annual subscriptions of regularly appearing publications; however, for irregular ones, an invoice is sent for each number. He can provide binding services and will make blanket order arrangements.

Elena Rodriguez, of MACH (Mexican Academic Clearing House or Materiales Académicas de Consulta Hispanoamericana) in Mexico City, stated that MACH deals only with Mexican materials at any level and any date. MACH came into existence February 1971 and works on the basis of periodic lists. It tries to include in its lists interesting items not listed in other sources, such as publications of small publishers and government publications. It will handle subscriptions but would like to have current book requests also to offset the additional work of handling the subscriptions. Returns are accepted in exceptional circumstances. Books are frequently damaged in the mails. Blanket orders are accepted but MACH prefers that the limits be clearly defined as to what is wanted and what is not wanted.

J. Noé Herrera, of Libros de Colombia in Bogotá, reported that he deals in Colombian books (both current and retrospective), in official publications, and in subscriptions to periodicals and newspapers. He offers a binding service which costs an average of two dollars per volume. He issues lists which he plans to improve by hiring a librarian to put the entries into proper bibliographical form.

Eleanor Vreeland, of Stechert-Hafner in New York City, explained that Stechert is an international organization which has been in business since 1872 and which distributes books all over the world. Besides three blanket order programs, it handles periodical subscriptions--which account for 85 percent of its business--and single book orders. In 1969 Stechert was acquired by Crowell, Collier and Macmillan. Its blanket order programs are LACAP, a program for supplying public libraries popular materials from abroad, and a program for French academic titles. In LACAP, publications from all over Latin America are acquired. There is a branch office in Bogotá, Colombia, with agents and dealers throughout Latin America as well as well as the staff in New York. LACAP supplies publications to The Library of Congress which includes the LACAP number on the printed catalog cards it produces. Returns are permitted for improperly selected materials; profiles are reviewed annually.

Following the presentations by dealers with blanket order programs, other dealers were afforded the opportunity to speak.

Linda Goodman, of French and European Publications in New York and its division Spanish Book Corporation of America, commented that although the firm she represented did not have a blanket order program, it did have a catalog from which Latin American area specialists could make their selections. It will import on special order titles that are not in the catalog or in stock. It has distributors in every country of Latin America and offices in Spain and Puerto Rico. It will send books on approval.

Hugh Dunphy, of Bolivar Bookshop in Kingston, Jamaica, stated that his shop specializes in West Indian local materials, and besides serving as an agent for Stechert-Hafner, produces its own catalogs and accepts standing orders if the needs are specified. The materials are difficult to collect because of the geographic area to be covered and because many of the publications are small.

Benjamin Muse, of Parnassus Book Service in Yarmouth Port, Massachusetts, explained that he operates a bookshop--primarily antiquarian--with specialties in Latin American and Russian materials. He is able to supply Russian books dealing with Latin America. He travels in Latin America and is willing to take desiderata lists with him; however, the library must specify what it is willing to pay for the items he locates. If possible, he tries to get the book at a lower price. He issues catalogs periodically.

Eduardo Dariño, of CBA Editores in Montevideo, announced that he was trying to determine if there would be any problems in discontinuing the translating of Comentarios bibliográficos americanos into English. The money being paid to the translators could be used to expand the publication.

Michael Schnitter, of Q.M. Dabney and Co. in Temple Hills, Maryland, stated his firm deals in out-of-print materials. It issues catalogs and also conducts a search service primarily for English-language materials. Desiderata lists are solicited.

Richard Ramer, of Brooklyn, New York, remarked that he had been in business a little over one year. He issues lists from time to time. He concentrates in the Luso-Brazilian field from the inexpensive to the rare, but he also handles general Latin Americana. He makes periodic trips abroad and is willing to represent institutions at auctions. Although he has no blanket order plan at present, he is willing to offer one for Portuguese books. He accepts returns if they are made within a reasonable length of time and are received in the same condition as they were sent.

Following these presentations, Barbara Stein, of Princeton University, inquired about the minimum amount of bibliographical information participants felt dealers should provide. Suggested elements were the full name of the author, complete title, place and date of publication, publisher, edition, pagination, series entry. When requesting dealers to search for titles, librarians should try to provide as much of the same information as possible to the dealer.

With regard to other aspects of dealers' catalogs, it was suggested that the catalog entries include the number of copies the dealer had available, that the catalogs be dated, and that government publications be segregated from other items. The dealers, in turn, requested that librarians cite the catalog number when asking for books from particular catalogs.

Emma Simonson suggested that dealers send their lists for out-of-print books to professors because if they are interested, they will select the titles they want right away. In a large library, often the lists do not fall into the hands of the interested librarian and the result is a delay in the selection of out-of-print titles. She made two other suggestions: one, that because of computers being used for library accounting, dealers use a delayed searching procedure for desiderata lists; second, that whenever librarians find titles they want in an out-of-print catalog, they should request right away that the dealers ship the titles without delay with a bill.

A representative of Adler's Foreign Books in New York announced that his firm, established in 1940 to handle German books, had about four years ago expanded its operation to include Spanish books. His firm employs bibliographers to compile catalogs from the stock on hand. He noted that in the past, publishers' names had been omitted from the citations for fear librarians would buy direct, but in the future, the names of the publishers as well as the published price of the publication in the country of origin would be included.

Recommendation

At the Final Session of XVII SALALM, the Workshop on Book Dealers and Subscription Programs recommended its continuance at the next conference.

Workshop No. 4

Selection and Acquisition of Spanish and Portuguese Language Materials for School and Public Libraries
(June 13, 1972 2:00-5:30 p.m.; Informal Roundtable Discussion: June 14, 1972 9:00 a.m.-12 noon)

Moderator: Susan Shattuck Benson

Speakers: Marta Tomé, Director of Proyecto LEER and Specialist in the Library Development Program, Organization of American States
Elizabeth Eddison, Graduate School of Library Science, Simmons College
Francis Rogers, Professor, Harvard University
Luis Aguiar, Director of the Casa da Saudade of the New Bedford, Massachusetts, Free Public Library
María Uyehara, Coordinator of Caribbean Studies, American Museum of Natural History, New York

Rapporteurs: Jeanne Kocsis, Janet Uden

Background

At SALALM Midwinter 1972, Pauline Collins suggested the need for such a workshop in light of a recently passed law in Massachusetts requiring schools and libraries with a certain percentage of a language minority group to supply materials and services in that language. Letters she had received from librarians indicated that they were completely unprepared to give the services required. The Joint Committee on Library Materials for the Spanish and Portuguese Speaking in the United States decided at that time to sponsor the Workshop with the help of Proyecto LEER and with Pauline Collins and Paula Mark of the University of Massachusetts, who are the two people without whom this Workshop would not have gotten off the ground.

Accessory to the Workshop

The following distributors displayed materials in Spanish (some 1,500 titles) specifically for this Workshop and provided catalogs of their displays: Stechert-Hafner, Inc., New York, an extensive collection of paperback and comic books from Spain and Latin America for children and adults, including classics and adventure series; Spanish Book Corporation of America, New York, materials from the Proyecto LEER Bulletin, as well as Peanuts and Popeye comic books; ARHE, Inc., New York, textbook and supplementary teaching materials, primarily from Puerto Rico; Hispanic-American Publications, Inc., Hightstown, New Jersey, books published by Santillana Publishers of Spain; Barsa with their encyclopedia.

In addition to the catalogs of the exhibits the following bibliographies were prepared for the Workshop: Bibliography of Contemporary Portuguese Authors, with information on where those books could be bought, by Russel G. Hamilton with Karen N. Klinkenberg, both of the University of Minnesota;

List of Children's Books in Portuguese, annotated and graded, with a list of publishers and sources of those materials in the United States, by Luis F. Aguiar, Director of the Casa da Saudade, New Bedford.

First Session, June 13, 1972

Moderator Susan Shattuck Benson called the workshop to order and introduced the speakers. Topics were the selection and evaluation of Spanish-language children's and easy-to-read materials, library services to the Spanish and Portuguese speaking, and the background of Portuguese immigrants to the United States.

Marta Tomé, Director of Proyecto LEER, spoke on the selection and evaluation of library materials in Spanish. She described the work of Proyecto LEER, a program begun in 1967 to evaluate printed and audiovisual materials in Spanish for children, young adults, and adults. The program also serves in a limited capacity as a clearinghouse of information on education and library services to the Spanish speaking in the United States. It publishes two bulletins a year. To date, it has published ten bulletins listing some 1,700 carefully selected easy-to-read books in Spanish for children and adults. Information on programs, laws, bibliographies, and other material for and about the Spanish speaking is included in addition to the list of evaluated materials in Spanish.

Proyecto LEER considers the following when selecting Spanish-language books:

1) availability: Books for children published abroad are, on the average, printed in editions of 1,000 to 2,000 copies so that a book may already be out of print when news reaches the United States that it exists. Because of the problems and time involved in dealing directly with foreign publishers, U.S. libraries must rely on distributors in order to acquire the materials needed.

2) nature of the material published: It is sometimes not possible to judge Spanish-language books by the same criteria as those written in English. Many are not as high quality, many are translations from other literatures, many often do not have good illustrations or format. In the past, Latin American children's literature has been didactic. Although that influence still exists, today there is a new consciousness of the child's right to read for pleasure. The best Spanish-language children's literature comes from Spain. The two major countries publishing Spanish-language children's books are Spain and Argentina.

3) language: Variations of Spanish from one region to another are not great since the language is 95 percent the same, but of the Spanish-language books published in the United States, 80 percent are rejected by Proyecto LEER for incorrect use of the language. One reason is that there is a philosophy that the child has to be introduced to reading through the spoken language the way he speaks it, mistakes and all. A second reason

is the lack of interest on the part of publishers to invest money needed to assure good translations and good editing.

Agreeing completely with Miss Tomé's speech, Ralph Tavores, of the Council of Interracial Books for Children, New York, noted that the spring 1972 issue of Interracial Books for Children published by the Council listed 100 English-language books about Puerto Rico. Of these, fewer than ten were evaluated as having any worth.

Sam Laredo, General Manager, U.S. Office for Santillana Publishers of Spain, commented that although 95 percent of the language was the same, the 5 percent variation was important when publishers had to choose which term they should use in a publication. He also noted that Santillana Publishers had purchased a new machine so that binding of their publications would meet the requirements of U.S. libraries.

Ellen Brow, Latin American Bibliographer of the University of New Mexico, remarked that with regard to language, the Spanish speaking in New Mexico preferred to have materials written in New Mexican Spanish rather than in standard Spanish.

The next speaker, Elizabeth Eddison, Graduate School of Library Science, Simmons College, spoke on her survey of library service in the United States to the Spanish speaking. In March, 1972, she sent questionnaires to 202 public libraries in 26 states and the District of Columbia, and she received an 80.7 percent response. She basically wanted to find out if public libraries used subject headings in Spanish for their Spanish-language collections so that a Spanish-speaking person could locate materials in his field of interest without having to ask for assistance. As a frame of reference, she asked questions regarding the size of the Spanish-language collection, the method of cataloging, the manner of shelving (integrated with English-language titles or not), and the language ability of the staff. Nine respondents indicated they used subject headings in Spanish. Only thirteen libraries had over 5,000 books in Spanish. Fifty-one percent had fewer than 500 books; 74 percent had fewer than 1,000. Although 18.4 percent maintained separate catalogs in Spanish, 67.5 percent segregated Spanish-language materials from other language materials on the shelves. If one doubled the figure for holdings reported by respondents, there would be in public libraries less than one-tenth of a book in Spanish for each Spanish speaker in the United States.

Francis Rogers, a professor at Harvard University, spoke on the Portuguese speaking in the United States. Portuguese immigration into the United States began about 1815 and increased in numbers throughout the nineteenth century until the establishment of quotas in 1924. After 1957, as a result of a volcanic eruption which took place in the Azores, increasing numbers came on a non-quota basis- -made possible by two special acts passed by Congress--until 1965 when the quota system was abolished. Large numbers (about 16,000 a year) have been coming to the United States ever since in order to escape the poverty, class oppression, and absentee rule.

Most have settled in the Southeast, in New England, and in the San Francisco Bay area.

The immigrants have come from mainland Portugal as well as from twenty separate and distinct Atlantic islands. Professor Rogers showed slides of the three Portuguese Archipelagos--the Azores, Madeira, and Cape Verde Islands--to illustrate their geography and natural beauty as well as some of the cultural heritage of the inhabitants.

An example of their cultural heritage is the system of education. Portuguese immigrants normally cannot receive a passport from Portuguese authorities unless they have at least a third grade education. The educational system consists basically of four years of elementary school and seven of secondary. Teachers for the elementary grades are trained in the last two years of secondary school. Teachers for the secondary school are trained at the universities. There is little tradition for library use as the school libraries are kept locked as well as the books within them, which are kept in locked bookcases.

Under the auspices of the Gulbenkian Foundation, fourteen "fixed" and nine "itinerant" (i.e., bookmobile) libraries have been established in the Azores, nine fixed and three itinerant in Madeira, and none in the Cape Verdes. Seventy-five percent of the users of these Gulbenkian Libraries are under seventeen years of age. Library materials in order of popularity are children's books, adolescent books, novels, and national history.

One of the provisions of the Massachusetts bilingual education law is that there be a program of study in the history and culture of the country, territory, or geographic area which is the native land of the parents of children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States. In the case of the Portuguese speaking, the culture studied could be chosen from any of six areas:

1) Portugal overall
2) continental Portugal and the three archipelagos
3) continental Portugal and one archipelago
4) the three archipelagos
5) one archipelago
6) one island in the archipelagos.

The term "culture" as it pertains to the Portuguese could include the following:

1) the preservation of the standard Lusitanian-Portuguese language
2) the preservation of geographical knowledge
3) the preservation of traditional Portuguese family life
4) the preservation of a sentimental cultural Catholicism
5) knowledge of the general history of Portugal in its national meaning as interpreted by apologists of the present government

6) policy of no color discrimination
7) stressing the real contributions of the Portuguese to world history and culture
8) preservation of folk customs, dances, traditional foods, etc.

Of these, those which should be emphasized are items 1, 2, 7, and in item 8, food.

Not only should the Portuguese learn about their culture but also English-speaking Americans should learn about it; therefore, libraries should provide English-language books on Portugal. In fact, many of the Portuguese speakers would like to read books written in English. For this reason, the following bibliography has been compiled:

> Rogers, Francis M. and David T. Haberly. Brazil, Portugal and other Portuguese-speaking Lands: a List of Books Primarily in English. Cambridge, Distributed for the Department of Romance Languages and Literatures of Harvard University by Harvard University Press, 1968. $1.00.

María Uyehara, Coordinator of Caribbean Studies of the American Museum of Natural History, spoke on the Puerto Rican in the United States and library service to the community. The Puerto Rican heritage comes from three racial groups--Indian, Spanish, and African--who settled on the island. Today the Puerto Ricans are affected by identity crises. The Puerto Rican child born in the United States calls himself a "Rican"; whereas, the one born on the island is a "Puerto Rican."

Puerto Rican newcomers to the United States have the problem of adjusting to a completely different society and community. Migration to the mainland varies according to the prevailing economic level; when it is low, many come to the mainland; when it goes up, the number leaving decreases. According to the 1970 census, there are 1.8 million Puerto Ricans in New York City; 1.3 million in New Jersey; 120,000 in Chicago; 45,000 in Philadelphia; 20,000 in San Francisco; 18,000 in Boston. Of these, nearly one-third are school-age children. Besides the problems of housing and employment, there are the problems of education, especially bilingual education. Many parents want their children to receive as much practice in English as possible in the classroom.

To attract persons to use the library, libraries need to publicize their programs and interpret them to their communities. Brochures can be made available in churches, clinics for mothers, employment centers, welfare centers, hospitals, schools, anywhere where people go.

The kind of people to be employed in the library should be ones who are willing to become involved, to go out into the community and bring people into the library. Besides the librarian and other staff members, a person should be employed to serve as community coordinator.

The library should be receptive to the needs of its community. The concept of library service to the community is well expressed in the conclusion of the report of the South Bronx Project: "Flexibility and versatility are of prime importance in the success of the Project. The staff must be ready to do anything at the drop of a hat, go anywhere, try anything, meet with anyone and everyone, and be prepared for the unexpected."

In reply to a question, Miss Uyehara said that the Museum of Natural History had material for teachers and librarians on the Caribbean culture. The Museum also sponsors workshops and has a library.

Luis Aguiar, Director of the Casa da Saudade of the New Bedford (Massachusetts) Free Public Library, spoke on the library's program established on April 26, 1971. The purpose of the program is to provide a place where the Portuguese immigrants can learn about America and where anyone can learn about Portugal and Brazil. One of the heaviest concentrations of the Portuguese speaking in the United States is in New England. New Bedford is practically a Portuguese city. Not only does the Casa da Saudade provide books, but it also serves other needs of the community. The entire staff is Portuguese-born; none has had library experience.

The collection consists of 8,000 books (40 percent in English), nearly 1,000 phonorecords of Portuguese music of all kinds, 50 cassettes of classical and popular American music and English-language lessons, and Portuguese and English magazines and newspapers. Equipment for language learning includes a record player with earphones and cassette players with cassettes which may be borrowed. Special programs are held each month both to entertain and instruct. Movies on Portugal and New England are quite popular. On Saturdays, there are cartoons and movies for children.

Printed materials are either ordered directly from Portugal or purchased from a dealer in Cambridge (Massachusetts); records are purchased in New Bedford.

Circulation of materials is constantly increasing. In May, 1972, the circulation figure was 3,600, a 45 percent increase over a year ago.

The Casa da Saudade is partially federally funded through November, 1972.

When asked what the Casa da Saudade was doing to inform Portuguese children about Brazil, Mr. Aguiar replied that the library has some books on Brazil and receives occasional Brazilian visitors. The library could have more special programs on Brazil were there sufficient interest.

Comments from the floor favored exposing the Portuguese (and Spanish) speaking, whatever the background of a particular group, to information on the larger overall culture of the Portuguese-speaking (or Spanish-speaking)

world. Prof. Rogers stated that the Portuguese in Portugal are often ignorant of the archipelagos. Books published in Portugal will not meet the need for books about particular parts or the whole of the Portuguese culture, and in many respects cannot, since American-Portuguese problems are not structured like Portuguese problems. The same is true of the Spanish speaking. The answer to the problem, of course, is to promote more research and publishing in the United States on and for these groups.

Second Session, June 14, 1972

The second session, an informal roundtable discussion, was attended by 35 people, most of them special registrants. The first part of the discussion concerned the previous day's talk on language standards for books. All felt that slang and dialect should be included. Most felt the need for materials is so great that even books with errors are better than no books at all. It was pointed out that most libraries have a small budget for foreign language materials and, therefore, are forced to be selective in that, few though the materials may be, there are more materials than most libraries can buy. Most of those present agreed with the speakers' suggestions for outreach, such as special programs to attract mothers, but felt either that their administrators would not allow it, or, more often, that such "extras" were impossible with the limited staff and funds at their disposal. With regard to subject headings in Spanish (Portuguese) and a separate catalog, most felt that if the cards were available at a reasonable price, they would buy them, but would not be able to undertake such cataloging on their own. At the same time, they felt that using a card catalog was something only the more sophisticated patrons would do, that new library users want the personal contact with a librarian.

From one large roundtable, the participants formed small groups for the last half of the session where they discussed personal experiences in library services to the Spanish and Portuguese speaking and exchanged ideas on solutions to problems they had encountered with their staffs, administrators, the community as a whole, their patrons, or in getting materials. Since the speakers from the previous day could not be present, it was fortunate that some resource people were.

Workshop No. 5

Latin American Acquisitions Clearinghouse
(June 14, 1972 8:30-10:00 a.m.)

Leaders: David Zubatsky, Chief, Acquisitions Department, Washington University Libraries (St. Louis)
Juanita Doares, Chief, Acquisition Division, New York Public Library

Rapporteurs: Bill Thompson, Susan Thompson

The purposes of the workshop were to find out what information participants would like to have the Clearinghouse gather concerning selection tools, dealers and agents dealing with Latin American materials and their acquisition from all over the world and to request that those with information to disseminate, send it voluntarily to the Clearinghouse. In addition, Lee Williams presented a report on sources of publications in Chile, Cuba, and Haiti.

David Zubatsky, coordinator of the Latin American Acquisitions Clearinghouse located at Washington University Libraries in St. Louis and administered under the jurisdiction of SALALM's Committee on Acquisitions, outlined the objectives and responsibilities of the Clearinghouse as follows:

1) Gathering information concerning selection procedures at colleges and universities
2) Obtaining library collection policies
3) Updating the list of selection tools, book dealers, agents, and publishers contained in the annual working paper on "The Acquisition of Research Materials from Latin America and their Selection" [XVI SALALM, Working Paper C-1; first supplement: XVII SALALM, Working Paper C-1].

It was suggested that more information on dealers and selection tools be provided for specialized subjects, such as law and medicine and that the information be made more widely available. Marietta Shepard noted that William Stern of the Los Angeles County Law Library had prepared in 1965 a report on the development of the law collection at the National University of Mexico. Describing what a complete law collection should be for a Latin American law library, the report is entitled "Survey of the libraries of the Facultad de Derecho of the Universidad Nacional Autónoma de México."

Another function the Clearinghouse could perform would be to assist librarians who write the Clearinghouse for help with their acquisitions problems.

Benjamin Muse, Parnassus Book Service, suggested that it would be helpful to booksellers if the Clearinghouse could prepare and keep current a list of the names of key persons (including faculty members) who select materials for libraries so that catalogs could be addressed to them in

order to expedite the selection of material. Although such a project was deemed a good idea, both Mrs. Doares and Mr. Zubatsky felt it was too much of an undertaking for the Clearinghouse to assume. Instead, Mr. Zubatsky suggested librarians take it upon themselves to see that catalogs come to them and to interested faculty members by sending their names to key dealers. Robert Sullivan, Library of Congress, commented that the best solution would be to send all catalogs to the acquisitions department of the library for dispersal to the proper selectors. In agreement, Mrs. Doares noted that with a proper check-in system and routing list, catalogs could be distributed efficiently to the right people. Marietta Shepard suggested that for large academic institutions, catalogs be sent to three sources: faculty specialists, area bibliographers, and acquisition departments. Compilation of a mailing list could be a project of a subgroup of SALALM or a joint committee of Acquisitions and Bibliography. The first step would be to compile a list of sources already in existence. Another compilation needed is one of all Latin American bibliographers in the United States and abroad. The Committee on Acquisitions could assume responsibility for the compilation.

Dating of dealers' catalogs was the next topic of discussion. Alfredo Breitfeld, Librería Delta, Montevideo, stated that he did not like to date his catalogs because people would refrain from ordering from an older catalog on the assumption the books would no longer be available, when, in fact, he still might have the books on his shelves. On the other hand, Elena Rodríguez, MACH, Mexico, remarked that dating MACH's lists had not discouraged clients from requesting items on older lists.

Sources of Publications from Chile, Cuba, and Haiti

Lee Williams, Yale University, spoke on sources of publications from Haiti and Chile (both of which he recently visited) and Cuba. [See appended list for sources.] Haiti does little publishing, but there are many bookstores. The one which seems to do the best mail-order business is Librairie a la Caravelle.

Chile is presently in a state of transition. Since the firm of Zamorano y Caperán is no longer in business, it is very difficult to know how books are being distributed. Currently, the most likely source is Herta Berenguer. Another possible source for publications is the Cámara Latinoamericana del Libro. Two major problems faced by dealers and publishers are exchange rates for books and export requirements established by the Chilean government. With regard to the exchange of publications, the National Library is interested in receiving books but not serials. There is not the interest in exchange that there is in Cuba.

At Yale University, receipt of Cuban materials has declined. The Instituto Cubano del Libro sells books, but United States' currency is not accepted. The major source currently is exchange, particularly with the Biblioteca Nacional "José Martí." Since Cuba will not accept packages directly

from the United States, exchange materials must be sent indirectly, such as through Jesús Cruz González in Mexico.

Max Gnehm, of Richard Abel, noted that when Abel receives a request for a Cuban publication, one order is placed through exchange, one directly to the Instituto del Libro, and others through each of Abel's offices in Canada, Switzerland, Amsterdam, and London in the hopes of receiving at least one copy of the requested title. (Cuban publications are not included in Abel's approval plan.)

Irene Zimmerman, University of Florida, stated that the University of Pittsburgh had been more successful than other universities in obtaining Cuban official and statistical publications and was considering making these available by means of photoreproduction.

Richard Stone, representing the National Library of Australia, reported that Australia had direct mail service with Cuba and the National Library had been receiving a quantity of unsolicited official publications from the ministries of education and housing in return for Australian agricultural and technical publications.

Max Gnehm gave a brief presentation on Richard Abel's order program for Latin American materials. Abel has contacted the national institutions of the various countries and supplies them with information on United States' publications. In return, the national institutions send Abel information on the publications of their countries. Abel provides an approval plan for books in clearly defined areas. If desired, a library can receive only the forms for a book within its profile. The 3"x5" forms, in duplicate side by side, give all the bibliographical information according to the Anglo-American Cataloging Rules. To order a book, the library returns one of the forms to Abel.

Marta Fernández, of La Librería, Latin American Books, explained their program and noted librarians should keep in mind that sometimes a Cuban book is reprinted without change in some other country such as Mexico or Uruguay.

APPENDIX

Sources of Publications in Chile, Cuba, and Haiti

Prepared by Lee Williams
Yale University Library

1. Chile

a. Señorita Herta Berenguer
Avenida Pocuro 2738
Santiago, Chile

Miss Berenguer supplies monographs, documents, and accepts subscriptions for current Chilean publications. She has issued one catalogue which was distributed at XVII SALALM in Amherst.

b. Sr. José María Rabêlo
CLAL Cámara Latinoamericana del Libro
Rafael Cañas 16, Esq. Providencia
Santiago, Chile

Mr. Rabêlo issues catalogues of current Chilean publications twice a year.

c. Editorial Universitaria
San Francisco 454
Santiago, Chile

This publisher issues catalogues of its own publications, and will supply its own publications.

d. Editorial Andrés Bello
Ahumada 131, 4°piso
Casilla 4256
Santiago, Chile

This publisher will supply its own publications, and issues catalogues.

e. Editorial Jurídica de Chile
Ahumada 131, 4°piso
Casilla 4256
Santiago, Chile

This publisher issues catalogues of its own publications, and will accept orders from abroad.

2. Cuba

a. Instituto Cubano del Libro
Calle 19 No. 1102
Apartado 6540
Vedado
La Habana, Cuba

This is the chief vendor of books in Cuba. It issues lists of Cuban publications. Payment in U.S. currency is not accepted.

Before a library may import books from Cuba, it must receive a license from the Secretary of the Treasurer. This license may be requested by writing to the Funds Assets Control Division, Foreign Department, Federal Reserve Bank of New York, New York, N.Y. 10045.

The following institutions will supply Cuban publications by exchange agreement:

Unión de Escritores y Artistas de Cuba
Calle 17 No. 351
Vedado
La Habana, Cuba

Departamento de Selección y Canje
Biblioteca Nacional "José Martí"
Plaza de la Revolución
La Habana, Cuba

Sección de Canje
Casa de las Américas
G y Tercera
Vedado
La Habana, Cuba

Exchange material may not be shipped directly to Cuba. It should be wrapped and addressed to the exchange partner in Cuba, then, rewrapped and addressed to Señor Jesús Cruz González, Ediciones y Suscripciones, Reforma 34-301, México, D.F. Mr. Cruz González should be informed by letter that you are shipping parcels to him for forwarding to Cuba.

3. Haiti

a. Librairie a la Caravelle
International Book Store
P.O. Box 111
36, Rue Roux
Port-au-Prince, Haiti

The Librairie a la Caravelle maintains a section for Haitian publications and can supply current Haitian publications as well as some out-of-print Haitian publications.

b. Mr. Max Bissainthe
47-30 59th Street, Apt. 4-K
Woodside, Queens, New York 11377

Mr. Bissainthe makes occasional lists of Haitian publications which he offers for sale.

The following serial publications are currently being published in Haiti and may be subscribed to directly:

Les Cahiers du CHISS
Centre Haitien d'Investigation en Sciences Sociales (CHISS)
Rue Bonne Foi No. 23
B.P. 1294
Port-au-Prince, Haiti

Haiti (Republic), Université, Port-au-Prince
Faculte d'Ethnologie
Revue
10, Avenue Magloire Ambroise, 10
Port-au-Prince, Haiti

Workshop No. 6

Acquiring Current Serials from Latin America
(June 14, 1972 8:30-10:00 a.m.)

Leaders: Donald Wisdom, Assistant Chief, Serial Division, Library of Congress
Suzanne Hodgman, Bibliographer for Ibero-American Studies, University of Wisconsin
Daniel Cordeiro, Latin American Bibliographer, University of Kansas
Margarita Anderson-Imbert, Latin American Specialist, Harvard University
Susan Brynteson, Head of Serial Acquisitions, University of Massachusetts

Rapporteurs: Emily Kimmel, Steve Tomb

The Workshop on Acquiring Current Serials from Latin America addressed itself to two major concerns: ways of acquiring serials and the communication gaps between U.S. librarians and Latin American dealers and publishers with respect to renewals, claims, prices, etc.

Ways of Acquiring Serials

Mr. Wisdom opened the session by asking the panelists how one goes about acquiring serials and what tools are used. Mrs. Anderson-Imbert responded first, saying that her primary tools were dealers' catalogs, of which she sees from forty to fifty per month. The problem with dealers in Latin America, however, is that most shy away from handling serial subscriptions because of the work involved in handling them. Serials in Latin America are published irregularly, and libraries sometimes become too impatient in claiming issues which have not been published. In general, she felt that dealers preferred to supply only monographs, but, in her opinion, libraries should expect servicing of serial subscriptions from those dealers that were chosen to supply monographs. For that type of dealer, it would be unfair for the library to cancel monograph orders but yet expect the dealer to continue handling serials.

Not only must one find a dealer willing to supply serials, but one must also find such a dealer in each country in Latin America. There is no one agent who will supply periodicals for all of Latin America. Although she knew of no real solution, Mrs. Anderson-Imbert suggested that one exercise a persuasive correspondence, try to find out what the problems are, and try to be reasonable in working with dealers. Since servicing serials is a great deal of work, a library should be willing to pay a higher price for it. Orders for newsweeklies and newspapers can also be placed through dealers.

Mr. Cordeiro noted that serials can also be acquired through exchange

either with institutions or with publishers. If the library has nothing in a certain field to exchange with a particular partner, it might consider purchasing a subscription to a periodical of interest published in the United States and sending it on exchange. At the University of Kansas, the orders are placed through a jobber who sends the materials directly to the exchange partner with the University of Kansas Library receiving the bill on a standing order or "til forbid" basis. The serials department maintains a record of these orders.

Mr. Wisdom, stressing the "man on the scene" concept, described the office maintained by The Library of Congress in Rio de Janeiro, Brazil. Besides supplying monographs, the office places subscriptions for journals destined for LC as well as handling exchanges and gifts.

Robert Case presented the LACAP procedures for handling new serials. Each agent in each country is to be alert for new serials appearing in his area. There is no one way to learn about the birth of a new periodical, but dealers in the country are the best sources of information. Other sources are announcements in journals and references supplied by professors and students. Mrs. Anderson-Imbert stated that to avoid subscribing to a new serial the library might not want, she would ask the dealer to supply her a sample issue (for which the library pays). She usually sends a letter prior to placing an order so that the dealer will understand the order when it arrives. Libraries can expect delays in receipt of serial issues unless they are willing to pay air mail costs for faster service.

Communication Problems

Mr. Wisdom broached the problem of subscriptions lapsing because dealers failed to notify the library that the subscription needed to be renewed. He suggested that dealers and publishers needed to be informed of the libraries' mechanisms of renewals and that they should be encouraged to set up renewal systems as a part of their business practices.

Mr. Heydecker, a dealer in Brazil, related two problems dealers face in handling serials. The first problem is receiving the issues regularly from the publisher. When they do not supply the issues regularly, it is necessary to go get them. Another problem is the complaint of libraries when they are billed at a rate higher than that stated in the magazine. They fail to take into account that the extra amount is the dealer's handling, or service, charge.

Susan Brynteson noted the failure of dealers to respond to claims because perhaps they did not understand how or what to respond. She stated that preferably the dealer would return the claim with a notation on it as to the status of the publication: "not yet published," "ceased," etc. If the publication had ceased, the library would like to know the number and date of the last issue.

Mr. Cordeiro pointed out that correspondence had a much better chance of being answered if it were written in the dealer's language. Barbara Stein stated that Princeton had a good claim and order form in Spanish and she would send a copy to anyone requesting one. Mr. Cordeiro further suggested that forms be letter-size rather than card-size. Mrs. Anderson-Imbert commented that although she was in favor of the form letter, she felt that the personal letter approach was more successful. Mr. Cordeiro reiterated that when the lack of time prevented personal letters, form letters could be used with good results. Mr. Wisdom suggested that a compilation of examples of form letters in Spanish and Portuguese would be useful and could be disseminated to persons in Latin America as well as in the United States in order to acquaint them with the mechanisms libraries use.

Mrs. Eva Guttentag, a Bolivian book dealer, remarked that personal letters were likely to receive more attention from her than form letters.

Mr. Wisdom inquired as to what percent of serials was acquired by subscription by libraries as compared to those received as gifts or exchange. Nettie Lee Benson estimated that at The University of Texas only one-sixth of the serials were obtained by subscription. Whenever she learns of a new serial, she always writes a personal letter in order to find out how it might be acquired. Frequently she is informed that the issues will be sent gratis. On the other hand, Suzanne Hodgman stated that most serials received at the University of Wisconsin came by subscription.

The problem of handling Latin American serials through the routines set up in library acquisition departments was introduced by Susan Brynteson: orders and claims may be computer-generated, claims made routinely, the staff unfamiliar with the language, etc. Time and expense prevent personal treatment for each individual order. It was suggested that the Latin American specialist act as an intermediary in the acquisition process.

Mr. Wisdom proposed that Latin Americans need to know the practices followed by libraries, the problems involved, the type of communication libraries need from the dealers. From Emma Simonson came the suggestion that libraries also need to know the difficulties and problems experienced by the dealers.

Following an inconclusive discussion regarding a resolution on communications, the workshop adjourned.

Recommendations

At the Final Session of XVII SALALM, the Workshop recommended that:

1) The SALALM newsletter include news items on the cessations of serials
2) SALALM through its Bookdealer Committee communicate with Latin American dealers and publishers explaining American library systems and requirements, such as automatic renewal, notification to libraries that a subscription has run out, etc.

Workshop No. 7

Competition of Latin American Programs with Other Area Studies Programs: Budgetary and Financial Implications
(June 14, 1972 8:30-10 a.m.)

Leader and Rapporteur: Peter T. Johnson, Ibero-American Bibliographer, University of Minnesota

Discussions focused upon data collection, its organization and presentation as required for programmed budgeting and specifically for a Latin American collection budget. Primary attention was devoted to acquisition costs and their relation to the collection development policy, the institution's mission and the library patron. Of particular concern was the identification and definition of data with concomitant methodological application to specific problem areas.

Budgets should include the direct cost data pertaining to research materials. Of major importance is the "average" cost for a book, serial, microform, etc., estimates to be based upon a very defensible sampling of current costs. Distinction may be made between materials ordered directly and those handled through order plans (e.g., LACAP, Farmington, blanket, approval). Costs involved with gifts and exchange are usually difficult if not impossible to obtain, and if a relatively minor percentage of the total accessions come from this area, the costs may be estimated by experience and so noted on the budget.

Of critical value and impact for any budget is the estimated number of significant publications of qualitatively oriented collection is expected to obtain. Several dimensions of this problem exist: output may be considered on an annual basis, or for developing collections, current and retrospective materials; significance may be thought of in terms of intrinsic value, importance to the curriculum-research mission of the institution, or trends in scholarship which may not currently be connected to a program within the institution. That library research collections must build for the present and the future is a convincing argument although one under increasing refutation by fiscal realities.

Required by most budgets are cost statistics over time, possibly separated by form (e.g., serial, book, microform), subject matter, and current vs. retrospective. The number of titles ordered and/or accessioned compared to the estimated output of significant publications may provide valuable supporting data for supplementary allocations.

The final large sum devoted to direct costs is personnel for developing, processing and servicing the collection. This too should be adequately explained and defended.

With an understanding of the preceding items in a research materials budget, it is feasible to organize and present a program budget--one

combining the library's usual budget for books and personnel with overall institutional expenditures. To do this, it will be essential to know not only the areas served by the Latin American collection but also the direction and intent of the institution's mission. Liaison with faculty and administrators is invaluable for gaining some of this information; familiarity with the institution's politics, committees, planning reports, and relations with other institutions is also important.

An area often cited is the "head count" both graduate and undergraduate. The information may be obtained from the registrar or similar officer. Deficiencies in collections can be identified in relation to students enrolled in a particular subject area, and ultimately a book expenditure per student enrolled may be obtained. Compared with other institutions, this may be an embarrassing statistic. However, caution is advised with the "head count" technique: it is not a valid method to determine the strength of a collection, and it is a highly questionable method for setting priorities for collection development. It does not, and cannot, take into account the number of books published in a field.

A collection development policy becomes important to cite in respect to many of these arguments. If the collection is to serve and enhance the institution's program, it should be flexible enough to positively reflect changes in instructional methods and new degree programs and projects. These outputs, combined with crude enrollment figures, can place the budget compiler in an exceedingly rough position. While it is expected that he will have the direct costs comfortably under control, "political dimension" is not nearly as easy!

The collection must have an institutional commitment and perhaps a regional, national or international one as well. A collection policy should reflect this and the bibliographer is wise to emphasize the degree of uniqueness or excellence of the collection; the importance of maintaining its level of development may be contrasted against the consequences if fiscal support is reduced. Knowledge of other collections either nationally or regionally will be helpful.

Unfortunately no solution was forthcoming for the fluctuating budget over time. Although a program budget is the most defensible of all in terms of directly relating expenditures to use and benefits, it is not designed to absorb widely varying sums annually allocated. With the foundation of an acquisition policy, lean years may be reflected by straight percentage reductions although the more enlightened method is to relate the acquisitions policy to the institution's mission and cut support funds from those areas the institution is also curtailing.

Workshop participants thought that access to more acquisition cost statistics would be helpful in preparing their budgets. Under an OAS grant and the consultantship of Carl Deal (University of Illinois), the Colegio de Mexico's library initiated a data collecting program in Latin America for social science research materials, the information to be published by the Colegio. It is hoped that this as well as the proposed SALALM newsletter can offer Latin American bibliographers additional information of value to their budgetary planning.

Workshop No. 8

Acquisitions without a Latin American Bibliographer
(June 14, 1972 10:30 a.m.-12 noon)

Leaders: David Zubatsky, Chief, Acquisitions Department, Washington University Libraries (St. Louis)
Edith Libby, Head of Acquisitions, Smith College Library (Northhampton, Massachusetts)
Gai Carpenter, Media Resources Advisor, Hampshire College (Amherst, Massachusetts)
Edith Wise, Reference Librarian, New York University

Rapporteurs: John Kendall, Janet Uden

Participants in the Workshop on Acquisitions without a Latin American Bibliographer gave their attention to two case studies of Latin American acquisitions in libraries without a Latin American specialist, to a description of the steps one should follow in building a collection of Latin Americana, and to a discussion centering on the concept of cooperation.

Latin American Acquisitions at Smith College

Edith Libby gave a brief summary of how the Smith College Library copes without a Latin American bibliographer. There is no collections policy for the acquisition of Latin American materials. Selection of materials in this area is done by the faculty as is most selection in the library. Each academic department has its budget and the members of the department spend it. Occasional selection is done by the reference librarian or other librarians. Although the Hispanic Studies Department is interested principally in studies of peninsular Spanish and Portuguese literature, it has recently begun building interest in acquiring Latin American literature and literary criticism. Other Latin American interests come from the departments of government, economics, history, and sociology, all of which usually request only English-language materials. The trouble with this acquisitions system is that coverage depends on the interest and efforts of the faculty, the result being that there are gaps in the holdings of the library.

Orders from the faculty vary in the accuracy and completeness of their bibliographical citations; however, library acquisitions personnel attempt to verify what they can. The faculty's information seems to come from bibliographies, reviews, catalogs, advertisements, word of mouth, perhaps even wishful thinking. The library receives a constant stream of brochures and catalogs from dealers and publishers in Latin America, which it tries to get to interested persons as soon as possible.

Almost all of the Latin American periodical and continuation subscriptions are with Stechert-Hafner. Since 1968, the library has had a thirteen-subject blanket order with the Centro Interamericano de Libros Académicos (CILA) at

an average cost of $1,063 per year. Selection has usually been good. Books in paperback are bound before being sent to the library. Perhaps for libraries without a Latin American bibliographer, a blanket order plan might be the best solution of assuring a consistent and reasonably complete coverage in the areas of interest to that library.

Two helpful tools would be a bibliography of basic titles for a Latin American collection and a newsletter calling attention to new publications and new tools for selection. Both are being prepared as SALALM projects.

Latin American Acquisitions at Hampshire College

Gai Carpenter described Hampshire College as a new, small college which has established a ceiling of 100,000 volumes for its library. Being new, the college has a problem in acquiring out-of-print titles it needs. Being small, it must work within the limitations of its size. In the Latin American field, the college's specific interest is in the Caribbean. It is trying to develop a core collection of materials as well as a curriculum collection to support the Latin American courses taught at the college. In addition, it is trying to build a reference and bibliography collection which will adequately serve upper-division students conducting independent study on the Caribbean area. Except for literature, most students do not feel proficient reading in Spanish; so the library is building a collection primarily of English-language works.

She suggested that it would be useful if Choice would present an annually updated bibliography of recent and critical publications for the undergraduate library in the fields of African, Asian, Latin American Studies, etc., both in terms of reference tools and in basic works for an undergraduate core collection.

Building a Collection of Latin Americana

David Zubatsky described the steps one can follow in building a collection of Latin Americana. First, choose someone in the library to be in charge of collecting, someone who hopefully has some type of background or interest in the Latin American area or who is willing to work in this area. This person will also serve as an intermediary between the faculty and the library, interviewing the individual faculty members in the Latin American program to find out what are going to be the collection responsibilities: the subject and country areas to be covered, the types of books and materials to be collected, etc. After determining what the collection responsibilities are, the person should draw up a realistic written policy statement for the collecting of Latin Americana even though there may be no general collections policy statement for the library.

The second step is to determine how to obtain the materials. A good starting point is to look at earlier SALALM papers, especially those of XII SALALM held in Los Angeles. Those of V SALALM and VII SALALM to date

are available from the Organization of American States. NCR Microcard Editions has all of the papers on microcard, including those not available from the OAS (I-IV, VI SALALM). Presently the Latin American Acquisitions Clearinghouse is submitting an annual report to SALALM on selection tools, book dealers, agents, and publishers [XVI and XVII SALALM, Working Paper No. C-1].

The Latin American specialist needs the cooperation of those in technical and public services as well as the support of the library administration in order to carry out his work most effectively.

Discussion

Edith Wise noted that New York University had difficulties acquiring information on publications of contemporary Latin American authors. During the past four or five years, the Center for Inter-American Relations in New York City has prepared a list of translations of Latin American books. It also publishes the journal Review (originally an annual, now a quarterly) devoted to literary criticism of Latin American writing.

David Zubatsky commented that cooperative arrangements among groups of institutions in the acquiring and servicing of Latin American materials seemed to be a coming trend.

Emily Kimmel, University of Massachusetts, noted that many small colleges rely on interlibrary loan service but that with the increasing expense of providing such service, other avenues of cooperation needed to be explored, such as the cooperation of institutions which have specialists to disseminate knowledge to the smaller schools in order that each library might be better equipped to support the program being offered on that particular campus. So that they do not have to depend upon interlibrary loan, faculty members should be enabled to travel to the collections which can provide the materials they need for their research.

Oliver Dunn, Purdue University, suggested that at institutions with no Latin American bibliographer, it might be less expensive and more efficient to pay for the services of a bibliographer employed at another institution; that is, as the specialist was selecting for his institution, he could also be making appropriate selections for the other school. Siegfried Feller, University of Massachusetts, pointed out that the main difficulty would be maintaining close enough contact with the other institution's academic departments he would be serving.

Regarding cooperation among institutions, the University of Massachusetts has a centralized purchasing and processing unit. MARC tape print-outs covering a two-week time period are sent out to the cooperating institutions for selection of titles. The selections must be returned to the central processing unit within six weeks. Besides centralized purchasing, there is also centralized cataloging and distribution. Cooperation works best

when institutions are within close proximity of each other.

Edith Wise suggested the commercial undertaking of microform editions of Latin American materials as a method of easing selection and acquisition problems. By utilizing basic lists or selections made by a national committee of Latin American specialists (both librarians and faculty members), a microform publisher could reprint the recommended works in either microform or hard copy. This method would make current as well as retrospective Latin American material easily and quickly available.

Susan Thompson, University of Massachusetts, recommended a handbook incorporating and codifying previous SALALM papers so that information on specific topics would be more readily available. Such a handbook would be especially useful to a non-specialist who does not have the time to consult each annual SALALM report in order to ferret out the information needed.

Robert Sullivan, Library of Congress, noted that a commercial microfiche service for Latin American materials would not be economically feasible unless there were a minimum of 100 subscribers to it.

SEVENTEENTH SEMINAR ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS

FINAL REPORT

Part V

Special Reports

Latin American Programmes in Canada
United States Book Exchange

FINAL REPORT
Part V

Special Reports

Latin American Programmes in Canada

Since the survey of "Latin American Studies in Canada"[1]--the first of its kind undertaken in Canada--there has been a gradual awakening in Canada of interest toward Latin America and the Caribbean. Canadian universities until recently were held largely responsible for the poverty of the public's knowledge about Latin America. Now Canadian universities and other sectors in Canada are showing signs of an active and growing interest in Latin America.

Canadian-Latin American relations were stimulated recently with the publication of the government's Foreign Policy Paper, which devoted one section to Latin America, reaffirming increasing Government interest in the area. Although the Paper rejected at that time the idea of Canada's membership in the Organization of American States or the Inter-American Development Bank, it did propose a number of developments toward greater Canadian involvement, governmental and private, in Latin America. Canada has been granted the status of permanent observer to the Organization of American States, and Canada's entry into the Inter-American Development Bank was to take place in May of this year.

A group of prominent Canadians from the private sector has established the Canadian Association for Latin America (CALA) for the purpose of developing closer and more fruitful relations with the countries of Latin America. Not long after the formation of Latin American Studies Association (LASA) in the United States 1968, Canadian scholars organized the Canadian Association of Latin American Studies (CALAS/ACELA) in 1969 at York University, Toronto, Ontario. The purposes of the Association include facilitating personal contact and exchange of information among those engaged in Latin American teaching and research in Canada and promoting closer links between Canadians and Latin Americans. The Association will, among other functions, maintain a list of persons and organizations interested in Latin American Studies, disseminate information on members, activities, academic programmes and special publications of interest to the membership, and assess resources available in Canada.

A major activity of CALAS/ACELA was the preparation of a report: "A Preliminary Survey of the Status of Latin American Studies in Canadian Institutions." The CALAS Survey data shows that Canadian universities

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[1] Latin American Research Review, II, 1 (Fall, 1966), 80-88.

at the undergraduate level are focusing more upon the area in a variety of disciplines in order to make better use of their resources and academic personnel related to Latin America. It shows, however, that while there is considerable interest in consolidating isolated courses into integrated Latin American programmes as evidenced by the fact that Latin American Studies Committees now exist at sixteen institutions and six more are planning them, only two universities offer graduate programmes and three offer degrees in Latin American Studies.

One cooperative endeavour recognized by the Committee of Presidents is the Ontario Cooperative Programme for Latin America and Caribbean Studies (OCPLACS), founded in 1969 in order to promote inter-disciplinary and inter-university coordination of research and graduate teaching relating to Latin America and the Caribbean. The founding universities were the University of Guelph, McMaster University, Queen's University and the University of Waterloo. Now OCPLACS is composed of eight Ontario universities. York University and the University of Toronto are the most recent universities to join this programme.

Along with these indications of widespread awakening in Canada toward Latin America, there is a proliferation of informative publications designed to stimulate this interest. In addition to the newsletters, survey articles, occasional papers and reports issued by government officials, scholars, OCPLACS, CALA and CALAS, John Sigsworth published in 1964, Openings and Opportunities in Latin America subtitled, "A Unique Handbook for Alert Canadians." This publication is a compendium of practical information for placement in Latin America of Canadians with general or specific background knowledge of the area. Kurt Levy compiled a Book list on Latin America for Canadians, in 1967, at the request of the Canadian Commission for UNESCO. Especially significant was the appearance in 1969 (updated for 1969-70) of the Directory of Scholars, in Latin America Teaching and Research in Canada, prepared under the auspices of the AUCC Committee on Canadian-Latin American Inter-University Cooperation. This directory, which from 1971 on will become the responsibility of CALAS, was prepared as a response to the increasing need for improved communication among academics in Canada engaged in Latin American Studies.

Also CALAS has established a Committee of Inquiry to oversee the introduction of a Canadian Journal of Latin American Studies, to become the official organ of the Association. This Journal would constitute a publishing forum especially for Latin Americans and Latin Americanists resident in Canada and/or Latin America. The Association would like to inaugurate the journal in late 1972.

In preparing this paper, I was greatly aided by the National Library of Canada in Ottawa which sent very relevant material to me in Mexico. In particular, a report by R. L. Jackson, et al., entitled Latin American and Caribbean Studies; An exploratory report with recommendations for Carleton University, submitted to the Academic Planning Committee, 29th February, 1972, was sent to me and I owe most of my information to this comprehensive report.

In this report it was recommended that, although not researched in depth, group cooperation should be explored because of Carleton's geographical proximity with Queen's University, McGill University, University of Montreal and the University of Ottawa. Queen's University, an OCPLACS member, has recently started a Latin American Area Studies Programme and McGill University, whose Developing Areas Programme is well known, has also just started a Latin American Area Studies Programme. A union list of Periodicals of Hispanic Interest held in Libraries in the Ottawa Area--A Preliminary list was recently produced by the Spanish Department at Carleton University in May, 1972.

In Universities and Colleges of Canada, 1972 (Ottawa, AUCC, 1972) six universities (British Columbia, Laurentian, Queen's, Simon Fraser, Toronto and Windsor) indicate a Bachelor's degree in Latin American studies while the University of Waterloo offers a Master's degree in Latin American studies. The University of Manitoba offers minor specialization only in this discipline. Eight universities offer minor specialization in Portuguese. These are British Columbia, Calgary, Carleton, Sir George Williams, Toronto, Victoria (B.C.), Western Ontario and Windsor. Of course, there are many universities in Canada which offer a Bachelor's degree in Spanish, while eleven universities offer the Master's degree and five universities (Alberta, British Columbia, McGill, Simon Fraser and Toronto) offer a doctorate in Spanish. The University of Alberta offers a Bachelor's degree in Spanish-American studies.

I was not able to do a comprehensive survey of the number of students or professors involved in Latin American studies in Canada because of my location in Mexico. I hope that some of my information may serve to supplement slightly the information in Kurt L. Levy's paper given at XV SALALM in Toronto in 1970. I am happy to report from Mexico that the Canadian Department of External Affairs maintains a library in Mexico City. This library's collection consists entirely of Canadiana. There is a great deal of interest here in Mexico both in Canada and Canadiana. Canada's interest in Mexico and Latin America seems to be reciprocated in Mexico and Latin America.

There are Canadians studying in Mexico and many of them are working on Bachelor and Master's degrees in Latin American Studies, International Relations and History (which involves many courses on Latin America) and Spanish. Out of fifty-eight Canadian students registered since October, 1971, at the University of the Americas, Puebla, Mexico, more than three-quarters of them are majoring or at least taking some courses in Latin American studies through the Spanish Department, History and International Relations Department and Anthropology Department. There are Canadian students enrolled in these programmes at the graduate level as well as the undergraduate level.

Naturally library acquisition of material relevant to the progressing studies and courses having to do with Latin America is not developed to its full extent. On the contrary, library acquisition is lagging far behind. But steps are being taken to build up special strengths on a coordinated

acquisitions policy. The OCPLACS library has outlined its future tasks in this way: After the completion of the union catalogue, the second step will be to obtain from the faculty in each member university a blueprint of the research needs based on the curriculum; the third step is to perform a quality appraisal of all the existing collections. Membership in the Center for Research Libraries and in SALALM and in the Inter-University Library Transit System already enlarge considerably student access to library material outside the local university.

Although I am at present residing in Mexico and am far removed from many events in Canada, I hope I have been able, in this paper, to show the progress made in Canada within the last two years. Doubtless there will be many of you at the seminar who will be able to add pertinent information to my report.

Patricia R. Harris
Reference Librarian
University of the Americas
Puebla, Puebla
Mexico

collections means that the current holdings are fuller and more valuable than usual. When libraries begin to order more fully again the first comers will be able to realize a bonanza.

During 1971-1972 USBE received an unusual grant-in-aid from the Council on Library Resources, Inc., which paid the salaries of eight employees so that the staff could be kept at its full strength of sixty in spite of the general economic problem. This factor has helped in the improvement of the speed and coverage of USBE services as well as in the handling of the collections.

At the same time as this assistance, and in part helped by it, USBE has been making progress in plans for broadening the activities of the agency through development of projects which will serve to effect distribution on special subject or type-of-library bases, and which can more effectively call on special sources of funds than is true in the case of acquisitions relationships with individual libraries. Although the first steps in planning have not yet included any specifically Latin American projects, we hope that these can be included in the plans in the near future.

Alice D. Ball
Executive Director
U.S. Book Exchange
Washington, D.C.

SEVENTEENTH SEMINAR ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS

SEMINAR COMMITTEES, 1972-1973

United States Book Exchange
1971-1972

As in its reports of the past sixteen years to SALALM, USBE's prime interest is in stating the constant factor of its availability to libraries with special Latin American interests both as a broad source for Latin American publications, particularly serials, and as an agency able to undertake project activities wherever its particular expertise and stocks would be pertinent.

This year there have been disappointing developments in USBE's distribution of Latin American publications, and these are noted first. In general, there are hopeful possibilities which are covered in the second section of the report.

Decline in Latin American Book Distribution

Within the last twelve months USBE's distribution of Latin American publications has dropped off from the totals of previous years. There are several reasons for this decline, most of them concerned with the general economic pressure which has affected most libraries and thereby USBE as well. Reduction in general distribution made it necessary for USBE to increase its fees to a $5 high for Latin American books at the same time that many libraries had their budgets for Latin American buying curtailed; the result was inevitable.

Coincidentally, the number of Latin American books made available to USBE by The Library of Congress declined sharply. These LC duplicates have been distributed by USBE to Farmington Plan libraries and other Latin American collections through a special program which is now in its tenth year. The Exchange and Gift Division of The Library of Congress investigated the reason for the smaller influx of duplicates and determined that at least one major factor was the screening effect of the relatively new Library of Congress Field Office in Brazil.

USBE Progress in Other Areas Relating to Latin American Publication Distribution

Soon after the LC Exchange and Gift Division decided that the activities of the Rio Office were cutting down on the flow of duplicates to the Division, that office decided to curtail its local distribution of duplicates in its program and send them to USBE for incorporation into its regular Latin American program. At this writing the shipments from Brazil have just begun, but their quality promises that USBE may be able to resume its frequent listing from this valuable source before too long.

The receipt of Latin American journals at USBE has never diminished; the current recession-based slow down in library acquisition from the USBE

COMPOSITION OF SALALM, INC.

SALALM COMMITTEES AND CLEARINGHOUSE SERVICES FOR 1972-1973

September 18, 1972

1. EXECUTIVE BOARD
1.1. Membership in Executive Board
1.1.1. Executive Committee

Mr. Donald F. Wisdom - President
Mrs. Rosa Q. Mesa - Vice President - President Elect
Mr. Glenn F. Read, Jr. - Past President
Mrs. Marietta D. Shepard - Executive Secretary
Mr. Albert J. Diaz - Secretary-Treasurer

1.1.2. Members-at-Large:

Miss Marjorie F. LeDoux (to 1975)
Mrs. Barbara H. Stein (to 1975)

Mr. David S. Zubatsky (to 1974)
Mrs. Margarita Anderson-Imbert (to 1974)

Miss Rosa Abella (to 1973)
Mr. Michael Rosenstock (to 1973)

1.1.3. Provisional Members

Mrs. Irma Hannays (to 1974)

Mrs. Pauline Collins (to 1973)

1.1.4. Ad hoc Members, Chairmen of Program Committees, Joint Committees, and Executive Board Committees

Miss Rosa Abella - Policy, Research and Investigation and Jt. Committee on Current Cuban Library Materials
Mrs. Susan Benson - Jt. Committee on Library Materials for the Spanish and Portuguese Speaking in the U.S.
Dr. A. W. Bork - Jt. Committee on Reproduction of Latin American Materials
Mrs. Mary Brady - Nominating Committee
Miss Mayellen Bresie - Advisory Committee to Secretariat
Mr. Daniel R. Cordeiro - Committee on Bibliography (CB)
Mr. Albert J. Diaz - Committee on Budget and Finance
Miss Marjorie F. LeDoux - Constitution and Bylaws
Mrs. Rosa Q. Mesa - Jt. Committee on Official Publications
Miss Eleanor Mitchell - Committee on Library Organization, Personnel, and Research (CLOPR)
Mrs. Emma C. Simonson - Blue Ribbon Committee on Relocation of the Secretariat

1.1.4. Ad hoc Members, Chairmen of Program Committees, Joint Committees...(cont.)

Mrs. Barbara Stein - Editorial Board
Mr. Lee H. Williams - Membership Committee (MC)
Mr. Donald F. Wisdom - Advisory Committee to LACAP
Mr. David S. Zubatsky - Committee on Acquisitions (CA)
Chairman to be appointed - Public Relations Committee

1.1.5. Ad hoc Members, Chairmen of Subcommittees

Sra. María Elena Cardona - CB/Ad hoc Committee on Pilot Bibliographic Center for for the Caribbean
Mr. Carl W. Deal - CB/Ad hoc Committee on the Archives of the Indies
Mr. Oliver C. Dunn - CLOPR/Subcommittee on Organization
Mrs. María C. Faunce - CLOPR/Subcommittee on Research
Miss Suzanne Hodgman - CA /Editor of Microfilm Projects Newsletter
Dr. William V. Jackson - CLOPR/Subcommittee on Personnel-Library School Education in Latin America
Mr. Peter T. Johnson - CA/Subcommittee on Significant New Acquisitions
Mr. Robert K. Johnson - CA/Farmington Plan Subcommittee on Acquisitions
Miss Haydée Piedracueva - CB Subcommittee on Reporting Bibliographic Activities
Dr. Anulfo Trejo - CB/Subcommittee on Bibliographic Technology
Mr. John Veenstra - CLOPR/Subcommittee on Personnel-Preparation and Continuing Education of Latin American Area Specialists in the U.S.
Mrs. Edith C. Wise - CLOPR/Project Committee on Oral History of Latin American Library Development
Dr. Hensley C. Woodbridge - CA/Ad hoc Committee on a Basic List of Latin American Materials for New Collections
Chairman to be appointed - CA/Study Group on Books and Cultural Patrimony
Chairman to be appointed - CA/Advisory Committee to Center for Research Libraries
Chairman to be appointed - CA/Library/Book Dealer/Publisher Relations Committee
Changed by Resolution no. 7 XVII SALALM - CB/Ad hoc Committee of Representatives of Book Industry on Trade Bibliography

1.2. Executive Board Committees

1.2.1. Constitution and Bylaws

Miss Marjorie F. LeDoux - Chairman
Mr. Gilberto V. Fort
Mr. Michael Rosenstock

1.2.2. Policy, Research and Investigation

Miss Rosa Abella, Chairman
Miss Alice D. Ball
Dr. Harvey L. Johnson
Mr. John Veenstra
Mrs. Karna Wilgus
Mr. David Zubatsky

1.2.3. Editorial Board

Mrs. Barbara Stein - Chairman
Mrs. Margarita Anderson-Imbert
Dr. A. W. Bork - Ex Officio

1.2.4. Advisory Committee to LACAP

Mr. Donald F. Wisdom - Chairman
Dr. Nettie Lee Benson
Mr. Carl W. Deal

1.2.5. Membership Committee

Mr. Lee H. Williams - Chairman
Mr. Peter T. Johnson - Vice-Chairman
Mr. Ludwig Lauerhass

1.2.6. Committee on Budget and Finance

Mr. Albert J. Diaz - Chairman
Mrs. Marietta D. Shepard
Mr. Donald F. Wisdom
Dr. A. Curtis Wilgus

1.2.7. Advisory Committee to Secretariat

Miss Mayellen Bresie - Chairman
Mrs. L. Frances Jones - Vice-Chairman
Miss Laura Gutiérrez
Mr. Donald E.J. Stewart

1.2.8. Nominating Committee (1972-73)

Mrs. Mary Brady - Chairman
Mr. Michael Rosenstock
Mr. Glenn Read, Jr.

1.2.9. Blue Ribbon Committee on Relocation of the Secretariat (new Res. 24 SALALM XVII)

Mrs. Emma C. Simonson - Chairman
Mr. Peter T. Johnson
Mr. Lee H. Williams

1.2.10 Public Relations Committee (new Res. 27 SALALM XVII)

To be appointed

2. COMMITTEE ON ACQUISITIONS

Mr. David S. Zubatsky - Chairman
Mrs. Juanita S. Doares - Vice Chairman
Mr. Dominick P. Coppola
Miss Jane Garner
Miss Suzanne Hodgman
Mrs. Emma C. Simonson
Dr. Hensley C. Woodbridge

2.1. Farmington Plan Subcommittee on Acquisitions

Mr. Robert K. Johnson - Chairman
Dr. Nettie Lee Benson
Mr. Donald F. Wisdom

2.2. Editor of Microfilm Projects Newsletter

Miss Suzanne Hodgman - Editor

2.3. Subcommittee on Significant New Acquisitions

Mr. Peter T. Johnson - Chairman

2.4. Ad hoc Committee on a Basic List of Latin American Materials for New Collections

Dr. Hensley C. Woodbridge - Chairman
Dr. Nettie Lee Benson
Dr. Harvey L. Johnson
Mr. John G. Veenstra

2.5. Study Group on Books & Cultural Patrimony

To be appointed

2.6. Advisory Subcommittee to Center for Research Libraries (new Res. 6 SALALM XVII)

To be appointed

2.7. Library/Book Dealer/Publisher Relations Subcommittee (new Res. 7 SALALM XVII)

To be appointed

3. COMMITTEE ON BIBLIOGRAPHY

Mr. Daniel R. Cordeiro - Chairman
Mrs. Margarita Anderson-Imbert - Vice-Chairman
Miss Rosa Abella
Mrs. Mary Brady
Miss Ellen H. Brow
Mrs. Solena Bryant
Mr. Herman H. Cline
Mrs. Barbara Stein

3.1. Subcommittee on Reporting Bibliographic Activities

Miss Haydée Piedracueva - Chairman
Dr. Jesús Leyte-Vidal - Vice-Chairman
Mrs. Margarita Anderson-Imbert
Mrs. Solena Bryant
Mr. Herman H. Cline
Miss Jane Garner
Mrs. Celia Leyte-Vidal
Mr. Glenn F. Read, Jr.
Dr. Irene Zimmerman

3.2. Ad hoc Committee on Pilot Bibliographic Center for the Caribbean

Sra. María Elena Cardona - Chairman
Sra. Albertina Pérez de Rosa
Srta. Luisa Vigo-Cepeda

3.3. Subcommittee on Bibliographic Technology

Dr. Arnulfo Trejo - Chairman
Mr. David K. Easton
Mr. Paul Miles

3.4. Ad hoc Committee on the Archives of the Indies

Mr. Carl W. Deal - Chairman
Dr. Nettie Lee Benson
Mr. Albert J. Diaz
Mrs. Mary E. Kahler

3.5. Ad hoc Committee of Representatives of the Book Industry on Trade Bibliography

Changed by Res. 7 SALALM XVII to Library/Book Dealer/Publisher Relations Subcommittee (CA)

4. JOINT COMMITTEES OF ACQUISITIONS AND BIBLIOGRAPHY

4.1. Joint Committee on Reproduction of Latin American Materials

Dr. A.W. Bork - Chairman
Dr. Nettie Lee Benson
Dr. Harvey L. Johnson
Mrs. Mary E. Kahler
Mrs. Emma C. Simonson

4.2. Joint Committee on Current Cuban Library Materials

Miss Rosa Abella - Chairman
Dr. Gilberto V. Fort
Mrs. Elena V. Peraza
Dr. Irene Zimmerman

4.3. Joint Committee on Official Publications

Mrs. Rosa Q. Mesa - Chairman
Mrs. Pauline Collins
Mr. John Veenstra
Mr. David Zubatsky

4.4. Joint Committee on Library Materials for the Spanish and Portuguese Speaking in the U.S.

Mrs. Susan Benson - Chairman
Miss Cynthia Baird
Miss Emilia Bernal
Mrs. Mary Brady
Mr. James Breedlove
Miss Ellen Brow
Miss Vicenta Cortés Alonso
Mr. Peter T. Johnson
Miss Virginia Mounce
Mr. Keith Revelle
Miss Martha V. Tomé
Mrs. E.P. Vreeland
Mrs. Karna Wilgus

5. COMMITTEE ON LIBRARY ORGANIZATION, PERSONNEL AND RESEARCH

Miss Eleanor Mitchell - Chairman
Dr. Gilberto V. Fort - Vice-Chairman
Sr. Edgar E. Córdoba
Mr. Oliver Dunn
Mrs. María Faunce
Mr. Marion A. Milezewski
Mr. Paul Miles
Mr. John Veenstra
Mrs. Edith C. Wise

5.1. Subcommittee on Organization

Mr. Oliver C. Dunn - Chairman
Mr. Gilberto V. Fort, Vice-Chairman
Mr. Marion A. Milczewski
Mr. David J. Lee

5.2. Subcommittee on Personnel-Library School Education in Latin America

Dr. William V. Jackson - Chairman
Mr. Edgar E. Córdoba
Mrs. María C. Faunce
Mr. Luis Florén
Mr. John Veenstra

5.3. Subcommittee on Personnel-Preparation and Continuing Education of Latin American Area Specialists in the U.S.

Mr. John Veenstra - Chairman
Miss Beverly J. Brewster - Vice-Chairman
Dr. Nettie Lee Benson
Mrs. Mary M. Brady
Mrs. María C. Faunce
Mr. Gilberto V. Fort
Mrs. Ann Graham
Dr. William V. Jackson

5.4. Subcommittee on Research

Mrs. María C. Faunce - Chairman
Mr. Edgar E. Córdoba
Mr. Luis Florén
Dr. William V. Jackson
Dr. A. Curtis Wilgus
Mr. Robert V. Williams

6. SALALM CLEARINGHOUSE SERVICES

6.1. Acquisitions

6.1.1. Developing of Latin American Collections--David Zubatsky - Chairman

6.2. Bibliography

6.3. Library Organization, Personnel and Research

6.4. Microfilming Projects

September 18, 1972

Members of SALALM Executive Board, Committees,
Subcommittees, and Clearinghouse Services

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Wilgus, Mr. A. Curtis, President
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Wisdom, Mr. Donald F.
Serials Division
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Wise, Mrs. Edith
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Woodbridge, Dr. Hensley C.
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Carbondale, Illinois 62901
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Zimmerman, Dr. Irene
Latin American Librarian
University of Florida Libraries
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Subcomm. on Reporting Bibliographic Activities.- Jt. Comm. on Current Cuban Library Materials

Zubatsky, Mr. David S., Chief
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Washington University Library
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Member-at-large.- Comm. on Acquisitions.- Jt. Comm. on Official Publications.- Clearinghouse on Development of Latin American Collections.- Policy, Research and Investigation

SEVENTEENTH SEMINAR ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS

INFORMATION DOCUMENTS

XVII SALALM
Inf. Doc. No. 1

INVITATION TO XVII SALALM

Tentative Program
Hotel Reservation Form
Transportation Information
Registration Fees and Form
Invoice Form

[Distributed prior to the conference]

SEVENTEENTH SEMINAR ON THE ACQUISITION OF
LATIN AMERICAN LIBRARY MATERIALS
University of Massachusetts
Amherst, Massachusetts
June 11-14, 1972

XVII SALALM
Inf. Doc. No. 2 rev.
June 1972

PROGRAM AND SCHEDULE OF ACTIVITIES

Sunday, June 11		
3:00-6:00 p.m.	REGISTRATION	3rd floor Lobby
3:00-5:30 p.m.	Meetings of Executive Board Committees, Subcommittees of Standing Committees, and Ad Hoc Committees	Rooms 163-164
6:30 p.m.	Executive Board Dinner (with its Committees, and Chairmen of Standing Committees	Rooms 1001-1002
8:00 p.m.	Meeting of Workshop Leaders	Room 803
8:15-8:30 p.m.	FILM: La Leyenda del Dorado Collection of the Gold Museum, Banco de la República Bogotá	Rooms 163-164
8:30-10:30 p.m.	FILM: Memorias de un Mexicano An unusual documentary prepared from original newsfilm by Ing. Salvador Toscano, Mexico's pioneer film maker. Focuses on the final years of the Díaz regime and the epoch of the Mexican Revolution.	Rooms 163-164
Monday, June 12		
8:00 a.m.-2:00 p.m.	REGISTRATION	3rd floor Lobby
8:30-10:00 a.m.	Meetings of Standing Committees and Joint Committees	Rooms 804-808 and 904-908
10:00-10:30 a.m.	Coffee Break	

Meetings will be held in the Murray D. Lincoln Campus Center in rooms listed.
Office of the SALALM SECRETARIAT is Room 803; telephone 545-0368.
Exhibits in Rooms 911-915 and 171-173.

Monday, June 12 (continued)

10:30-12:00	WORKSHOPS 1. Gifts and Exchanges Leaders: Marilyn Whitmore, Margarita Anderson-Imbert, Edith Wise 2. Government Publications Leaders: Rosa Mesa, Marilyn Peri	 Rooms 804-808 Rooms 904-908
12:00-2:00 p.m.	Executive Board Luncheon with all Chairmen of Committees and Sub-committees	Rooms 1001-1002
2:00-5:30 p.m.	OPENING SESSION: Introductory remarks, welcoming speeches; introduction of new officers; Treasurer's report, Executive Secretary's report, reports of Executive Board Committees.	Auditorium
3:30-4:00 p.m.	Coffee Break	
4:00-5:30 p.m.	Reports and Discussion of LIBRARY ORGANIZATION, PERSONNEL AND RESEARCH.	
6:00-7:30 p.m.	COCKTAIL PARTY for conferees given by the University Library and the Committee on Latin American Studies, University of Massachusetts, Amherst.	Memorial Hall

Tuesday, June 13

8:30-10:00 a.m.	SECOND SESSION: Reports and Discussion of ACQUISITIONS and BIBLIOGRAPHY	Rooms 163-164
10:00-10:30 a.m.	Coffee Break	
10:30-12:00	THEME PRESENTATION: Education and Training of Librarians for Area Collections Working paper summaries, panel discussion, questions and answers Panelists: Hendrik Edelman, Cornell University Library Keith Revelle, Latin American Library, Oakland Public Library Beverly J. Brewster, Graduate School of Library and Information Science, University of Pittsburgh	Rooms 163-164

Tuesday, June 13 (continued)

Mary M. Brady, Lockwood Memorial Library, State University of New York at Buffalo
Jane Garner, Latin American Collection, University of Texas at Austin Library
Ann Graham, University of Texas at Austin Library

Moderator:
William V. Jackson, Vanderbilt University and George Peabody College for Teachers

2:00-3:30 p.m. WORKSHOP
3. Book Dealers and Subscription Programs — Rooms 804-808
Leaders: Emma Simonson, Daniel Cordeiro, Juanita Doares, Donald Wisdom

3:30-4:00 p.m. Coffee Break

2:00-5:30 p.m. WORKSHOP
4. Selection and Acquisition of Spanish and Portuguese Language Materials for School and Public Libraries — Rooms 163-164, 172, 173 (combined)

2:00-4:00 p.m. Panel session, followed by questions and answers

Panelists:
Maria Uyehara, Coordinator of Caribbean Studies, Education Department, American Museum of Natural History
Martha V. Tomé, Director, Proyecto LEER, and Specialist, Library Development Program, Organization of American States
Elizabeth Eddison, Graduate School of Library Science, Simmons College
Francis M. Rogers, Professor, Harvard University
Luis F. Aguiar, Director, Casa da Saudade, New Bedford Free Library

Moderator:
Susan Shattuck Benson, Consultant, Proyecto LEER, and Senior Associate Editor, Américas, Organization of American States

Tuesday, June 13 (continued)		
4:00-4:15 p.m.	Coffee Break	
4:15-5:30 p.m.	Round table discussions	
4:00-5:30 p.m.	DISCUSSION GROUPS on SALALM policies, priorities and directions	Rooms 804-808 and 904-908
6:00-7:00 p.m.	RECEPTION for New Registrants	Room 1003
7:00 p.m.	BANQUET (prior reservations required)	Room 1009
8:30-10:30 p.m.	SLIDE PRESENTATION: Keith Revelle describes the program of the Latin American Library, Oakland Public Library	Rooms 163-164
Wednesday, June 14		
8:30-10:00 a.m.	WORKSHOPS	
	5. Latin American Acquisitions Clearinghouse (including selection procedures) Leaders: David Zubatsky, Edith Wise	Rooms 804-808
	6. Acquiring Current Serials from Latin America Leaders: Donald Wisdom, Suzanne Hodgman, Daniel Cordeiro, Margarita Anderson-Imbert, Susan Brynteson	Rooms 904-908
	7. Competition of Latin American Programs with Other Area Studies Programs: Budgetary and Financial Implications (exchange of ideas and data) Leader: Peter Johnson	Room 903
9:00-12:00	4. (Continued from Tuesday afternoon) Selection and Acquisition of Spanish and Portuguese Language Materials for School and Public Libraries.	Rooms 163, 165, 171, 173 (combined)
10:00-10:30 a.m.	WORKSHOP	
	8. Acquisitions without a Latin American Bibliographer Leaders: David Zubatsky, Edith Wise, Edith Libby, Gai Carpenter	Rooms 904-908
10:30-12:00	DISCUSSION GROUPS on SALALM policies (continued from Tuesday)	Rooms 804-808

Wednesday, June 14 (continued)

2:00-4:00 p.m.	FINAL SESSION: Reports from Workshops and Discussion Groups; Recommendations; Approval of Resolutions	Rooms 163-164

POST-CONFERENCE ACTIVITIES

Thursday, June 15

9:00-10:00 a.m.	"Five College Cooperation"--a meeting with North Burn, Five College Coordinator	Rooms 804-808
10:00-12:00	Slide-Tape Presentation on the University of Massachusetts, Amherst Library Automation Programs	Rooms 804-808
10:00-12:00	Visits to neighboring college libraries	
2:00-8:00 p.m.	Tour of Old Deerfield and dinner at Deerfield Inn (payment and reservations by Tuesday)	

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DETAILED PROGRAM OF COMMITTEE SESSIONS

Sunday, June 11

3:00-5:30 p.m. a/ Executive Board Committees — Rooms 163-164

1. Constitution and Bylaws--Gilberto Fort for Robert K. Johnson, Chairman

2. Policy, Research and Investigation--Rosa Abella, Vice Chairman for Alma Jordan, Chairman

4:00-5:30 p.m.

3. Editorial Board--Donald Wisdom, Chairman

4. Advisory Committee to LACAP--Donald Wisdom, Chairman

5. Membership--Lee Williams, Chairman

6. Budget and Finance--A. Curtis Wilgus, Chairman

7. Advisory Committee to Secretariat--Mayellen Bresie, Chairman

8. Nominating Committee--Emma Simonson, Chairman

b/ Subcommittees of Standing Committees Rooms 163-164

1. Acquisitions:
   a. Microfilming Projects Newsletter--Suzanne Hodgman, Editor
   b. Significant New Acquisitions--Peter T. Johnson, Chairman

2. Bibliography:
   a. Reporting Bibliographic Activities--Haydée Piedracueva, Chairman

Sunday, June 11 (continued)

c/ Ad Hoc Subcommittees — Rooms 163-164

1. Basic List of Latin American Materials for New Collections--Hensley C. Woodbridge, Chairman

2. Pilot Bibliographic Center for the Caribbean--María Elena Cardona, Chairman

3. Study Group on Books and Cultural Patrimony--Chairman to be appointed

4. Bibliographic Technology--David Easton for Arnulfo Trejo, Chairman

5. Archives of the Indies--Nettie Lee Benson for Carl Deal, Chairman

6:30 p.m. — Executive Board Dinner (with its committees, and Chairmen of Standing Committees) — Rooms 1001-1002

Monday, June 12
8:30-10:00 a.m.

a/ Standing Committees

1. Acquisitions--David Zubatsky, Chairman — Room 804

2. Bibliography--Daniel Cordeiro, Chairman — Room 808

3. Library Organization, Personnel and Research--Eleanor Mitchell, Chairman — Room 904

b/ Joint Committees

1. Reproduction of Latin American Materials--A. William Bork, Chairman — Room 908

2. Current Cuban Library Materials--Rosa Abella, Chairman — Room 808

Monday, June 12 (continued)

	3. Official Publications--Rosa Mesa, Chairman	Room 804
	4. Library Services to Spanish and Portuguese Speaking--Susan Benson, Chairman	Room 908
	5. Public Relations	Room 904
12:00-2:00 p.m.	Luncheon of Executive Board with Chairmen of Committees and Sub-committees to hear their reports	Rooms 1001-1002

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AGENDA FOR EXECUTIVE BOARD MEETINGS

Sunday, June 11

3:00-5:30 p.m. Executive Board Committee Meetings

1.2.1 Constitution and Bylaws--R.K. Johnson (Fort)
1.2.2 Policy, Research and Investigation--Jordan (Abella)

4:00-5:30 p.m. Executive Board Committee Meetings

1.2.3 Editorial Board--Wisdom
1.2.4 Advisory Committee to LACAP--Wisdom
1.2.5 Membership Committee--Williams
1.2.6 Budget and Finance--A.C. Wilgus
1.2.7 Advisory Committee to Secretariat--Bresie
1.2.8 Nominating Committee--Simonson
1.2.9 Public Relations Committee

6:30 p.m. Executive Board Dinner

Executive Board with its Committees and Chairmen of Standing Committees

8:30-10:00 p.m. Executive Board Meeting

A. Officers' Reports:
   a. Report of the President
   b. Report of the Treasurer
   c. Report of the Secretary
   d. Report of the Rapporteur of the Midwinter Meeting

B. Executive Board Committee Reports:
   1.2 Executive Board--Garner
   1.2.1 Constitution and Bylaws--R.K. Johnson (Fort)
   1.2.2 Policy, Research and Investigation--Jordan (Abella)
   1.2.2.1 Ball-Jordan Studies
   1.2.3 Editorial Board--Wisdom
   1.2.4 Advisory Committee to LACAP--Wisdom
   1.2.5 Membership Committee--Williams
   1.2.6 Budget and Finance--A.C. Wilgus, Shepard
   1.2.7 Advisory Committee to Secretariat--Bresie
   1.2.7.1 Draft of Organizational Responsibilities of SALALM Officers and Committees--Bresie
   1.2.8 Nominating Committee--Simonson
   1.2.9 Public Relations Committee (Newsletter)--Chairman (Ex. Bd. 1/72 No. 5)

C. SALALM Standing Committees
1. Acquisitions--David Zubatsky, Chairman
2. Bibliography--Daniel Cordeiro, Chairman
3. Library Organization, Personnel and Research--E. Mitchell, Chairman
4. Reproduction of Latin American Materials--Bork, Chairman
5. Current Cuban Library Materials--Abella, Chairman
6. Official Publications--R. Mesa, Chairman
7. Library Materials for Spanish and Portuguese Speaking--S.S. Benson, Chairman

D. SALALM Organizational Matters
1. Agenda of the annual meeting
Commentators--Wisdom, Shepard
2. Working Papers for SALALM XVIII
Commentators--Wisdom, Hannays
3. Progress Report: Advisory Committee to the Secretariat
Commentators--Shepard, Bresie, Tomé
4. Committee appointments
Books and Cultural Patrimony
Book Industry on Trade Bibliography
Public Relations Committee
Commentators--Read, Wisdom
5. Vote on Bylaws Amendments--Submission to General Session
Commentator--Read
6. Request of Funds from Foundations: U.S. Government (XVI-43)
Commentators--Bresie, Shepard
7. SALALM University-based Secretariat
Commentator--Shepard
8. Administrative Matters
Commentators--Shepard, Tomé
9. SALALM Objectives and Interests (XVI-42)
Commentator--Read
10. Increased attention to Latin American libraries (XVI-44,46)
11. Session on International Book Year (XVI-45)
12. Howard S. Cline Memorial Fund (XVI-47)
13. Support to Proyecto LEER (XVI-48)
14. Ad Hoc Committee on Archives of the Indies (XVI-49)
15. Patricia Harris to report on Latin American programs in Canada (XVI-50)
16. Increased responsibility of Committees and Membership for SALALM reporting (Ex. Bd. 1/72, nos. 1-4, 6)
17. Committee Composition (Ex. Bd. 1/72, no. 7)
18. Written Reports of Executive Board Committees (Ex. Bd. 1/72, no.7)

E. Future Meetings:
   a. Trinidad, W.I.
   b. Midwinter 1973 - Executive Board meeting
   c. 1974

F. SALALM purpose and policy
   Commentators--Read, Shepard, Johnson, Jordan

G. SALALM long-range planning
   Commentators--Read, Shepard, Bresie

H. Committee structure and duties
   Commentators--Jordan, Johnson, Read, Shepard

Monday, June 12
12:00-2:00 p.m. Executive Board Luncheon, with all Chairmen of Committees and Subcommittees

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DETAILED AGENDA FOR GENERAL SESSIONS

Monday, June 12
2:00-5:30 p.m. OPENING SESSION

Chairman: Glenn Read, Jr., President, SALALM
Moderator: Donald Wisdom
Rapporteur: Jane Garner, assisted by Susan Thompson
Discussants: Committee and Subcommittee Chairmen, their Representatives, Officers, Authors of regular working papers, and others

a/ Introductory Remarks

1. Presentation of hosts and information on local arrangements: Mrs. Pauline Collins

2. Welcome on behalf of the University:
   a. Dr. Lewis Hanke, Professor of Latin American History
   b. Professor Robert Potash, Chairman, Committee on Latin American Studies
   c. Professor Harold Boudreau, Chairman of the Department of Hispanic Languages and Literatures
   d. Mr. Merle Boylan, University Librarian

3. Remarks on program and procedures:
   Glenn Read, Jr., President, SALALM
   Mrs. Marietta Daniels Shepard, Executive Secretary, SALALM

b/ Organizational Matters

1.1.1	Executive Board reports of the President, Executive Secretary, and Treasurer	
1.2	Reports of the Executive Board Committees	
1.2.1	Constitution and Bylaws	Fort
1.2.2	Policy, Research and Investigation	Abella
1.2.3	Editorial Board	Wisdom
1.2.4	Advisory Committee to LACAP	Wisdom
1.2.5	Membership	Williams
1.2.6	Budget and Finance	A.C. Wilgus
1.2.7	Advisory Committee to Secretariat	Bresie
1.2.8	Nominating Committee and Introduction of new Officers	Simonson
1.2.9	Public Relations	To be appointed

OPENING SESSION (continued)

c/ Library Organization, Personnel and Research

5.	Committee on Library Organization, Personnel and Research	Mitchell
5.1	Oral History of Latin American Library Development	Wise

Tuesday, June 13
8:30-10:00 a.m. SECOND SESSION: Reports and Discussion of Acquisitions and Bibliography

Moderator: A. W. Bork
Rapporteur: Vice Chairmen or Representatives of Committees, assisted by Jeanne Kocsis

a/ Acquisitions

2.	Committee on Acquisitions	Zubatsky
2.1	Farmington Plan Committee	Benson
2.2	Microfilming Projects Newsletter	Hodgman
2.3	Subcommittee on Significant New Acquisitions	P. Johnson
2.4	Subcommittee on Basic List of Latin American Materials for New Collections	Woodbridge
2.5	Study Group on Books and Cultural Patrimony	

b/ Bibliography

3.	Committee on Bibliography	Cordeiro
3.1	Subcommittee on Reporting Bibliographic Activities	Piedracueva
3.3	Subcommittee on Bibliographic Technology	Easton
3.4	Ad Hoc Committee of Representatives of the Book Industry and Trade Bibliography	Shepard
3.5	Ad Hoc Committee on the Archives of the Indies	Deal

c/ Activities of Joint Committees

4.1	Reproduction of Latin American Materials	Bork
4.2	Current Cuban Library Materials	Abella
4.3	Official Publications	Mesa
4.4	Library Materials for the Spanish and Portuguese Speaking in the U.S.	Benson

Tuesday, June 13 (continued)
10:30-12:00 THIRD SESSION: Theme Presentation

Education and Training of Librarians for Area Collections

Moderator: William V. Jackson, Vanderbilt University and George Peabody College for Teachers
Rapporteur: Emily Kimmel

Panelists: Hendrik Edelman, Cornell University Library
Keith Revelle, Latin American Library, Oakland Public Library
Beverly J. Brewster, Graduate School of Library and Information Science, University of Pittsburgh
Mary M. Brady, Lockwood Memorial Library, State University of New York at Buffalo
Jane Garner, Latin American Collection, University of Texas at Austin Library
Ann Graham, University of Texas at Austin Library

Working Papers:
B-1 "The Specialist Librarian in the Academic Research Library: the Role of the Area Studies Librarian" by Eldred R. Smith
B-2 "Latin American Library Studies ..." by Mary M. Brady and Jane Garner
B-3 "The N.D.E.A. Institute in Spanish and Latin American Librarianship ..." by Carl W. Deal
B-4 "Education and Outreach" by Keith Revelle
B-5 "Continuing Education ..." by Ann Graham
B-6 "The Future of Area Bibliography Programs in U.S. Library Schools" by Beverly Brewster
B-7 "Subject Specialists ..." by Hendrik Edelman

Wednesday, June 14
2:00-4:00 p.m. FOURTH AND FINAL SESSION

Moderator: Peter T. Johnson
Rapporteur: Jane Garner

a/ Workshop Reports

1. Gifts and Exchanges
2. Government Publications
3. Book Dealers and Subscription Programs
4. Selection and Acquisition of Spanish and Portuguese Language Materials for School and Public Libraries
5. Latin American Acquisitions Clearinghouse

FOURTH AND FINAL SESSION (continued)

6. Acquiring Serials from Latin America
7. Competition of Latin American Programs with other Area Studies Programs
8. Acquisitions without a Latin American Bibliographer

b/ Recommendations

1. Committees and General Sessions
2. Workshops
3. Discussion Groups

c/ New Business

1.	Announcement, Nominating Committee	Wisdom
2.	Appointment of Planning Committee for XIX SALALM	Mesa
3.	Arrangements for XVIII SALALM, Trinidad April 1973	Hannays
4.	Midwinter Meeting of Executive Board	Wisdom
5.	Other matters	

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P. O. Box 110
Georgetown, Guyana

Purdue University Libraries
Serials Unit
W. Lafayette, In. 47907

Department of Spanish and Italian
(Prof. John Walker)
Queen's University
Kingston, Ontario, Canada

Queen's University
Serials Dept., Douglas Library
Kingston, Ontario, Canada

Research Institute for the Study of Man
162 E. 78th St.
New York, N. Y. 10025

Richard Abel & Co.
P. O. Box 4245
Portland, Oregon 97208

School of Library and Information Science
University of Wisconsin
Chapman 303, P. O. Box 413
2310 E. Hartford Ave.
Milwaukee, Wisconsin 53202

Sir George Williams University Library
(Howard, Mrs. Helen)
1435 Drummond Street
Montreal 107, Quebec - Canada

Slippery Rock State College Library
Maltby Library
Pennsylvania 16057

Southern Illinois University
Periodicals Dept.
Lovejoy Library (12)
Edwardsville, Illinois 62025

Southern Methodist University
(Osborne Melville E.)
Iberoamerican Center
P. O. Box 999
Dallas, Texas 75222

Stanford University Libraries
(Breedlove James M.)
RDP - Latin America
Stanford, Calif. 94305

State University of New York at Stony Brook
Stony Brook, N. Y. 11790

State University of New York at Albany
Library Sunga
1400 Washington Ave.
Albany, N. Y. 12222

Stechert-Hafner, Inc.
(Vreeland Eleanor P.)
31 East 10th Street
New York, New York 10003

Syracuse University Library
(Preibish, André)
Head, Area Studies Division
Room 111 Carnegie Library
Syracuse University
Syracuse, N. Y. 13210

Temple University Library
Bibliographer's Office
Philadelphia, Pa. 19122

Texas State Library
(Serials Section)
P. O. Box 12927; Capitol Station
Austin, Texas 78711

United Nations Library
Acquisition Section/Serials
New York, N. Y. 10017

U.S. Department of State
INR/P
Washington, D. C. 20520

Universidad Central de Venezuela
Biblioteca Central
Ciudad Universitaria
Caracas, Venezuela

University of Montreal
(Thériault Michel)
Service des Acquisitions
C.P. 6128, Montréal 101, Canada

University of Arizona Library
Acquisitions Dept.
University of Arizona
Tucson, Arizona 85721

University of British Columbia Lib.
Vancouver 8, Canada

University of Calgary Library
Periodicals Librarian
Calgary 44, Alberta, Canada

University of California Library
Serials Department
Irvine, California 92664

University of Florida Libraries
Library West
Gainesville, Florida 32601

University of Georgia Law Library
Athens, Georgia 30601

University of Glasgow Library
Acquisitions Department
Glasgow, W.2
Scotland

University of Guyana Library
P. O. Box 841, Georgetown
Guyana, South America

University of Illinois
Center for Latin American Studies
1208 West California - Room 250
Urbana, Illinois 61801

University of Kansas Library
Lawrence, Kansas 66044

University of Miami Library
Otto G. Richter Building
P. O. Box 8214
Coral Gables, Fla. 33124

University of Minnesota Libraries
Serials Records
Subscription Section
Minneapolis, Minn. 55455

University of Nebraska Library
Acquisition Dept.
Lincoln, Neb. 68508

University of North Carolina
Louis Round Wilson Library
Drawer 870 Chapel Hill
North Carolina 27514

University of Puerto Rico
General Library
Rio Piedras, Puerto Rico 00931

University of the Americas Library
P. O. Box 507
Puebla, Puebla
Mexico

University of the West Indies Library
St. Augustine, Trinidad
West Indies

University of the West Indies
The Librarian
Mona, Kingston 7
Jamaica, West Indies

University of Washington Libraries
Serials Division
Seattle, Washington 98195

University of Waterloo
Serials Department
The Library
Waterloo, Ontario, Canada

West India Reference Library
Institute of Jamaica
12-16 East Street, Kingston
Jamaica

Western Michigan University
Dwight B. Waldo Library
Serials Records
Kalamazoo, Michigan 49001

Xerox/University Microfilms
(Rice E. Stevens)
300 N. Zeeb Rd.
Ann Arbor, Michigan 48106

Yale University Library
Latin American Collection
New Haven, Conn. 06520

York University Library
(Mrs. Phyllis M. Wood)
4700 Keele St.
Downsview 463
Ontario, Canada

Inf. Doc. No. 6

Honorary Members

1. Reichman, Felix
2. Gropp, Arthur

XVII SALALM
Inf. Doc. No. 7

FINAL RESOLUTIONS OF THE SEVENTEENTH SEMINAR ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS*

University of Massachusetts
Amherst, Massachusetts
June 11-14, 1972

[See also Final Report, Part II, Final Session, Recommendations]

The Seventeenth Seminar on the Acquisition of Latin American Library Materials resolves:

1. That SALALM acknowledge with gratitude the many continuing programs and services of individuals, organizations, firms and institutions operating in the field of Latin American acquisitions and bibliography resulting directly from SALALM resolutions and recommendations.

Acquisition Matters

2. That SALALM through its Committee on Acquisitions explore with the Center for Research Libraries the possibility of establishing a cooperative program similar to other geographical programs (e. g. Cooperative Africana Microform Project and the South Asia Microform Project) for the microfilming of materials of interest to Latin American library collections.

3. That SALALM through its Committee on Acquisitions consult with the libraries associated with the Center for Research Libraries to determine which Latin American materials CRL should be urged to acquire.

4. That a Committee on Acquisitions Subcommittee representing CRL libraries be created to advise CRL on purchase of microfilms and original materials.

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*Note: An edition of the Resolutions of the Seventeenth Seminar was published in the Resolutions of the Seventeenth Seminar on the Acquisition of Latin American Library Materials and List of Committees (Washington, D.C., Organization of American States, 1972. Cuadernos bibliotecológicos, no. 57). The final official version published here differs from that earlier edition in wording in a few minor instances and in the following major ways: nos. 4,5 and 6 of the first edition are numbered 5, 6 and 4 respectively of this final version; nos. 13 and 15 of the earlier edition are numbered 15 and 13 respectively of this edition; two resolutions which appear in this final edition -- nos. 28 and 29 -- were omitted altogether in the earlier one; and, as a result of the insertion of the two missing resolutions, no. 28 of the first edition becomes no. 30 of this one, no. 29 becomes no. 31, and so on to the end.

5. That SALALM through its Committee on Acquisitions prepare a document explaining to Latin American dealers and publishers the need for and the details of a standard bibliographic format in the lists which they issue.

6. That SALALM through its Committee on Acquisitions conduct a survey of major research libraries to determine their strengths, weaknesses and acquisitions policies.

7. That the proposed Ad Hoc Committee of Representatives of the Book Industry on Trade Bibliography (XV SALALM, No. 12) be activated as the Library/Book Dealer/Publisher Relations Subcommittee of the Committee on Acquisitions.

8. That the proposed Library/Book Dealer/Publisher Relations Subcommittee, among its first tasks, endeavor 1) to compile and maintain for bookstores and publishers a mailing list of individuals and institutions to which current catalogs and trade bibliographies can be sent, and 2) to explore the means for improvement of trade bibliographies.

Bibliographical Matters

9. That SALALM through its Committee on Bibliography and its Subcommittee on Reporting Bibliographic Activities accept the responsibility of issuing future supplements to Arthur Gropp's Bibliography of Latin American Bibliographies.

10. That SALALM explore the possibility of continuing the issuance of the Index to Latin American Periodicals under the sponsorship of an institution in the United States, with the active cooperation of the Committee on Bibliography.

11. That the Subcommittee on Bibliographic Technology prepare an ongoing bibliography of machine readable data relating to Latin America and data bases available in the United States and Canada.

Library Organization, Personnel and Research

(no resolutions)

Reproduction of Library Materials

12. That SALALM members cooperate in sending to the Joint Committee on Reproduction of Library Materials their suggestions as to what materials should be reproduced and the format to be adopted.

13. That SALALM reissue in hard copy form its publications which are out of print and are available only on microform.

14. That the list of subject headings in Spanish (Lista de Encabezamientos de Materia by Carmen Rovira) be reprinted to meet the needs of librarians serving the Spanish speaking in the United States as well as librarians in Latin America.

Services to the Spanish and Portuguese Speaking

15. That the Joint Committee on Library Service to the Spanish and Portuguese Speaking in the United States seek collaboration with the Society of American Archivists on the Joint Committee's project to identify archival sources related to the Spanish and Portuguese speaking in the United States.

SALALM Organizational Matters

16. That the report of the Advisory Committee to the Secretariat on restructuring the Progress Report be accepted in principle.

17. That SALALM members accept a greater share of the responsibilities for the preparation of the Progress Report and the Final Report.

18. That each committee assume responsibility for taking notes of its own conference activities, editing them and including them as a part of its own conference report.

19. That the Committee on Policy, Research and Investigation collect from the committees the resolutions they have formulated and prepare the acknowledgements and expressions of gratitude.

20. That the Secretariat send to the appropriate committee a copy of information form letters sent to any institution or agency to which resolutions of SALALM have been addressed.

21. That Standing Committees submit two reports to the Advisory Committee to the Secretariat: 1) an annual report, due May 1 or six weeks before the annual conference, and 2) a conference report, due August 1 or six weeks after the annual conference.

22. That SALALM, in order to improve informal exchange of information, utilize workshops and discussion groups besides the traditional general sessions and theme presentation.

23. That instead of balloting for officers at the final session or by mail after the conclusion of the conference, a mail ballot be conducted prior to each conference.

24. That a blue-ribbon ad hoc committee be appointed to study the possibility of a university-based secretariat and a new structure for meetings.

25. That the conference registration fee be higher for non-members than for members and that librarians and professors from Latin America and the Caribbean continue to be exempt from the registration fee.

26. That SALALM continue to study the various sources of funding that may be utilized by librarians from Latin America to enable them to attend the annual Seminar, and that SALALM consider the possibility of using its good offices with the Department of State and other funding agencies to obtain this type of support.

27. That a newsletter be established and that a Public Relations Committee composed principally of representatives of the various SALALM committees be created to plan and produce it.

28. That the Public Relations Committee formulate an editorial policy for the newsletter to be presented to the Executive Board at the next meeting.

29. That SALALM's Membership Committee, as a matter of course, issue a packet of information on SALALM to new members.

30. That the 1973 meeting be held in Trinidad, W.I., in April 1973.

31. That no Midwinter session of SALALM be held prior to the Trinidad conference, because of the early date of that meeting.

32. That XIX SALALM in 1974 be held at the University of Texas at Austin.

SALALM Expressions of Gratitude

33. That SALALM extend warm and well-deserved thanks to the official joint hosts in Amherst, the University Library and the Committee on Latin American Studies, and especially to the conference coordinator, Pauline Collins, and the assistant coordinator, Paula F. Mark; to the chief of the local rapporteurs, John Kendall, and his staff; to the exhibit coordinator, Virginia Conrad; to the Local Arrangements Committee; and to other members of their staffs for the excellent working arrangements of the entire conference.

34. That SALALM express its appreciation and deep gratitude for the cordial official welcome extended by Dr. Lewis Hanke, Professor of Latin American History at the University of Massachusetts.

35. That Professor Robert Potash, Chairman of the Committee on Latin American Studies, Professor Harold Boudreau, Chairman of the Department of Hispanic Languages and Literatures, and Mr. Merle Boylan, Librarian of the University of Massachusetts at Amherst, be especially thanked for their words of welcome and the courtesies extended to the conference.

36. That SALALM express special thanks to Glenn Read, Jr., for his development of innovations in the structure of the conference program.

37. That SALALM express thanks to the several authors of the working papers and to the panelists of the Workshop on the Selection and Acquisition of Spanish and Portuguese Language Materials for School and Public Libraries.

XVII SALALM
Working Paper No. A-1, Part A
June 1972

PROGRESS REPORT ON THE SEMINARS ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS, 1972

I, Chinsegut Hill, Brooksville, Florida, June 1956; II, Austin Texas, June 1957; III,Berkeley, California, July 1958; IV, Washington, D.C., June 1959; V, New York City, June 1960; VI, Carbondale, Illinois, July 1961; VII, Coral Gables, Florida, June 1962; VIII, Madison, Wisconsin, July 1963; IX, St. Louis, Missouri, June 1964; X, Detroit, Michigan, July 1965; XI, Columbia University, New York, July 1966; XII, University of California at Los Angeles, June 1967; XIII, University of Kansas, Lawrence, June 1968; XIV, San Juan, Puerto Rico, June 1969; XV, Toronto, Canada, June 1970; XVI, Puebla, México, June 1971.

Prepared by
Marietta Daniels Shepard
Executive Secretary of the Seminars
(With Assistance from the SALALM Ad hoc Advisory Committee to the Secretariat and Committee Chairmen)

Submitted for the Seventeenth Seminar on the Acquisition of Latin American Library Materials
University of Massachusetts
Amherst, Massachusetts
June 11-14, 1972

General Secretariat
Organization of American States
Washington, D. C.
1972

June 1972

SALALM PROGRESS REPORT: 1972

by

Marietta Daniels Shepard
(With Assistance from the SALALM
Ad hoc Advisory Committee to the
Secretariat and Committee Chairmen)

PART A. BOOKS AND LIBRARIES

I. ORGANIZATION OF AMERICAN STATES

I.1. Present Orientation of the Inter-American Program for the Development of Libraries, Bibliography and Archives

The program objectives, tactics, and strategy remain those described in the 1971 Progress Report for SALALM (Working Paper No. A-1(A), with the addition of a new Archives Development Program described in subsequent paragraphs.

I.2. OAS Library Projects in Progress

The OAS Library Development Program of the Department of Cultural Affairs consists of various programs and projects carried out at the request of Member States. It administers for the Regional Program for Educational Development a training program for school and university libraries and a minimum of one annual technical assistance project for national development of school and/or university libraries. Fellowships for graduate study are awarded and additional technical assistance projects are carried out by funds from the regular budget for technical cooperation, as follows:

The Professional Preparation of Personnel for School and University Libraries: Multinational Project at the Inter-American Library School

For the second year funds from the educational funds of the Special Multinational Fund of the Inter-American Council for Education, Science and Culture (FEMCIECC) have been provided for the support of the Inter-American Library School of the University of Antioquia in Medellín, Colombia. This support provides for three international professors, from five to eight scholarships each semester for advanced courses for university librarians and school librarians, equipment and library materials. The advanced course in university librarianship begins in February and the one on school libraries in July. The courses are oriented away from the internal organization of libraries and toward the development of networks and centralized services which would increase the effectiveness of libraries and reduce the amount of time devoted exclusively to technical processes. The technical assistance given to the school in the form of

I.2. (cont.)
the teachers makes possible not only the regular two-year courses but permits as many as four times as many students to participate in these special courses with scholarships from other sources as those provided by the OAS.

In June and July 1971 world leaders in library technology met together with some dozen librarians from Latin America as part of the Advanced Course on University Libraries at the Inter-American Library School, to discuss technological advances, especially automation, related to libraries and bibliography. In June 1972 María Teresa Sanz, director of libraries of Catholic University in Santiago de Chile, will lecture on university library centralization and on centralized cataloging.

In November 1971, as part of the course on school libraries experts on the selection of children's books, textbooks, audiovisual materials and elementary reading materials for children met to lecture on these materials and to pursue the program initiated at the June 1971 meeting of REMEBE (Reunión Interamericana de Expertos sobre Materiales de Enseñanza y de Biblioteca en Español). A similar meeting is planned with the same experts as part of the school library courses in November 1972 which the OAS "becarios" will attend in the Centro de Capacitación Docente de Educación Rural "El Mácaro" in Venezuela. Plans for collaboration of the Library Development Program with "El Mácaro" also in moral support to the production of a series of textbooks and children's books especially in science and mathematics as it serves as one of the multinational centers of the Regional Program of Educational Development were pursued at the May 1972 meeting in Washington of the 32 directors of multinational educational centers.

At the rate of two each year, fellowships are being given to the Colombian teachers of Medellín to take advanced work at the graduate level in the United States and Puerto Rico, so that within a reasonable amount of time the faculty will be principally Colombian with only occasional reinforcement for special courses.

Statistics show that in OAS-sponsored courses in 1971 12 persons participated in the Course on School Libraries, 26 in the special course for university librarians, 32 in the course on automation of libraries in 1971, and 15 in the round table on school libraries in November-December, or a total of 83. From 1956 to 1971 there have been 176 graduates from 12 countries with the licenciatura, 309 in short courses and round tables, 36 in extension lectures, and 63 librarians have served as faculty members.

Fellowships for Graduate Study of Library and Information Science

From six to eight postgraduate fellowships for work at the Master's or doctoral level are awarded by the OAS to candidates from Latin America, at the request of their governments usually through the Ministers of Education, with priority going to teachers of library science as a means of strengthening library schools in Latin America, and for those engaged in the development of national networks of school and university libraries. If additional funds become available in the new Special Fund for Culture, additional fellowships are

I.2 (cont.)
contemplated for the study of information systems and information science. Many of the recipients of the OAS fellowships have elected to study at the new graduate library school of the University of Puerto Rico.

Creation of a National System of Regional Education Libraries in Peru: Supporting Action Project

After a slow start, progress can be reported in the project of assistance by the OAS to the Government of Peru in the creation of a national system of regional education libraries, under the direction of the National Library. Sra. Olga de Oropeza of the Banco del Libro in Venezuela is concluding her 4-months contract as advisor to Peru and other advisors of specialized services such as audiovisual materials are being selected by the Peruvian Government.

Travel fellowships are being provided for Peruvian librarians who will be responsible for the program and some 8 scholarships for study in the course for school librarians at Medellín in the second semester of 1972 for Peruvian librarians and school teachers. A considerable amount of audiovisual equipment, ordinary library equipment and library materials has been purchased for the project which is aimed at providing teaching materials to teachers and library materials to students.

Development of a Unified National Plan for Library and Documentation Services in Colombia: Technical Assistance as a Supporting Action in National Planning.

(See Progress Report 1972 for a brief summary of previous action).

In press is the report of William V. Jackson with the collaboration of Paxton P. Price and María Teresa Sanz of the OAS technical assistance mission to Colombia, to be issued as Pasos hacia el futuro desarrollo de un plan nacional de servicio de bibliotecas en Colombia (Estudios bibliotecarios, no. 8, Volumen II, Por Países, Parte 4 Colombia).

Dr. Jesús Leyte-Vidal of Duke University collaborated with Dr. Jackson in 1971 in studying the feasibility of carrying out in Colombia a project for the selection of books for Latin American university libraries (Proyecto LILIBU). (See also below).

Centralized Cataloging Services by Automated Means

The OAS, as a part of its effort to stimulate the maintenance of library networks, is calling for attention to the development of centralized cataloging services by automated means. Preliminary planning for a service to be based at the General Library of the University of Antioquia in Medellín, Colombia, under its director Luis Eduardo Acosta, would provide for a "package" type of service whose program and information stored in computer would be compatible with other systems so as to achieve fuller utilization of the information generated and greater standardization. Miss María Teresa Sanz of Chile spent some time in May and June of 1972 collaborating in the preliminary planning.

I.2. (cont.)
Similar centers are under consideration as part of the proposed OAS project in Central and South America to share the bibliographical information generated, store the information and retrieve it at will eventually on an on-line basis.

PROJECT LILIBU

Hope for the eventual compilation of a list of books for Latin American university libraries has been kept alive by the institutional efforts of the OAS, UNESCO, the American Library Association, Sears Roebuck Foundation, and ICFES (the Instituto Colombiano para el Fomento de la Educación Superior). Both UNESCO and Sears provided $10,000 grants each in 1971 which will be used for two additional planning stages, on the basis of findings of OAS-expert Jesús Leyte-Vidal in his mission to Colombia in 1971. Dr. Leyte-Vidal will soon visit bibliographical computer operations of MARC II of the Library of Congress and other programs in Washington, the British National Bibliography in London, the Bibliografía Hispánica in Madrid, and the Current Caribbean Bibliography of the Caribbean Regional Library in San Juan, Puerto Rico. His findings will be in the nature of a report and feasibility study for computer compilation of the proposed Proyecto LILIBU.

Srta. María Teresa Sanz and Miss Eleanor Mitchell (U.S.) are currently engaged in planning a meeting of experts whose charge will be to review the original Proyecto LILIBU proposal of 1966 and subsequent developments, study the report of Dr. Leyte-Vidal, and develop an up-dated plan and cost calculation for the project in the anticipation that it will be carried out in Colombia if funds can be found. Thought will also be given to its relationship to the proposed centralized cataloging project proposed for the University of Antioquia in Medellín.

A National System of School Libraries for Venezuela: Supporting Action Project to the Banco del Libro

On the basis of experience in developing a school library system for the state of Guyana, the Banco del Libro has been contracted by the Ministry of Education to design a national system of school library services with libraries conceived as educational materials centers and effective instruments for the modernization of education. Among its responsibilities will be those of establishing a technical services center for Venezuela and the Andean Region; establishing standards for planning, organization and supervision of school library services useful for Venezuela and other Latin American countries; experimenting with the training techniques and materials for personnel of libraries in the Andean Region; carrying out research on reading habits and preferences among children and youth, evaluation of reading materials and in simplified library techniques; and encouraging the continuing exchange of ideas and experiences among the Andean countries with respect to the goals, objectives, characteristics and functions of library services in Latin America.

The specific goals of OAS assistance for the supporting action requested by the Government of Venezuela are: 1) establish standards and procedures for the centralization of technical processes of school library services; 2) prepare

I.2. (cont.)
organization and work manuals on different types of school library services; 3) produce 3 documentary films in color on different types of school library services for use with the manuals; and 4) initiate the exchange of ideas and experiences among countries of the Andean Region and others of Latin America which have experimented with library services.

Fund from the OAS Regional Program of Educational Development for 1972/73 totalling approximately $41,000 will be used for the employment of two experts for the drafting of the manuals and the creation of the centralized technical processes, and the production of the 3 films.

Technical Assistance to the Dominican Republic on the Development of a National Library Service

The second of a three-phase one-man mission in the person of Luis Florén is under way at present for technical assistance to the Dominican Republic for the development of a national library service based at the new National Library. Included in the planning of the service is the training of the librarians to be involved both at the Inter-American Library School in Colombia and in courses given in the Dominican Republic which are to lead eventually to a national library school.

Acquisitions Development Plan for the Colegio de México: Supporting Action Project

OAS assistance was begun in early 1972 to the Colegio de México at the request of the Mexican Government as a means of aiding in the development of a pilot project of acquisitions development, of the preparation of selection and acquisition guides which will be useful to other countries, and of contributing to the development of a documentation center in the social sciences to serve the needs of the Colegio de México and of other institutions in Mexico and the Central American region.

Carl Deal was contracted by the OAS to train bibliographers on the staff of the Colegio de México on the bibliography of the Latin American countries and on the techniques of getting information on publishers commercial and otherwise in each country and on procurement of materials needed by the library (by purchase, gift or exchange). A manual of information on each country was prepared by the bibliographer-surveyers of the library staff who were to receive research fellowships which permitted them to make on-the-spot surveys in three or more countries. During fiscal 1971/72 three of the library staff will be sent in staggered fashion to make their surveys. The information so accumulated will subsequently be published.

I.3. Technical Meetings

a) SALAIM. (Seminars on the Acquisition of Latin American Library Materials)

The Library Development Program continued to serve as Executive Secretariat of SALAIM, with Mrs. Marietta Daniels Shepard as Executive Secretary, and Miss Martha Tomé as specialist responsible for the detailed planning and organization of the Midwinter Meeting in Chicago in January 1972 and the regular meeting in June at the University of Massachusetts in Amherst, as well as of advanced planning for the XVIII SALAIM in Trinidad April 29 to May 3, 1973. The pressure of expanded duties of the Program in technical assistance and training programs for Member states continues to reduce the amount of time available for SALAIM matters. The legal status of SALAIM as it was affected by the Tax Reform Law of 1969 was finally determined satisfactorily and in time to receive a grant of $2,000 from the Tinker Foundation for publication by the Inter-American Bibliographical and Library Association of a "Bibliography of Travel Accounts in English in Latin American in the Nineteenth Century."

Ms. Mayellen Bresie, Chairman of the Ad hoc Advisory Committee to the Secretariat, spent a week in March at the Secretariat reviewing procedures and drawing up a series of recommendations on expediting the reporting procedures of SALAIM, in the light of Secretariat time restrictions.

b) REMEBE (Reunión Interamericana de Expertos sobre Materiales de Enseñanza y de Biblioteca en Español)

Recommendations of the 65 participants in REMEBE held at the Biblioteca de México in Mexico City in June 1971 encompass guidelines for the evaluation of children's books in Spanish, textbooks, audiovisual materials, and easy-to-read materials for adults and call for a continuation of the cooperative spirit generated there through official channels of the OAS, through relationship to SALAIM and its Ad hoc Committee on Library Services to the Spanish-speaking, and among the specialists themselves. A meeting of the leaders of the four groups took place at the Inter-American Library School in Medellín, Colombia in November 1971, and another meeting is contemplated at the Centro "El Mácaro" in Venezuela in November 1972.

In the meantime, closer relations have been developed with the new adult education program of the OAS for work with new adult literates and with "El Mácaro" for expansion of its children's book program. It is hoped that proposals for OAS assistance will be submitted by ICECU in Costa Rica (Instituto Centroamericano de Extensión Cultural) for developing teams to draft multi-media materials for rural adults and by the Centro Técnico de Alfabetización of the University of Antioquia for post-literacy materials for adults.

Another effective result of REMEBE is the planning of the workshop on materials in Spanish to be held at the 1972 meeting of SALAIM.

I.3. (cont.)
c. SESAM (Seminar on Evaluation of Spanish Audiovisual Materials, Washington, D.C., May 22-26, 1972)

With funds from a grant from the National Endowment for the Humanities, Project LEER and the Library Development Program invited a group of five experts from Texas, Florida, Massachusetts, and the District of Columbia, as well as observers fron the American Museum of Natural History and the Puerto Rican Research and Resources Center, to view some 75 educational films in Spanish, various filmstrips, records, and cassettes, and to evaluate them for use especially in the United States in bilingual programs. The list of acceptable materials as well as those rejected will be published in an early number of the Project LEER Bulletin.

d. SI/ABCD (Seminario Interamericano de Archivos, Bibliotecas y Centros de Documentación.

A meeting of experts to explore the problems of information, selection, organization, and dissemination common to these three types of institutions responsible for the procurement, storage, and use of materials, as well as the most effective utilization of modern electronic technologies, is to be held at the Pan American Health Organization in Washington, October 30 to November 12, 1972. To the contribution of $10,000 by UNESCO the U.S. Department of State has added $12,000 in celebration of International Book Year and as a contribution in kind of the U.S. Government to the Regional Cultural Program of the OAS to which it cannot at present make cash contributions as it does to the Regional Programs of Educational and Scientific Development. Additional funds are being sought to invite a number of U.S. expert to participate.

The International Relations Office of the American Library Association has been entrusted with the planning and organization of the seminar, with the collaboration of specialists in the Washington area representing the three types of institutions. Carlos Víctor Penna, former director of the library program of UNESCO, has accepted the invitation to serve as coordinator of the meeting.

Research, Studies, and Investigation

Two basic manuals, adapted to Latin American needs and the language differences, have been issued by the OAS in the past year: 1) Reglas de catalogación angloamericana, translation and adaptation by Hortensia and Jorge Aguayo, Manuales del bibliotecario no. 7, imprint 1970; and 2) Reglas para la ordenación alfabética de los catálogos, translation by Beatriz E. Tavano, Manuales del bibliotecario no. 8, 1971.

A report of the Library Development Program was issued under the title in English of ... to gain access to knowledge, as Cuadernos bibliotecológicos no. 55; and the Resolutions of the Sixteenth Seminar on the Acquisition of Latin American Library Materials and List of Committees, 1971, as no. 56.

Project LEER Bulletins no. 10 and 11, made possible by the NEH grant, contain an increasing amount of information of bilingual programs and activities being carried on in the U.S. and on publications of the U.S. Government.

I.3. (cont.)

A tentative proposal has been made to the Forest Press, Inc., for the translation and adaptation of the 18th Edition of the Dewey Decimal Classification.

New Archives Development Program

A new Archives Development Program as part of the Library Development Program was initiated in March 1972 with the arrival of the librarian-archivist-documentalist Vicenta Cortés Alonso, head of the documentation center of the Ministry of Education in Madrid. Her 6-months assignment is to initiate the planning of the new program with a number of specific activities. The first will be the preparation of a report of her findings regarding archives in certain of the Latin American countries visited by her in April-May of 1972. The second will be the planning and organization of a meeting of specialists in archives from Latin America, the United States, and Europe, to draft a tentative program and plan of action for the OAS in the archives field, especially for technical assistance and training programs. The third is collaboration in an inventory of the status of national archives in Latin America.

Planning Meeting of Archives Specialists

One of the top priority activities of the OAS Regional Program of Cultural Development for the use of the new Special Account for Culture (CED) is that of archival development, with special attention to historical archives. To aid the OAS in developing its program, a meeting will be held in Washington July 24 to August 2 to review the present situation and suggest means of resolving the archival problems related to the preservation of documents as well as of records management of new records. This meeting is to be coordinated with that of the surveyors of the situation of national archives.

National Archives Survey

With the collaboration of the International Council on Archives, a contribution in kind of $18,000 from the U.S. Department of the Regional Cultural Development Program of the OAS, and a grant of $1,000 from UNESCO, the National Archives of the United States is bearing the burden of supervising a survey of the present situation of national archives in Latin America, under the direction of Dr. Morris Rieger of the National Archives and Vice-President of ICA. On the basis of a questionnaire used by ICA in other regions of the world, Miss Cortés Alonso procured information on the national archives of 3 Latin American countries. Her experience will be used in the orientation of four additional archivists in the project of assembling information on the status of Latin American archives as a basic study required for planning an OAS archives development program. Each of the surveyors will visit three or four countries in the coming months. Those from outside the United States will also be invited to visit certain outstanding archival programs in the United States, such as the National Archives and the microfilm storage in the mountain outside of Salt Lake City by the Genealogical Society of the Church of Jesus Christ of the Latter-Day Saints. The orientation of the surveyors will be carried out in Washington at the time of the July 24-August 2 meeting of experts mentioned above.

I.3. (cont.)
Information gathered for these two projects will be used, furthermore, in the SI/ABCD scheduled for October-November 1972.

Archives of the Indies

A review of the proposed collaboration of the OAS and the Government of Spain will be made in the course of the planning for the OAS archives development program. In the meantime, the Archivo General de Indias has broadened its microfilm publishing program on the basis of series.

I.4. Mass Communications and Cultural Development

The OAS was asked by the February 1972 meeting of the Inter-American Council for Education, Science and Culture to initiate a new program of mass communications in cultural development. How to implement this resolution is to be discussed in the early June meeting of CIDEC (Inter-American Committee on Culture). Much will depend, of course, on the availability of funds in the Special Account for Culture.

I.5. OAS and Educational Development

Mention was made above of the training program at Medellín and of technical assistance to Member states in the creation of national networks of school and university libraries, as well as of the new adult education programs of the Regional Program for Educational Development. At the May 1972 meeting of the Directors of Multinational Projects, the Director of the Inter-American Library School which serves as a multinational center, offered to give a special course in educational documentation for the personnel of libraries and documentation centers of the multinational educational centers, and to compile a regular listing of the technical reports and other publications resulting from the OAS programs.

I.6. OAS, Science and Technology, and Technological Transfer

An OAS training program in the creation of information systems at the national level was carried on in calendar 1971 with funds from the U.S. Government and under the direction of Battelle Memorial Institute for "prime movers and policy makers" and for technicians, including librarians and documentalists. A report of the series of the series of seminars and meetings is in press.

A Specialized Inter-American Conference on the Aplication of Science and Technology to Latin America (CACTAL) was held May 12-19, 1972, in Brasilia, which made recommendations for an over-all integrated plan for technology transfer in accordance with country needs. A meeting of experts is to be called before the end of 1972 to draw up a proposal of bases for the development of such a plan. Inasmuch as one of the topics for discussion was mechanisms of information, the Library Development Program prepared a reference document entitled "Mecanismos de información: la infraestructura bibliotecológica" which is to be published soon as a number of the Estudios bibliotecarios series.

I.7. OAS and Agricultural Libraries and Documentation

The Inter-American Institute of Agricultural Sciences, Turrialba, Costa Rica sponsored the 3ra. Reunión Interamericana de Bibliotecas y Documentalistas Agrícolas, held in Buenos Aires, April 10-14, 1972. The Orton Memorial Library of IICA has initiated the computerization of its bibliographical publications.

I.8. OAS and Medical Libraries and Documentation

The Pan American Health Organization continues to collaborate with the National Library of Medicine and the Pan American Federation of Medical Schools in maintaining the Regional Medical Library in São Paulo. In addition to providing photocopying and inter-library lending services, and utilizing MEDLARS for its daily work, the Regional Medical Library also serves as a training center for medical librarians. A mission recently visited the Central American countries to explore the feasibility of creating a second regional medical library at Gorgas Institute in Panama.

II. UNITED NATIONS, UNESCO, AND LIBRARY DEVELOPMENT IN LATIN AMERICA

II.1. Division for the Development of Documentation, Libraries and Archives

Sra. Celia Rebeiro Zaher, Director of the Instituto Brasileiro de Bibliografia e Documentação in Rio de Janeiro, will take up her new post in July as Director of the UNESCO Division for the Development of Documentation, Libraries and Archives. She succeeds Carlos Víctor Penna who retired as director in October 1971. Sr. Penna now serves as library advisor to the Oficina de Educación Iberoamericana with headquarters in Madrid.

XVII SALALM
Working Paper No. A-1, Part
June 1972

PROGRESS REPORT ON THE SEMINARS ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS, 1972, PART B

Annual Committee Reports

Submitted for the Seventeenth Seminar on the Acquisition of
Latin American Library Materials
University of Massachusetts
Amherst, Massachusetts
June 11-14, 1972

General Secretariat
Organization of American States
Washington, D. C.
1972

SALALM PROGRESS REPORT: 1972

PART B. ANNUAL COMMITTEE REPORTS

I. COMMITTEE ON ACQUISITIONS

Present Composition: David S. Zubatsky (Washington University) Chairman, Juanita Doares (New York Public Library), Vice-Chairman, Dominick Coppola (Richmond College-CUNY), Jane Garner (University of Texas), Suzanne Hodgman (University of Wisconsin), Emma C. Simonson (Indiana University), Hensley C. Woodbridge (Southern Illinois University - Carbondale), Peter T. Johnson (University of Minnesota).

Summary of 1972 Mid-Winter Meeting

With the approval of the Executive Board and the membership present, the Acquisitions and Bibliography Committees were asked to co-sponsor the following workshops/discussion groups at SALALM XVII: Gifts and Exchanges, Government Publications, Book Dealers and Subscription Programs, Acquisitions without a Latin American Bibliographer, Acquisitions of, and service with Spanish and Portuguese Language Materials (For School and Public Libraries), Latin American Acquisitions Clearinghouse (including Selection Procedures), Acquiring Current Serials from Latin America, Competition of Latin American Programs with other Area Studies Programs: Budgetary and Financial Implications (Exchange of Ideas and Data). It was decided that most workshops would have to be divided into sections in order to accomodate more persons. Members of the Acquisitions and Bibliography Committees would volunteer to serve as discussion leaders for these workshops. Other SALALM members would be contacted by the President to also serve. These discussion leaders would be responsible for evaluating the workshops and reporting to the membership on Wednesday, June 14, 1972. It was decided that there will be no formal papers given, but discussion leaders should be prepared to suggest subjects or facets of the workshop topics for discussion by the participants, as well as seeing that the sessions do not get bogged down.

Vice-Chairman Juanita Doares was given the responsibility for seeing that official notes are taken at both the committee meetings and at the general sessions, in which Acquisitions Committee matters are discussed.

The Executive Board approved the formation of a Public Relations Committee, whose main function will be to publish a SALALM newsletter. The Acquisitions Committee will be represented on the editorial board by Chairman Zubatsky or his designate.

After the Mid-Winter meeting, it was announced that the following Acquisitions Committee members would serve as workshop discussion leaders: Chairman Zubatsky (Acquisitions without a Latin American

bibliographer and Latin American Acquisitions Clearinghouse), Juanita Doares (Book Dealers and Subscription Programs and Latin American Acquisitions Clearinghouse), Emma Simonson (Book Dealers and Subscription Programs), Suzanne Hodgman (Serials), and Peter Johnson (Area Program Funding).

Subcommittee on Significant New Acquisitions

Following SALALM XVI, the new Chairman, Peter T. Johnson (University of Minnesota), discussed the format of the annual questionnaire with Jane Garner, the former chairman, in Austin, Texas, and received suggestions on procedures for compiling the data. At this time the Subcommittee's files were also transferred to Mr. Johnson.

As the questionnaire required a minimum of structural and semantic changes, it was submitted in December 1971 to the Organization of American States for distribution. The questionnaire was mailed by the OAS in mid-March. Replies were edited and compiled into the working paper required for SALALM XVII; an analysis of respondents is planned, especially to identify key libraries failing to report. It is also intended that the 1973 mailing list be edited restrictedly, and in cooperation with Ms. Hodgman, a joint mailing of the Significant New Acquisitions and Microfilming Projects Newsletter questionnaires be undertaken from the Universities of Wisconsin and Minnesota. It is the opinion of both chairmen that the present OAS mailing is not reaching the right institutions and individuals; subcommittee control over mailing may increase the number of returns and the quality of responses. The 1973 mailing procedure was approved by the SALALM Executive Board at Mid-Winter.

Consideration is being given to adding in Section II an alphabetical listing which should be of value to interlibrary loan departments. With the anticipated change in questionnaire distribution for SALALM XVIII (1973), the value of the report should be assessed by the Committee on Acquisitions and a report drafted to the Executive Board whether continuation of the Subcommittee's activities as defined is justifiable.

Subcommittee on Cultural Patrimony

The Acquisitions Committee members present at SALALM Mid-Winter informed the Executive Board that they wanted the responsibilities for forming a cultural patrimony subcommittee removed from the Committee's jurisdiction.

Ad Hoc Subcommittee on Basic List of Latin American Materials for New Collections (BALALM)

The Subcommittee is at present composed of Hensley C. Woodbridge (Southern Illinois - Carbondale), Chairman, Nettie Lee Benson (University of Texas), and Harvey L. Johnson (University of Houston). The "Basic List" is now in the final stages of editing by Daniel Newberry (Portland State University). Plans are for the "Basic List" to be published in 1972 by Southern Illinois University (Carbondale). The preparation of the manuscript for publication will be undertaken by Dr. William Bork of SIU.

Latin American Acquisitions Clearinghouse

Coordinator: David S. Zubatsky (Washington University). The activities of the Coordinator were limited to the gathering of information concerning selection procedures at colleges and universities, collection policies, and to the up-dating of the lists of selection tools, book dealers, agents, and publishers contained in the annual "Working Paper on the Acquisitions of Research Materials from Latin America and their Selection".

Sixteenth Seminar Resolutions on Acquisitions Matters

5. "That SALALM express its interest in the offer of assistance for exchanges and purchase of Venezuelan official publications through the new official Publications Room of the Central Library of the Universidad Central de Venezuela".

Mrs. Rosa Q. Mesa (University of Florida), Chairman of the Joint Committee on Official Publications, informed the Chairman on February 3, 1972 that one of her Committee members would write Srta. Cristina Ramírez, Jefe de la Sala de Publicaciones Oficiales de la Biblioteca Central de la Universidad Central de Venezuela, to determine if the Sala's attempts to obtain status as a depository for Venezuelan official publications and to initiate a servicio de canje internacional have been successful.

Mrs. Mesa also noted that the Servicio de Canje y Donaciones de la Biblioteca Central prepares once a year (?), a list of duplicates entitled "Nomina de obras desponibles para canje", in which official publications are listed.

8. "That Mrs. Emma Simonson be requested to make a report to XVII SALALM on her findings concerning Latin American resources in European libraries". Mrs. Simonson informed the Chairman on March 15, 1972 that such a report at this time would lack timeliness and repeat remarks made at previous SALALM meetings.

II. COMMITTEE ON BIBLIOGRAPHY

The members of the Committee on Bibliography are: Daniel Raposo Cordeiro (University of Kansas), Chairman; Margarita Anderson-Imbert (Harvard University), Vice-Chairman; Rosa Abella (University of Miami); Kenneth Ingram (University of the West Indies); Paulita Maldonado de la Torre (Inter-American University of Puerto Rico); Mary M. Brady (SUNY, Buffalo); Solena V. Bryant (Queens College); Harvey L. Johnson (University of Houston); Haydee Piedracueva (Columbia University).

A form letter has been sent to the editors of some of the major journals of the field asking them to publicize our survey of Latin Americanists to determine which bibliographies and indexes they should like to see compiled. When enough time has elapsed to digest the expected varied responses, the Committee has every intention of making the results widely known.

Pursuant to a SALALM resolution, Margarita Anderson-Imbert is in charge of the preparation of an index to the SALALM Resolutions. Work on this continues.

Pursuant to a SALALM resolution, Rosa Abella, Haydee Piedracueva, and Amelia Mederos (Harvard University) have been diligently working on the preparation of an index to the SALALM Progress Reports. The index will hopefully be published within the next year.

In fulfillment of a SALALM resolution, Sammy R. Kinard (Ohio State University) has completed and published in the Cuadernos Bibliotecológicos series an index to the SALALM Working Papers -- for a full citation, see the working paper of the Subcommittee on Reporting Bibliographic Activities.

In fulfillment of a SALALM resolution, Daniel Raposo Cordeiro has completed "A Listing of Newsletters Pertaining to Latin American, Spanish, and Portuguese Studies in the United States". It is to be published in the July 1972 issue of the Latin American Research Review.

The members of the Subcommittee on Reporting Bibliographic Activities are: Haydée Piedracueva (Columbia University), Chairman; Jesús Leyte-Vidal (Duke University), Vice-Chairman; Margarita Anderson-Imbert (Harvard University); Solena V. Bryant (Queens College); Herman H. Cline (CUNY, City College); Jane Garner (University of Texas); Celia Leyte-Vidal (Duke University); Glenn F. Read (Cornell University); Donald F. Wisdom (Library of Congress); Irene Zimmerman (University of Florida). The Subcommittee has worked on its "Annual Report on Bibliographic Activities", which is now arranged by broad subjects, with an author index.

The members of the Subcommittee on Bibliographic Technology are: Arnulfo D. Trejo (University of Arizona, Tucson), Chairman; David K. Easton (Armco Steel Corporation); Paul Miles (University of California, Los Angeles); Jessica Perry (University of Arizona, Tucson). The Subcommittee is pursuing four goals: 1) determine which member libraries of the Association of Research Libraries (ARL) are utilizing computer technology in the acquisition, processing, and dissemination of Latin American information; 2) determine which libraries in Latin America are utilizing computer technology; 3) determine what plans the Library of Congress may have in regard to the application of computer technology in the cataloging of Latin American materials; 4) explore the possibility of having University Microfilms assign a special code to abstracts of dissertations which pertain to Latin America.

III. JOINT COMMITTEES ON ACQUISITIONS AND BIBLIOGRAPHY.

III.1. Joint Committee on Reproduction of Latin American Materials (A. W. Bork, Chairman)

No report received.

III.2. Joint Committee on Current Cuban Library Materials (Rosa Abella, Chairman)

No report received.

III.3. Joint Committee on Official Publications

The members of the Committee on Official Publications are: Rosa Q. Mesa (UFla.), Chairman: Pauline Collins (UMass.); John Veenstra; David Zubatsky (Washington U.).

During the Committee meeting at XVI SALALM it was suggested that, in order to encourage the creation of Centers of Documentation on Official Publications, the results of the investigation on the situation of the official publications LAS PUBLICACIONES OFICIALES DE AMERICA LATINA: RESULTADOS DE UNA INVESTIGACION by Rosa Q. Mesa (XVI SALALM, 1971, Working Paper) should be made available to the proper offices of the Latin American governments.

It was also suggested that a provisional draft of the organization of such a center be prepared and the committee voted to have Dr. Gravenhorst prepare the draft.

The procedures to fulfill these resolutions are now being studied by the Committee members.

University of Florida Official Serials Project

The IV volume, MEXICO, of the LASD was published in time to be presented at XVI SALALM.

At present, the following vols. are on the market:

v. 5 ARGENTINA 692 pages, 1971, priced at $24.75
v. 6 BOLIVIA 156 pages, 1972, priced at $10.95

Beginning with v. 5, ARGENINA, the volumes of LASD are being published in New York by Bowker Company. Vol. 7, CHILE, was sent to the publisher in April, 1972 and has 354 pages.

Bowker Company issued a brochure on the series which was made available to libraries and researchers in U. S. and abroad.

III.4. Joint Committee on Library Materials for the Spanish and Portuguese Speaking in the United States (XV.46,XVI.41)

The committee's membership includes: Susan Shattuck Benson (OAS), Chairman; Cynthia Baird (Oakland Public Library); Mary Magruder Brady (SUNY at Buffalo); James Breedlove (Stanford U.); Jeanne Gelinas (U. Tennessee); Maria Herrera (McAllen Memorial Library); Tony de Gerez (Culiacan, Mex.); Peter T. Johnson (U.Minn.); Virginia Mounce (Trinity U.); Graham Sadler (Denver Public Liby.); Ethel Swafford (McAllen Memorial Library); Martha V. Tomé (OAS); Eleanor P. Vreeland (Stechert-Hafner, N.Y.); Karna Wilgus (Inter-Am. Bibl. and Liby Assn., Miami)

The committee was established by Res.41 at XVI SALALM in Puebla. Its purpose is to improve selection and acquisition of book, audio-visual, and periodical material for the Spanish and Portuguese speaking in the United States. The reason for its association with SALALM, rather than ALA, for instance, is that from its work for academic libraries, SALALM provides the framework and experience for evaluation, acquisition, and distribution of materials for public, school and other institutional libraries serving the Spanish and Portuguese speaking.

In its first year the committee planned and sponsored the Workshop on Selection and Acquisition of Spanish and Portuguese Language Materials for School and Public Libraries. Since the workshop is being held in New England, materials in Spanish for Puerto Ricans and materials for the Portuguese Speaking are being emphasized. Materials for children and teen-agers are being emphasized over those for adults. The workshop will include a panel of speakers, a question period, and discussion groups. Book distributors will exhibit books of specific interest to the workshop and a bibliography of those books with notes on which of them is of special value or quality will be distributed to all participants. Audio-visual and periodical materials will be shown in those displays and will be included in the bibliography. Because of the workshop's special nature, separate registration was arranged for it, so that school and public librarians not interested in the overall SALALM program could come on the one day of this workshop. The special registration accomplishes two purposes: it allows maximum participation in the workshop (many librarians can pay the $8.50 registration fee who could not pay $25.00), and prevents the SALALM conference as a whole from being flooded with participants who are not interested in its activities as a whole.

In accordance with the committee's objective of identifying and promoting the preservation of contemporary archival and other material important to research on the history and culture of the Spanish and Portuguese speaking in the United States, it formed the Working Group on Archival Materials Related to the Spanish and Portuguese Speaking in the United States. The group includes: Virginia Mounce, Reporter and representative of the Southwest; Susan Shattuck Benson, representative for Federal offices and the District of Columbia; Peter Johnson, representative for the Northwest; Mary Magruder Brady, representative for the Northeast; James Breedlove, representative for the Far West.

The project will:

a. identify archival material already stored and complete
b. " " " stored but growing
c. " sources producing material of interest to the history of the Spanish and Portuguese speaking (e.g. this committee, ASPIRA, MAYO, San Antonio Literacy Council, and so on)
d. find out what government agencies concerned with the Spanish and Portuguese speaking do with their records. If and when their records become a part of the National Archives, identify location

e. make groups producing material of potential interest to the Spanish and Portuguese speaking aware of the historical significance of their materials and encourage them to deposit their non-active files, or their papers when they cease to function, in an archival institution
f. locate institutions that would be willing to receive and preserve archival materials that result from e. above (these may be universities with Chicano programs, a place like New York University, which is collecting Puerto Rican archival materials, or as Peter Johnson suggested, some place closer to the people such as a public library or ethnic organization)
g. identify research, articles, etc. on archives of the Spanish and Portuguese speaking and summarize what has been done up to now.

Procedures will be worked out in Amherst.

The possibility of The Combined Book Exhibit, Inc. circulating an exhibit of books in Spanish, Portuguese, and English for the Spanish and Portuguese speaking is being explored by Karna Wilgus, who will report on her results at Amherst.

In this its first year the committee established liaison with the following professional organizations to assure that it was not duplicating the efforts of others:

ALA Clearinghouse for Reference and Acquisition Information on Minorities. The Clearinghouse was organized in June 1971 to serve as an information exchange. Its primary concern is materials, including those for Chicanos and Puerto Ricans. There is a Core Committee for each minority group's materials made up of librarians knowledgeable in their particular minority specialization who will identify existing works, works in progress, and needed works in their field. The work of the Clearinghouse will be further defined at future ALA meetings. Its coordinator is Joan Neumann, History Division, Brooklyn Public Library, Grand Army Place, Brooklyn, N.Y. 11238.

ALA SRRT Task Force on Chicanos. The task force is carrying out research in the following areas: preparation of a list of Spanish-speaking/Spanish-surnamed librarians in the U.S.; writing of biographical sketches of well-known Chicanos; preparation of an annotated list of Chicano films; identification of publishers of Chicano material + U.S. sources for Spanish language materials. Task Force chairman is Mrs. Elizabeth Martinez Smith, Special Services Consultant, County of Los Angeles Public Library, Los Angeles, California 90053.

ALA Committee on Treatment of Minority Groups in Books and Other Instructional Materials deals with the problems and issues implied by its title. It has subcommittees on Puerto Ricans and on Mexican Americans. SALALM's contact with the work of the ALA Committee... is Professor Clare Jackson, Department of Library Science, Kent State University, Kent, Ohio 44240.

REFORMA. REFORMA was organized in July 1971 to create and work toward implementing new policies that will fulfill the needs of the Spanish-speaking in matters concerning librarianship, especially library service. It is recruiting librarians of Iberoamerican extraction and other librarians interested in work with the Spanish-speaking. Its chairman is Arnulfo D. Trejo, Associate Professor of Library Science, The University of Arizona, Tucson, Arizona 85721.

ALA Sub-committee on Spanish Materials. The committee is sponsoring a 1-day training program on library service to the Spanish-speaking at ALA in Chicago June 28. Victoria Wallace, Director Northport Public Library, Northport, New York 11768, is chairman. Martha Tomé is also member of this committee.

Specialized Regional Organizations. An important task of the committee in 1972-1973 will be to achieve joint membership and cooperation with committees at the regional and local level concerned with the Spanish and Portuguese speaking. This is related to another objective established in Puebla and listed below (approved material in regional displays).

At Amherst it will be decided whether with the committee's present resources and committments it can begin work toward creation of a regional system for evaluation and display of relevant library materials in cooperation with the U.S. Office of Education Regional Division of Library Service representatives and begin involving appropriate State library personnel in this project.

In Puebla the committee decided to start preparing a basic list of materials in Spanish, Portuguese, and English for children, adolescents, and adult Spanish and Portuguese speaking in the United States. It did not have time to develop selection criteria, etc., and since the Puebla meeting, several such lists have been found, most of them inadequate and impractical in that they do not make provisions for distribution of those books in the United States. It has been suggested that since no one is dealing in a comprehensive way with periodical materials (including comics) that the committee prepare an annotated list of periodicals in Spanish and Portuguese for school and public libraries. The usefulness of the list will depend on the committee's finding a distributor (or distributors) who will supply what is on it. Packets of periodicals sent at regular intervals, but not necessarily guaranteeing complete runs of periodicals, will probably be more feasible than subscriptions. The lists will be discussed at Amherst.

IV. COMMITTEE ON LIBRARY ORGANIZATION, PERSONNEL AND RESEARCH

The members of the Committee on Library Organization, Personnel and Research are: Eleanor Mitchell, Chairman; Gilberto V. Fort (Miami-Dade Jr Col), Vice-Chairman; Edgar E. Cordoba (So Ill U, Edwardsville); Oliver C. Dunn (Purdue U); Luis Floren (Escuela Interamericana de Bibliotecología, U Antioquia); Maria C. Faunce (Escuela Graduada de Bibliotecología, U Puerto Rico); William V. Jackson (Peabody Lib Sch); David J. Lee (Nat Agric Lib); Marion A. Milczewski (U Wash); Paul M. Miles (UCLA): John G. Veenstra (Sch of Lib Serv Columbia U); Edith C. Wise (NYU).

Spanish versions of questionnaires to be circulated to library schools and library associations in Latin America and the Caribbean, drafted during the

Puebla Meeting, were subsequently revised and amplified and English versions prepared. The questionnaires have been distributed by the SALALM secretariat. Information received from library associations will be shared with the American Library Association for publication in a "Handbook of National and International Library Associations," under the editorship of Dr. Josephine R. Fang, School of Library Science, Simmons College.

At the Open Meeting of the Midwinter Meeting of SALALM in Chicago, January 22, 1972, it was recommended by President Glenn F. Read, Jr., that the scope of the Committee be expanded to include the education of area librarians in the United States. This would include education for full-time area specialists as well as those who may include Latin American book selection, acquisitions, bibliography, cataloging, reference work, etc. among other, more general responsibilities.

V. EXECUTIVE BOARD COMMITTEES

Beginning with the XVII Seminar these reports do not appear in the Working Paper. They are added for publication in the Final Report.

XVII SALALM
Working Paper No. A-1, Part C
June 1972

PROGRESS REPORT ON THE SEMINARS ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS, 1972, PART C

Report of the Midwinter Meeting
January 21-22, 1972
Palmer House
Chicago

Prepared by Jane Garner
Rapporteur General

Submitted for the Seventeenth Seminar on the Acquisition of
Latin American Library Materials
University of Massachusetts
Amherst, Massachusetts
June 11-14, 1972

GENERAL SECRETARIAT
O R G A N I Z A T I O N O F A M E R I C A N S T A T E S
Washington, D.C.
1972

SEMINAR ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS

Midwinter Meeting
January 21-22, 1972

The Midwinter Meeting of the Seminar on the Acquisition of Latin American Library Materials took place at the Palmer House, Chicago, Friday and Saturday, January 21-22, 1972. Meetings of Executive Board committees were scheduled for Friday morning with an Executive Board luncheon and meeting scheduled on Friday afternoon. Meetings of the substantive committees were scheduled for Saturday morning and an open meeting of SALALM for Saturday afternoon. Friday morning's session, however, was devoted primarily to a discussion by all SALALM members present (approximately 25; see Appendix B for partial list) of the "Proposal of the Advisory Committee to the Secretariat for the Restructuring of the Progress Report and the Decentralization of SALALM Reporting Responsibilities" submitted by Mayellen Bresie, chairman of the committee [Appendix A]. The discussion was preceded by a discussion with Alma Jordan on the revision of the Bylaws regarding committees. Since the morning session was theoretically a joint meeting of the Committees on Constitution and Bylaws and on Policy, Research and Investigation, Alma Jordan, chairman of the Committee on Policy presided.

The following points were agreed upon:

1. SALALM members should accept a greater share of the responsibilities both for the preparation of the Progress Report and the Final Report.

2. Each committee will assume responsibility for taking notes on its own conference activities, editing them, and including them as a part of its Conference Report.

3. Within its area of concern, each committee will have the responsibility for determining and drafting the resolutions coming out of the sessions. The Committee on Policy, Research and Investigation will handle the general recommendations of acknowledgements and aid the committees on the formulation of their resolutions. The various committees should underline the salient information in their resolutions so that one can readily see the principal topic of the resolution and the entity, if there is one, to which the resolution is directed.

In informing institutions of the recommendations, the Secretariat has, in the past, sent a form letter to the institution or agency to which the resolution is addressed. From now on, the Secretariat will send a copy of this form letter to the appropriate committee so that it will know to whom the original form letter is addressed. The committee chairman will be expected to follow through with these institutions as to what they have or have not done.

4. The committees will be responsible for giving to the Rapporteur General reports of the sessions involving them at the annual conference. The vice-chairman of each committee is suggested to be the person responsible for the

reporting. If the vice-chairman does not attend, the chairman is to see that someone is responsible.

At the Amherst meeting tapes are to be made of the general sessions. It was suggested that time be scheduled during the conference for the tapes to be edited by the reporter and the Rapporteur General so that the minutes will be ready by the conclusion of the conference. The Advisory Committee is to prepare a manual of style so that the format of the minutes will be consistent.

5. A newsletter will be produced by SALALM along the lines of Inter-American Library Relations. The Executive Board is to name a committee--which might be composed of one member of each of the substantive committees--to be responsible for working out the details and producing the newsletter. The suggested name of the committee is Public Relations Committee. The newsletter's function will primarily be one of public relations.

6. Substantive committees will be required to submit two reports to be collected by the Advisory Committee: (1) an Annual Report due May 1 or six weeks before the annual conference to be distributed at the annual conference; (2) a Conference Report due August 1 or six weeks after the meeting. The Annual and Conference Reports will be included as part of the Final Report. (Content of the reports is set forth in the Advisory Committee's "Information Sheet: SALALM Committee Reporting Responsibilities.")

There was considerable discussion regarding the manner of submission on the reports of the Executive Board committees. Since these are under the jurisdiction of the Executive Board, they could be considered as being in the same relation to the Executive Board as subcommittees are to committees; therefore, their reports should be submitted to the Executive Board which in turn would submit a comprehensive report to the collecting agency. The question arose as to which member of the Executive Board should have the responsibility of editing and submitting the report. For the committees, it is the chairman's responsibility; however, the Executive Board's counterpart, the president, is too busy planning the current conference, and the vice-president is to busy planning the next conference to be able to have the time to perform this task. The membership concluded that the Executive Board would have to resolve the problem itself. For the time being, the minutes of the Executive Board will serve to reflect the activities of the Executive Board committees which will be reporting to the Executive Board at its meetings.

Executive Board Luncheon

Commonly known as the "Ball Report," the report "SALALM Committee Structure and Duties Outlined: First Draft of Suggested Plan" (see XV SALALM, Progress Report, Appendix C, for text) prepared by Alice Ball, Chairman of the Committee on Policy, Research, and Investigation, and submitted in 1970 to the Executive Board at its Toronto meeting was discussed by all SALALM members attending the luncheon. Glenn Read, President, prefaced the discussion with the information

that a committee composed of Alma Jordan, Gilberto Fort, and himself were working on revising the report in consultation with Robert Johnson, Chairman of the Committee on Constitution and By-Laws. (Article IV of the By-Laws relates to committees. See also XIV SALALM, Progress Report, Part B, Section VII. 4, pp. 97-101 for "Responsibilities of Committees and Subcommittees.")

As provided by the Ball Report, all committee members would be appointed by the vice-president (the incoming president) with the approval of the Executive Board. Members would be appointed at their own request or at the request of the committee chairman or of members of the Executive Board with the prospective member's written consent to serve a three-year term renewable for another three-year term. Terms of office would be staggered. Vice-chairmen would serve a three-year term after which they would automatically become chairman for a non-renewable three-year term.

A lively debate ensued regarding the recommendations in the report. It was the consensus that no member should serve on more than two committees simultaneously and should serve as chairman of no more than one committee at a time. Chairmen of subcommittees would be members of the parent committee; such a function would count as one committeeship. Other considerations centered around appointments and tenure.

Appointments.--1. Should the vice-president appoint all committee members and the chairman?
2. Should the vice-president appoint only the chairman who would select the members?
3. Should the vice-president appoint the members who would elect their chairman?
Marietta Shephard observed that there would be continuity and there would be less time wasted if both committee members and chairman were appointed by the vice-president. Carl Deal further observed that there would be controls over vice-presidential appointments by the Executive Board since the decisions of the vice-president are subject to the Executive Board which is elected to represent the membership.

Tenure.-- 1. What should be a reasonable length of time for a committee member to serve?
2. What criteria should be established for the review of a member's performance and who should review?
It was pointed out that if there were specific terms of three years, it might be awkward to replace non-functioning members. Staggered three-year terms would permit continually available openings so more members could participate; however, staggering the terms would prevent the development of leadership. Annual appointments were discussed in light of the fact that they would relieve any awkwardness involved in removing committee members who were not carrying out their responsibilities. Objections to annual appointments were that it would be too easy for people to make a one-year commitment and that an annual review might be too time consuming. Part 2, section "d" of the Ball Report was amended by those present to read "Each committee member shall have a one-year term as a member of the committee and may be reappointed by the vice-president in consultation with the committee chairman and subject to the review of the Executive Board."

The function of the vice-chairman was also discussed. Alma Jordan stated that not all vice-chairmen would necessarily make good chairmen. Don Wisdom further observed that the purpose of the vice-chairman should be that he be able to substitute for the chairman when such need should arise.

Executive Board 3-6 p.m. January 21, 1972

A formal meeting of the Executive Board was convened at 3 p.m. by President Glenn Read. Members present were Don Wisdom, Vice-President, Marietta Shepard, Executive Secretary, Nettie Lee Benson, immediate past President, and Margarita Anderson-Imbert, Robert Johnson, Alma Jordan, Michael Rosenstock, and David Zubatsky, all members-at-large. Also present were several other interested SALALM members, including Pauline Collins, coordinator of the Amherst conference.

A. Officer's Reports

a. Report of the President: Glenn Read announced that he would report on the program for the Amherst meeting.

b. Report of the Treasurer: In the absence of Al Diaz, the Treasurer's report was read by Glenn Read. As of August 31, 1971, there was a cash balance of $4,223.00. Income was set at $7136.73 and disbursements amounted to $2913.73.

Income

Beginning cash balance	$ 2550.47	
Dues receipts 1970/71	1852.92	
Interest	174.02	
Income from registrations for 1971 Seminar	2559.32	
	$ 7136.73	$ 7136.73

Disbursements

Bank charges	$ 6.73	
Donations (Felix Reichmann, Howard Cline)	100.00	
Returned checks	30.00	
Secretarial expenses (for typing Index)	550.00	
Costs of 1971 Seminar	2227.00	
	$ 2913.73	$ 2913.73
	Balance	$ 4223.00

Major disbursements for all of 1970/71 were:

Included in above disbursements	Donations	$ 100.00
	Secretarial expenses	550.00
Disbursed after Aug. 31, 1971	Secretarial help at the OAS	450.00
	Attorney's Fees (for incorporation of SALALM as a non-profit institution)	250.00
	Plane fare	356.00
		$ 1706.00

Marietta Shepard announced that the attorney's fees would probably be a recurring matter because of the effects of the Tax Reform Act of 1969 on all corporations, non-profit or otherwise. The annual financial statement SALALM is required to make to the Internal Service will have to be examined by an attorney to be sure it has been done properly. Mrs. Shepard also reported that last year's SALALM annual meeting cost more than usual because of the high costs SALALM had to pay in Mexico for the reproduction of the documents.

c. Report of the Secretary: Marietta Shepard stated she had no formal report. She announced that Marta Tomé was assigned last summer to work with SALALM in addition to her other duties. With so much to do in the OAS, a number of things relating to SALALM which had been suspended in the past were still being suspended. Mayellen Bresie is to be in Washington sometime around March 21 for consultation on a manual which will set out the decisions which the Executive Board has made in the past years and which can be kept up-to-date not only for reference by the Secretariat but also by the Executive Board.

Marta Tomé reported that she had had little time to work with SALALM. The resolutions of the XVI Seminar and the committee lists had been typed. They were ready to go to the printer, which would probably not be the OAS since the OAS has its hands full printing its documents. For the Final Report of XVI SALALM, the lists of participants, etc., are being typed; however, nothing has been done with the minutes.

Last year the cost of printing 2000 copies of the twelve-page invitation packet was $234.00. Printing was not done by the OAS. Pauline Collins remarked that according to instructions she had received, the host institution was responsible for reproducing the invitation; however, she did not know so many copies would have to be printed and would, therefore, need to consult with the University of Massachusetts Librarian before agreeing to print them. Possibly Cornell could help by printing half of the invitations. Glenn Read believed such could be done. Miss Tomé said that last year over 2100 invitations were sent, but this year she was thinking of adding library schools and library associations in Latin America to the mailing list, so about 2250 invitations would be needed. In response to a query by Glenn Read as to the efficacy of sending so many invitations when the number of participants was only 200, Mrs. Shepard noted that many were sent for public relations. Probably half of the mailing list are agencies who have requested to be on the list. Invitations are also sent to anyone who has participated in SALALM in the past as well as directors of libraries in the United States who are interested and important librarians of Latin America who have asked to receive information on SALALM.

In order to cut down on the number of pages to be printed as well as to simplify putting together the invitation packet, it was agreed that only one copy of each form would be included; i.e., there would not be a duplicate invoice or registration form.

Peter Johnson suggested a weeding of the mailing list. Mrs. Shepard directed Miss Tomé to include in the invitation packet a form asking the recipient if he wished to continue receiving SALALM information. If the form is not returned, the name will be struck from the mailing list.

B. Executive Board Committee Reports

1.2.1 Constitution and By-Laws.

Robert Johnson, chairman, stated that there was nothing to report except that the members of the committee were Ludwig Lauerhass, Marjorie LeDoux, James Breedlove, and Gilberto Fort.

1.2.2 Policy, Research, and Investigations.

Alma Jordan, chairman stated it had been difficult for the committee to function as a committee. Not many members were present at Puebla; only one is at Midwinter. She proposed that the Executive Board review the committee's functions as it has a rather wide range of responsibilities, including being a Committee on Committees, a Committee on Resolutions as well as being a Committee on Policy and Research and Investigation as a whole.

1.2.3 Editorial Board

Don Wisdom, Chairman, announced that he had nothing to report because of the delay in elections. He normally would have gone off the committee, his term of office as a member-at-large of the Executive Board having officially ended with the Puebla meeting, but there were no replacements until the election was held in the fall. Presumably one of the new members-at-large will replace Mr. Wisdom as chairman. He said that he had had one communication with Dr. Bork with respect to the resolution on the matter of publishing the annual reports of significant acquisitions and bibliographic activities. Dr. Bork indicated he would look into the matter. Mr. Wisdom proposed that he be replaced as chairman and the committee be restructured.

1.2.4. Advisory Committee to LACAP

Don Wisdom announced that in early October he had had contact with Mrs. Vreeland, who was now heading LACAP of Stechert-Hafner, having replaced Dominick Coppola. At that time she said she wanted to go to Washington to talk with Mr. Wisdom about the program and about the presentation of changes she would make at SALALM Midwinter. The changes which have been announced are a new pricing structure, employment of a new bibliographer, and a review of the profiles of the materials to be acquired by each institution. She was unable to go to Washington but planned to meet with the Advisory Committee at Saturday morning's session at Midwinter as well as present a report at the open meeting of SALALM Saturday afternoon.

David Zubatsky stated that he had had contact with Robert Case, the new bibliographer, who said he also intended to attend Midwinter.

1.2.5 Membership Committee

Lee Williams, chairman, reported that at the present time there are 206 personal members of SALALM, 118 of whom have paid their dues. The 88 who have not have been notified that they will be dropped if they have not paid by February 15. There are 23 new members. There are 103 institutional members, of which 41 have paid and 62 have not. Those that have not paid by February 15

will be dropped. There are 8 new institutional members. There is one honorary member, Felix Reichmann. Mr. Williams moved that Arthur Gropp be added as an honorary member. After being seconded, the motion carried unanimously.

Last year, 69 out of 182 members attended the annual conference in Puebla. Of the 190 participats in the seminar, 121 were not members. Mr. Williams suggested that an application form for membership with a franked mailing envelope for dues be included in the kit issued at registration. Dues would be sent to Mr. Williams. In response to a request by Pauline Collins, Mr. Williams volunteered to design the form and send it to her to be duplicated and included with the documents at the Amherst meeting.

The setting of a registration fee was deferred to the point on the agenda where the Amherst meeting would be discussed.

1.2.6 Budget and Finance Committee

In the absence of the chairman, Curtis Wilgus, no report was available. Don Wisdom stated that Al Diaz had suggested to him that the Executive Board should work out a procedure of voting when a substantial expenditure was involved so that he could act in authorizing payment. Mrs. Shepard explained that in the past the budget had been informal. As much as possible of SALALM's expenses had been picked up by the OAS through the Library Development Publications Fund for the printing of resolutions, invitations, Final Report, etc. Al Díaz had to pay only for items which could not be justified in OAS accounting. Because the OAS Publications Dept. has less and less time to spend on anything other than official records, it may be necessary for SALALM to make a budget of its own funds to cover the outside costs of reprinting the resolutions and list of committee members (2,000 copies) and costs of printing the invitations and Final Report and Working Papers. It will probably be next summer before a tentative budget is known. Furthermore, Mrs. Shepard suggested that secretarial help be procured by means other than through the OAS. The OAS secretaries are unable to spend much time on SALALM because of expansion in the OAS programs.

Alma Jordan commented that perhaps the Budget and Finance Committee should also study the costing of the newly instituted newsletter. Since no committee members were present, items relating to budget and finance were deferred.

1.2.7 Advisory Committee to the Secretariat

Mayellen Bresie, chairman, announced that the committee's proposal for restructuring the Progress Report had been discussed in the morning session of Midwinter and that the Advisory Committee would be soliciting reports of the committees. The committee would continue making a literature search for items to be included in the Progress Report.

1.2.8 Nominating Committee

Glenn Read stated that since Emma Simonson, chairman of the Nominating Committee for 1971/72, was not present, there would be no report; however, he did report on the 1970/71 Nominating Committee's charge to carry out the referendum

under the direction of the chairman Earl Pariseau. A two-part mail ballot was sent to each member. The first part concerned five proposed changes in the By-Laws. All passed unanimously. The second part dealt with the election of officers. Don Wisdom was elected vice-president and Margarita Anderson-Imbert and David Zubatsky were elected members-at-large.

C. SALALM Organizational Matters

Restructuring the agenda of the annual meeting

Glenn Read noted that the agenda for the Amherst meeting would include besides the traditional open general sessions and theme presentation, a departure from tradition in the utilization of workshops and discussion groups. The workshops would allow those coming for the first time to engage in an informal exchange of information with older SALALM members having expertise in the workshop topics. David Zubatsky and Daniel Cordeiro, who presented the tentative list of topics, are working on the program. The discussion groups will consider the goals, directions, priorities, and purposes of SALALM. The membership will have the opportunity to express its views, criticisms, suggested reforms, new directions, etc.

The proposed five-day schedule, beginning Monday afternoon June 12 and concluding Friday morning June 16, brought criticism from Nettie Lee Benson, who pointed out that participants would be exhausted by a week-long meeting. After a discussion, the schedule was revised to begin Sunday afternoon, June 11, and conclude Wednesday afternoon, June 14.

Marietta Shepard proposed that there be position papers prepared for discussion groups.

Instead of balloting for officers at the final session or by mail after the conclusion of the conference, it was decided to conduct a mail ballot prior to the Amherst conference. Ballots will be sent out by Lee Williams, who will send the bill to the SALALM treasurer.

The intent of resolutions was discussed as to whether they were to be considered binding or were to be recommendations only. With respect to the handling of resolutions, Mayellen Bresie suggested that resolutions proposed by committees could be compiled from the committees' conference reports and then be submitted to the Executive Board for approval. Marietta Shepard suggested that perhaps the Executive Board should concern itself only with those resolutions relating to SALALM Organizational Matters. The whole matter of resolutions was referred to the Committee on Policy for further consideration.

Peter Johnson brought up a question regarding those eligible to attend the reception scheduled for new members; that is, whether it was to be attended exclusively by new members. Glenn Read responded that the pupose of the reception was to afford new members and others attending for the first time an opportunity to meet the officers,committee chairmen, etc. in a more informal way. No one was to be excluded from attending. The Stechert-Hafner Board of

Directors is to decide if it will pay the costs of the reception. If they do not, and no one else does either, it will be a cash bar.

Nettie Lee Benson moved that the agenda for Amherst be adopted. Don Wisdom seconded the motion. Marietta Shepard amended the motion that the agenda still be considered tentative with the final version to be worked out by the Program Committee and the president. The motion as amended carried.

Margarita Anderson-Imbert transmitted the invitation of the Harvard Librarian to all participants to attend a reception on Thursday, June 15. The week of SALALM's meeting will be Commencement Week at Harvard.

2. SALALM University-Based Secretariat

On January 3, 1972, Marietta Shepard prepared a memorandum recommending the removal of the SALALM Secretariat from the OAS to a university-based headquarters, namely the University of Arizona. Robert Johnson, Librarian at the University of Arizona, responded that the offer seemed attractive and SALALM could be brought in under the umbrella of the Latin American Program. Although he could make no promises, he suggested a statement be drawn up for the university administration providing information on the advantages to be gained and on the anticipated costs in terms of personnel, quarters, equipment, etc. Mrs. Shepard indicated she could not state the total costs of running SALALM; however, she could calculate the number of hours being spent of SALALM in the OAS, the number of hours which should be spent, and publications cost. She thought the total cost would probably be less than $ 10,000 a year if student assistants were utilized. On recommendation of the Executive Board, Glenn Read announced he would appoint an ad hoc committee to study the possibility of a university-based secretariat and a new structure for meetings. Mayellen Bresie suggested that the committee might find out if other institutions would be interested in having the secretariat. Nettie Lee Benson further suggested that instead of a permanent base, the committee might wish to investigate having the secretariat based at one institution for a specific term. At the end of that term other institutions would have the opportunity to request the secretariat for the next term.

D. Future meetings

a. Amherst

Pauline Collins reported on local arrangements. A local university committee at the University of Massachusetts and a Five-College Committee for SALALM (composed of one representative from each library) are helping to plan the local arrangements. The Conference Center has reserved 50 rooms for SALALM. There is an unlimited number of dormitory rooms within walking distance, and accomodations are also available at hotels and motels. For at least a day and a half there will be a courtesy desk at Bradley Field, the nearest airport. The registration form has been revised so that a registrant may indicate whether he plans to attend the conference or whether he wants the papers only; however, the registration fee needs to be set. A book exhibit during the conference and post-conference activities such as visiting libraries in the area and Old Deerfield are under consideration.

Glenn Read mentioned that the invitation wording had been changed to "participation in the Seminar will be on the basis of individual registration." In the past, the wording had been "institutional registration." The change reflects SALALM as a professional organization of individual members. He noted that passage of item 3 in the recent referendum amended Article II, Section I of the By-Laws to read "there will be a uniform registration fee as fixed by the Executive Board."

Nettie Lee Benson moved that the registration fee be $15 for members (as of May 1) and $ 25 for non-members. Don Wisdom seconded the motion. The motion was amended that librarians and professors from Latin American and the Caribbean be exempt from the registration fee. The amendment was discussed from the standpoint that such an exemption would violate the concept of a uniform registration fee. Alma Jordan suggested that the Executive Board refer the matter back to the membership at the Amherst meeting so that the By-Laws could incorporate such an exemption. Both the amendment and the motion carried, although the amendment is to be referred back to membership for consideration.

The session concluded with the Executive Board's approval of the establishment of a newsletter. The president will appoint a Public Relations Committee to plan and produce it.

Executive Board 9 a.m. January 22, 1972

Although an Executive Board session was not on the agenda for Saturday morning, one was held in order to complete the agenda not covered Friday afternoon. Glenn Read, president, presided.

Mr. Read reviewed the revised schedule of activities for the Amherst conference as worked out at the previous session.

Marietta Shepard reported on the meeting she, Alma Jordan, and Glenn Read had the previous evening regarding the Ball Report.

The Executive Board then discussed ideas relating to SALALM structure including those of affiliate membership on committees; of having divisions, such as Acquisitions, Bibliography, Library Organization; of having interest groups. Lee Williams suggested that a questionnaire on membership interests be sent out with the mail ballot. The time table for balloting is as follows:

March 1:	Membership list sent to the Nominating Committee
April 1:	Nominating slate prepared
April 15:	Ballots ready for distribution
April 20:	Ballots mailed to membership
May 15:	Deadline for members to return ballots

Alice Ball was appointed to prepare the questionnaire on interests, which will be received and analyzed by the Nominating Committee. Instead of including

a referendum on the registration fee structure with the ballot and questionnaire, it was decided to explain the situation at the opening session at Amherst.

b. Trinidad, West Indies

Alma Jordan informed the Board that the Library Association of Trinidad and Tobago had written to the Executive Secretary inquiring about the financial implications of having the SALALM meeting and that a chairman had been appointed within the Library Association to start working on planning; however, not much planning had yet been done. The University of The West Indies was willing to co-host the seminar, but the chairman had not contacted the University to establish a working committee. Planning has not been pressed because it was uncertain that SALALM would definitely meet in Trinidad.

Marietta Shepard read the invitation letter of the Library Association of Trinidad and Tobago, dated December 28, 1971. She remarked that SALALM had also received an invitation to meet at the University of Arizona since the ALA meeting would take place in Las Vegas. She noted that if the meeting were held in Trinidad, it might be necessary to raise the registration fee for that conference in order to pay the expenses of someone from Trinidad to participate in the planning meeting this summer at Amherst. Financial aspects should be considered in determining which invitation SALALM should accept.

After a discussion of the differences in flight fares involved from various areas of the United States to Trinidad and to Tucson, the amount of membership participation which could be expected if the meeting were held in Trinidad, advantages of having more Latin American participation by meeting in Latin America and the Caribbean, the goals of SALALM, etc., Don Wisdom moved that the 1973 meeting be held in Trinidad. The motion, seconded by Nettie Lee Benson, carried unanimously. The consensus of the Board was that late April would be the most favorable time for the conference. (March and April are the dry months, and late April would be cheaper than March or early April.)

Don Wisdom suggested that if a planning person from Trinidad were invited to attend 1973 Midwinter at SALALM's expense, the Treasurer would need authority to expend the funds. Nettie Lee Benson moved that SALALM pay the travel expenses of the local coordinator from Trinidad to SALALM Midwinter to be held in Washington, D.C. in 1973. After being seconded, the motion carried unanimously.

With regard to SALALM's goals, Don Wisdom volunteered to make a presentation at Amherst of what he though SALALM ought to be. Marietta Shepard suggested that three or four people should prepare position statements and present them at the discussion groups scheduled at Amherst.

c. 1974

Nettie Lee Benson invited SALALM to hold its 1974 conference at The University of Texas at Austin. Since the 1974 ALA conference is scheduled to be in San Francisco, Joe Rosenthal suggested the University of Claifornia at Berkeley as a meeting site. Action on the invitations was suspended for later consideration.

Luncheon January 22, 1972

Following a luncheon attended by any SALALM participant who wished to do so, a discussion on SALALM's puposes and policies was conducted with Glenn Read presiding.

Open Meeting 2:30 - 6 p.m. January 22, 1972

Glenn Read, president, presided at the open meeting of SALALM. The President, Executive Secretary, and chairmen of the Committees on Constitution and By-Laws, Policy, and the Editorial Board had nothing to add to their reports given earlier to the Executive Board.

1.2.4 Don Wisdom, chairman of the Advisory Committee to LACAP, introduced Eleanor Vreeland, marketing director for Stechert-Hafner. Mrs. Vreeland announced that Crowell, Collier, Macmillan had acquired Stechert-Hafner in July, 1969. She was assigned to Stechert-Hafner in March, 1971, Robert Case as bibliographer in July, and a professional cataloger in September, 1971. Profiles of LACAP members were being reviewed and price scales restructured. There would still be a traveling agent in Latin America 75 per cent of the time. Current subscriptions would continue to be handled as in the past. Beyond the number of copies of a book ordered to match libraries' profiles, Stechert-Hafner would not stock more than one or two extra copies of a title in order to avoid a large inventory. At present, there is about a 50,000 inventory of books but no list of titles is available. Anyone interested would be welcome to look over the stock. A list of publishers from whom LACAP acquires titles could be provided.

Mr. Case, the bibliographer, suggested that all correspondence regarding LACAP be addressed to him in order to assure proper disposition.

1.2.5 Lee Williams, chairman of the Committee on Membership, had nothing more to add to his earlier report to the Executive Board.

1.2.6 Earl Pariseau, vice-chairman of the Committee on Budget and Finance, suggested that the Executive Secretary or the Secretariat prepare a preliminary budget estimate since more expenditures were coming from SALALM funds. Glenn Read noted that this recommendation had already been presented to the Executive Board and would be carried out.

1.2.7 Mayellen Bresie, chairman of the Advisory Committee to the Secretariat, reported that the committee's proposal for restructuring the Progress Report had been previously discussed and there was a consensus that certain types of items would be included in a newsletter.

1.2.8 In the absence of the chairman of the Nominating Committee, Glenn Read reported that the election of officers would be carried out by mail ballot and the results announced at the first business meeting at Amherst. There was no slate of nominees as yet.

B. Reports of Activities of SALALM Committees and their Subcommittees

2. David Zubatsky, chairman of the Committee on Acquisitions, reported that he would contact Emma Simonson in regard to a resolution that she prepare a report for XVII SALALM on her findings concerning Latin American sources in European libraries. He also reported that the Acquisitions Committee was working with the Committee on Bibliography to develop the program of workshops for the Amherst conference. He added two topics to the tentative list of workshops which had been previously distributed: Acquisition of Current Serials from Latin America and Competition of Latin American Programs with Other Area Studies Programs: Budgetary and Financial Implications. The latter topic would be an exchange of ideas and data, more a discussion group than a workshop so that participants should come prepared to discuss.

Glenn Read listed the other workshops: Gifts and Exchange, Government Publications, Dealers, Acquisitions without a Latin American Bibliographer, Latin American Acquisitions Clearinghouse (including selection procedures), Spánish- and Portuguese-speaking Service.

2.1 Nettie Lee Benson reported that the Farmington Plan Committee had a preliminary report to present to the Association of Research Libraries. There would be a more complete report at Amherst. Don Wisdom announced that Bob Johnson was working on the report.

2.2 Suzanne Hodgman, editor of the Microfilm Projects Newsletter, recommended that instead of the questionnaires for the newsletter and significant acquisitions being sent out with the invitations, that they be sent out directly by her and Peter Johnson, chairman of the Subcommittee on Significant Acquisitions. A better response could be anticipated.

2.3 Peter Johnson suggested that Section II of the decennial cumulation of Significant Acquisitions be reissued in a straight alphabetical listing so that it could more easily be used by Interlibrary Loan librarians.

2.4 David Zubatsky reported for the Subcommittee on Basic List of Latin American Materials for New Collections. He noted that the Spanish literature section had been received from Harvey Johnson but no publisher for the Basic List had been set. Earl Pariseau remarked that the LASA manual on acquisitions being prepared with the financial support of a grant from the Tinker Foundation would be ready for publication soon. In connection with LASA, he announced that in September, 1972, its secretariat would move from the Hispanic Foundation in The Library of Congress to the University of Florida at Gainesville.

2.5 David Zubatsky stated that the Committee on Acquisitions felt that the Study Group on Books and Cultural Patrimony was not a proper function to be undertaken by the committee and wished to refer it back to the Executive Board.

3. Daniel Cordeiro, chairman of the Committee on Bibliography indicated he would contact Dr. Bork in regard to the possibility of publishing the report on current bibliographical activities separately. He suggested a

survey of Spanish scholars on what bibliographies they would like to see published.

Marietta Shepard announced that the OAS was discontinuing the Index to Latin American Periodicals. For OAS use there would continue to be indexing of articles of interest to the OAS. She suggested that perhaps SALALM might be interested in arranging for reprinting of the index.

She also noted that there was interest in translating Irene Zimmerman's state-of-the-art study on current national bibliographies. Mr. Cordeiro noted that a banquet honoring Dr. Zimmerman was being planned for Amherst.

3.1 Haydee Piedracueva, chairman of the Subcommittee on Reporting Bibliographic Activities stated that members of the subcommittee were responsible for checking periodicals for bibliographical items. She suggested that the Report on Bibliographic Activities be arranged by broad subject areas, such as those used by Arthur Gropp in his Bibliography of Bibliographies with an author index.

3.2 Don Wisdom reported on the Pilot Bibliographic Center for the Caribbean.

3.3 There was no report presented by the Subcommittee on Bibliographic Technology.

3.4 Marietta Shepard reported on the Ad hoc Committee of Representatives of the Book Industry and Trade.

3.5 Glenn Read reported for Carl Deal regarding the Ad hoc Committee on the Archives of the Indies. Nettie Lee Benson commented that she believed that University Microfilms had withdrawn from the proposed project to microfilm the archives.

5. Eleanor Mitchell, chairman of the Committee on Library Organization, Personnel and Research, reported that only one other committee member, Edith Wise, was present. She noted that the draft of a statement on library schools and library strengths and development had been begun.

5.1 Edith Wise reported on Oral History of Latin American Library Development and mentioned that there was an Oral History project at The University of Texas at Austin Library School which was well along.

C. Reports of the Activities of Joint Committees

There were no reports regarding the Joint Committees of Reproduction of Latin American Materials, Current Cuban Library Materials, and Official Publications.

4.4 Susan Benson reported for the Joint Committee for Library Materials

for the Spanish and Portuguese Speaking in the U.S. She pointed out other groups concerned with the Spanish and Portuguese speaking; e.g., REFORMA, which was created by Arnulfo Trejo last summer, Adult Services Division of ALA, Chicano Task Force, California Library Association.

D. Report of the Policy Decisions of the Morning Meeting

Glenn Read reported that SALALM would meet in Trinidad in 1973. The theme will be "Regional, National, and Local Library Planning."

E. Other Old Business of XVI SALALM

(None)

F. New Business

Glenn Read noted that the next Midwinter meeting would be held January 28-29, 1973, in Washington, D.C. Since the annual meeting will occur shortly thereafter, it was decided to hold only a meeting of the Executive Board at Midwinter.

The open meeting was adjourned and the Executive Board reconvened briefly to consider who would prepare the report of the Midwinter meeting. Jane Garner was appointed to prepare the report and to be the Recording Secretary of the Executive Board.

APPENDIX A

Proposal of the Advisory Committee to the Secretariat
for
Restructuring of Progress Report and Decentralization
of
SALALM Reporting Responsibilities

Submitted by Mayellen Bresie
Chairman, Advisory Committee to the Secretariat

For many reasons, it seems appropriate to consider new ways of organizing and sharing responsibilities in SALALM. The present organizational structure and network of supporting documents developed through the years have been largely the work and responsibility of one person. The increasing activities of the Executive Secretary, Mrs. Marietta D. Shepard, in the Library Development Program of the OAS have made it difficult for her to continue her activities on our behalf at the same level of intensity as before. The ever-increasing size of SALALM membership and scope of SALALM activities have resulted in a corresponding increase in the problems related to the preparation of the materials necessary for the functioning of SALALM as an organization.

It seems only fair that the membership of this organization should begin to accept a greater share of the responsibility for its activities, and it is toward that end that the following recommendations are offered to the SALALM Executive Board, with the hope that they will be accepted and that it will be possible to implement them before our forthcoming conference.

It is suggested that a division of responsibility be made on the basis of SALALM committee structure, and that each committee assume responsibility for taking notes on its own conference activities, editing the notes, and including them as part of the committee's annual report, which is submitted to be published in the Final Report and Working Papers. Acceptance of this idea would, of course, have implications for the planning of the meeting and for the organization of the Progress Report.

Under this proposal, the general rapporteur of the meeting would have responsibility only for providing minutes of the business meeting--a far more realistic task for one person than trying to account for every minute of the entire conference.

It is further suggested that all news items be channeled to a separate Newsletter Committee, rather than being included in the Progress Report.

The advantage of the reorganization proposed is that it involves a sharing of responsibility, based on SALALM committee structure. The tasks formerly assumed by a single rapporteur would thus be divided among several

people. The possibility of completing the Progress Report on a reasonable deadline hopefully would be improved, since the discrete documents could be reproduced as received without regard for the whole. News items would come to members several times a year, improving currency of information and providing a medium for organizational continuity.

The main disadvantage visualized is that this plan would forego the elaborate classified index which is one of the most valuable features of the Progress Report as presently published. However, a cumulative index is in process, and it may be anticipated that in the future, indexes could be prepared for specific parts of the report, as deemed useful.

It is recommended that the Progress Report be divided into its component parts, as follows, in order to facilitate the sharing of obligation for the preparation of this document:

1. Working Paper 1

This would be an annual report requested by SALALM each year, and prepared by Mrs. Shepard as usual. It would consist of that part of the Progress Report, Part A, which includes her report to SALALM on her activities, and those of the Organization of American States, the Library Development Program, and the SALALM Secretariat.

2. Organizational Documents

This would consist of Committee Reports and Reports on SALALM Recommendations, plus some materials distributed at meetings, but not presently included within the Progress Report. These materials would be prepared, collected, and reproduced as follows, and reprinted in the Final Report. The decentralization of responsibility would relieve the Secretariat of extensive editing responsibilities. Because the obligation of the Secretariat would consist mostly of the mechanical aspects of putting materials together for distribution at the annual conference, and reprinting them later in the Final Report, it is possible that the Final Report could be reproduced and distributed before the annual cnnference of the next year. The availability of the Final Report of the previous year as reference for a current conference would be of immense value.

a. Committee Reports

These would be prepared by the various chairmen, collected by the Chairman of the Advisory Committee to the Secretariat, and reproduced for distribution at the annual conference. Revised reports, handled in the same way, would be printed in the Final Report. These reports would include summaries of all committee activities at the Midwinter meeting and the annual conference, and for this reason would involve an expanded responsibility for the committees. Each committee would be responsible for taking notes concerning its conference activities, rather than depending on a general rapporteur to do this.

Transcribing and editing these notes has been a considerable bottleneck in the past. This is an onerous task, difficult to do without experience, yet, almost more than any one person should be expected to do on a recurring basis. The summaries prepared by individual committees will most likely not be as good as the monumental report prepared for SALALM by Mrs. Shepard and her staff in the past, on the basis of the notes of the rapporteur, but the acceptance of this responsibility by each committee would prove a good test of the maturity and vitality of SALALM.

b. SALALM Recommendations

Reports on those recommendations which fall outside the responsibility of a specific SALALM committee would be collected by a form letter mailed from the Secretariat. Addresses are a factor which would prevent the decentralization of this responsibility. These reports would be reprinted "as is" for distribution at the annual conference, and perhaps updated for inclusion in the Final Report, if there are significant developments at the conference.

c. Minutes of Business Meetings

The minutes of SALALM business meetings held at mid-winter would be reproduced for distribution at the annual conference. The minutes of SALALM business meetings held at the annual conference would be added, for reproduction in the Final Report. It would be the responsibility of the Secretariat to arrange for a rapporteur to take notes and write these minutes. The Secretariat would perhaps need to make some notes on certain of the SALALM resolutions as well, but the rapporteur's job would be reduced to no more than this--minutes and updating reports on Recommendations outside the committee structure and responsibility. Each Committee would provide reports on its own conference activities. There would be no report provided for discussion of Working Papers.

d. Agenda and Schedule of Activities for the Annual Conference

This would be prepared by the President and the Chairman of the Conference Local Arrangements Committee, in consultation with the Executive Secretary, and reproduced by the host institution for distribution at the annual conference. Reproduced "as is" for the Final Report. This would include the time schedule, location, moderators, subjects and participants for general sessions, committee meetings and Executive Board sessions; information on special activities; list of Working Papers.

e. Working Papers

To be collected on the same schedule as now done, reproduced by the host institution for distribution at the annual conference and reproduced in the Final Report and Working Papers.

f. Special Reports

This would include such annual reports as are not presently encompassed

within the SALALM committee structure, as Treasure's Report, Hispanic Foundation Report on Bibliographic Activities, Report of the International Office of the ALA--although it would not be difficult to work them into the committee structure, by making the reporters ex officio members of the appropriate committees. Would also include special reports presented for specific occasions or purposes.

This category might be utilized to include all reports which do not imply participation on the program of the annual conference. By this definition, Working Papers would include only those subjects scheduled for discussion under the theme of the conference. There could be an unlimited number of Special Reports on topical matters, or activities on which SALALM wished to be informed. It might further simplify division of responsibility, if the selection of the Working Papers were considered to be primarily the responsibility of the President and the Conference Planning Committee, and the solicitation of Special Reports were considered to be primarily the responsibility and at the discretion of the Executive Secretary. These reports would be prepared by the host institution on the same schedule as the Working Papers for distribution at the annual conference, and reprinted for the Final Report.

g. List of Conference Registrants

To be prepared by the Secretariat (host institution?) on the basis of conference registration, and reproduced by the host institution.

h. List of SALALM members

Membership list for the current year to be prepared by the Chairman of the Membership Committee, reproduced by the host institution, and distributed at the annual conference, reproduced in Final Report.

3. News Items

These would be gathered by a newly created Newsletter Committee, perhaps building on the experience of the Advisory Committee to the Secretariat, which has during the last two years accepted responsibility for reviewing selected periodicals and identifying news items of interest to SALALM. News items would also be sent in by any SALALM member, and by the Secretariat, and the resulting Newsletter reproduced in the Secretariat and published at appropriate intervals, without reference to the schedule of the annual conference.

Locating information and editing news items and fitting these into the scheme of the Progress Report has been another time-consuming bottleneck. It would greatly facilitate preparation of the Progress Report to remove this whole activity from consideration in the time schedule associated with the annual conference.

APPENDIX B

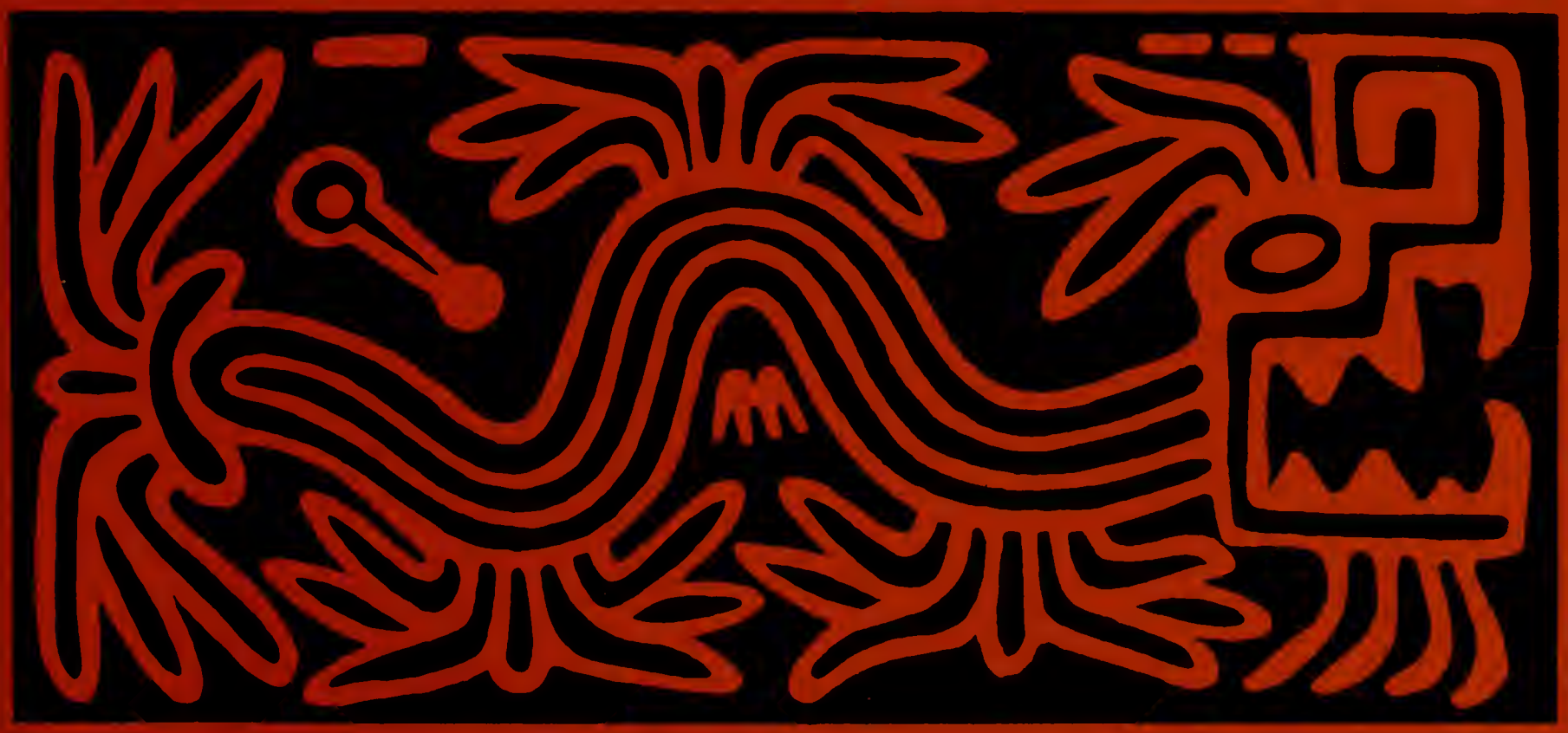
SALALM Participants at Midwinter

Margarita ANDERSON-IMBERT
Alice BALL
Nettie Lee BENSON
Susan BENSON
Mayellen BRESIE
Pauline COLLINS
Daniel CORDEIRO
Carl DEAL
Juanita DOARES
Y.T. FENG
Jane GARNER
Suzanne HODGMAN
Peter JOHNSON
Robert JOHNSON
Alma JORDAN
Mary KAHLER
Jesús LEYTE-VIDAL
Eleanor MITCHELL
Earl PARISEAU
Haydee PIEDRACUEVA
Glenn READ
Michael ROSENSTOCK
Jospeh ROSENTHAL
Marietta SHEPARD
Marta TOME
Lee WILLIAMS
Don WISDOM
Edith WISE
David ZUBATSKY

SEVENTEENTH SEMINAR ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS

FINAL REPORT AND WORKING PAPERS, VOL. 2

Secretariat
Seminar on the Acquisition of Latin American Library Materials
University of Massachusetts Library Amherst, Mass. 01002
1975



SEVENTEENTH SEMINAR

ON THE ACQUISITION

OF LATIN AMERICAN

LIBRARY MATERIALS

Amherst, Massachusetts
June 11-14, 1972
Sponsored by the
University of Massachusetts Library
and the
General Secretariat, Organization of American States

FINAL REPORT AND

WORKING PAPERS

Volume II

Jane Garner, Rapporteur General

1975

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XVII SALALM
Working Paper No. A-2
June 1972

SIGNIFICANT ACQUISITIONS OF LATIN AMERICAN MATERIALS BY U.S. AND CANADIAN LIBRARIES 1971/72

Peter T. Johnson, Chairman
Subcommittee on Significant Acquisitions
Seminars on the Acquisition of
Latin American Library Materials

Submitted for the Seventeenth Seminar on the Acquisition
of Latin American Library Materials
University of Massachusetts
Amherst, Massachusetts
11-14 June 1972

General Secretariat
Organization of American States
Washington, DC
1972

SIGNIFICANT ACQUISITIONS OF Latin American Materials by U.S. and Canadian Libraries

1971/1972

Peter T. Johnson, Chairman
Subcommittee on Significant Acquisitions
Seminars on the Acquisition of
Latin American Library Materials

INTRODUCTION

This is the eleventh annual report on significant acquisitions in the field of Latin American studies; it also contains information on teaching programs and library collection policy. Data for the report were extracted from a questionnaire sent to institutions with an interest in Latin American studies. In most categories the information requested is similar to preceding years.

Twenty-nine institutions replied; many institutions with outstanding Latin American collections did not submit a completed questionnaire, a factor to remember when reviewing the data. Identifying acronyms are taken from the Union List of Serials (Third Edition).

This paper is composed of four parts: Section I: Major Collections acquired during 1971-72; Section II: Significant Retrospective Files of Serials and Newspapers (both original and microreproduced); Section III: Other Significant Acquisitions; and Section IV: Teaching, Research, or Special Programs Affecting Collecting Policy and Projects of Interest to SALALM.

IDENTIFYING ACRONYMS

AU	Alabama. University
	Australia. National Library
CaOTU	Toronto. University
CtU	Connecticut. University
CtY	Yale University
CU-A	California. University at Davis
CU-I	California. University at Irvine
FU	Florida. University
IaAs	Iowa State University
	Instituto Interamericano de Ciencias Agrícolas
	Instituto Panamericano de Geografía e Historia

IU	Illinois. University at Urbana-Champaign
IU-(Geology)	Illinois. University at Urbana-Champaign
MnU	Minnesota. University at Minneapolis-St. Paul
MoSW	Washington University
MU	Massachusetts. University at Amherst
NcD	Duke University
NIC	Cornell University
NN	New York Public Library
NNC	Columbia University
O	Ohio State University at Columbus
PPiU	Pittsburgh. University
PPiU-(International Education)	Pittsburgh. University. International Education
	Puerto Rico. University at Rio Piedras
TxDaM	Southern Methodist University
TxHU	Houston, Texas. University
TxSaT	Trinity University
TxU	Texas. University at Austin
WaU	Washington. University

SECTION I

MAJOR COLLECTIONS ACQUIRED - 1971/72

CALIFORNIA. UNIVERSITY AT DAVIS

Two book collections were acquired: Chilean poetry, 736 titles, and a collection of Mexican history and political science, 206 titles.

HOUSTON, TEXAS. UNIVERSITY

A collection of over 1,600 plays of the 19th and the 20th centuries from Spain includes nearly all the major and minor playwrights with each play published in a single volume.

INSTITUTO INTERAMERICANO DE CIENCIAS AGRICOLAS. Centro Internacional de Investigación e Información Agrícola.

In agricultural sciences and related fields a collection of 500 titles (both books and pamphlets) was acquired from the Instituto Nacional del Libro Español and the Spanish Embassy in Costa Rica. Another collection of 250 titles in the same subject areas was received from the Dutch Embassy in Costa Rica.

NEW YORK PUBLIC LIBRARY

Velázquez Puerto Rican Collection: The purchase of the Gonzalo Velázquez collection of Puerto Rican works in 1971 gives the Research Libraries a basic collection of 1,900 items published over the period 1948 to 1970 and covering all aspects of the social sciences and humanities in works published in Puerto Rico, or written by Puerto Rican authors abroad, or dealing with some aspect of the country. Consisting of books and pamphlets with six periodical titles, the collection represents the complete publishing output of Puerto Rico during the period covered. It supplements and completes the Libraries' existing collection. It is planned to microfilm it.

PITTSBURGH. UNIVERSITY (INTERNATIONAL EDUCATION)

Three collections of pamphlets, papers and proceedings focusing on education were acquired: 1) Robert Ferguson, about 100 titles on Colombian education, 2) Alicia Fierro Perdomo, 10 volumes on educational planning as well as ECLA-CEDES UN Conference 1962-65, 3) Rolland Paulston, nearly 50 titles including TCCU Project papers and Penn-Colombia Teachers Col.

PUERTO RICO. UNIVERSITY AT RIO PIEDRAS

The Enrique T. Blanco book collection on Puerto Rican Literature and Latin America, consisting of books, pamphlets and periodicals, a collection of 411 volumes (280 titles) was added to the Library collections.

SOUTHERN METHODIST UNIVERSITY

The Fondo de Cultura Económica and Dr. Antonio Carrillo Flores presented a gift of 225 volumes, primarily current imprints in the fields of economics, history, education. literature, etc.

TORONTO. UNIVERSITY

A Latin American poetry collection of some 3,000 items was obtained; most Latin American countries are represented although Argentina and Uruguayan imprints predominate.

WASHINGTON UNIVERSITY

A collection was purchased of 750 books and pamphlets on Cuban economics, history, literature, and politics. Included are 19th and 20th century English, Spanish, French and German language imprints. The Cuban literature titles mainly represent post-revolutionary works published in Cuba. Many speeches by Fidel Castro and other revolutionary leaders are included.

SECTION II

SIGNIFICANT RETROSPECTIVE FILES ACQUIRED

Section II consists of two parts: (A) Serials (except newspapers), division one in original format and division two in microformat, and (B) Newspapers, division one in original format and division two in microformat. Entries are arranged alphabetically according to the country in which they were published. Institutions holding copies are identified by their acronym.

A. Serials. Original

Argentina

Argentina; revista mensual. no. 1-18, 1949-July 1950. Buenos Aires. TxU

Argentine Republic. Congreso General Constituyente, 1824-1827. Diario de sesiones del Congreso General Constituyente de las Provincias Unidas del Río de la Plata. 210 nos. in 12 vols. Buenos Aires, 1824-1826. TxU

Banco Hipotecario Nacional, Buenos Aires. Revista. no. 1-34, 1918-1921. Buenos Aires. TxU

Blasón; revista de letras, ciencias, política, arte, historia. no. 1-25, Dec. 1914-Mar. 1916. Buenos Aires. TxU

Boletín demográfico argentino. no. 1-11, 1899-1904. Buenos Aires. MoSW

La bomba; el periódico caricaturas de mayor circulación en Sudamérica. año II, no. 41-51-año III, no. 1-3, 5-22, 25, 27-33, 35-38, 40. 1896. Buenos Aires. TxU

Buenos Aires (Province) Legislatura. Cámara de Diputados. Diario de sesiones. 1853-1872, 1874-1878, 1880-1881, 1883-1890, 1895-1896, 1898, 1901-1906, 1908-1915, 1918-1919. Buenos Aires. TxU

Buenos Aires literaria. v. 1-18, 1952-1954. Buenos Aires. CtU

Buenos Aires. Universidad Nacional. Facultad de arquitectura y urbanismo. Instituto de arte americano e investigaciones estéticas. Anales. v. 1-23, 1948-70. PPiU

Buenos Aires. Universidad Nacional. Facultad de derecho y ciencias sociales. Anales. v.1-20, 1902-1919, Buenos Aires. CtU

Buenos Aires. Universidad Nacional. Facultad de derecho y ciencias sociales. Revista. ser. 3, t.1-47, 1946-56. MU

Buenos Aires. Universidad Nacional. Facultad de filosofía y letras. Anales. v. 1-5, 1910-1916, Buenos Aires. CtU

Buenos Aires. Universidad Nacional. Instituto de historia argentina. "Doctor Emilio Ravignani." Boletín. t. 1-6, 7-29, 1922-45; 2d ser. 1-13, 1956-71. MU

Buenos Aires. Universidad Nacional. Instituto de historia argentina "Doctor Emilio Ravignani." Publicaciones. nos. 1-107, 1917-63. MU

Cascabel; semanario humorístico. no.1-13, 15, 17-30. Nov. 1941-1942. Buenos Aires. TxU

Ciclo. Revista bimestral; arte, literatura, pensamientos modernos. no. 1-2, 1948-1949. Buenos Aires. MoSW

Ciudadana. Revista editada por la Unión de Mujeres Socialistas. no.1-21, 1956-1957. Buenos Aires. MoSW

Claridad. no.198-273, 276-347, 1930-1941. Buenos Aires. TxU

Columna. no.1-4, 6-19. May 1937-1938. Buenos Aires. TxU

Conferencias. no. 1-56, 1933-1941. Buenos Aires. TxU

Criterio. no. 1-1586, 1928-1969. Buenos Aires. CtU

La cruz del sur. no. 1-12, 14-15, May 1913-1916. Buenos Aires. TxU

Davar; revista literaria. (Sociedad Hebraica Argentina) no.1-87, 89-118. July/Aug. 1945-1968. Buenos Aires. TxU

De frente. no.0-27,29-43,45-86,88-95. Dec. 1953-1956. Buenos Aires. TxU

Esto es. no. 00-175. Nov. 1953-1957. Buenos Aires. TxU

Genealogía. no.1, 6-15, 1942-1966. Buenos Aires. TxU

Hebe; revista mensual de literatura y arte. no. 1-10. 1918-1920. Buenos Aires. TxU

Holmbergia; revista del Centro de Estudiantes del Doctorado en Ciencias Naturales. no. 1-15, 17. 1935-1961. Buenos Aires. TxU

Indice; revista quincenal de cultura artística y literaria. no. 1-12. Sept. 1927-1928. Bahía Blanca. TxU

Instituto Sanmartiniano, Buenos Aires. Boletín. no.1-13,1938-1943. MoSW

Insula; publicación trimestral. no.1-8,10-11. 1943-1946. Buenos Aires. TxU

El Judicial. 1ª época, no.1-94; 2ª época, no.95-127. Apr. 1855-Aug. 1858; Nov. 1864-1967. Buenos Aires. TxU

Junta de Estudios Históricos de Mendoza. Revista. v. 1-16,1934-1940. Mendoza. MoSW

Junta de Historia y Letras, La Rioja, Argentine Republic. Revista. v. 1-6, 1942-1947. La Rioja. TxU

Lettres francaises. no. 1-16, 1941-1944. Buenos Aires. MoSW

A Partir de cero. Revista de poesía y antipoesía. no. 1-2, 1952. Buenos Aires. MoSW

La Plata, Argentine Republic,Universidad Nacional. Instituto Bibliográfico. Anuario bibliográfico: letras, historia, educación y filosofía. v. 1-4, 1926-1929. MoSW

Reconstruir. no. 1-, 1959-. Buenos Aires and Montevideo. MoSW

Revista del nuevo mundo. v.1-2, no.1-24. 1857. Buenos Aires. TxU

Revista del Plata. 2 vols. 1ª época, Sept. 1858-Dec. 1854; 2ª época, Nov. 1860- Apr. 1861. Buenos Aires. TxU

Revista militar. no. 302,318,324-406,413-527,529,531-634, 1926-1955. Buenos Aires. MoSW

Timón. Síntesis de orientación político-social. no.1-5,1938. 2d época, no.1-7, 1939-1940. Barcelona y Buenos Aires. MoSW

Bolivia

El Iris de La Paz. v. 3, no.1-100, Sept. 8, 1833-June 28,1835. La Paz. TxU

Brazil

Academic Paulista de Letras, São Paulo. Revista. v. 1-70, 77+, 1937-1967, 1970+, São Paulo. CtU

Biblioteca pedagogica brasilerira. Ser. V. Brasiliana. v. 1-360,1934-1970. São Paulo. Companhia editora nacional. MU

Brazil-ferro-carril; revista... de transportes, economía e finanças. anno. 1-3 (no.1-36); Jan.1910-dez.1912. Rio de Janeiro. NIC

Brazil. Camara dos Deputados. Anais. (97 additional volumes added to holdings). CtY

Brazil. Senado. Annaes do Senado federal. [1826-1968]. IU

A Messe. Periódico da Sociedade Retiro Litterário Portuguez. no.1-24, 1860. Rio de Janeiro. MoSW

Narceja. Revista trimestral de poesia. no.1-3,1958. São Paulo. MoSW

Revista de historia. v. 1-21, [22],23-38, 1950-69. São Paulo. MU

Revista de lingua portuguesa. nos. 1-62,1919-1929, Rio de Janeiro. CtU

São Paulo. Biblioteca Pública Municipal. Boletim bibliográfico. v. 1-21, 1943-45. MU

Colombia

Academia colombiana de historia. Bogotá. Boletín de historia y antigüedades. v. 1-54, 1902-1971. MU

Costa Rica

Brecha. año. 1-6 no. 7; set. 1956-marzo 1962. San José, Costa Rica. CU-I

Costa Rica. Archivos Nacionales. Revista. v. 1-30, 1936-1966 (slightly incomplete). San José. MoSW

Guatemala

Sociedad de Geografía e Historia, Guatemala. Anales. Años [2-16], 17-34, 1925-1961. Guatemala. MU

Honduras

Gaceta del gobierno político superior de Honduras. v. 1, nos. 1 & 2. Dec. 1-15, 1822. Comayagua. NN

Mexico

Centro Intercultural de Documentación, Cuernavaca, México. Sondeos. no. 1-80, 1966-71. NNC

Problemas agrícolas e industriales de México. v. 4, no. 2-v. 11 no. 1, abril/junio 1952-enero/febrero 1959 (lacking v. 6 no. 4) MU

El Rehilete. no. 1-36, 1961-1971. CtY

Revista de economía continental. no. 1-17, 1946-1947. México, DF. MoSW

Peru

Banco Industrial del Perú. Memoria. 1937-1968. Lima. PPiU

Banco Minero del Perú. Memoria. 1943-1967. Lima. PPiU

Documentos de arte peruano. no. 1-14, 1945-1951. Lima. MoSW

Empresa Petrolera Fiscal. Boletín técnico. Lima. 1-7, 1954-64. Lima. PPiU

Empresa Petrolera Fiscal. Memoria. 1950-1965. Lima. PPiU

Estadística peruana. v. 1-4, no. 1-6, 1945-48, Lima. PPiU

Historia. Revista bimestral. Lima. v. 1-3, no.1-10, 1943-45. Lima. PPiU

Inca. Revista trimestral de estudios antropológicos. v. 1, 1923, v. 2, 1938. Lima. MoSW

Instituto Histórico del Perú, Lima. Revista histórica. no.1-30, 1906-67. PPiU

Lima. Museo Bolivariano. Boletín. no.1-16, 1928-1930. MoSW

Perú. Archivo Nacional. Revista. v. 1-28, 1920-1964. Lima. PPiU

Perú. Archivo Nacional. Revista. v. [1-2], 3-28, 1920-64. Lima. MU

Perú. Biblioteca Nacional. Lima. Boletín. NS año [1-3], 5-21, 1948-67. MU

Perú. Dirección Nacional de Estadística. Extracto estadístico del Perú. Lima. 1934/35-1966. (Title varies: Anuario estadístico del Perú). PPiU

Revista de archivos y bibliotecas nacionales. v. 1-5, 1898-1900. Lima. MU

Revista de arqueología. v. 1 no.1-2, v. 2, no. 1, 3, 1923-1924. Lima. MoSW

Tres. no. 1-9, 1939-1941. Lima. MoSW

Universidad. Publicación mensual; ciencia, educación, letras, polémica, no.1-4, 1930-1931. Lima. MoSW

Portugal

Revista contemporánea de Portugal e Brazil. v.1-5, 1859-1865. Lisboa. MoSW

Studia; revista semestral. (Portugal. Centro de Estudos Históricos Ultramarinos) 1-29, janeiro 1958-1970. MU

Spain

Archivo ibero-americano; revista trimestral de estudios históricos. 1st ser. v. [1-20], 1914-33; 2d ser., v. 1-29, 1941-69. Madrid. MU

Madrid cómico. v. 1-4, 6, 9-13, Jan. 4, 1880-1884, 1886, 1889-93. (no.1-82; Ser. 2; no.1-97, 150-201, 307-596). MnU

Timón. Síntesis de orientación político-social. no.1-5,1938. 2 época, no.1-7, 1939-1940. Barcelona y Buenos Aires. MoSW

Uruguay

Artillero. Revista quincenal científico-militar y literatura. v. 1-3, 1887-1889. Montevideo. MoSW

Bandeira Radical. no. 1-40, 1871. Montevideo. MoSW

Centro Militar y Naval, Montevideo. Boletín. no.1-171 (lacks 20 nos) 1903-1920. MoSW

Clinamen. no. 1-5, 1947-1948 . Montevideo. MoSW

Cultura nacional. no. 1-4, 1964-1966. Montevideo. MoSW

Histórico. no. 4-11, 17-, 1930-, Montevideo. MoSW

El Oriente. 25 nos. 1861-Apr. 1862. Montevideo. TxU

El Plata. 3 vols. 1882-1883. Montevideo. TxU

Revista Militar y Naval. no. 1-5, 7-66, 68-71, 74-75, 79, 81-88, 90-91, 93-103-106-334, 338-358, 370-374, 1920-1955. Montevideo. MoSW

Uruguay. Cámara de Representantes. Diario de sesiones. 207 additional volumes added to holdings. CtY

Uruguay. Senado. Diario de sesiones. v.1-24, 26-41, 43, 45-48, 62, 68-69 71-270. IU

Venezuela

Fígaro. Periódico de literature, bellas artes, y modas. no.1-22, 1864-1865. Caracas. MoSW

A. Serials. Microformat

Argentina

El Búcaro americano. 1896-08. (microfilm) CaOTU

Ideas. 1903-04 (microfilm) CaOTU

Martín Fierro. 1904-05 (microfilm) CaOTU

El Mercurio de América. 1898-00. (microfilm) CaOTU

La Montaña. 1897. (microfilm) CaOTU

La Quincena. 1893-1901. (incomplete). (microfilm) CaOTU

Revista científica y literaria. 1883-84. (microfilm) CaOTU

La Revista moderna. 1897. (microfilm) CaOTU

El Sol. 1899-01. (microfilm) CaOTU

El Sol del domingo. 1898-99. (microfilm) CaOTU

Chile

Los Diez. 1916-17. (microfilm) CaOTU

Pluma y lápiz. 1900-04. (microfilm) CaOTU

Revista contemporánea. 1910-11. (microfilm) CaOTU

Revista cómica. 1895-98. (microfilm) CaOTU

Revista de artes y letras. 1918. (microfilm) CaOTU

Revista de Santiago. 1899. (microfilm) CaOTU

Revista de Valparaíso. 1873-74. (microfilm) CaOTU

Revista literaria. 1897-98. Iquique. (microfilm) CaOTU

Cuba

Pueblo y cultura (Cuba. Consejo Nacional de Cultura). no. 1-27, ?-1964. Havana (microfilm) MoSW

Great Britain

Great Britain. Foreign Office. General correspondence before 1906; Hayti (F.O.35) 1825-1905. London, 1970- 93 reels, (positive microfilm) lacks v. 54. FU

Quarterly economic reviews of Latin America and the English speaking West Indies (Economist Intelligence Unit, London) 1952-1968. (microfilm) MoSW

Latin America

Hispanic American literary journals. (1843-). Cambridge, Mass. General Microfilm 1971. (microfilm; 86 reels) TxHU

Mexico

Revista de historia de América. v. 1-68 1938-1969. Tacubaya, México. (microfilm) IaAS

Peru

Colónida. 1916. (microfilm) CaOTU

Contemporáneos. 1909. (microfilm) CaOTU

Fin del siglo. 1890-91. (microfilm) CaOTU

La Gran revista. 1897-99. (microfilm) CaOTU

El Iris . 1893-94(incomplete). (microfilm) CaOTU

Letras 1896-98. Tacna. (microfilm) CaOTU

El Modernismo. 1900-01. (microfilm) CaOTU

La Neblina. 1896-97.(microfilm) CaOTU

El Radical. 1889.(microfilm) CaOTU

Spain

University of Pennsylvania Library. Spanish Drama of the Golden Age. New Haven, Research Publications. 1971.(microfilm) TxHU

Uruguay

Almanaque anticlerical sud-americano. 1907. (microfilm) CaOTU

Almanaque artístico del siglo XX. 1901-03. (microfilm) CaOTU

Apolo. 1906-16.(microfilm) CaOTU

Bohemia. 1908-10 (microfilm) CaOTU

Caras y caretas. 1890-92,1894-97. Montevideo. (microfilm) CaOTU

El Correo de los salones. 1889 (microfilm) CaOTU

Futuro. 1904-05. (microfilm) CaOTU

La Nueva atlántida. 1907. (microfilm) CaOTU

Revista del Salto. 1899-00. (microfilm) CaOTU

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B. Newspapers. Original.

Argentina

El Mundo, 1928-1945. 200 v. Buenos Aires. CtY

B. Newspapers. Microformat. (*ongoing film project).

Argentina

La Época. Año 1-15,15 dic. 1915- 5 set. 1930. Buenos Aires. (positive microfilm) CU-I, IU, MU

La Prensa. enero 1928-dic.1937, enero 1940- dec 1948. Buenos Aires (microfilm) NIC

La Vanguardia. Abril 1894-dec. 1942. (lacking 1900, part of dic. 1932, 18-30 junio 1934). Buenos Aires (positive microfilm) MU (negative microfilm) CtY

Bahamas

Nassau Guardian. 1969. Jan-Sept. 1970.Nassau. (positive microfilm) FU*

The Tribune. March-Dec. 1970, Jan-Apr. 1971. Nassau. (positive microfilm) FU*

Barbados

The Advocate. Jan-May, 1963, 1966-Feb.,1971.Bridgetown. (positive microfilm). FU *

Bolivia

El Diario. 1956-67. La Paz. (microfilm). National Library of Australia

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El Espectador. 1970-March, 1971. Bogotá. (positive microfilm).FU

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Noticias de hoy. 1959-Oct. 1965. Habana. (microfilm) NN

Curaçao

Beurs-en-Nieuwsberichten. 1970. Willemstad. (positive microfilm) FU*

La Prensa. 1970 (various missing issues) Willemstad. (positive microfilm) FU*

Dominican Rep.

El Caribe. March,1970-April, 1971. Santo Domingo. (positive microfilm) FU*

El Listín dairio. 1970. Santo Domingo. (positive microfilm) FU*

Guyana

New nation. 1967-1969,1970 (msg. Jan. 18,Feb. 15, Dec. 27). Georgetown. (positive microfilm) FU*

Sunday chronicle. 1970. Georgetown. (positive microfilm) FU*

Haiti

Le Matin. Jan.-June, 1970 . Port-au-Prince, (positive microfilm) FU*

Nouveau monde. 1970. Cap-Haitien. (positive microfilm) FU*

Jamaica

Jamaica weekly gleaner. 1958-1960, Feb. 1, 1962-Dec. 28, 1962, 1970. Kingston. (positive microfilm) FU*

Mexico

La Aguila mexicana; periódico cuatidiano, político y literario. 1-6, 1923-28. Mexico City. (positive microfilm) MU

El Cosmopolita. t. 1-5, dic. 1835-jul. 1843. México. (positive microfilm) MU

L'Ere nouvelle. Oct. 15, 1864-Mar. 30,1866. México. (2 reels microfilm) TxU

L'Estafette. July 1864-Dec. 1866. México. (2 reels microfilm) TxU

Gazette officielle de l'Empire Mexicain; Periódico oficial del Imperio Mexicano. July 1863-Dec.1864. México (1 reel microfilm) TxU

El Observador de la República Mexicana. v. 1-3, no. 9 Nov. 1827-2 enero 1828; 2d ser. v. 1-3, 1830. (negative microfilm) MU

El Sol. 5 dic. 1821-31 dic. 1829. Mexico City. (positive microfilm) MU

El Telégrafo. 11 enero, 1833-9 febrero, 1835. México. (positive microfilm) MU

Puerto Rico

El mundo. Jan. 1934-June 30, 1949. San Juan. (positive microfilm) FU

Surinam

De West. April - Dec. 1970. Paramaribo. (positive microfilm) FU*

Trinidad and Tobago

The Nation. Jan. 2, 1970-Dec. 18, 1970. Port-of-Spain. (positive microfilm) FU *

Trinidad Guardian. Nov-Dec., 1969, Jan-Aug., 1970. Port-of-Spain. (positive microfilm) FU*

SECTION III

OTHER SIGNIFICANT ACQUISITIONS

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Belena, Eusebio Buenaventura, 1736-1794. Recopilación sumaria de todos los autos acordados de la Real Audiencia y sala de crimen de esta Nueva España y providencias de su superior gobierno. México, Impr. por D.F. de Zuniga y Ontiveros, 1787, 6 vols. in 2.

Calleja, Félix María, conde de Calderón, Viceroy de México, 1750-1828. Verdadero origen, caracter, resortes, fines y progresos de la revolución de Nueva España. México, Impreso en la oficina de d. Juan Batista de Arizpe, 1820.

García Camba, Andrés. Apuntes para la historia de la revolución del Perú sacados de los trabajos del Estado Mayor de Ejército de Operaciones, Lima: Imprenta del Ejército, 1824.

Mexico (Ecclesiastical Province) Council 1555. Concilio provinciales primero y segundo, celebrados en la muy noble y muy leal ciudad de México. México, J. A. de Hogal, 1769.

Arbitraje de límites entre el Perú y el Ecuador. Madrid, Imp. de los hijos de M. G. Hernández, 1905-1906, 17 vols. Perú.

Pizarro y Orellano, Fernando. Varones ilustres del Nuevo Mundo. Descubridores conquistadores y pacificadores del opulento, dilatado, y poderoso imperio de las Indias Occidentales. Madrid, por d. Díaz de la Carrera, a costa de P. Coelho, 1639.

Spain. Colección general de las providencias hasta aquí tomadas por el gobierno sobre el estranamiento y ocupación de temporalidades. Madrid, en la imprenta real de la Gazeta, 1767-1769.

Cornell University

Alencar, Jose Martiniano de, 1829-1877. Guerra dos mascates, chronica dos tempos coloniaes. Rio de Janeiro. B. L. Garnier, 1871-73. 2v.

Argentine Republic. Ministerio de Relaciones Exteriores. Registro diplomático del gobierno de Buenos Aires. Buenos Aires, imprenta del Estado. 1835.

Brasseur de Bourbourg, Charles Êtinne, 1814-1874. Manuscrit troano. Êtudes sur le système graphique et la langue de Mayas. Paris, impr. impériale, 1869-70. 2v.

Central America (Confederación de Centro América, 1823-1840) Laws, statutes, etc. Los CC. DD. Secretarios del Congreso federal con fecha 27, de mayo... la versión al castellano é impresión del Ensayo histórico sobre las libertades de la Iglesia Galicana escrito en francés por el célebre M. Gregoire, antigo bispo de Blois... Guatemala, Palacio nacional, 28 de mayo de 1830. broadside.

Central America (Confederación de Centro América, 1823-1840) Laws, statutes, etc. El Congreso federal de la República de Centro-américa,... decreta: 1. Que se manifieste al Rey de los Países-bajos, lo grato que ha sido a esta República entablar relaciones con S.M., y con la feliz nación que tan dignamente gobierna... Guatemala, Palacio nacional, 28 de mayo 1830. broadside.

Central America (Confederación de Centro América, 1823-1840) Laws, statutes, etc. Informe que presentó al Congreso federal el Secretario de Estado y del despacho de Hacienda, al dar cuenta del negocio relativo a la apertura del canal de Nicaragua: en la sesión pública ordinaria del sábado 24 de julio de 1830.

Codice Martínez Gracida. Códice mixteco. Lienzo de Zacatepee, publicado por el Dr. Antonio Peñafiel. Textos español y francés. México. Oficina tipográfica de la Secretaría de fomento, 1900.

Cuzco, Peru (Dept.) Laws, statutes, etc. Reglamento provisional de retiros, de inválidos y premios para el ejército y armada nacional. Cuzco, 1831.

Fernández de Lizardí, José Joaquín, 1776-1827. El Periquillo Sarniento, por El Pensador mexicano. 2. ed. corr., ilustrada con notas, y adornada con 30 láminas finas. México. J. Valdes y Cueva, R. Araujo, 1884-85. 4 v.

Fernández de Piedrahita, Lucas. 1624-1688. Historia general de las conqvistas del Nvevo Reyno de Granada... Amberes, J.B. Verdussen, [1688].

Garcilaso de la Vega, el Inca, ca. 1540-1616. The royal commentaries of Peru in two parts. The first part; Treating of the original of their Incas or kings; of their idolatry; of their laws and government both in peace and war: of the reigns and conquests of the Incas... The second part; describing the manner by which that new world was conquered by the Spaniards. Also the civil wars between the Picarrists and the Almagrians.. and other particulars contained in that history. Illustrated with sculptures. Written originally in Spanish by the Inca Garcilasso de la Vega, and rendered into English by Sir Paul Rycaut. London. Printed by M. Flesher for J. Tonson, 1688.

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Harold, Francis, d. 1685. Lima Limata conciliis, constitutionbus synodalibus, et aliis monumentis. Quibus venerab. servus dei Toribius Alphonsus Mogroveius archiepisc. Limanus provinciam Limensem, seu Peruanum Imperium elimauit et ad norman SS. Canonum composiut. Romae, Typis Josephi Corvi, 1673.

José I, King of Portugal, 1714-1777. Directorio, que se deve observar nas povoações dos indios do Pará, e Maranhaõ em quanto Sua Magestade naõ mandar o contrario. Lisboa, Officina de Miguel Rodrigues, 1758.

Margarida Ignacia, Sor. Apologia a favor do R. P. Antonio Vieyra da Companhia de Jesu da Provincia de Portugal, Porque se desvanece, e convence o Tratado, que com o nome de Crisis escreveu contra elle a Reverenda Senhora Dona Joanna Ignes da Crus, Religiosa de S. Jeronymo da Provincia de Mexico das Indias Occidentales. Escreveu-a a M. Sor. Margarida Ignacia, Religiosa de Santo Agostinho... Lisboa Occidental, Bernardo da Costa, 1727.

Moxó y de Francolí, Benito María de, 1763-1816. Carta pastoral del Ilustrísimo Señor Arzobispo de la Plata Don Benito María de Moxó y de Francoli, &c. A todos los fieles de su arzobispado. Con licencia de los superiores. Buenos Aires, Real Imprenta de Niños Expositos, 1807.

---------. Oficio de enhorabuena que ha pasado el Illmo. Sr. Arzobispo de la Plata al Excmo. Sr. Gobernador y Capitán General de las provincias del Río de la Plata con motivo de la gloriosa defensa executada el día del 5 del pasado Julio.

Moxó y de López, Luis María de. Discurso que en junta general del venerable clero de la ciudad de la Plata, celebrada en 18 de Agosto de 1807 para abrir una subscripción voluntaria a favor de las familias pobres de la capital de Buenos Ayres ... huérfanas de resultas de los sangrientos combates con los ingleses ... [Buenos Ayres, Real Imprenta de los Niños Expositos, 1807].

Nodal, Bartolomé García de, d. 1622. Relación del viage, que por order de su Magestad, y acuerdo de el Real consejo de Indias, hicieron

los capitanes Bartholome Garcia de Nodal, y Gonzalo de Nodal, hermanos ... Con licencia en Madrid; y reimpresso en Cadiz, por M. Espinosa de los Monteros [1766].

El Patriota Peruano. El patriota peruano, expresándose por todos. Habitantes del orbe! [Lima, 1808?].

Peramas, José Manuel, 1732-1793. Josephi Emmanuelis Peramas De vita et moribus tredecim virorum paraguaycorum. Faventiae, ex. typ. Archii, 1793.

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Pérez, Manuel, fl. 1713-1726. Farol indiano, y gvia de curas de indios. Summa de los cinco sacramentos que administran los ministros evangelicos en esta America. Con todos los casos morales que suceden entre indios. Deducidos de los mas clasicos authores, y amoldados a la costumbres, y privilegios de los naturales. Por el p. fr. Manuel Perez ... Mexico, F. de Rivera Calderon, 1713.

Ulloa, Antonio de, 1716-1795. A voyage to South America: describing at large the Spanish cities, towns, provinces, &c. on that ... continent ... Reflections on the genius, customs, manners, and trade of the inhabitants; together with the natural history of the country, and an account of their gold and silver mines. Undertaken by command of His Majesty the King of Spain, by George Juan and Antonio de Ulloa ... Translated from the original Spanish ... Dublin, W. Williamson, 1758. 2 v.

Ulloa, Antonio de, 1716-1795. A voyage to South America: describing at large the Spanish cities. towns, provinces, &c. on that ... continent ... Reflections on the genius, customs, manners, and trade of the inhabitants; together with the natural history of the country, and an account of their gold and silver mines. Undertaken by the command of His Majesty the King of Spain, by George Juan and Antonio de Ulloa ... Translated from the original Spanish ... London, Printed for L. Davis and C. Reymers, 1758. 2 v.

Un Habitante de Buenos-Ayres. Un habitante de Buenos-Ayres a los de Montevideo: proclama. [Buenos Aires, Real Imprenta de Niños Expositos, 1810].

Vera Cruz, Mexico (State) Congreso. Manifiesto del Congreso de Vera Cruz a la nación megicana. Jalapa, 1827. 4111-4114 p. (In: El Oriente, Núm. 1006, sábado 23 de junio de 1827).

Duke University

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Illinois.University. Geology Library

Minerales, guano i salitre de Atacama; medidas oficiales para el fomento de la industria. Santiago, Impr. Nacional, 1877.

Massachusetts.University at Amherst

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Minnesota.University at Minneapolis-St. Paul. James Ford Bell Library

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Audiffredy, Chevalier d'. Memoire pour donner sommairement une idée générale de la Guianne, ou colonie de Cayenne. Manuscript. n. p. [ca. 1790].

Camões, Luis de, 1524?-1580. Lusiada Italiana. Lisbon, Henrico Valente de Oliviera, 1659.

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France. Sovereign, etc., 1643-1715 (Louis XIV). Ordonnance du Roy portant declaration de guerre par mer & par terre contre les Espagnols ... donné à Versailles le 15 Avril 1689. Paris, Estienne Michallet, 1689.

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Jesuits. Letters from missions (The East). Lettere annue d'Etiopia, Malabar, Brasil, e Goa. Dall'anno 1620. fin' al 1624. Rome, Francesco Corbelletti, 1627.

A letter to Caleb D'Anvers, Esq; occasioned by the depredations committed by the Spaniards in the West-Indies. London: for H. Whitridge, 1729.

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Mocquet, Jean. Wunderbare jedoch grundlich-und warhaffte Geschichte und Reise Begebnisse in Africa, Asia, Ost-und West-Indien. Luneberg, Johann George Lippers (1688).

Nougaret, Pierre Jean Baptiste, 1742-1823. Voyages intéressans dans différentes colonies françaises, espagnoles, anglaises, &c. London; Paris, Jean-François Bastien, 1788.

The observations on the treaty of Seville examined. London, for R. Francklin, 1730.

Pouchot de Chantassin, Claude-Michel. Relation du voyage et retour des Indes Orientales, pendant les annees 1690 & 1691. Paris, Veuve Coignard; Brussels, George de Backer, 1692.

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New York Public Library

Gaceta del gobierno político superior de Honduras. Vol. 1, nos. 1 & 2. Comayagua, Dec. 1 and 15, 1822.

Milanesio, Pedro José. Panegírico fúnebre ... a la dulce, y venerable memoria de nuestro Rey Fernando VI. Quito, Compañía de Jesús, 1761.

Perú (Viceroyalty) 1780-1783, Agustín de Jaúregui. Proclamation issued at Lima against José Gabriel Tupac Amaru. Lima, Dec. 19, 1780. broadside.

Pittsburgh.University

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Texas.University at Austin

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Biet, Antoine. Voyage de la France Equinoxiale en l'Isle de Cayenne ... avec un dictionnaire de la langue ... Paris, Clouzier, 1664.

Grynaeus, Simon, and John Huttich. Novus orbis regionum ac insularum ... Basle, Hervagius, 1537.

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Moreau, Pierre. Relations veritables ... de Madagascar e du Bresil ... Historie des derniers troubles du Bresil ... Paris, Courbe, 1651.

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Washington University

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Bancroft, Edward. An Essay on the Natural History of Guiana, in South America. London 1769.

Barrere, Pierre. Essai sur l'Histoire Naturelle de la France Equinoxiale ou Denombrement des Plantes, des Animaux et des Mineraux qui se trouvent dans ... et dans le Continent de la Guyane. Paris, 1741.

(A carete du Biscay). A relation of Mr. R. M's Voyage to Buenos Aires: and from thence by Land to Potosi. London, 1716.

Colección de las leyes y decretos expedidos por el Congreso General de los Estados-Unidos Mejicanos, en los años de 1829 y 1930. Méjico, 1831.

Fernández, Diego. Primera, y segunda parte, de la historia del Peru ... Sevilla, 1571. 2 v. in 1.

Gumilla, Joseph. Historia natural, civil y geográfica de las naciones, situadas en las riveras del Río Orinoco. Barcelona, 1791. 2 v. in 1.

Rolt, Richard. A New and Accurate History of South America. London, 1756.

Walton, W. An Expose on the Dissentions of Spanish America; Intended as a Means to induce the mediatory interference of Great Britain, in order to put and end to a destructive Civil War. London, 1814.

SECTION IV
TEACHING, RESEARCH, OR SPECIAL PROGRAMS AFFECTING COLLECTING POLICY AND PROJECTS OF INTEREST TO SALALM

Connecticut. University

Two interdisciplinary seminars related to Latin American Studies were held during the year. In the fall, the topic centered around "differential social power" and "structures of socio-economic inequality"; in the spring the topic dealt with Puerto Ricans and Mexican Americans; backgrounds and problems of the Spanish speaking minority in the United States.

Cornell University

In the past year a new program in Latin American art history was added: "Pre-Colombia, colonial and national periods."

Duke University

The Library continues in its efforts to make a comprehensive search for materials from Latin American countries. Strong emphasis is placed on materials concerned with the historical, socio-cultural, political, and economic aspects of the countries of the Andean area. The Black Studies Program is reflected in an expansion of our library acquisitions from English and French-speaking Caribbean countries.
The Library is also compiling annually Bibliography of recent bibliographies published in Latin America and elsewhere on subjects of interest to Latin America. This bibliography is to be presented to the Sub-Committee on Bibliographical Activities in Latin America of SALALM.

Florida. University

With assistance provided by a grant from the Tinker Foundation, the University of Florida is expanding its capabilities in demography and population geography. This expansion includes a formal graduate program awarding a certificate in Latin American studies with emphasis upon demographic aspects of Latin America.

Massachusetts, University at Amherst

Bilingual, Bicultural Institute: The Department of Hispanic Languages and Literatures and the School of Education are sponsoring a bilingual education institute in the summer of 1972 to help prepare teachers to implement the new Massachusetts state law providing for transitional bilingual education. This will be continued at the University by a program of bilingual education to be offered during the regular school term. This means that the library will give greater emphasis to the Caribbean in its collecting.

Minnesota. University at Minneapolis-St. Paul

The Department of Chicano Studies will offer its first courses in the fall of 1972.

Ohio State University at Columbus

Commencing in July, 1971 the University Libraries employ one full-time Latin American Bibliographer and one full-time Latin American Cataloger. The resultant intensification of Latin American library materials has been carried out in conjunction with the University's International Programs office.

Pittsburgh. University (International Education)

The following seminars were offered: "Educational Finance and Development" for Brazilian educators, Oct. 19-Nov. 27, 1970, and "Special Educational Administration, Planning and Development Training Program" Sept. 19-Nov. 12, 1971.

Texas. University at Austin

Because of an increased emphasis on a program in Mexican-American Studies, the Latin American Collection is collecting comprehensively in this area; whereas, heretofore it was collecting selectively.

Trinity University.

Students in the Latin American music course have indexed three reels of music archives on microfilm from the Cathedral of Mexico. On the basis of the indexing, they have begun to reconstruct the music from separate instrument parts. This 18th century music will eventually be performed. (The microfilm was borrowed from the University of Texas at Austin.)

XVII SALALM
Working Paper No. A-3
June, 1972

A REPORT ON BIBLIOGRAPHIC ACTIVITIES, 1972

Haydée Piedracueva
Latin American Bibliographer
Columbia University Libraries

Submitted for the Seventeenth Seminar on the Acquisition
of Latin American Library Materials
University of Massachusetts
Amherst, Massachusetts
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GENERAL SECRETARIAT
O R G A N I Z A T I O N O F A M E R I C A N S T A T E S
Washington, D.C.
1972

Working Paper No. A-3 -1-

A REPORT ON BIBLIOGRAPHIC ACTIVITIES, 1972

Haydée Piedracueva

We are pleased to present the Annual Report of the Subcommittee on Reporting Bibliographic Activities. Its members are: Haydée Piedracueva (Columbia Univ.), Chairman; Jesús Leyte Vidal (Duke Univ.), Vice-chairman; Margarita Anderson-Imbert (Harvard Univ.); Solena Bryant (Queens College); Herman H. Cline (City College of the City Univ. of New York); Jane Garner (Univ. of Texas); Celia Leyte Vidal (Duke Univ.); Glenn F. Read (Cornell Univ.); Donald F. Wisdom (Library of Congress); Irene Zimmerman (Univ. of Florida).

Each member has been responsible for checking certain current professional journals or other bibliographic sources, and reporting any news of current bibliographic work in the Latin American field. In addition to this, and to our letter sent out by the OAS (together with other questionnaires) requesting bibliographic information, we have contacted the principal bibliographical institutions in Latin America, Canada, and Europe. Their gracious cooperation has made our work more comprehensive and up to date.

The purpose of this annual Report is to inform interested readers of recent bibliographies concerning Latin American topics which have come to our attention in the last twelve months, and to give an indication of the bibliographic research which is currently in progress. Only separate publications or articles in periodicals have been listed; bibliographies which appear at the end of monographs were not included. Some 1970, 1969, and even 1968 titles were included if they did not appear in previous Reports, or if they had only recently been cataloged by the Library of Congress. For serial publications and multi-volume works, we have indicated only the latest issue or volume which came to our knowledge. Library of Congress card numbers, LACAP numbers, prices, and other information were given when known. No special effort was made to list reprints but several are included.

SALALM's recommendation that this Report be published as a separate, along with the general feeling that it should be addressed to a wider public, prompted us to organize the entries by subjects, instead of in alphabetical order as in previous Reports. We have limited ourselves to very broad categories, and only if the number of titles treating a particular subject recommended it, have we established a more specific subject heading.

The section "Personal bibliographies: Individual" is arranged by the name of the person whose bibliography was compiled (which we have underlined) rather than by the name of the author of the bibliography.

The usual section on "Works in Progress" has also been included this year. Author and country indexes to the whole work have been added. Suggestions and comments are welcome to enable us to make future Reports of greater value to a wider audience.

The Subcommittee members express their gratitude to the many individuals and institutions, here as well as abroad, whose valuable cooperation has made this work possible. The Chairman wishes to express her thanks to the Subcommittee members for their important collaboration, and to Mrs. Margaret Acosta Martin for her participation in many aspects of the work, including filing, checking for duplication with previous Reports, and the final typing.

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XVII SALALM
Working Paper No. A-4
June, 1972

MICROFILMING PROJECTS NEWSLETTER

Suzanne Hodgman
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Memorial Library
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Submitted for the Seventeenth Seminar on the Acquisition
of Latin American Library Materials
University of Massachusetts
Amherst, Massachusetts
June 11-14, 1972

General Secretariat
ORGANIZATION OF AMERICAN STATES
Washington, D. C.
1972

EDITOR'S NOTE

Insofar as possible we have attempted not to repeat any projects previously described except those first reported in progress and now reported completed.

In most instances, information used in the Newsletter has been copied verbatim from the replies to the questionnaire.

MICROREPRODUCTION PROJECTS COMPLETED SINCE LAST ISSUE OF NEWSLETTER

Hoover Institution

Juventud rebelde. October 22, 1965 - December 31, 1970. ($456)

Caimán barbudo. January, 1966 - October, 1970. ($40)

Pionero. July, 1962 - December, 1970. ($150)

Epoca. June 4, 1962 - February 15, 1967. ($800)

Verde olivo. January, 1969 - December, 1970. ($217)

Bohemia. January, 1969 - December, 1970. ($276)

Cuba socialista. Index, 1961-65. ($10)

Obra revolucionaria. Index. ($10)

Indiana University

Peru. Archivo Nacional.
50 rolls of microfilm of manuscripts dealing with the Indians, 15th through 19th century.

Cuzco, Peru. Universidad. Archivo Historico.
16 rolls of microfilm of manuscripts dealing with the Indians, 15th through 19th century.

University of Massachusetts/Amherst

Mexico. (Empire, 1821-23).
Gaceta del gobierno imperial de Mexico. Tomo 1-2, Oct. 2, 1821 - December, 1822. Semiweekly. 1 reel.

Unión Nacional de Autores, Mexico. Archivo.
Libretos. 2 reels.
Microfilms of the manuscripts of 63 modern Mexican plays and of the printed editions of two...Twenty playwrights are represented in the collection: Hugo Argüelles, Wilberto Cantón, Emilio Carballido, Juan García Ponce, Antonio González Caballero, Luisa Josefina Hernández, Jorge Ibargüengoitia, Federico Schroeder Inclán, Alexandro Jodorowsky, Alfonso Arau, Vicente Leñero, Wilebaldo López, Sergio Magaña-Esquivel, Héctor Mendoza, Marcela del Río, Fernando Sánchez Mayans, Felipe Santander, Carlos Solórzano, and Margarita Urueta. A table of contents at the beginning of reel 1 lists the individual plays included.

La Lima. Mexico City [newspaper] 1833-1839 Title varies.
MU has scattered holdings of Tomos I-VI.

Minnesota Historical Society

Lind, John. Mexican mission papers. 7 rolls of microfilm and Guide by Deborah Neubeck. (Film & Guide, $105; individual rolls, $17.50; Guide only, $2.00)

University of New Mexico

El grito del norte (Española, New Mexico) August, 1968 - December, 1970. ($25)

Available from: El grito del Norte
Box 466, Fairview Station
Española, New Mexico 87532

New York Public Library

Latin American titles filmed since April 2, 1971.

Gazette politique et commercial d'Haiti. Port-au-Prince. Nov., 1804 - Nov., 1806.

Bolivia. Literatura, Bibliotecas y Archivos. Departamento de Cuadernos de Bibliografía. La Paz, Bolivia. 1969.

Times of the Americas. Miami, Florida. Jan., 1966 - Dec., 1970.

Archivo do Amazonas. Manáos. Vols. $1\text{-}2^{8}$. (July 23, 1906 - Jan. 23, 1908).

Archivos brasileiros de higiene mental. Rio de Janeiro. Anno 1^{1}, 2^{2} - 4^{3}, 5 - 7^{4}. (Mar. - Dec., 1925; Nov. 1929 - Oct. 1931, 1932 - 1934).

Ceteme. Mexico City. 1963 - 1969. Incomplete.

West Indian Review. Kingston. Sept., 1934 - October, 1955.

America. Quito. No. 7^{4}. (August - Dec., 1942)

St. Antony's College, Oxford, England

Lauchlin Currie. Four reels of microfilm of all Professor Currie's national and regional reports on Colombia.

University of Texas at Austin

Aguila mexicana. Mexico. Año V, no. 1-365 (Jan. 1 - Dec. 31, 1827); Año VI, no. 1-336 (Jan. 1 - Dec. 1, 1828). 2 reels.

Cosmopolita. Mexico. Tomo V, no. 1-255 (Jan. 2, 1841 - July 8, 1843). 1 reel.

Trinity University, San Antonio, Texas

2,193 reels of microfilm of the municipal and parochial archives of the states of Coahuila and Nuevo León, Mexico. The complete list is available from Trinity University.

Yale University

Periódico oficial del Imperio Mexicano (Gazette Officielle de l'Empire Mexicain). Spanish and French edition. July, 1863 - December, 1864.

MICROREPRODUCTION PROJECTS IN PROGRESS OR CONTEMPLATED

University of Florida Libraries

The West Indian [and other] newspapers microfilming projects is continuing. A list of these newspapers is to be found in Newsletter X (October, 1968)

New York Public Library

Official government gazette project is continuing.

Pennsylvania State University

Christopher Columbus family papers. Begun November, 1970.
Said papers are at present housed in the Christopher Columbus Family Chapel in Boalsburg, Pa., and constitute a record of the family's history over a span of 400 years, from the 16th through the 19th century. Included are records of land transactions, income from properties, household inventories, etc., These records concern the Columbus family holdings in Asturias.

Trinity University, San Antonio, Texas

Municipal, state, church archives of Nuevo León and Coahuila, Mexico, as Trinity's agreement in the Texas Consortium for Microfilming Mexican Archival Resources (will receive about 900 more rolls).

XVII SALALM
Working Paper No. B-1
June 1972

THE SPECIALIST LIBRARIAN IN THE ACADEMIC RESEARCH LIBRARY: THE ROLE OF THE AREA STUDIES LIBRARIAN

Eldred R. Smith
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University of California at Berkeley

An abridgement of the author's:

The Specialist Librarian in the Academic Research Library:
A Report to the Council on Library Resources

Susan E. Russell
Cataloger
Law Library
Cornell University

Submitted for the Seventeenth Seminar on the Acquisition
of Latin American Library Materials
University of Massachusetts
Amherst, Massachusetts
June 11-14, 1972

GENERAL SECRETARIAT
Organization of American States
Washington, D.C.
1972

The Specialist Librarian in the Academic Research Library: The Role of the Area Studies Librarian

Eldred R. Smith

I. INTRODUCTION

Although specialist librarians have been employed in academic research libraries for many years, it is only recently that they have been appointed in anything approaching substantial numbers. Until the last decade or two, academic libraries--in common with most libraries--sought the generalist, someone with a library degree and a broad educational background, usually in the humanities. It was thought that such a librarian had sufficient education to fill almost any professional position in a library, at least at the lower levels.

Within the last ten or fifteen years, significant changes have been taking place in academic librarianship where there is a strong growing interest in attracting professional specialists. In such instances, academic libraries are now looking for applicants with very distinct backgrounds and abilities which qualify them for one position only--a physics librarian or a Latin American bibliographer. Consequently, they look for a specialized academic background --hopefully recent and usually at the graduate level--as well as a library degree. Furthermore, where the library degree is crucial for the generalist, this may well not be the case with the specialist. The library wants a demonstrated expertise in a definite field or subject; and it is sometimes willing to forego the library school requirement or at least postpone it, allowing the applicant to undertake and complete his library education after his appointment.

The reasons for this change are closely related to other changes that are taking place in the academic library world. The responsibility for collection development is shifting from the faculty to the library. There is a growing recognition of the need for more sophisticated reference and information service from librarians on the part of the academic library clientele.

It was with this in mind that, supported by a Fellowship grant from the Council on Library Resources, I undertook a study of the specialist in the academic research library. My investigation began in October, 1969, with the distribution of a brief, one-page questionnaire, accompanied by an equally brief description of my study and what I hoped to learn (Appendices 1 and 2), to the 76 academic library members of the Association of Research Libraries.

From among the 72 libraries who responded (several more responded much later), I selected ten that I wanted to study in depth. My major criteria

in making this selection were: 1) the number of specialists on the staff; 2) the kinds of specialists listed (I was interested in as much variety as possible); 3) the willingness of the library to have me visit for a week to conduct interviews.

I selected 93 specialists for interviews in the ten libraries. In addition, I interviewed 27 administrators and a number of nonspecialist librarians in these libraries. While I varied the questions from person to person and library to library, they all followed a similar format. I was particularly interested in the following:

1) The functions of the specialist within the library.
2) How they related to the library and to other staff.
3) How they were organized and administered.
4) The degree of latitude and the rewards and benefits provided them by the library.
5) The kinds of services they provided to clientele.
6) Their attitudes toward, and relations with clientele.
7) Their educational backgrounds and their views about the relevance of their education.
8) Their professional involvement and loyalties.
9) Their scholarly involvement.
10) Areas of stress and strain between the specialists, other librarians on the staff, the library administration, and clientele.

The libraries I visited were: the University of Washington, the University of Colorado, the University of California at Los Angeles, Indiana University, the University of Wisconsin, Northwestern University, Cornell University, Princeton University, Harvard University, and Stanford University. I attempted to strike a balance between public and private institutions and also achieve a fair geographic spread. I was interested in visiting some medium-sized academic research libraries as well as some of the largest ones. However, my major requirement was that each library have a number of specialists.

I have divided the report into five parts. Part one describes the several ways in which specialists are organized in academic research libraries, and attempts to weigh the relative strengths and weaknesses of these different organizational patterns. Part two describes the services provided by librarian specialists as well as their relationships with their clientele. Part three describes and analyzes the views of library administrators on the present and future role of specialist librarians, key elements in that role, and problems connected with it. Part four describes the educational backgrounds and attitudes of the specialists as well as their professional and scholarly involvement. Part five is a summary of my conclusions and an attempt to use data gathered

about the specialists as a means of defining trends and developments in academic research libraries.

II. THE SPECIALIST IN THE LIBRARY

The specialists interviewed in this study carried out a variety of different responsibilities in their libraries. Some were branch or departmental librarians, charged with administering their units as well as providing a range of services to clientele. Others were subject or area bibliographers operating out of one or another department in the main library--sometimes a processing department, sometimes a public service department. Still others worked in a special unit within the main library--a rare books department, a map room, a documents department.

What tied all these people together initially, as a basis for the study, was that--at least in the minds of their own administrators--they met the rather broad definition of "specialist librarian" with which I began. This definition, which is given in full in the first paragraph of Appendix 2, has two basic elements. Specialists must (1) "function with an advanced degree of expertness" in (2) "a relatively narrow and specific area." However, perhaps more helpful in conveying my idea of who was and was not a specialist was the list that I appended to this definition which, interestingly enough, included most of the categories of librarians that I later interviewed.

I was not interested simply in noting the similarities among specialists. I was also interested in differences, and there were a great many. These differences seemed to derive primarily from the ways specialists were organized within their libraries: their assignments, responsibilities, place in the structure, physical location. And these, in turn, had a profound influence on the role each specialist played, the function he performed, and how he related to his library.

1. Branch Librarians.

Branch librarians are, unquestionably, the most long-established among all the specialists in academic research libraries.

Branch libraries occupy quarters that are physically separated from the rest of the library system, usually within the same building as their primary clientele. The librarians in these branches are usually directly and continuously involved in the entire range of professional library activities: collection building, reference service, and--at least to some extent--bibliographical control of their collection. They also carry out rather substantial management functions, for they must oversee the entire operation of their units, including

both professional and housekeeping duties. They are responsible for supervising personnel and, usually to some extent, the maintenance of the physical quarters in which they work.

The physical separateness of the branch helps to define the role of the branch specialist. For one thing, it brings considerable independence. "We have a lot of latitude with our policies--cataloging, acquisitions, circulation, and so forth. We do pretty well what we want to do."

On the other hand, the management responsibilities that go with physical separation are substantial and burdensome. "When we were a division within the Main Library, I was responsible for all the reference services and the collections as such, but not circulation and reserves--those things were handled by the library. Now we do them all, and they require a lot of time and attention."

While there was general agreement that management and housekeeping responsibilities frequently tended to interfere with service, it was also strongly felt that "you cannot manage a unit which does specialized work without being a specialist yourself." So, the answer was more support staff and more delegation.

2. Main Library Bibliographers.

"Main library specialists were created to give an even break, as it were, to the humanities disciplines. These people were brought in to do the same type of thing, really, that the branch librarian had been doing for years for the sciences and the special branch library fields." This was a comment that I heard over and over again, from both specialists and administrators. And indeed, the bibliographer does have many similarities to the branch librarian. On the other hand, there are many differences as well.

Where branch librarians work out of a special unit, physically separated from the main library, bibliographers are located within the main library building. Where branch librarians are close to their clientele, bibliographers usually are not. Where branch librarians do a combination of collection-building, reference, and even some cataloging, bibliographers are often primarily concerned with collection-building. Bibliographers seldom have management responsibilities that even remotely approach those of the branch librarians. The size of their support staffs and the amount of supervision that these staffs require are both extremely limited. They have few housekeeping responsibilities.

Main library bibliographers are still a rather recent development in academic research libraries, and the variety of approaches that currently prevail as to their organization and use are a clear reflection of this. There

is, at present, no clear consensus among academic libraries generally as to the proper role of the main library bibliographer or where, precisely, he best fits into the library organization. On the contrary, there are at least four basically different approaches.

Two of these locate the bibliographer in technical services, either in acquisitions or cataloging. The former arrangement, of course, places greatest emphasis on the bibliographer's collection-building role. In addition, there is considerable involvement for such bibliographers in what might be described as the mechanics of order: serials processing, gift and exchange, correspondence with dealers. This has significant advantages when the bibliographer is an area specialist dealing with a part of the world which presents acquisitions problems. It is certainly no accident that many acquisition-based bibliographers are area rather than subject specialists. As one Latin American bibliographer mentioned: "Area selection demands a knowledge of the book trade and the book outlets and opportunities for acquiring in that geographic area".

Sometimes, acquisition bibliographers have a strong affiliation with the catalog department. This may simply mean cooperation with a given cataloger or perhaps responsibility for assigning cataloging priorities: "I look at everything that comes through, before it goes to cataloging; and I say, catalog this first, this is second priority, and so forth. Also, I work with them on the backlog, when they're pulling material out. Then I go over it and decide what perhaps should be discarded, if it's obsolete or old, or what should be put into the collection".

Occasionally, this tie with the catalog department may involve very substantial responsibilities. "When I first came, although the job was defined as a bibliographer, we didn't have any cataloger at all to cope with what I would buy, and I cataloged myself a great many years before we hired one cataloger. We now have two and we hope to have a third person. I've trained all these people, and I still help them and supervise some of what they do."

Usually, technical services bibliographers are physically located in one or another processing department. This puts them close to the problems they are primarily responsible for dealing with, but away from public access. Although in most cases public service is considered a dimension of their job, it more often than not is limited and occasional.

In other libraries, the situation for main library bibliographers is just the opposite. Rather than being located in technical services, they are affiliated with public services, either a general reference service or a special subdivision. Unlike the technical service-based bibliographers, whose orientation tends to be primarily toward the book trade and the processes and procedures involved

in acquiring material, the orientation of public service-based bibliographers is to the clientele and their needs.

The virtues of combining collection development and public service is something that is stressed, over and over again, by public service bibliographers. "The two should go hand in hand; otherwise, how would you know what is really needed? It's pretty obvious what's a sociology book and what's an anthropology book. But to really know when students are, or when the field is beginning to be interested in something else... to move into an area which normally wouldn't be considered, you know, straight anthropology or sociology. Reference work has helped me quite a bit in selection, to realize what's going on."

Most bibliographers located in a general reference department indicated that they felt too much of their time was taken up with answering routine and general questions, and that this interfered with the more specialized services they should be providing for their clientele.

On the other hand, even when a public service specialist is located in a specialized unit, he cannot avoid spending some of his time on general and directional questions. Furthermore, specialized locations have their own problems, including separation from the main library catalogs and reference collection or dependence upon referral of clientele, when necessary, from a general reference station or another specialist. When the public service specialist is located near his area of the research collection, he has the advantage of being close at hand to both the material and the clientele as they use it.

Physical location is a problem for the main library specialist just as it is for the branch librarian. As one bibliographer noted: "I would like to be several places at once. Certainly, the card catalog--I'd like to be in the midst of it. I'd like to be further along where the books are processed. I'd like to be in the main reference room or near the national and trade bibliographies. I need to be all these places."

III. THE SPECIALIST AND HIS CLIENTELE

One means of evaluating the relative merits of the great variety of specialist librarians in today's academic research libraries is by the services they provide. If one assumes that the mission of the research library is not simply to gather and house collections, but to provide the best possible library service to their clientele, then this is the most appropriate yardstick by which to measure the work of a specialist or, indeed, any librarian.

The one service performed by all the specialists who were interviewed in connection with this study was collection development. Whether he was a branch librarian, a subject or area specialist, a documents librarian or an archivist, whether he was based in public services or technical services, the specialist spent a substantial part of his time building one or more areas of the library's collections.

However, beyond this there was considerable difference. These differences derived not simply from the other responsibilities that individual specialists had, in addition to collection building. They also were related to the approach that he took to collection building itself--the orientation, the end in view. Perhaps above all, they were related to his involvement with the library's clientele, his understanding of their needs, and his contribution to meeting those needs.

The main means of clientele contact in a library is, of course, public service. All of the specialists interviewed in this study had some public service responsibilities, at least in theory. Unquestionably, however, the public service role was much more pronounced for some specialists than it was for others. Those with the largest and most continuous public service responsibilities were branch and special unit librarians and main library bibliographers based in public service units.

For all these librarians, their reference activity was significant. All of them also saw it intimately related to their collection development function as well. As one branch librarian phrased it: "I don't think we would be able to do anywhere near as good a job in selecting if we weren't public service people, because we know what people are asking for."

Public service bibliographers in the main library also stress the importance of combining reference and selection. To one, it was the only way to get a complete understanding of the full range of clientele needs. "I'm not sure that you should, that you could separate collection development from information service. I find that I rely on the information I get. There are some things, when I do my selection, that I would not necessarily identify as being of interest to political scientists or economists. But knowing faculty interests, well, it's a little esoteric in my opinion, you know, and I certainly wouldn't be interested in it myself, but I know that professor so-and-so is interested in this area and I've helped students find information in this area, and I'll buy it."

The combination of reference and selection may simply yield something as apparently commonplace as being able to know when to order multiple copies

of a given book. "I try to anticipate problems and to get those books on the shelf. And I know that if I do that, the faculty will be happy with the library. If it's something very important that comesout, I try to see that we get two or three copies of it, instead of just one. Little things like that can make a lot of difference in the life of a graduate student or professor."

On the other hand, it may involve truly specialized service. "The general reference staff can maybe do general reference, but they can't do specialized reference. They don't know how to approach Latin American reference."

The importance of combining collection development and reference is perhaps best summed up by the specialist who said: "I think the kind of knowledge that one needs to do both jobs is fundamentally the same kind of knowledge. If one is to be effective in one's collection building, it is mainly a matter of adjusting priorities... And to give some emphasis and directions within the collection, the only way really to determine what these emphases should be is by doing reference work, establishing a dialogue with the user and maintaining it over a long period."

This is not to suggest that technical service-based bibliographers are cut off from clientele contact. They do, of course, deal with some faculty, particularly those on the departmental library committee and those who find their way into the acquisition or catalog departments. They also give reference service to students who seek them out or are referred from a public service point. However, as one bibliographer noted, "It's not easy for the students to find me. They get discouraged." Another problem is referral. "The reference department doesn't like to refer. You see, they want to answer the questions themselves."

Finally, there is the matter of priorities: "I do reference service because it's thrust on me. I do not do it voluntarily because it interferes--I mean, there are only a few hours in the day and it just wastes my time. But obviously, if students and faculty come and ask me, I have to help them." One certainly is inclined to pause and wonder about the caliber of reference service provided under such circumstances.

Some technical service bibliographers would like to provide some more reference service. "It's quite a change from what I do here and what I used to do. Before I came here, I was mainly a reference librarian, I dealt with people, and came into contact with students. It's a refreshing thing."

Divorced from regular public service contact, where the bibliographer not only meets his clientele but sees what they need and how they use the collection, there is considerable danger that collection building becomes

overly abstract, an effort to develop the bibliographer's view of the "ideal collection". On the other hand, the public service bibliographer may be over-subject to immediate pressures, and he certainly has to guard against them. "I have to be concerned about not just acquiring materials that we need for this current year... but anticipating courses which may be offered in five years."

For many specialists, an ideal combination of activities does not end with selection and reference, but includes involvement in cataloging as well. "I don't think we would be able to do anywhere near as good a job in selecting or in cataloging if we weren't public service people... When you've ordered the document and processed the document, and pointed it out to the other staff members as an exciting new thing, you'll remember it when somebody comes in and asks."

While most specialists do not go this far in their zeal for direct involvement in cataloging, many stress the importance of close coordination and cooperation. As one bibliographer noted: "I consider myself a consultant to the catalog department, to my cataloger ... We're so backlogged down there. We work things out, special methods of handling things."

A specialist who is involved in processing and has a knowledge of processing problems as well as the needs of his clientele can play a valuable trouble-shooting role. "Sometimes [they need] uncataloged materials. We have a backlog, a tremendous backlog. They either want to see what we have there in a certain subject, or just look through. I help them."

Indeed, trouble-shooting is frequently one of the specialist's most important public service contributions. "A lot of what I do involves expediting, finding out at what point in the system a book has landed and getting it rushed and put in someone's hands, if that is possible. It's almost clerical in nature, and yet it's as important as anything else I do. And probably the library degree makes me get it done a little faster, because I know all the processes intimately."

However, for a strongly client-oriented specialist, his services, themselves, can become highly specialized and extend far beyond the library. "Before Christmas, I was getting ready to go away, and a professor came and he wanted a microfilm in a hurry on interlibrary loan. Well, I know a student who lives in Massachusetts and was going home for Christmas. I said, 'Please have this microfilmed and mail it back to me'."

On occasion, such services can become international. "Doctoral students who are going overseas and have a fellowship or grant... I help plot their itinerary. Very often, I write letters of introduction."

One significant service that many specialists provide is preparing bibliographical guides for their clientele. This may be acquisition lists, or it may be a guide to library research in a subject field. Specialists stressed the popularity of such material with both faculty and students, as well as their use in drawing attention to the full range of library resources.

One of the most fruitful means of clientele contact that is engaged in by specialist librarians is teaching. Approximately one-third of the specialists interviewed in this study had a formal teaching role of some kind. This included one or more of the following: giving lectures in bibliography and library use to graduate students in their discipline, teaching a bibliography course in their discipline, teaching a subject course in their discipline, or teaching a course in the library school affiliated with their university.

One of the values of teaching that was repeated over and over by specialists was increased contact with clientele and knowledge of their needs. As one branch specialist phrased it: "It helps me retain patron perspective. It puts me on the other side of the desk, and I can see the problems that come when you want to check out multiple copies for class use, for example, or when you have paper assignments for the students and you hear the problems the students have in locating the material."

For others, the virtue of teaching was that "it cements relations--helps the students understand the library and helps you understand the students." It was also mentioned that teaching means more intimate involvement with the faculty and the instructional program. "Also, faculty members look upon you in a different way."

A specialist who gives regular lectures in bibliographical instruction to the students in her field stresses the importance to the student of the library research orientation these provide, not only in terms of what to look for, but also, "what not to waste time on". This was felt to be particularly important due to the complexities of the literature and the scholarly interests associated with it. "Each of the fields I cover is going through such a marked change now that a student ... should have a good bibliographic introduction, to know just what is available and where to look, and to know what is available in these other areas that he is becoming interested in too."

It is obvious that a capable, motivated specialist librarian who is involved in selection, reference, and other library activities related to his field of specialization can add a significant, substantial dimension to the library service received by his clientele. No matter what the reasons were for introducing specialists into the academic research library, this is the reason they will continue to play an ever-increasing role there.

Given his strong clientele orientation, in combination with his relative familiarity with the entire range of library operations and his considerable freedom, it is not surprising that the specialist frequently finds himself in conflict with other library units. While these conflicts seem to extend, in one way or another, to almost every department or section of the library, their most frequent focus is technical services.

As one branch librarian phrased it: "there's this problem, which is a very real problem in libraries, between public service people and technical service people. Let's face it, I do my share to compound the problem. I feel that they are operating too often under old traditional methods which just no longer are functional, with the flow of information that's needed now."

Conflicts with the acquisition department tend to revolve around delays which, in turn, induce specialists to circumvent regular procedures. As one specialist, who has taken to sending out his own o.p. lists, noted: "The order department feels, well, that's what they're supposed to do. But they don't do it. They take so long, and they're not effective."

Conflicts also occur with other units--documents, rare books, reference. Of course, such conflicts are not new in academic libraries. What is unusual, with respect to specialists, is that, confronted with these problems, they frequently work to get things changed. And they often succeed. "I won the concession that Latin American history and literature, at least, be taken out of [documents]. They never heard of the fact that Latin American documents didn't have bibliographies, like with the U.S. There are no catalogs of government publications that we could use, and that really hindered research because there was no subject approach."

The other major area of conflict expressed by bibliographers is with the library administration. It concerns such things as consultation on policy matters that affect the specialists. There was a frequent complaint about the need for better coordination in collection building. There were complaints about insufficient support--financial and otherwise--for new programs and extensions of service.

One other area of conflict is worth consideration in connection with the specialist librarian. This revolves around the specialist himself. For he tends, quite often, to be a source of conflict within the library. He usually has more freedom and more status than most of his colleagues. He comes and goes apparently, as he wishes; he has contact with clientele. In many libraries, the feeling is quite prevalent, as a cataloger expressed it, that specialists "are such absolutely different people, a higher category than other people, the way they're treated".

Conflicts tend to develop with change, and specialists are an element of change in today's libraries. The central problem, of course, is to see that the changes are productive.

IV. THE LIBRARY ADMINISTRATOR ON THE SPECIALIST

Twenty-seven administrators were interviewed in the ten libraries visited. These included the library directors, associate and assistant directors, personnel and business officers.

The overwhelming number of administrators interviewed stated that specialization was definitely increasing in academic research libraries. All indicated that they, themselves, were planning to add more specialists to their staffs. Three reasons, primarily, are given by administrators for the increasing use of librarian specialists. These are: the transfer from the faculty to the library of the basic responsibility for collection development; a qualitative increase in reference or information services; and a better bridge between the library and its clientele, particularly faculty.

There was hardly any question, on the part of any of the administrators, that collection development was not now, in fact, primarily the responsibility of the library.

The service dimension is not nearly as firmly established, but it is gaining strong and growing support. In those libraries where the specialists play a strong public service role, there is as much--and perhaps more--enthusiasm for this dimension of their activity as their collection building. "They're oriented in that direction [specialized reference service]. They're interested, they know the clientele."

However, it was also recognized that these service improvements were not without problems. "I think, without question, it improves our ability to respond to the needs of our users--at least to certain elements of our user groups. However, it may improve service to them; but on the other hand, it may interfere with service to some other groups, if the results of what the bibliographers do clog up the processing channels, for instance... "

One very significant element that most administrators stressed about the role of the specialist was a bridge or trouble-shooter between the library and his particular clientele group(s). Beyond this, library administrators also saw the specialist as a means of bringing badly-needed information about clientele interests and needs to the attention of the library.

There was mixed reaction among the administrators as to whether librarian specialists should be encouraged to teach. The negative view dealt

primarily with costs: who was to pay. The positive reason: an added incentive to attract good academic people as specialists; an important service contribution; stronger clientele relations.

However, it was also mentioned that a strong clientele orientation had some possibly dangerous implications as well. "If you carry it to this extreme and have people who are entirely faculty-oriented, you have a strange situation. They do not understand library problems... They do not relate to the library."

There was general agreement that specialists cost more. This was not simply because of their salaries, which tended to be a notch or two above most other professional staff members, usually on a par with department heads. It was also true of other costs. It was noted that specialists required more money for books, more support staff, more travel support. When the question was raised, in the light of current problems in library funding, as to whether or not such increased costs would slow down or stop the trend toward the introduction of more specialists, it was agreed that this was very likely.

All administrators noted--and generally approved--of the tendency of specialists to cut across traditional organizational lines. This was particularly true of their involvement in cataloging. "The subject specialists feel free to go down to the catalog department and say, professor so-and-so has this project or this area coming up for study and we would like to have these books given priority, rush or whatever--or he needs these for reserve, can you get them out for reserve right away?" However, this tended to cause problems, as one Assistant Librarian in charge of technical processing noted: "They interfere with businesslike receipt and handling and cataloging of material. They want stylized processing."

It was also noted that this tendency to cross over traditional divisions, coupled with the multiple responsibilities of the specialist--selection, reference, liaison, establishing cataloging priorities--was producing severe strains on the library's administrative structure. Many administrators expressed the opinion that the academic research library was moving toward a new double structure in which professionals would no longer be organized along strict bureaucratic lines or within rigid departmental configurations, although support activities would probably continue with this organizational pattern. However, there was little precision in this opinion, little in the way of a new organizational model was proposed. Two themes did tend to reappear. One was that the specialist was helping to define the new professional pattern. Second, that processing, which has in past decades frequently dominated library operations and done much to define the organization of libraries, "is going to become of secondary importance".

The relative freedom of the bibliographer, his strong clientele relations, his tendency to move in and out of departments--these were all elements in a problem that was much on the minds of all administrators interviewed: the problem of morale and the specialist as an "elite". One administrator described the problem very well: "Let's put it this way, if the library takes over from the faculty a function that has been thought of as academic, as the faculty's responsibility, there, in the first place, you have created a function that has a particular kind of status. And it also has a particular, very close, built-in relationship with academic departments. If you then recruit into it--either from your own staff or from outside--people with the requirement, the qualifications to maintain these relationships and to build them and build the collections, you've also created a kind of intellectual elite."

Physical proximity between the specialists and the processing departments is seen as one dimension of the problem. "Organizational problems tend to be more pronounced in areas where there is the most interdependence, where bibliographers and other librarians interact. This would be, in our case, acquisitions and cataloging, between selectors and processors... That's why I think that we need other people to do [processing]--not librarians."

For all these problems, most administrators were in agreement that there should be--and could be--no retreat to older ways. They recognized that academic libraries were in a process of change, a movement toward a new pattern of organization, that the single line of authority was breaking down and a new double structure taking its place, that the process of decision-making in research libraries was being substantially altered, that the professional staff would have to be treated with more flexibility, given more freedom and independence. They saw the library as becoming more service conscious and program oriented.

Decision-making will be altered, but just how remained a question: "There will be, certainly, different decision-making mechanisms to some extent, but how different they'll be--they'll take on a different form, but I don't quite know what".

V. THE SPECIALIST AS PROFESSIONAL

The specialist librarian makes an interesting case study in the librarian as professional. On the one hand, he tends to be more professionally involved than most of his generalist colleagues. He is generally active in professional or scholarly organizations--sometimes in both. He tends to do research and to publish the results, in both professional and scholarly journals. In addition to a library degree, he usually has a graduate degree in a subject field. Above all, he thinks about what he does, including his education, his professional

involvement, and his research. Consequently, he is interesting not only as an example of perhaps the most professionally involved of academic librarians but also as a commentator on the profession of which he is a part.

1. Education.

The education backgrounds of the specialists interviewed were both extensive and varied. They seem, without question, to be better educated--have more formal academic training--than the average librarian, even the average librarian in an academic research library. Furthermore, in most cases, their education is closely related to their position and responsibilities in the library. The specialists, generally speaking, had thought critically about the relevance of their education to their present responsibilities, and they had definite opinions on the proper educational background for a librarian specialist.

All but two of the specialists interviewed had a graduate degree of some kind. Over half had at least two graduate degrees. One-sixth held doctorates --a subject doctorate in every instance. The vast majority (over five-sixths) had library degrees. Two-thirds held graduate degrees in subject fields related to their library responsibilities.

When asked which part of their education they found most useful, the vast majority--over two-thirds--of the specialists stressed their subject work. As one bibliographer noted, it was particularly important for him to have worked for a graduate degree himself so that he could "understand something of the problems of scholarship and something of the problems of students in this area and be able to develop a collection which would serve the needs of this group [and] serve as liaison between the library and the department".

Few of the specialists, even among those who stressed its importance in their educational backgrounds, were satisfied with their library school education. Most had fairly clearly-defined ideas about how they could be improved. The most frequently-repeated suggestion was for a more intensive, specialized program which would include subject bibliography courses and would involve a joint program between the library school and graduate work in a subject or area discipline.

The vast majority of librarians interviewed recommended a separate program for academic librarians. They found the courses in general librarianship too vague and diffuse, and the courses many of them were required to take related to public or school librarianship to be entirely useless. On the other hand, they would have found more courses in higher education and the role of the library within the academic community to be quite useful.

Among the courses taken in library school which the specialists found particularly applicable to their present work were cataloging, government publications, reference, and bibliography. However, even here, they were dissatisfied with the level of instruction. They found it too superficial, too little concerned with theory on the one hand or some of the complexities of library practice on the other.

2. Scholarly and Professional Involvement.

One of the most pronounced characteristics of the librarian specialist is his organizational involvement. Among the specialists interviewed, the overwhelming majority belonged to one or more scholarly or professional organizations. Well over half of these were active members, hold current or past offices or committee assignments. A fairly substantial number of these specialists--over twenty percent--were active in two or more organizations.

Most librarian specialists are offered an interesting choice of organizational involvement. They can, of course, join and participate in the activities of national, regional, or state library associations. In addition, they usually have the opportunity of joining one or more subject- or area-oriented scholarly organizations in their field of specialization. Many of these scholarly organizations have, in recent years, formed library or library-oriented committees, as the number of librarians among their active members has increased.

The majority of specialists interviewed were solely or primarily involved in scholarly rather than library organizations. This preference is even more pronounced if those specialists who have no scholarly organizations available to them--documents specialists or undergraduate librarians, for example--are discounted. The reasons for this choice are two-fold: shortcomings in library associations, particularly the American Library Association, and the real advantages of the scholarly associations.

While a good many specialists indicated that they belong to ALA, very few were active there. All were dissatisfied with both the organization and its program. Reasons for this dissatisfaction were varied. Some felt that ALA was simply too large and unwieldy; others, that it was too costly. A few complained about the dominance of administrators. The basic complaint, however, was that ALA did not meet their needs as specialists. Among the shortcomings mentioned were the weakness of the subject-specialist's section within ACRL or the complete absence of a sub-section related to a given specialty.

For many specialists, ALA involvement is not worth the trouble: "Let those people who are not really involved [in a scholarly association] go ahead.

Encourage them. But we are already so busy and involved, we can really see no advantage to ourselves."

Of course, one of the most interesting questions is whose loss is greater, the specialist or the organization. As one specialist noted, lack of involvement in ALA or ACRL means lack of contact with important activities in the profession. "Not functioning in ALA or ACRL tends to provincialize the outlook or [cause one] to lose contact with the larger trends." On the other hand, by not making an attractive place for academic library specialists, ALA and ACRL may well be cutting themselves off from one of the most active and significant groups among academic librarians, and a group whose importance seems to be growing rapidly.

The professional involvement of specialist librarians does not, however, end with organizational participation. There is considerable informal contact among librarians with similar specialties in different research libraries. At least two-thirds of the librarians interviewed stated that they were in frequent contact with other librarian specialists in their field.

3. Scholarly Participation.

Just as specialists tend to be more organizationally active than generalist librarians, so too, they are more involved in research and publication. The vast majority of the specialists interviewed in connection with this study indicated that they keep up with the literature in their field, particularly the scholarly journals--both in librarianship and in their fields of specialization.

Beyond this, a substantial majority contribute actively to this literature. Almost three quarters of the librarians interviewed had published in either library journals or scholarly journals or both. The majority of such publications were bibliographical. However, the specialists also carried out and published library research related to their specialities. A number of them, also, were actively engaged in research in their subject fields, and had published results of this research.

The publications of librarian specialists tend to span the spectrum of scholarly activity, including book reviews, articles and books. The medium of publication included both scholarly and library journals, with, interestingly enough, more publication in the former than in the latter.

4. Professional Identification.

In conducting these interviews, I asked several questions calculated to determine the identification or loyalty of librarian specialists. I was interested

in determining whether they associated primarily with their profession or with their institution. The overwhelming majority indicated that their primary association and loyalty was to their profession (as librarians) or field of specialty rather than to the library for which they worked.

This does not, of course, mean that they are likely to be disloyal to their institution. Quite the contrary. Their commitment to their profession and specialty may well guarantee that they will work very hard to develop a first-rate collection and provide the best possible service to clientele in that area. What it does mean, however, is that they are likely to be rather impatient with purely "institutional" problems: tight budgets, bureaucratic restrictions, "rules and regulations".

Attaching the same significance that sociologists do to this yardstick, it makes the specialists as among the most professional of librarians. They identify with their profession and its goals and with their clientele. Their high degree of professional and scholarly involvement as well as the extent of their academic background unquestionably contribute to this.

5. Aspirations.

The vast majority of specialists interviewed in this study indicated their strong desire to remain in their specialty throughout their library career. This is particularly interesting in a field such as librarianship where, historically, the road to advancement has been through general administration. On the other hand, there were a number of qualifications attached to the answers regarding long-term aspirations. These qualifications were primarily in two areas.

The first was the lack of sufficient career rewards for a specialist in academic libraries. Very clearly, specialists recognize that, while their rewards and benefits tend to be above the average for academic librarians, the highest rewards are reserved for administrators. Consequently, a number are tempted to turn to administration, even if it means abandoning the specialization that they enjoy.

Others are attracted to administration for different reasons. As one specialist noted, after reviewing a number of interesting possibilities that still lay before him as a specialist, "but the basic problems in libraries, as I see them, are on the administrative level; and that's where I intend to move, to the administrative level". The same idea was phrased somewhat differently by an area bibliographer: "I've been here seven years and most of the things that have been possible to develop with the resources that I have available, I've done... So I'm getting near the end of my tether, because the next level of

change and development can only be done through improvement of the administrative and bureaucratic structure".

What does this mean for the academic library specialist and for the academic library? If top-flight specialists are to be attracted and kept, they must be both challenged and rewarded. The challenges--in most cases at least--seem to be there. The rewards, however, are limited. To the extent that the future of the academic library is tied to the specialist, sufficient rewards must be provided to not only attract, but keep him.

VI. CONCLUSION

When I began this study, I defined specialist librarians as "those professional staff members whose responsibilities are limited to a relatively narrow and specific area in which they function with an advanced degree of competence". At the conclusion, I was prepared to add the following additional elements to this definition: 1) an expertise in the bibliographical and informational aspects of a subject field or type of material (rare books, documents, maps); 2) an understanding of the information needs of the clientele using the material.

Several definite trends seem to be developing. These include a tendency to combine or be involved in all the substantial library functions related to one's specialty, including selection, reference, and even cataloging; a tendency on the part of the specialist to cross traditional library organizational lines, to involve himself in the activities and operations of all library departments as they related to materials and services in his area of the collection; a tendency for the specialist to establish and maintain a strong and continuing contact with his clientele. Although this was much less clear, there also seemed a distinct tendency, on the part of libraries, to move away from a technical service-based organization of specialists to an organization that stresses their public service role. Finally, without question, there is a trend toward the recruitment of expert, highly-qualified, subject- and clientele-oriented librarians to fill the specialist positions.

I also found that the growing use of specialists is creating significant stress and strain in libraries and substantial pressure for change. This was primarily in three areas: for a more active and sophisticated level of service; for more efficiency in processing and other support activities; for a more professional organization of library administration and decision making. I also saw the specialist as an agent of change in library education and professional associations and scholarship, as well as within the library. In all of these areas, the specialist was, both directly and indirectly, creating pressures for more substance and professionalism.

It also seemed quite clear to me that increasing use of specialists was leading toward a basic reorganization of personnel and functions within academic libraries.

The specialist librarian may not have played a strong role in the past, but his significance in the future, for academic research library organization and service, should be profound.

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Appendix 1

QUESTIONNAIRE

1. Name of Library:

2. Do you have librarian specialists (as defined in the attached statement) on your staff? Yes____. No____.

3. How many? _____.

4. Please list them by position title and indicate the clientele served (e.g., Slavic Bibliographer -- Slavic, History, Economics, Political Science Depts., faculty and graduate students).

POSITION	CLIENTELE

(use back of page if necessary)

5. Are you willing to cooperate in the study as part of the base group? Yes____. No____.

6. What times, during January, February, and March, 1970, would be best to schedule a four-day visit for interviews?

Signed _____
Name Position

Appendix 2

PROPOSED STUDY OF THE USE OF LIBRARIAN SPECIALISTS IN ACADEMIC RESEARCH LIBRARIES

For the purpose of this study, "specialist" will include those professional staff members whose responsibilities are limited to a relatively narrow and specific area in which they function with an advanced degree of expertness. Examples of such specialists are: subject or area bibliographers with primary responsibility for collection development; materials specialists such as maps, government publications, or rare books librarians; branch or institute librarians with subject competence; perhaps some process specialists, if the process involves substantial professional expertness.

The basic study group will be composed of approximately ten academic research libraries, selected from the membership of the Association of Research Libraries. Criteria that will be used in making this selection include the number and kinds of specialists on the staff.

The primary investigation will be a series of interviews with the specialist librarians, pertinent administrators, some other librarians, and some of the clientele served by the specialists. These will be conducted during a three-or-four-day visit to each library, which will be arranged in advance. This visit will be preceeded by questionnaires which will be sent to each person who is to be interviewed. The interviews will be taped, and transcriptions of the tapes will be sent to each interviewee for editing.

Some of the areas of particular focus in the investigation will be: What kinds of librarian specialists are now employed in academic research libraries? What are their functions? What is their educational background? Do they have library school degrees? What is the practical relevance of their education, of whatever kind, to the work they do? How do they fit into the library organization? What are their relations with other members of the professional staff? How are they handled administratively? To whom do they report? What latitude do they have? What decisions do they make? How do these factors affect their performance? Do they differ in these respects from other professional staff members? Do their rewards and benefits differ? What are their relations with the library's clientele? What level of service do they provide? Does the clientele served by such specialists approve of their role and services? How does the use of such specialists affect the library's budget?

Appendix 3

QUESTIONNAIRE

1. Name:

2. Library:

3. Position title (e.g., Asian Bibliographer):

4. Rank (e.g., Librarian III):

5. Undergraduate major:

6. When was your B.A. received?:

7. Library school:

8. When was your library degree received?:

9. Other graduate degrees and majors:

10. When were these received?:

11. Describe your current job very briefly, indicating your major duties or responsibilities and the approximate division of your time among them:

12. Describe the kinds of decisions you make on the job:

13. How long have you been in your current position?:

14. List the other professional library positions you have held, indicating also the type of library (academic, public, etc.) in which you worked. Please list them chronologically, putting the most recent first.

Appendix 3 QUESTIONNAIRE (page two)

15. List the manager(s) or supervisor(s) who direct your current work. Indicate the particular duties each directs if you have more than one.

16. What clientele do you serve directly?:

17. Describe the extent and nature of your contact with this clientele and the service you provide:

18. List the professional and scholarly organizations (library associations and others) to which you belong:

19. In which of these organizations are you active?:

20. Describe this activity (titles of papers presented, positions held, committees served on):

Appendix 3 QUESTIONNAIRE (page three)

21. Do you regularly attend the meetings of any of these organizations? If so, which?

22. List your publications, including books, articles, reviews:

PLEASE RETURN THIS QUESTIONNAIRE DIRECTLY TO:

Eldred Smith
Loan Department
General Library
University of California
Berkeley, California 94720

XVII SALALM
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LATIN AMERICAN LIBRARY STUDIES

The University of Texas at Austin Graduate School of Library Science Program for the Training of Librarians for Latin American Collections

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of Latin American Library Materials
University of Massachusetts
Amherst, Massachusetts

GENERAL SECRETARIAT
O R G A N I Z A T I O N O F A M E R I C A N S T A T E S
Washington, D.C.
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LATIN AMERICAN LIBRARY STUDIES

The University of Texas at Austin Graduate School of Library Science Program for the Training of Librarians for Latin American Collections

Mary Ruth Magruder Brady
and
Jane Garner

Background and Development

Nine years ago The University of Texas at Austin submitted a proposal to the Ford Foundation. Requesting $125,000 for the thirty-month period, January 1, 1964, through June 30, 1966, to be supplemented with $12,000 of its own funds, the University proposed to establish a training program

> to prepare librarians for positions as curators or librarians in Latin American collections, as accessions librarians for universities and other major centers for the study of Latin America, and as bibliographers with a specialized knowledge of the literature on and subject area of Latin American research.

Approval of this request in February, 1964, enabled the University to introduce a unique course of study, which is still not only being offered but which can also now be pursued beyond the master's degree to the doctorate.

Part of a $575,000 grant to the University ($450,000 went to the Institute of Latin American Studies for three projects in Mexico and Central America), the $125,000 allocated to the Graduate School of Library Science (GSLS) for the new training program was budgeted in three categories. Fifty-five per cent of the total--or $75,000--was allocated to fellowships and scholarships. There were to be three fellowships of $5,000 each awarded annually and five $3,000 scholarships the first year to be increased to ten the second. The fellowships were to be awarded to librarians and scholars already employed in university or research libraries; the scholarships were to go to graduate students desiring to work toward a master's degree. If the recipient held no degree in library science, he would study for a Master of Library Science (M.L.S.) degree. If he already held a degree in library science, he would study for a Master of Arts (M.A.) degree with a major in Latin American Studies.

Of the remainder of the budget, $38,000 (28 per cent) was allocated to the preparation of course materials and replacement expenses for Nettie Lee Benson, Librarian of the University's Latin American Collection, who would be partially relieved of her duties there to teach three of the five new courses, and $24,000 (17 per cent) to expenses incurred by the Graduate School of Library Science in administering the program.

Announcements of the new program scheduled to begin in September, 1964, were released to journals and newspapers nationwide, and the program got underway. It was designed to attract three groups: (1) those who desired to study toward a master's degree; (2) those concerned with Latin American library materials who were already employed in university and research libraries and who wished to improve their knowledge rather than to work toward a specific degree; and (3) other persons who were interested in the topics but who did not wish to prepare themselves for work as librarians or curators in special collections.

Regardless of the reasons for enrolling in the program, all applicants were expected to meet certain admission requirements. First, they were to be admitted to the Graduate School of the University. Fulfillment of this requirement was accomplished by holding at least a bachelor's degree, by submitting a satisfactory undergraduate record (a grade average of "B" in all course work of junior level or above), and by making a satisfactory score on the Aptitude Test of the Graduate Record Examination (GRE). Second, those desiring to work toward the M.L.S. had to be admitted to the Library School. For unconditional admission, GSLS required its students to have completed two undergraduate library science courses with a grade of at least B. These courses were "Basic Information Sources" and "Beginning Cataloging and Classification." Third, each applicant was expected to be proficient in Spanish and to have a reading knowledge of Portuguese and French or Portuguese and German. Preferably, his undergraduate major would have been in the social sciences.

Those desiring to work toward an M.A. were required to be admitted to the Graduate School and to have the language and subject proficiencies; however, they did not have to be admitted to GSLS since they already held a degree in library science.

There were five in the first class, all of whom are now active in SALALM (a direct result of having been in the program) and all of whom are working or have worked at jobs concerned with matters Latin American: Susan Shattuck Benson, Mary Ruth Magruder Brady, Jane Garner, David Lee, and Gayle Hudgens Watson. Except for David Lee, who already held a degree in library science, the original participants were to study for an M.L.S. degree. During the first year there were, in addition to the full-time participants, three University library staff members who attended courses in which they were interested: Mayellen Bresie, Clarice Neal, Dolores Rovirosa.

Although fully qualified for admission to the Graduate School, none of the five fully qualified for admission to the new program. Either they lacked one of the secondary language requirements (Portuguese, French, or German) or they lacked one or both of the prerequisite library science courses; however, it was felt that these problems could be easily resolved by including the courses they were wanting in their course of study. Most took the prerequisite Library School courses simultaneously with the first program course on Latin American colonial bibliography. Language deficiencies were rectified by taking intensive courses or graduate reading courses in

Portuguese and/or French. None of the five deficient in German chose to elect that language.

The program was designed to take two years to complete. Whether working toward an M.A. or M.L.S., all students were required to take the five new courses to be offered: "Latin American Materials: Colonial Period," "Latin American Materials: National Period," "Latin American Publishing and Book Trade," "Latin American Archives and Manuscript Collections," "Rare Book Libraries and Collections." The first two courses were reference courses, a study and critical evaluation of major bibliographical sources and information services. The third course on publishing was an examination of the patterns of book production and distribution in Latin America with emphasis on the problems of acquisition of Latin American materials. The course on Latin American Archives was designed to introduce the student to the techniques of archival organization and to survey and evaluate archives and manuscript collections in Latin America and on Latin America in the United States and Europe. The last course, Rare Book Libraries and Collections, was intended to acquaint the student with the acquisition, care, and preservation of rare materials as well as to provide a study of the organization, administration, and use of such collections. Although this last course did not relate specifically to Latin America, knowledge gained from it, it was felt, would be valuable in the administration of rare materials acquired and housed in the special collections of Latin Americana.

Remaining courses to complete the program varied from individual to individual according to need and the degree each was seeking. Those aiming toward an M.L.S. would take more library science courses, while those pursuing the M.A. would take Latin American content courses, especially those in social sciences.

Being in the first class was not easy. Besides being new, the program was the only one of its kind in the United States, and with no precedents or guidelines to follow, no one knew exactly what to expect--neither instructors nor students. For the students, the main problems centered around the amount of subject knowledge they brought to the program and around the amount of outside-class time needed to prepare the assignments necessary to the mastery of the courses being taken. The amount of work was simply overwhelming. The first problem was resolved by taking additional courses in the area of the deficiencies, which varied from person to person. The second was not fully resolved, although some of the students found it necessary to carry less than a full load during particularly demanding semesters. It was a good thing that the designers of the program had had the foresight to realize that two years of study would be required to complete it.

The Library School, too, wrestled with problems. It had difficulty locating qualified persons for the program. It handled numerous inquiries from all over the country. Although there was no dearth of applicants, most of them failed to qualify in one way or another: a poor undergraduate record, an unsatisfactory score on the GRE, lack of proficiency in Spanish, etc. Even though proficiency in Spanish had proven a necessary qualification

for admission, GSLS later questioned other language requirements it had established as an admissions policy. In his annual reports to the Ford Foundation, the GSLS Director suggested that a reading knowledge of Portuguese be made a requirement for completion of the degree rather than for admission and that the reading knowledge of French or German be dropped completely as an admission requirement. A good command of Spanish and Portuguese was necessary for the satisfactory completion of a program where the bulk of the materials to be studied was written in one or the other of the two languages.

Another problem was faculty recruitment. In setting up the program, the Library School had canvassed the country for thoroughly qualified faculty. It found none. (A later goal of the program was to prepare persons to teach Latin American library courses.) Hence, it found itself depending on part-time lecturers, who, although they were experts in their fields and excellent instructors, did not wish to continue teaching on a regular basis. In the fall of 1969, the first full-time faculty member was employed.

Structuring the degree program was yet another problem. The Latin American Program involved thirteen hours of course work. Thirty hours of library science (including thesis, which carried a minimum credit of three hours, but not including the six hours credit carried by the two undergraduate prerequisite courses) and related subjects were required for the M.L.S. degree. Only fourteen hours of non-program course work would therefore be needed. The Library School required all of its students to take certain courses as a condition for graduation, and it faced the problem of deciding which of these courses should be taken and which omitted by those in the Latin American Program. A partial solution lay in having students in the program audit some of the courses required of the general students. Even so, many of the students in the program earned well beyond the thirty-hour minimum required for the M.L.S. degree.

Finally, there was the matter of scholarship payments. Initially payments were divided into three lump sums paid to recipients at the beginning of each term (fall, spring, summer); however, this method proved unsatisfactory when some of the later scholarship recipients withdrew from the program during the course of the semester. To ease the situation, scholarship payments were changed to a monthly basis.

By the spring of 1966 shortly before expiration of the grant, twelve students had been admitted to the program with $3,000 annual scholarships; of these, four had withdrawn for various reasons. There were also a number of students enrolled in various courses of the program who were not on scholarships. None of the $5,000 fellowships had been awarded, not because there were not qualified and interested candidates, but because the candidates were unwilling to sacrifice two years of their considerably higher salaries for the lesser amount of the fellowships and their employers were unable or unwilling to pay them the difference between the $5,000 and their salaries while they were on leave. As a result, much of the allocated scholarship and fellowship funds remained unexpended. Furthermore, the Library School had not expended all of the funds allocated for its expenses. It was hoped that these yet unspent funds could be applied to the program to be conducted

during the academic year 1966/67. In addition, the Library School hoped to receive a second grant of $251,000 to continue and expand the program for five more years (until January 1, 1972). Unfortunately, all of the unexpended, unencumbered grant funds were recalled at the end of the grant period (June 30, 1966) and turned over to the Institute of Latin American Studies of the University. The second grant never materialized, apparently because of a shift in emphasis within the Ford Foundation on the type of program it was choosing to support.

By the end of the grant period, fifteen students had been awarded scholarships; of these, five had withdrawn for one reason or another. Of the budget allocations for the program 36 per cent had been spent on scholarships; 28 per cent, on assistance for Dr. Benson; 13 per cent by the Library School for operating the program; and 23 per cent, given to the Institute of Latin American Studies (the funds mentioned above).

Although Ford Foundation support ceased in 1966, the program has continued alive and doing well to the present date. Full funding (except for scholarships) has been provided by the University, and in 1970, the program was expanded to the doctoral level. Two new courses, "Library Development in Latin America" (master's level) and "Seminar on Latin American Library Studies" (doctoral level), were added. All of the courses were brought together under one specific course number and title, "Latin American Library Studies" (L.S. 383L) with each topic a separate section thereunder. Heretofore, each had been under more general course numbers and titles; e.g., the Latin American Archives course was subsumed under "Types of Libraries and Collections."

At the beginning of the program, a thesis or report was required for the degree; however, beginning in the summer of 1969, the Board of Regents permitted students in GSLS to be awarded degrees on the basis of course work only; i.e., the thesis as a degree requirement was abolished. Several theses had been completed prior to that date, and several more were in preparation. Those with pending theses had the choice of completing their work or applying for the degree (provided that they had thirty hours of course work to count toward the degree) without completing the thesis. What happened was that some decided to complete the thesis, some abandoned the thesis and applied for the degree, and some neither completed the thesis nor applied for the degree. Since the thesis is now optional, most students are graduating on the basis of course work alone. [See Appendix I for a list of the theses prepared by students in the program.]

After the trials and errors of the early phase, a suggested degree program has been worked out. Currently "Basic Information Sources" and "Beginning Cataloging and Classification" are still required as prerequisite courses. They carry six hours credit, but since they are junior-level courses, they may not be counted toward the master's degree. The suggested program of thirty hours (minimum) which may be counted toward the degree is as follows (each course carries three hours credit):
(1) two courses required of all library science students: "Introduction to Librarianship" and "Research in Library Science";

(2) five courses with Latin American library content: "Latin American Materials: Colonial Period," "Latin American Materials: National Period," "Library Development in Latin America," "Seminar on Latin American Library Studies" (originally intended for doctoral candidates but now offered at the master's level), and a choice of "Latin American Archives" or "Latin American Publishing and Book Trade";
(3) two other general library science courses: "Building Library Collections" and "Advanced Cataloging and Classification";
(4) one elective (may be thesis, which, as has been pointed out, is now an optional requirement for the degree).

Interest in the program has been apparent from its inception. Several incoming students from various parts of the nation are admitted to it annually. In addition, it has been greatly stimulated by the presence of students from Latin America itself. Beginning in 1966, when five students from Mexico enrolled, not a year has passed that there has not been one or more students from Latin America enrolled in one of the courses in the program.

The success of the program can be attributed largely to Nettie Lee Benson, Robert R. Douglass, and John P. Harrison for their imagination in conceiving it, to the Ford Foundation for providing the funds for its initiation, and to its faculty for making the courses a reality. The two reference-bibliography courses on Latin American materials were taught from the opening session in the fall of 1964 through the spring of 1969 by Nettie Lee Benson. Since then they have been taught by John Wheat, a full-time faculty member employed in 1969. The course on Latin American archives was initially taught by Gunnar Mendoza, Director of the National Archives and National Library of Bolivia (spring, 1965; spring, fall, 1966). With his departure in 1966, there was no Latin American Archives course until the spring of 1970, although there was offered a general course on archives. Beginning with the spring of 1970, the special course has been conducted by Dr. Benson, who is still teaching on a part-time basis. The fourth course, "Latin American Publishing and Book Trade," has been taught only by Dr. Benson since its introduction in the summer of 1965. "Library Development in Latin America," first offered in the fall of 1970, is being taught by Mr. Wheat. The second course to be offered in the fall of 1970, "Seminar on Latin American Library Studies," is conducted by Dr. Benson. Although it is still being offered, the course on rare book libraries and collections is no longer considered an integral part of the program since it has no direct relation to Latin America.

Analysis of Questionnaire

In an effort to learn more about the personal and educational backgrounds as well as the current activities of former participants, a questionnaire was prepared. [See Appendix III.] A total of sixty persons--twenty men and forty

women--were found to have begun, completed, or be in the process of taking the specialized courses in the program. The list to whom the questionnaire was eventually directed was narrowed to forty persons--eleven men and twenty-nine women--all of whom were identified as having taken a course or courses in Latin American library studies either as a full-time participant or as an individual interested only in certain topics. Excluded were students currently enrolled in the University, those for whom no address could be found, those who withdrew from the University before completing a course, and those outside the Library School and the library profession who took only one course. Twenty-six replies (a 65 per cent response) were received, five from men and twenty-one from women. [See Appendix II for a list of those to whom the questionnaire was sent and of those who responded.]

Personal Background

The first part of the questionnaire pertained to the participant's background; i.e., place of birth, marital status, age, places of residence, travel, etc. In regard to place of birth, only six respondents--three men and three women--were born outside the United States: three each in Mexico, and one each in Germany, Guatemala, and Spain. Of the U.S.-born respondents, the largest number--nine--listed Texas as their birth place. Two each listed California and Louisiana; one each listed Arizona, Illinois, New Mexico, Oklahoma, Pennsylvania, Washington, and Wisconsin. Thus, a noticeable majority (eighteen) were born in a Spanish-speaking country or in a state with a Spanish heritage.

Only six people listed immediate family born outside the United States. All family members of two men were born in Mexico, the mother and father of a third were born in Honduras, one woman's mother and father were born in Mexico, one had a daughter born in Spain, and a third had a sister-in-law born in Cuba. Only one of the twenty-six reporting participants had a foreign-born spouse--a Chilean wife.

Only two of the male respondents reported that they were married, and in both cases they had been so prior to participation in the program. Over 50 per cent, or eleven, of the women were unmarried; of the ten married women participants, three had married after the program and two were married while participating in the program.

The current median age of reporting participants was 32.3 years; the variance between the sexes was slight with 32.4 for men and 32.2 for women. At the time of their participation in the program the median age for both groups was 28.7 years (27.2 for the men and a slightly older 29.1 for the women). The range in age among the men was twenty-one to thirty-five while that among the women was twenty-one to forty-eight.

With regard to places of residence, fifteen respondents reported a period of residence outside the United States prior to enrolling in the program. Without exception, those who had resided abroad had lived in at least one Latin American country or in Spain. Eight had lived in two or more countries and two women each listed four non-U.S. residences. Mexico was the most frequently cited place of foreign residence. Next were Spain and Brazil, which were each listed four times apiece. Two each listed Argentina, Germany, and Japan, while one each listed Costa Rica, French Morocco, Guatemala, Honduras, Peru, and Norway.

Two men reported no U.S. residence before enrollment. Two other respondents simply listed U.S.A. as their place of residence. The U.S. state most listed as a place of residence was Texas; seventeen people reported living in Texas for some period of their lives prior to the program, seven of whom had never lived elsewhere and two of whom had lived abroad but not in any state except Texas. The second most frequently listed U.S. place of residence was California, where four persons reported having lived. Three reported Oklahoma, Washington, Wisconsin; two, Missouri, New Mexico, and Pennsylvania. Mentioned once apiece were Hawaii, Indiana, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, New York, North Carolina, Oregon, Rhode Island, and Washington, D.C. A high incidence of residence in states with a Spanish heritage and/or Spanish-speaking countries was evident.

When post-participation places of residence were analyzed, a similar pattern was evident within the United States with regard to living in areas with a Spanish heritage, but the incidence of foreign residence was far less than in the pre-program period. Only five participants reported non-U.S. residence and two of these were foreign nationals who returned to their countries of origin after participation. One female U.S. citizen lived in Brazil for two years immediately after finishing the course work for her M.L.S., another lived for a time in Mexico, and a third is currently working in Guam. Sixteen of the respondents reported having lived in Texas after participation; ten of these have lived nowhere else since the program. One had lived in Mexico but not in any other U.S. state. Only six respondents indicated that they had lived in more than one state since participation and, of these, four lived initially in Texas before moving elsewhere. One lived elsewhere immediately after the program but then returned to Texas.

An attempt was made to see if there was a relationship between marital status and geographic mobility, and it was determined that the two married men had continued residence in Austin, Texas, since participation, and that six of the women also remained in Texas, three in Austin and three in other cities. Two lived first in Texas and then moved out-of-state, presumably following their husbands. One lived in Texas initially and then moved to three other states before returning once again to live in Texas; one moved out-of-state at the time of her marriage. In terms of the questionnaire respondents, it would appear that married women are less mobile than the un-

married as only 40 per cent of the married moved out-of-state compared with almost 64 per cent of the single women. No conclusions can be drawn about the men since the two married men remained in Austin and two of the single men who left were foreign nationals returning home.

The participants were polled about foreign travel prior to and after the program in an attempt to determine if travel experiences had influenced their participation and if the program influenced future travel. All of the male respondents and all but one of the female respondents reported having traveled outside of the United States prior to the program. All the men had visited Mexico and all but four of the women reporting foreign travel had also been to Mexico; of these, three had traveled in other Latin American countries and the fourth had traveled in Spain. Next to Mexico, the most frequently visited countries were Brazil, Peru, and Spain, each cited five times apiece. Twenty-one persons said they had traveled for purposes of tourism while twelve had traveled abroad to study; two had traveled abroad for working purposes. Every Latin American country except El Salvador was reported to have been visited by at least one person; Portugal was also visited by at least one person. The very high incidence of previous travels in Spanish- and Portuguese-speaking countries would seem to indicate a relationship between travel experiences and participation in the program although only thirteen persons, two men and eleven women, indicated that previous travels had influenced their decision to participate in the program.

Noticeably fewer people reported having traveled outside the United States since their participation; in fact, nine women reported no foreign trips. The respondent who had not traveled prior to the program reported that neither had she traveled outside of the United States since participation. The reasons indicated for post-program travels were as follows: fifteen persons listed tourism, ten cited professional reasons, and three said study took them abroad. Six of the persons who cited foreign travel in connection with professional matters attended one or more SALALM meeting held outside the United States: three went to Puerto Rico, four to Canada, and six to Mexico. Two of the six had attended all three meetings while three had attended two. All male respondents had traveled outside the United States, three to Mexico and two to other Latin American countries. Mexico, with fourteen, was again the most visited country and Canada, with five, was the second most visited country, followed by Spain and Puerto Rico, with three each. Two trips to each were recorded for Brazil, Chile, and Colombia and one trip to each for Honduras and Panama; no other travels in Latin America were reported. One person had visited Portugal; three had traveled extensively in non-Iberian Spain; and three had traveled to other parts of the world. Therefore, it appears that participation in the program has not motivated large numbers to travel extensively in Spanish- and Portuguese-speaking countries, but factors such as the length of time that has elapsed since participation, job commitments, and family obligations have undoubtedly influenced the lower incidence of travel. Marriage does not appear to have limited travel as only 40 per cent of the married women reported no foreign travels as compared to

more than 45 per cent of the single women who had not traveled abroad, nor does marriage appear to have influenced destination: all the married women visited at least one Latin American country as did all the single women.

Educational Background

In order to gain some insight into the educational backgrounds of participants, the second section of the questionnaire dealt with their fields of study and degrees earned at both the undergraduate and graduate levels. Questions about post-program studies were also posed in an attempt to see if participation influenced people to continue their studies.

At the undergraduate level, ten different majors and eleven different minors were listed by the respondents. Eight majored in Spanish, five in history, and four in Latin American or Inter-American Studies. Two respondents listed education as their major, and one each listed the following as having been their major: art, English, law, linguistics, mathematics, and Portuguese. Two did not list any major. The most popular undergraduate minor was Spanish (six respondents), followed by history and Portuguese (four each). Two each had minored in education, English, and French. One person each had minored in art, business, geography, German, and science. It became evident that nineteen of the twenty-six respondents had majored or minored in Spanish or Portuguese, two of the languages required for admission to the Latin American Program. In the case of the third language required for admission, choice of French or German, only one person had minored in French and one in German. A social sciences background had been deemed desirable, if not essential, for admission. From the respondents, it appears that fifteen had a major or minor in fields in the social sciences as compared with twenty-eight in the humanities. Evidently that requirement was not pressed.

Respondents graduated from thirteen different colleges and universities in eight states and two foreign countries. The bachelor's degree most commonly held was the B.A. One man held a Licentiatura en Derecho degree, and two women had received A.A. degrees prior to earning the B.A. Texas was the state in which the largest number had attended undergraduate school: twelve at The University of Texas at Austin, one at The University of Texas at El Paso, and one at Trinity University in San Antonio. Two respondents graduated from the University of New Mexico and two attended Pennsylvania schools, one at Dickinson College and one at Penn State. Other schools represented were Augustana College in Illinois, Central Missouri State, Earlham College in Indiana, Ohio State University, St. Olaf's College in Minnesota, the Universidad de Nuevo Leon in Mexico, and the Universidad Nacional de Honduras.

As undergraduates, eleven reported having had scholarships, and the majority--four of the five men and fourteen of the twenty-one women--stated that they had worked part-time and/or summers while attending college. No one reported having held a full-time job in addition to attending school. Only seven respondents reported having held jobs that were pertinent to their later decision to participate

in the program. Two people had formerly worked in the Latin American Collection of The University of Texas; two other people had worked in libraries, one had worked in a publishing house, and two had been research assistants for Latin American related projects.

Half of the respondents had engaged in graduate studies prior to participation in the program. Three men and five women had attended graduate school immediately upon graduation. Five more women attended prior to participation in the program but not immediately upon completion of undergraduate studies. Graduate fields included history, international relations, Latin American history, Latin American literature, Latin American studies, library science, Portuguese, and Spanish. Seven of the women began or completed library school prior to participation in the program.

Graduate degrees received among the thirteen respondents included four M.A. and ten M.L.S. degrees, which were awarded by five institutions: Stanford University, Universidad Nacional Autónoma de México, University of Washington, University of Wisconsin, and especially The University of Texas at Austin, at which nine received one or more graduate degrees.

Only two of the men held fellowships for graduate study while four of the women had. Ten respondents--two men and eight women--indicated that they had worked while attending graduate school prior to the program. The five respondents who reported having had job experiences pertinent to the program prior to participation all worked in the Latin American Collection of The University of Texas; one had also worked as an assistant to the Director of the Library School and another had also worked in the Undergraduate Library of the University.

Of the thirteen who did not enter graduate school immediately, only ten indicated what they had done in the interim. Five reported having spent at least a portion of the interim period working as teachers, and one had taught at the University level in Mexico. Four reported having spent all or part of the interim at secretarial duties, ranging from clerical postitions to executive secretaries. Four said they had spent some of the interim as housewives and mothers. Other activities reported by respondents included twenty-three years working for NEWSWEEK, a Fulbright Fellowship to Argentina, wartime censor work, work as an airlines reservations agent, and non-professional library work.

Participation in the Latin American Program

With respect to participation in the Latin American Program, the spread of responses by dates of initial participation was surprisingly even: four in academic year 1964/65, the first year of the program; three in 1965/66; three in 1966/67; four in 1967/68; four in 1968/69; three in 1969/70; and five in 1970/71. Two of the men held fellowships for participation while eleven of the women did so. Nine fellowships were for the two-year M.L.S. program. One noted

holding a Library School fellowship, one a special certificate fellowship, one an Office of Economic Opportunity scholarship, and one a Ph.D. fellowship.

Although participation began in September, 1964, the earliest receipt of a degree was June, 1967. Two received degrees in 1968, six in 1969, five in 1970, four in 1971, and one in the spring of 1972. One woman received the M.A. degree, four men and fourteen women the M.L.S. Since the thesis requirement has been dropped, the number of degrees received has increased.

Among the factors which led the participants to enroll in the program, language appears to have been the most decisive element among the respondents: twenty-two persons indicated that language abilities had been at least partially responsible for their decision. Fourteen mentioned the influence of career goals; thirteen, travel and/or residence in Latin America; twelve, subject expertise. Previous work experiences were cited by nine people. Other reasons cited for participation were: the attraction of a fellowship, relation to a husband's specialization, desire to make a career change, and a bibliographical interest in Spanish-language materials.

Participants were asked to list the specialized Latin American courses they had taken. The largest number of respondents--twenty-four--had taken "Latin American Materials: Colonial Period," one of the original core of special courses. The smallest number was one respondent who had taken the "Seminar on Latin American Studies," one of two new courses begun in fall, 1970. Ranking second and third in terms of number of participants were "Latin American Materials: National Period" with twenty and "Latin American Publishing" with seventeen, both of which were part of the original core of offerings. Eleven persons took "Latin American Archives" even though it was not offered during two academic years, 1967/68 and 1968/69. The second new course "Library Development in Latin America," also begun in 1970, had been taken by three respondents, as had the seminar on Latin American history and culture taught by Professor T.F. McGann of the History Department which was offered only once in the fall of 1965. Two respondents had taken five of the specialized courses; ten persons took four each; five had taken three; five took two and four took one. Obviously, most of the respondents were either full-time participants or close to it.

Post-program Graduate Study

Concerning other graduate studies pursued after participation in the program, thirteen respondents, four men and nine women, did so in the following fields: Basque, education, history, Latin American literature, Latin American studies, library science, Spanish. Only two degrees have been received to date, one an M.A. and the other an M.L.S. A total of nine universities in seven different states were cited. Seven persons attended Texas schools: five at The University of Texas at Austin and one each at Southwest Texas State University and Trinity University. One each listed Arizona State, Duke, Indiana, Pittsburgh,

State University of New York at Buffalo, and the University of Nevada at Reno. Seven persons stated that participation in the program had influenced them to pursue further graduate study; four of the seven were studying for job-related reasons. Three respondents stated that although they were pursuing graduate studies, they had not in any way been influenced to do so by participation in the program.

Reasons for not continuing graduate study varied. Three said they needed a respite from study for the present; one person thought she needed work experience prior to further study; one person desired to continue his education but needed a fellowship; and one was postponing further study until her children were older.

All stated that they had engaged in informal studies. Twenty-three cited "reading" as their means of informal study, eleven each noted "seminars and institutes" and "individual research," and thirteen indicated "travel". Others means of "keeping up" were listed as teaching in the program, working with foreign students, translating reports, business trips, auditing courses, and self-study courses.

Employment

Prior to participation in the program, thirteen persons, two men and eleven women, had worked full-time in the following capacities: four had taught at the University level and three at the secondary level; five had held non-library clerical and secretarial jobs; four had worked in libraries (three in a professional capacity); and one person had been a magazine reporter. The time spent working in the cited jobs ranged from three months to twenty-three years. Twelve persons had been employed part-time. Eight indicated that their jobs had been pertinent to their later involvement in the program. One person had taught Spanish, four had worked in libraries (three at Texas' Latin American Collection), two had worked as research assistants, one had been a escort-interpreter with the U.S. State Department, and one had been a free-lance journalist.

Since the program only three persons--all women-- stated that they had held no full-time positions. One woman cited lack of opportunity as the reason; one preferred part-time employment; and a third was a full-time graduate student. Fourteen persons reported having held only one full-time position, eight had held two, and one person had held three. Eighteen former participants had worked as librarians for some period since the program, three had taught, one was an archivist, and two had held other types of jobs. The preponderance of librarian positions would seem to indicate that the program had achieved its goals. A closer examination of the type of library in which former participants have worked supports this claim. Eight noted an association with the Latin American Collection at Austin, six cited employment at university or special libraries with sizeable Latin American holdings, three cited public library work with Mexican-Americans, one person had worked in a library in Brazil, and another was employed at the library of the Instituto Tecnológico de Estudios Superiores de Monterrey. The geographic spread

of former participants was perhaps not as great as had been hoped--only one person each currently working in Guam, Honduras, Mexico; one formerly in Brazil and presently in California; two in New York; and one each in Arizona, Indiana, Missouri, Nevada, North Carolina, and Wisconsin. Thirteen, or 50 per cent, had worked in Texas since participation and nine were currently working there. [Among those failing to return their questionnaire, it is believed that there are currently working in Latin America, four in Mexico, one each in Argentina, Brazil, Colombia, and Ecuador. With but two exceptions, these are foreign nationals working in their homeland.]

A total of nine persons reported holding part-time positions. Seven held part-time library jobs, three while attending school and two while teaching part-time; two others preferred working part-time because of family obligations. Two others who reported having part-time employment engaged in non-library related jobs, one while studying and one for reasons not reported.

Only seven judged their first job after participation to have resulted from the program, eleven thought it partially helped, and six responded negatively. Those responding negatively gave as their reasons the following: had not yet received the M.L.S. degree so job did not result from the program; had returned to former profession; ancestry and language skill were key factors, not the program; a library science degree was the main factor; a personal contact was necessary; had continued in the same position as prior to participation. Those who answered "partially" cited the following as factors which in addition to the program had influenced their initial job offers: the M.L.S., language skills, and previous work experience.

In regard to the utilization of the specialized training on their first jobs after participation, only three claimed not to have utilized any. As to which skills were employed, nineteen cited languages (seventeen said Spanish; twelve noted Portuguese; two, French; and one each, German and English). Fourteen listed Latin American subject knowledge; twelve mentioned bibliographical expertise; and six cited knowledge of publishing and book trade. One person also mentioned archival training. Nineteen who worked in libraries as their first job reported utilizing their training in the following areas: twelve in cataloging, nine in reference, seven in bibliography, and eight in acquisitions. Other library-related activities mentioned by former participants were community relations, liaison with faculty, consultant work, archives, library orientation, and preparation of guides and manuals. Four mentioned using their acquired specialized skills in teaching, one in writing, one in editing, one in translations of LARC reports, and one in the War on Poverty Program.

Of the nine respondents who had had more than one job since the program, four found their participation in the program to be instrumental in securing their second jobs, and the one person who had held three full-time jobs found it to be instrumental in securing all three positions. Three stated that it was not instrumental in their securing second jobs and gave as their reasons for so

stating the following: hired because of an M.A. degree, hired on the basis of M.L.S. not specialization (had to find a job where husband located), and hired on basis of M.L.S. and a non-program contact. One person said the program was partially responsible for obtaining a second job but that the key factor had been her cataloging experience. All cited the use of language skills in subsequent jobs, and six cited utilization of book trade and publishing knowledge. All but one person had engaged in library work; the exception was a person teaching at the university level. The cited skills were employed as follows: seven used them in cataloging, nine in bibliographical work, seven in reference, and eight in acquisitions work. Non-library usage included three in teaching, two in writing, and one in editing.

Only three respondents noted that post-program jobs had involved residence in Latin America, the countries being Brazil, Honduras, and Mexico. Latin American travel for business reasons had been required of only three persons, but several respondents noted that they expected to be sent on buying trips to Latin America in the near future.

Finally, respondents were asked to estimate the efforts participation in the training program had had on their subsequent professional careers in terms of more job offers versus fewer job offers, higher initial salaries versus lower initial salaries, etc. Only fifteen participants completed this question even in part. Six persons, two men and four women, were of the opinion that they had received more numerous job offers as a result of participation while three others were of the opposite opinion; i.e., they felt that they had received fewer job offers than if they had not participated and that specialization limited employment opportunities. Eight responded that higher initial salaries resulted from participation and one claimed that the result was a lower salary. Of those who had held more than one position, only three felt that participation had led to higher salaries in jobs subsequent to the first and one voiced the opinion that it led to lower salary prospects. Four cited more rapid promotion as a benefit of participation while two felt that it retarded promotion. Seven had experienced greater job flexibility as a result while five had experienced less. Seven persons stated that, as yet, any results were unknown to them.

Comments appended to the questionnaire by nineteen of the respondents ranged from pleas for information in the availability of fellowships and jobs to expressions of gratitude to the Ford Foundation, the original sponsor of the program, for financial support received. Additional benefits of the program were cited as opportunity for more rewarding library work, increased involvement with teaching faculty, increased prestige with specialization, increased ability to handle Latin American materials, and opportunity to teach library courses as well as work as a librarian. At the same time detrimental effects stated were: specialization had limited the opportunity for promotion and salary increase as--in the opinion of the respondent--both are usually reserved for assumption of administrative duties and few area specialists have access to administrative posts; the M.A. in Latin American studies earned in the program after receipt of an M.L.S.

is intimidating to prospective employers who are reluctant to offer low-paying positions; the time spent in the program-required courses detracted from the regular library training and made the first job more difficult; the program is little known outside Texas and the chief benefits to be derived from participation are limited to Texas.

There were also a number of comments--many somewhat critical--about other aspects of the program; i.e., one felt that the program provided the framework for specialization but that further study was necessary; one criticized the lack of clearly defined goals and the lack of placement efforts on behalf of the participants; and another said she had learned little but that the fault might reside with her. Another commented that the languages required for the program (which she had learned prior to it) were the most essential ingredient in her subsequent success.

Conclusion

On the whole, it would seem that the state of Texas has produced the most participants and has benefitted the most, but it has by no means been dominant. Three of the first five full-time participants were from out-of-state, and approximately half of all participants (excluding those currently enrolled) are now scattered throughout the United States and its territories. Roughly one-fourth of the participants were foreign-born who returned to their native countries in order to make their contributions there. Most participants have felt that the program has been a positive factor in the procurement of jobs and most are using skills learned in the performance of those jobs. Most seem to have been interested in combining an academic specialty with a library career and brought to the program a subject background which they were able to utilize, language in particular. The majority had had first-hand experience with Latin American cultures, either through travel or through residence. They were well qualified academically as indicated by the number who already held an advanced degree before enrolling in the special program and by the number who successfully completed the program thereby receiving the M.L.S. (or M.A. in Latin American Studies) degree. Their professionalism has been evidenced by their continuation of graduate studies since leaving library school, by their keen interest in keeping abreast of the field, and by their participation in professional associations, such as SALALM.

The future of the program is uncertain. The present GSLS administration which inherited it has made little effort to promote it, and without publicity it can not continue to attract applicants, who are not made aware of its existence. It was originally designed as a two-year program so that students would have the opportunity to take courses in Latin American area studies as well as in library science. Now, apparently, there is little encouragement to study both--one three-hour elective does not permit too wide a choice. Nevertheless, this type of program is needed, and with the strong Latin American area studies program at The

University of Texas supported by a library noted for its holdings in Latin Americana, the University is a logical place for such a program. Hopefully it will be continued.

Although it is to be regretted that the opinions of all those who participated in the program have not been available for inclusion in this paper, the authors believe that the responses received constitute a valid sample. It is also regrettable that the instructors in the program and the employers of participants were not polled. Perhaps this omission can be corrected at some future date. In spite of these limitations, it is hoped that this paper has provided an insight into an ambitious and unique attempt to prepare librarians for jobs as Latin American area specialists and to prepare them for all pertinent aspects for library work: reference, bibliography, book selection, acquisitions, archives, etc.

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With the exception of item 10 which is in the possession of the authors, all of the other items are in the files of the Graduate School of Library Science at The University of Texas at Austin.

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2. _____. "Summary Report on the Latin American Library Studies Program, 1964/65." June 4, 1965. 6ℓ. (Typewritten)

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4. _____. "Report on the Latin American Library Studies Program at The University of Texas for the Period March 1, 1966-February 28, 1967." September [25] 1967. 3ℓ. (Typewritten)

5. "Program for Librarians and Bibliographers for Latin American Collections to be Inaugurated at The University of Texas in the Fall of 1964/1965." Preliminary Announcement, March 5, 1964. (Typewritten)

6. "Program of Training for Bibliographers and Librarians for Latin American Collections; a Request to the Ford Foundation from The University of Texas for $ 125,000 for the 30-month period January 1, 1964-June 30, 1966." (Typewritten)

7. "Program of Training for Bibliographers and Librarians for Latin American Collections and for Prospective Teachers in the Program; a Request to the Ford Foundation from The University of Texas for $ 251,000 for the period January 1, 1967, to January 1, 1972, for Continuation and Expansion of the Program Begun in 1964." (Typewritten)

8. Texas. University at Austin. Graduate School. "Form for a Proposed New Graduate Course." March 25, 1970. (Typewritten)

9. _____. Graduate School of Library Science. "Announcement, 1964-1965." (Mimeographed)

10. _____. Institute of Latin American Studies. "Degree Program [s], 1954-1965." (Mimeographed)

11. University of Texas News and Information Service. Press release, February 19, 1964. (Mimeographed)

APPENDIX I

THESES PRODUCED IN THE LATIN AMERICAN PROGRAM

This list only partially reflects the research done as some wrote lengthy papers in lieu of a thesis. Also some of the theses remain partially completed as a result of the abolishment of the thesis requirement.

Brady, Mary Ruth Magruder. "The Book Industry of Argentina, 1937-1956." 1970.

Erwin, Linda McIntosh. "The Book Trade and Book Publishing Industry in Cuba, 1950-1965." 1968.

Grothey, Mina Jane. "Seventeenth-century Mexican news-sheets, Precursors of the Newspaper; a Description of the García Icazbalceta Collection." 1969.

Guzmán, Isidro. "Proposal for a computer-based index to Mexican Literary periodicals." 1968.

Rodríguez Gallardo, José Adolfo. "Guía de materiales de referencia sobre las humanidades mexicanas." 1970.

Saénz Cirlos, Vicente Javier. "Guía de obras de consulta sobre Mexico, en el campo de las ciencias sociales." 1968.

Watson, Alice Gayle Hudgens. "A Guide to Reference Materials of Colombia, Ecuador, and Venezuela useful in the Social Sciences and Humanities." 1967. (A revised edition has been published by Scarecrow Press, 1971)

APPENDIX II

The following alphabetical list is the total mailing list for the questionnaire [see Appendix III]. The names of those who completed the questionnaire and whose replies have been used for the preparation of this paper are typed in all capital letters.

MARIO ARGUETA
Assistant Professor of History
Universidad Nacional de Honduras
Tegulcigalpa, Honduras

CYNTHIA J. BAIRD
Junior Librarian
Latin American Library
Oakland Public Library
Oakland, California

Roberto Bandala-Reynante

Susan Shattuck Benson

MARY MAGRUDER BRADY
Social Science Bibliographer and
Acting Assistant Director for
Collection Development
State University of New York
Buffalo, New York

MAYELLEN BRESIE
Librarian
Mendel Collection
Lilly Library
Indiana University
Bloomington, Indiana

MAURICIO CHARPENEL
Research Associate
Institute of Latin American Studies
University of Texas
Austin, Texas

YOLANDA CUESTA
Head of Services to Mexican-Americans
El Paso Public Library
El Paso, Texas

Linda Erwin

Victor García-Moreno

JANE GARNER
Reference Librarian
Latin American Collection
University of Texas
Austin, Texas

Margarita Giraldo

Myla Goldman

MINA JANE GROTHEY
Descriptive Cataloger
Duke University
Durham, North Carolina

Anne J. Gurvin

ISIDRO GUZMAN
Latin American Serials Cataloging
Supervisor
University of Texas
Austin, Texas

Donna Hawkins

JUDITH ISHMAEL
Reference Librarian and Latin American
Subject Specialist
Arizona State University
Tempe, Arizona

ANN TEAGUE JORDAN
Pontiac, Michigan

Jean Kuhl

David Lee

VIRGINIA MOUNCE
Archivist and Latin American Librarian
Trinity University
San Antonio, Texas

CLARICE NEAL
Senior Library Assistant
Latin American Collection
University of Texas
Austin, Texas

CHRISTINE NELSON
Children's Librarian
Nieves Flores Memorial Library
Guam

Manuel M. Nieto Pinteño

LINDA EARLE NUNLEY
High School Teacher, Spanish
and French
San Antonio, Texas

GAIL OLSON
Graduate Assistant to the Director
of The International Library
Information Center
University of Pittsburgh
Pittsburgh, Pennsylvania

José Orozco-Tenorio

LOIS PEARSON
Associate Librarian
General University Libraries
New York University
New York, New York

José Adolfo Rodríguez

VICENTE SAENZ CIRLOS
Reference Librarian
Instituto Tecnológico y de Estudios
Superiores
Monterrey, N.L., Mexico

KATHRYN KEEHN SAGEBIEL
Instructor and Reference Librarian
Southwest Texas State University
San Marcos, Texas

ANA SALINAS
Senior Cataloger
St. Louis University
St. Louis, Missouri

Bonnie Strote

YOSHIKO TEZUKA
Assistant Cataloger
University of Nevada
Reno, Nevada

MARILYN THIELKE
Librarian-Specialist
University of Wisconsin
Madison, Wisconsin

GAYLE WATSON
Dallas, Texas

LOU WETHERBEE
Latin American Catalog Librarian
University of Texas
Austin, Texas

JOHN WHEAT
Assistant Professor
Graduate School of Library Science
University of Texas
Austin, Texas

BETTY WHITE
Periodicals/Exchange Librarian
Latin American Collection
University of Texas
Austin, Texas

APPENDIX III

THE UNIVERSITY OF TEXAS LIBRARY SCHOOL PROGRAM FOR THE TRAINING OF LIBRARIANS FOR LATIN AMERICAN COLLECTIONS: AN EVALUATION

I. PERSONAL BACKGROUND

A. Biographical data

1. Name: _____
2. Home address: _____
3. Phone (number and area code): _____
4. Married: Yes____ No____
   If yes, since what date: _____
5. Place of birth: _____ Date of birth: _____

B. Family Data

1. Was anyone in your immediate family born in Latin America or in any other Spanish or Portuguese speaking country: Yes____ No____
   If yes, please specify relationship and country: _____
2. Are you married to anyone born in Latin America or any other Spanish or Portuguese speaking country: Yes____ No____
   If yes, what country: _____

C. Places of residence

1. Please list places of residence - U.S. and foreign - prior to participation in the Program and, if possible, indicate dates for each: (Use verso if more space required)

a) U.S.A.	Dates	b) Foreign	Dates
_____	_____	_____	_____
_____	_____	_____	_____

2. Since participation in the Program, where have you resided: Use verso if more space required)

a) U.S.A.	Dates	b) Foreign	Dates
_____	_____	_____	_____
_____	_____	_____	_____

D. Travel

1. Had you traveled outside the U.S.A. prior to participation in the Program: Yes____ No____

If yes, please list countries visited and indicate length of stay and purpose of visit: (use verso if more space required)

_____

2. Have you traveled outside the U.S.A. since participation in the Program: Yes____ No____
If yes, please list countries visited and indicate length of stay and purpose of visit: (use verso if more space required)

_____

II. EDUCATIONAL BACKGROUND

A. Undergraduate education

1. Degree received: a) B.A._____ B.S._____ B.B.A._____B.ED._____
Other (specify) _____
b) Major(s) _____
Minor(s)_____
c) Granting institution: _____
d) Date received: _____

2. Were you the recipient of a scholarship during your undergraduate years: Yes____ No_____

3. Did you work while attending school: Yes____ No____
If yes:
a) Full-time _____ Part-time_____ Summers _____
b) Describe any job experience pertinent to you later participation in the Program: _____
_____

B. Graduate education (prior to the Latin American Program)

1. Did you begin graduate study immediately after completion of undergraduate degree: Yes____ No____
If yes:
a) Field(s) of study:_____
b) Institutions (specify dates):_____
c) Degree(s) received (give granting institution, date, and degree):_____
d) Were you the recipient of a fellowship: Yes____ No____
e) Did you work while attending school: Yes____ No____
If yes, describe any job experience pertinent to your later participation in the Program: _____
_____

2. If not, what did you do in the interim between undergraduate and graduate school (please specify dates): _____
_____

C. The University of Texas Library School Program for the Training of Librarians for Latin American Collections.

1. Dates of participation in the Program: _____

2. Did you receive a fellowship: Yes____ No____
If yes, give type (e.g. M.L.S., subject M.A., Ph.D.) and dates:
_____

3. Degree received: Yes____ No____
If yes, specify degree and date:_____

4. What influenced your decision to participate in the Program:
(check as many as are applicable)
Language skills_____ Subject expertise_____ Work experience_____
Travel/residence in L.A._____ Career goals _____
Other (specify)_____

5. Please list all Latin-American related courses taken in the Library School: _____
_____

6. Have you pursued graduate study since your participation in the Program: Yes____ No_____
If yes,
a) Field(s) of study:_____
b) Institution(s) (with dates):_____
c) Degree(s) received (give institution and date):_____

7. Did your participation in the Program influence your decision to pursue or not pursue further graduate study (please explain):
_____

D. Informal Studies

1. Have you maintained or increased your knowledge of Latin America and/or your foreign language skills since participation in the Program: Yes____ No____
If yes
Please indicate the manner in which you have done so:
reading_____ seminars/institutes _____ research_____
travel_____ on-the-job training_____Other (specify)_____

III. EMPLOYMENT HISTORY

A. Pre-Latin American Program

1. Full-time employment: Yes____ No____

If yes, please list positions in reverse order from date of participation in the Program (use verso if necessary)

a) Place of employment: _____
Title: _____
Job description: _____
Dates: _____

b) Place of employment: _____
Title: _____
Job description: _____
Dates: _____

c) Place of employment: _____
Title: _____
Job description: _____
Dates: _____

2. Part-time employment: Yes____ No____
If yes, please describe any experiences pertinent to your participation in the Program: _____

B. Post-Program Employment

1. Are you currently or have you been employed full-time since your participation in the Program: Yes____ No____
If yes, please list positions in reverse order from the present (use verso if necessary)

a) Place of employment: _____
Title and/or rank: _____
Job description: _____
Dates: _____

b) Place of employment: _____
Title and/or rank: _____
Job description: _____
Dates: _____

c) Place of employment: _____
Title and/or rank: _____
Job description: _____
Dates: _____
If no, for which of the following reasons: Further study__ personal/family commitments_____lack of opportunity_____ other (specify) _____

2. Are you currently or have you ever been employed part-time since the Program: Yes____ No____
If yes, please list positions in reverse order from present (use verso if necessary)

a) Place of employment: _____
Title and/or rank: _____
Job description: _____
Dates: _____

b) Place of employment:_____
Title and/or rank:_____
Job description:_____
Dates:_____
c) Place of employment:_____
Title and/or rank:_____
Job description:_____
Dates:_____
d) What was your reason for choosing part-time vs. full-time employment_____

3. Did your first post-Program job offer result from the specialized training: Yes____ No____Partially____
If no or Partially, please explain_____
_____

4. Did you utilize your special training in your first job: Yes___ No____
If yes,
a) Which of the following: Languages (specify) _____
L.A. subject knowledge_____bibliographical expertise_____
L.A. booktrade and publishing_____Others specify)_____
b) Manner of utilization:
1) Library work: cataloguing____ reference ____ bibliography _____ acquisitions____ other (specify)_____
2) Teaching (specify) _____3) writing_____4) editing _____ 5) Other (specify)_____

5. Was your participation in the Program instrumental in subsequent job offers: Yes____ No____ Partially ____
If No or Partially, please explain _____
_____

6. Which of the following skills have been utilized in your subsequent jobs: Languages (specify) _____ L.A. Subject knowledge _____bibliographical expertise _____ L.A. booktrade and publishing _____ other (specify)_____

7. In what manner have the previously specified skills been employed:
a) Library work: cataloguing _____ reference _____
bibliography _____ acquisitions _____ other (specify)_____

b) Teaching (specify) _____c) writing _____ d) editing _____ e) other (specify) _____

8. Have any of your post-Program jobs required residence in Latin America: Yes _____ No ____
If yes, please indicate job, countries, and dates: _____
_____

9. Have any of your post-Program jobs required foreign travel:
Yes ____ No____
If Yes, please indicate job and countries and dates _____
_____

10. In your opinion, has your participation in the Program had any of the following effects on your subsequent career:
more numerous job offers _____ fewer job offers_____
higher initial salary(ies)_____ lower initial salary(ies)_____
higher subsequent salary(ies) _____ lower subsequent salary(ies)
_____ more rapid promotion _____ less rapid promotion _____
greater job flexibility _____ less job flexibility ____
other (specify) _____

IV. ADDITIONAL COMMENTS (Please make use of the space provided for elaborating questionnaire responses or for commenting on aspects not covered)

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THE N.D.E.A. INSTITUTE IN SPANISH AND LATIN AMERICAN LIBRARIANSHIP, JUNE-AUGUST, 1966, UNIVERSITY OF ILLINOIS, URBANA; A REPORT AND EVALUATION

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University of Illinois Library
University of Illinois at Urbana-Champaign

Submitted for the Seventeenth Seminar on the Acquisition
of Latin American Library Materials
University of Massachusetts
Amherst, Massachusetts
June 11-14, 1972

GENERAL SECRETARIAT
Organization of American States
Washington, D.C.
1972

The N. D. E. A. Institute in Spanish and Latin American Librarianship, June-August, 1966, University of Illinois, Urbana; a report and evaluation

Carl W. Deal

INTRODUCTION

During the summer of 1966, three library schools in the United States sponsored instructional opportunities in Latin American bibliography. At the University of Texas a complete curriculum for the training of Latin American bibliographers, with financial assistance from the Ford Foundation, was underway. Dr. Irene Zimmerman offered a course in Latin American bibliography at the University of Michigan, and the writer directed a special summer institute in Latin American librarianship at the University of Illinois. The purpose of this paper is to review the objectives and results of the program which was offered at the University of Illinois in Urbana.

Known officially as the "NDEA Summer Institute in Spanish and Latin American Librarianship," the program took place during the regular Summer Session of eight weeks duration. The Institute was designed to provide as many as twenty-five librarians with: Spanish language proficiency equivalent to a full academic year's work at the college level, library science credit in Latin American bibliography, and an exposure to the book trade, acquisitions techniques, exchange, official publications, etc., as related to Latin American materials.

The Institute initially was designed to provide specialized training for librarians from college and smaller university libraries which had growing programs for acquiring Latin American materials, but which lacked staff members knowledgeable about Latin American bibliography and the problems of the Latin American book trade. Up to that time, it had been virtually impossible for librarians to acquire formal training in the bibliographical management of library materials from any major region of the world, where English was not the major language. It may be argued, except in the case of a few library schools, that this is still the case today. However, such arguments are outside of the scope of this paper.

Finally, the Institute was sponsored by the Graduate School of Library Science and the Center for Latin American Studies at the University of Illinois. The program was jointly funded by the University and the U. S. Office of Education, under the auspices of Title VI of the National Defense Education Act.

PROGRAM OBJECTIVES

Newly committed as well as expanding academic programs in Latin American Studies rely on librarians and teaching faculty to assemble the collections required to service their instructional and research needs. Relatively few librarians in 1966 had the necessary experience and training to work effectively with materials from Latin America. To the writier's knowledge, only the Library School at the University of Texas had included Latin American bibliography in its curriculum on a regular basis.

For these reasons, it was strongly felt that much could be accomplished during a summer session to assist librarians, who were responsible for selecting and acquiring Latin American materials, but who were inexperienced in dealing with the bibliographic problems of the area. While the Institute did not pretend to train full-time Latin American bibliographers, it did propose to provide an overview of Latin American bibliography and the techniques required for maintaining more successful acquisitions programs.

Secondly, it was felt that the Institute should include an intensive beginning Spanish course, in order to provide opportunities for librarians who had the interest, but lacked the language training to work with Latin American materials. Students enrolled in intensive Spanish for four hours daily were limited to one-half unit of credit in Latin American bibliography, while more advanced students enrolled in the regular language curriculum were permitted one and one-half units of credit in Latin American bibliography.

Thirdly, the completion of individual resource development projects was of equal importance to the course in Latin American bibliography and the language component. These projects were implemented to provide participants with the opportunity to make practicle application of their training in solving problems existing within their own libraries. All were asked to arrive on campus with such a project in mind which previously had been worked out with members of their own faculty and library staff.

THE INSTRUCTIONAL PROGRAM

The combination of language study and librarianship was compatible. The language component was completely flexible, providing for intensive beginning level instruction for participants with no formal language experience up through advanced courses for participants with higher levels of proficiency. The library science course in Latin American bibliography was distinct in that lectures by visiting consultants were incorporated into the course. Consultants were available also to consult with each participant on his individual resource development project.

A description of the instructional program and the Institute staff follows below:

A. Instructional Program.

1. Library Science 450i. Advanced Studies in Librarianship. The course included a study of Latin American bibliography, supplemented by the consultants' lectures on the book trade, publications of the Pan American Union and other international agencies related to Latin America, the book trade, official publications, statistical publications, bibliographic activities of the Library of Congress, etc. as outlined below.

a. Latin American Bibliography, June 23-July 11. Instructor, Carl W. Deal, Consultant in Latin American Bibliography, University of Illinois Library.

Lectures and review of 233 titles from eleven bibliographic check-lists prepared for each student. The checklists of bibliographies in the humanities and the social sciences (79) titles, were not fully discussed during this period. They were prepared as an aid to the participants in their preparation of resource development projects.

b. Latin American Book Trade, July 12. Consultant, Dr. Nettie Lee Benson, Latin American Collection, University of Texas Library.

Morning and afternoon lectures covering the nature of book publishing in Latin America, a discussion of appropriate dealers for each subject and geographical area, problems of publishing and distribution, legal aspects of importing and exporting of books, etc.

c. Latin American Book Trade, July 13. Mrs. Emma C. Simonson, Latin American Collection, Indiana University Library.

During a taped interview, Mrs. Simonson discussed the Latin American Book Trade and her recent buying trip throughout Latin America for the four libraries of the Midwest Universities Consortium for International Activities, Inc.

d. Mid-term examination, July 15.

e. Publications of the Pan American Union and other international agencies working in Latin America, July 18-16. Consultant, Mr. Peter De la Garza, Head of Acquisitions, Columbus Memorial Library, Pan American Union, Washington, D. C.

Mr. De la Garza's lectures included discussions of official publications of each of the American republics, government manuals, statistical publications, and publications of the United Nations and various Inter-American agencies. He provided checklists of the basic documents and most important published works of each of the agencies discussed. This portion might best be described as an intensive course in documents as related to Latin America. The checklists of bibliographies amounted to about sixty pages, and each participant was provided with a copy for his own use. Private consultation with Mr. De la Garza on resource projects was provided for each participant.

f. Bibliographic activities of the Library of Congress, the importance of the Handbook of Latin American Studies, and other bibliographic aids, July 27-29. Consultant, Mr. Earl Pariseau, Editor of the Handbook of Latin American Studies and Assistant Director of the Hispanic Foundation of the Library of Congress.

Additional topics presented were basic reference works used in the Hispanic Foundation, the Latin American book trade and a discussion of acquisitions centers for the Library of Congress to be established in Latin America. He also provided four different lists of the basic references most called for in everyday research at the Hispanic Foundation. A conference with Mr. Pariseau was arranged for each participant.

g. General review of presentation of the consultants and of serial publications, August 1-3, Instructor, Mr. Deal.

h. Latin American serial publication, Caribbean bibliography and the book trade of that area, August 6. Consultant, Dr. Irene Zimmerman, Reference Department and Latin American Specialists, the University of Florida Libraries, Gainesville, Florida.

This lecture centered around the research and publishing of the consultant's most important work, at that time, the Guide

to Current Latin American periodicals, humanities and social sciences.

i. Presentation of resource development projects before the entire group, August 8-9.

Each participant reviewed his individual project and received suggestions from the group for its implementation.

j. The University Press of the University of El Salvador and a review of Central American scholary journals, August 10. Sr. Italo López, Editor of the University of El Salvador Press.

2. Spanish 101-102. Accelerated Elementary Spanish. The course included three hours of classroom study and one hour of laboratory practice daily for the entire eight weeks. Instructors, Mr. Edward Borsoi and Mr. Gary E. A. Scavnicky.

Participants qualifying at a higher proficiency level selected courses in Spanish available during the regular Summer Session.

B. Staff.

Mr. Carl W. Deal, Institute Director and Instructor in Library Science 450i.
Dr. Nettie Lee Benson, Consultant, Library Science 450i.
Mr. Peter de la Garza, Consultant, Library Science 450i.
Mr. Earl Pariseau, Consultant, Library Science 450i.
Dr. Irene Zimmerman, Consultant, Library Science 450i.
Mr. Edward Borsoi, Spanish 101-102.
Mr. Gary E. A. Scavnicky, Spanish 101-102.

PROGRAM EVALUATION

The Institute was widely advertised by distribution of individual announcements and an ad appearing in the Library Journal. Further, information was requested from across the country and from Canada, Colombia, Puerto Rico and England. Additionally, request for instructional materials and copies of completed resource development projects were received from librarians in the United States and from abroad. While a respectable level of professional interest, evidenced by the numerous inquiries and requests for application forms, initially pointed toward a full enrollment of twenty-five participants, eleven persons ultimately enrolled in the Institute.

The fact that the program did not fall specifically within the Title VI guidelines made it impossible for the Office of Education to provide stipends. However, the willingness of the Office of Education and the Summer Session of the University of Illinois to jointly absorb the administrative and instructional costs made it possible to offer the Institute as a service activity to the library community.

While the lack of stipends and the specialized nature of the program probably inhibited larger enrollments, the final group of eleven participants was enthusiastic, diverse, and talented. They represented four year colleges as well as universities. Two participants represented institutions with major Latin American collections, and all but two were at the intermediate and advanced level of language proficiency. Given that each prepared a resource development project in addition to regular class assignments, the size of the group ultimately proved to be ideal.

The writer would also like to recognize the importance of several preliminary lists of bibliographies prepared by Dr. William V. Jackson and bibliographic information shared by Dr. Irene Zimmerman. Dr. Jackson, who was scheduled to offer the course in bibliography, fell ill on the eve of the seminar, and his duties were assumed by the writer. Dr. Zimmerman graciously shared her knowledge and experience in this emergency.

Several of the less obvious factors which contributed to the final results of the Institute should be pointed out. First, the provision of released time for the Director for planning during the semester previous to the Institute, and considerable secretarial support from the Center for Latin American Studies, made it possible to properly administer a specialized program. Secondly, by administering the Modern Language Association Spanish Language Placement Test to each participant on his own campus, levels of language proficiency were established prior to his arrival on campus. Finally, the broad collections of Latin Americana at the Univerity of Illinois made it possible for participants to review both major works and secondary sources required for the course on bibliography and for individual projects.

The individual projects provided practical application of each participant's experience to problems faced in his own library. The opportunity to work under the supervision of librarians experienced in the field further enhanced the utility and application of the projects. While the completed projects varied in quality, according to the professional background and language experience of the authors, they were generally of a high calibre.

With these preliminary and evaluative comments to serve as a basis for more detailed evaluation, the remainder of this paper is taken almost verbatum from the final report of the Institute.

On the basis of written observations solicited from each participant and comments of visiting consultants, the Institute proved to be a rewarding experience for staff and participants alike. Each agreed that the program was excellent preparation for the problems they would be working with, and each offered suggestions on how a future program might be improved. While the maximum enrollment of twenty-five was not achieved, a group of eleven in a program requiring rather special attention was of sufficient size to keep the Director and the Consultants fully occupied.

The total impact which the institutions represented presently have and will continue to have in this area is significant. Three universities (Illinois, Kansas, and Yale) maintain strong area programs, and the University of Houston and Grambling College offer an undergraduate major in Latin American Studies. The American Institute for Foreign Trade is offering graduate training in the area on increasing demand, and Antioch College is involved in a significant library acquisitions program associated with its participation in the Great Lakes Colleges Association study and research programs in Colombia. PMC College is presently offering coursework related to Latin America in several disciplines and is inaugurating an undergraduate major in Spanish during the coming semester. Now undergraduate and graduate level programs and course expansion is envisioned in various of these institutions.

Participents' views of the need for a language component varied. Four felt it was necessary, one felt it was necessary but should accept participants beginning at the third semester level, two believed it was important but not necessary, and one held it would be useful to provide a special course tailored to the group's needs.

Adjustments to the pre-Institute requirement in language training were made when necessary. Obviously, our two native Latin Americans profited more through enrolling in English Rhetoric and a library science course. Two University of Illinois participants were not permitted to enroll in a language course, since this would have violated University regulations limiting the number of credit hours for which one may study while employed on a full-time basis. At final count, participants were placed in the following Spanish language courses: Spanish 101-102 (1), Spanish 103 (1), Spanish 104 (2), Spanish 211 (1), Spanish 221 (1), and Spanish 332 (1).

The intensive beginning Spanish 101-102 presented various problems. Important among these was the small size of the class, which included one Institute participant and four students from other departments. Due to the demands of her other work in Latin American bibliography and to the requirements of the resource development project, it was deemed desirable by all concerned for our participant to complete the course as an auditor.

While the background and ability of students will vary, I would not recommend that intensive language training be included in programs of this type. However, it definitely proved worthwhile to require a single foreign language course, and as a result participants are prepared to continue language training at a more advanced level.

In employing Modern Spanish, the Modern Language Association's text used for the first two semesters in Spanish 101 and Spanish 102, it was possible to cover twenty of the twenty-four units. It was more difficult to absorb dialogs at such a rapid rate, and it was the opinion of one instructor that a more traditional text with less oral emphasis might have proved better for such a small group over such a short period of time. He also noted that a minimum of eight students would have been more desirable and would have assured that there were at least five present for any given class period.

If the language component was not necessary, it was more than worthwhile, since five persons indicated they would continue Spanish language study during the coming semester. Of the remaining six students, five will continue studies in language and area studies in September, and one indicated no immediate plans for future study.

The time spent in the library science component seemed properly balanced considering the material which was covered. Participants' views on this varied with four recommending shorter periods of six weeks and four weeks. On the other hand three felt there was little enough time to review all of the material while working or studying other subjects. It is the Director's view that in a program devoted solely to Latin American bibliography, classes of two hours daily over a four week period is feasible. However, other areas such as the book trade and acquisitions problems could not be discussed without increasing the daily class time by one hour. Such time limitations would not permit the termination of a very effective resource development project.

In this case the inclusion of a language component required the program to extend the full eight weeks. Had it been possible to schedule Consultants throughout that period, rather than concentrate them in the final four weeks, the lectures in Latin American bibliography and the materials to be reviewed could have been offered at a more leisurely pace and the students could have spent more time on each new bibliography. Time for more give and take discussion could also be allowed for a group of experienced librarians.

All but one librarian considered the resource development project necessary, and each was diligent and resourceful in completing his own. This enabled them to carry out a program of particular interest and probably accounts for the unusually high motivation found in the group as a whole. While the Director was pressed to give each individual the necessary attention, they worked

quite independently once their topics were fully outlined. A list of project titles is appended.

It is pertinent to make recommendations in the event similar programs are offered in the future. These recommendations are those of the Director and are derived after consideration of suggestions of participants and from the overall experience gained in the program.

1. It is possible to design programs of four, six, or eight weeks.

   a. Only an intensive course in Latin American bibliography is possible to present in four weeks with classes meeting two hours daily. In meeting three hours daily, other important areas such as the book trade, acquisitions problems, etc. can be included. A student work project, such as a term paper or bibliography, could not be completed in this time.

   b. In a program of six weeks, with classes meeting two hours daily, it would be possible to include everything reviewed in the present Institute. This would allow time only for a more limited project. A worthwhile bibliography could be completed in this time.

   c. Only in a program of eight weeks can a language component be included, a project completed, the bibliography digested and other aspects of librarianship be presented.

2. Intensive language study at the beginner's level should receive careful consideration before inclusion in programs with equally taxing requirements in other disciplines. Language study is recognized as the key to success in working with the literature of the area. But it is more practical when it can be studied at an intermediate level or above.

As our follow-up with participants is completed, we shall learn more of the usefulness of all aspects of the Institute. In the event another program is planned, we shall profit from such a survey.

Noting that the program was presented on a shared-cost basis, the Office of Education has reached out to assist Latin American studies in eight institutions, and the University of Illinois will benefit from the training received by three of its own staff members to work more effectively in this area. The Director is grateful to both for support of a program which in his view was somewhat experimental and untried, but much needed.

List of Participants

INSTITUTE IN SPANISH AND LATIN AMERICAN LIBRARIANSHIP
at
UNIVERSITY OF ILLINOIS

Casper, Jean Braxton, 305 South Urbana Avenue, Urbana, Illinois; University of Illinois Graduate Assistant.

Dearnaley, Carolyn, c/o Antioch College Library, Yellow Springs, Ohio; Antioch College Periodicals Librarian.

Ermill, Nelly E., Box 2060, Yale Station, New Haven, Connecticut; Yale University Library, Latin American Collection.

Hofsas, Elizabeth, 624 East Green, Champaign, Illinois; University of Illinois Serials Cataloger.

Fort, Gilberto V., 11th & Missouri Streets, Lawrence, Kansas; University of Kansas, Latin American Collection.

Hand, T. Spencer, 2836 Haverford Road, Ardmore, Pennsylvania; Pennsylvania Military College, Librarian in charge of Technical Processes.

Osborne, Zelda, 1401 Alabama, Houston, Texas; University of Houston, Assistant Director for Technical Services.

Richardson, Thelma, P.O. Box 258, Grambling, Louisiana; Grambling College, Liberal Arts Librarian.

Rutledge, Pat, 1201 West Healey, Champaign, Illinois; University of Illinois, Graduate Assistant.

Walker, John, 408 West Green, Urbana, Illinois; University of Illinois, Assistant Education & Social Science Librarian.

Wheeler, Lora Jeanne, P.O. Box 191, Phoenix, Arizona; American Institute for Foreign Trade, Librarian.

Resource Development Projects

Casper, Jean B. A survey of Latin American art materials in the University of Illinois Library. Final copy in preparation.

Dearnaley, Carolyn. Colombian booktrade and bibliography; a survey with bibliographical appendices. 59 p.

Ermill, Nelly. A select guide to indispensable sources for the study of Peruvian literature of the colonial period. 10 p.

Fort, Gilberto. Research project on Latin American journals. 30 p.

Hand, T. Spencer. The selection of Latin American materials for the Library of PMC Colleges... 23 p.

Hofsas, Elizabeth. Library science in Latin America. 33 p.

Osborne, Zelda L. Proposed plan for securing material to support the undergraduate program in Latin American Studies, University of Houston, 1966-1967. 13 p.

Richardson, Thelma. A selection of Latin American Periodicals for the Grambling College Library. 20 p.

Rutledge, Patricia P. A partial survey of the number of volumes pertaining to Latin America in the University of Illinois Library. 34 p.

Walker, John A. Jr. Acquisitions checklist for Latin American linguistics. 19 p.

Wheeler, Lora Jeanne. Latin American political parties: a bibliography. 105 p.

CONCLUSIONS

The foregoing description of the activities of the Institute presents some of the problems which were encountered in getting it underway, the instructional program which was provided, and views of staff and participants which were registered upon its completion. Its positive effects may be judged in part by the continued participation of some of those involved in library activities related to Latin America, including the activities of SALALM.

But turning to a larger question, what is the future for the teaching of Latin American bibliography in the United States? Since 1966, much has happened in the field of Latin American bibliography and librarianship, and progress has been made on several fronts. To the writer's knowledge, over the past several years librarians have offered courses in Latin American bibliography at Indiana University, the University of Kansas, the University of Minnesota, Stanford University, and the University of Texas. Today, instructional materials are more abundant, and recent works by Gropp and Zimmerman, to name only several, have added significantly to the literature. But the field is still virgin territory for scholarly research in bibliography and other areas of librarianship, and there may now exist a corps of specialists which will make the field even more exciting.

Short courses and special institutes of the type described in this paper serve useful, albeit, specialized goals, and they can strongly contribute to the continuing education of librarians. But the demand for such programs is very limited and may well shrink along with the outside funding which has made possible some of the instructional opportunities mentioned above.

A good question for all interested parties to ponder is whether there is a place in the regular library science curriculum for courses in area bibliography which specialize on the literature published in languages other than English. The writer, in view of his own experience and interests, believes that such courses greatly contribute to advancing the scholarship of librarians and students in other fields specializing on a particular world area. But one must also realize that the academic marketplace ruthlessly ranks its priorities, which are constantly in a state of change. For example, the requirements for foreign language study at the undergraduate level have been eliminated or reduced at numerous institutions, an academic decision that few of us would have predicted five or six years ago.

The time is ripe for discussing the state of Latin American bibliography and other related areas of librarianship both from the instructional and research points of view. Priorities need to be identified, and perhaps greater professional impact has to be registered in the future than has been attained in the past. The basis upon which further progress in the areas of our interest will be made may depend on the ability of the present ongoing instructional opportunities to continue, and ultimately on the building of a wider professional recognition for area specialists in the library profession.

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EDUCATION AND OUTREACH

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Submitted for the Seventeenth Seminar of the Acquisition
of Latin American Library Materials
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EDUCATION AND OUTREACH

Keith Revelle

I

Outreach attempts to do on a program-wide basis what good librarians have been doing on an individual basis for years: namely, to personalize library services. In a sense, then, the technical innovations of recent years--computerization, new administrative approaches, etc.--are not totally applicable to the outreach idea, which is basically old-fashioned. And it follows that training for outreach work is not a matter of developing new techniques, but a reinforcement of old concepts of library service.

There are techniques of recent vintage at our disposal which we should use, community survey techniques, for example. But these are incidental to the task at hand, and we should resist the temptation to survey instead of serve or to reach the average patron instead of the patron--period.

Library schools are not exactly centers for advanced study. Reacting to criticism, library educators are perhaps going out of their way to innovate when what they should be doing is to make the truisms of library service living things for their students. I see no great need vis-a-vis outreach for a new body of theory or a fresh philosophy. Both exist now. Most outreach librarians of my acquaintance are young, relatively inexperienced professionals. As a group they already have ideals. And potential outreach librarians need training, not motivation.

There is only one way to train for outreach, and that is to do it. Learning how to catalogue and do reference work is fine. Ditto the study of children's literature, library administration, personnel management, etc. But all this must be made to work. Several library schools are offering courses which get students out--at least partially--into the community, the inner city, or the urban core (or however one labels it). This is the sensible approach. A student will derive little benefit from the experience of practicing librarians unless he <u>works</u> with them. Finding out what a librarian is doing is not good enough. It is difficult to give direction to the information derived from a student interview, and this information too often depends on what the participants had for breakfast.

Student participation in outreach programs should not be placed in the same category as volunteer help. There is a presupposition that a library science student will have adequate background (techniques of librarianship, sociological data, language ability, etc.) not to be a burden to an on-going outreach program.

In general terms, how can such students be employed? Aside from pitching in for a share of the routines, they can (and preferably in this order): (1) attend community meetings to learn about the people they will

be serving, (2) serve as back up in film, bookmobile, and educational programs in the community, (3) conduct such programs which are already established, (4) perform traditional librarian roles (i.e., be the reference librarian, be the reader's advisor), and then (5) plan and execute new programs. (Sounds easy, doesn't it?)

There are schools which ask students to plan a hypothetical outreach program as a class project, in which case students will derive a hypothetical benefit. Some students are asked to plan and execute a real live outreach program. This is jolly good experience, but limited. Students have responsibilities other than 100% dedication of their time to such a program; they must, therefore, limit their objectives or the span over which their program will continue. Working experience is the catalyst which activates all the other components of education. Any working experience is valuable. It beats shooting out of library school like puffed wheat out of a cannon.

Not all employees of an outreach program need be trained librarians. There is an important place for the participation of community aides. In any working situation and especially in an outreach program, there should be provision for natural talent. A community aide should be from the community a program is trying to serve and should be allowed as much planning and executing authority as he can handle. Do not make the mistake of limiting the community aide to clerical functions. If necessary, an accredited library school can provide training in librarianship, but I do not think that a school can sensitize him to his own community.

Is it possible to train administrators for outreach programs? On the one hand, there is the real need to keep an outreach program moving in the most efficient way possible. On the other hand, there is the reality that administration is a mode of thinking which must account for budgets, staff crises, political repercussions, and so forth. The question is not so much, Can one be trained to administer an outreach program? but Can an administrator even be a part of an outreach program? In outreach, the loyalty must be to the program itself, not to the goals of city hall or to the prejudices of the "old-timers" in the library system. Administration remains the art of exercising divided loyalties. The people who achieve the results in outreach are the librarians and community workers who deal directly with the people. From personal experience, I am tempted to say that results are achieved because such workers plan around their administrators. So: without an administrator, no program could succeed, and often programs succeed in spite of their administrator. One can divide the administrative functions among the personnel of an outreach program, or one can have a librarian-administrator. The dilemma remains.

II

The Latin American Library Project was conceived at a time (1965) in which militant Chicano organizations had not made the political impact they have today. Also, the intellectual roots of the Chicano movement in

the Southwest had not been defined to the point they are now. (Even now, several important intellectual concerns of Chicanos remain to be dealt with.) The Project has in a way been able to grow and develop with Chicanos.

Initial contacts with the community were through a citizen's advisory committee, which remained active in shaping the Project's course for about two years. This advisory committee no longer exists because those local people who made it up now devote their time to other community organizations and because Project staff are personal members of various community groups and have first-hand access to information on community needs. Individuals have always been vocal on what they like or dislike in our library. We have been praised and criticized. A library which displays Cuban revolutionary posters and police recruitment posters will not elicit neutral responses. One woman criticized with action. She objected to a poster of a large hypodermic syringe (symbolic of the drug scene) draining the life from a map of the United States. We explained that the poster was designed to call attention to a critical social problem. She then ripped the poster down and stomped on it. We dusted it off and put it back. She still uses the library.

The variety of materials we have offered over the six years of our existence has changed to reflect the development of our community. We began with two mistaken assumptions. First, we thought we would be dealing with a monolingual population whose language was Spanish. Not so. Of Oakland's thirty-five thousand Chicanos, the majority are bilingual, and because their ethnic heritage has been minimized in the past by the educational system, many Chicanos speak only English. This last is particularly true of many student-age Chicanos. Second, we thought we would be dealing to a great extent in literacy level materials. There are literacy programs in Oakland. Ours is not one of them. We have a full library collection in English and Spanish (about twenty thousand catalogued volumes equally divided between the two languages) which stresses materials on and from Latin America. There are heavy representations of Mexican history, biography, literature, Spanish literary classics, large format art books, statistical sources, general works on Latin American countries, and so forth. Often, we have the same titles in both languages. We have a collection of about two thousand records, which includes popular recordings from Mexico, jazz, classics, and spoken and instructional records. In the last three years, we have developed a large audio-visual collection of films, tapes, slides, and filmstrips. Most of this material deals with the heritage of La Raza and with the current activities of the Chicano movement, local and statewide. We have made our experience in the development of such materials available to interested librarians and educators through published bibliographies and articles and by making staff available for consultation.

Our Chicano collection deserves special mention because its development follows the development of Chicano consciousness and in a sense mirrors the process of defining what a Chicano is.

We realized in the beginning that there was a need for materials on Americans of Mexican heritage or "Mexicans in the U.S." as some cataloguers still quaintly put it. In 1966, there were a few books and mimeographed studies dealing with Mexican-Americans. Now, about Chicanos there are many more (though still not enough) books and a plethora of studies, analyses, and reports. We buy such materials in multi-copies and as our resources allow make them available to schools and colleges as well as to the general public. Having these printed materials as well as the audio-visual materials mentioned above has made us something of a research center. We are a research center, in a sense, by default--not because we have so many ethnic materials, but because the large research and academic libraries in our area have so few. In any case, we are happy to perform this function because we have developed many personal contacts over the years by offering research materials. At present, the vast majority of Chicano materials are in English, but there is a constant push from Chicano groups to develop more materials in Spanish. A constant push is exactly what is needed.

One mistake we have never made is to put ourselves in the position of defining what a Chicano is. Our materials have reflected the changing and evolving definition of the Chicanismo concept, but we believe, and properly so, that it is not our function to tell Chicanos who they are. We have taken materials to open air fairs, churches, grocery stores, government agencies, and to other libraries. We have taken along our own beliefs and feelings about Chicanismo too, but we have always been careful to characterize them as such.

All the programs we have conducted during the past six years have had two purposes: (1) to fulfill an immediate need, e.g., to provide language instruction, recreation (film programs, open houses to celebrate important Chicano days), information (consumer, job opportunity), and (2) to keep our library in public view, to maintain a close, personal relationship with our community. Early in our existence, we initiated a program of home visits to introduce individuals in the community to the library's staff and collection. We carried this program as far as staff limitations allowed. This is still the best kind of contact to maintain with the community, and we now have a bookmobile which allows maximum mobility to a limited staff.

The staff itself is composed of fourteen persons, eight of whom are Chicanos. The twelve staff members who work with the public are bilingual. Among part-time employees there has been a fairly high rate of staff turnover. Our Project has been a kind of training ground for Anglo and Chicano students who have gone on to complete their education and who have begun careers in teaching or other types of community service. At present, the Chicanos on our staff range in position from assistant director to part-time page. We have purposely developed an ethnically mixed staff to serve the community. Our kind of program is valuable experience for persons of all backgrounds.

Similarly, we have always tried to serve Anglo as well as Chicano patrons. Everyone in the community should be aware of the Chicano heritage.

We are obviously committed to the idea that a program of modest size, such as ours, is the ideal vehicle to use in outreach work. We advocate a program which does not suffer because of its large size and the requirements which that size imposes. It is rules and regulations which de-humanize large library systems, in other words, their efforts to control themselves. Control of one's programs and, especially, materials is necessary, but this control should not interpose itself between the library and the community. If it becomes a choice between allegiance to control and allegiance to patrons, the control must give way. Books may go astray. Records may separate from their jackets. Someone may stand in front of the movie projector. These are the characteristics of an outreach program which is alive and working.

My thanks to Mrs. Lana Cook for her assistance in typing this paper. K.R.

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CONTINUING EDUCATION FOR AREA LIBRARIANS THROUGH THE FOREIGN AREA FELLOWSHIP PROGRAM

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Submitted for the Seventeenth Seminar on the Acquisition
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Continuing Education for Area Librarians Through the Foreign Area Fellowship Program

Ann Graham

The continuing education of librarians who specialize in Latin American materials and the training of new librarians in this field is of vital importance to the strength of area collections. Our abilities to fulfill the needs of such libraries depend upon a constant effort to keep abreast of new developments in the area and the continued recruitment of the best young librarians to the Latin American area. The Seminar on the Acquisition of Latin American Library Materials itself is a response to the felt need for continuing education in this field. Yet there is one apparent obstacle to such an educational effort: lack of funding. Whereas other disciplines concerned with Latin America have, over the past decade, received liberal resources for educational purposes, and acquisitions programs of American university libraries have benefited directly and indirectly from that era's concern with hemispheric affairs, the financing of education for area-focused librarians has lagged behind. It is the purpose of this paper to examine what has been done in this sphere under the aegis of the Foreign Area Fellowship Program, indicate some of the alleged reasons for its small impact, and explore possible courses of action for the future.

At the present time the Foreign Area Fellowship Program (FAFP) provides two avenues of approach to continuing education for area librarians, and in the recent past it provided a third. It appears that librarians have to date not taken full advantage of these opportunities. I will here describe all three of these approaches, and attempt to raise some questions about continuing education for area librarians--questions that need to be answered before we can expect other programs to be initiated.

The ways in which the FAFP has provided support for the education of librarians are these: (1) grants for research done to satisfy the requirements for Ph.D. degrees; (2) professional internships; and (3) the experimental library science program specifically designed to develop area librarians.

The Ford Foundation established the Foreign Area Fellowship Program as early as 1952. Its purpose from the beginning was "to enable students in social sciences and humanities to enhance their disciplinary expertise with specialized knowledge about other societies."[1] However for almost ten years the societies in question were limited to those in Africa, Asia, and Middle East. It was not until 1961 that it was decided to include training fellowships in Latin America as a part of the Program.

The great majority of grants made have been for research in connection with the preparation of doctoral dissertations in a recognized dis-

cipline. The resources of the Program have always been available to librarians who were doctoral candidates in a field in the humanities or social sciences such as political science, history or literature. Furthermore, candidates for the Ph.D. in library science itself have apparently never been excluded. Indeed library science is considered for FAFP statistical purposes to be a social science.

Data is not available on how many librarians have applied for or received grants to do research in the humanities or social sciences (other than library science), although according to the FAFP staff[2] there have been very few librarian applicants. What is certain is that there have been few applicants to do research in library science, and even fewer fellowships awarded for this purpose. From 1961-1970 FAFP had 94 applications for fellowships to do research in Latin America in its "Other" category under Social Sciences, a category that includes library science as well as 10 other disciplines, out of a total number of applications to do research in Latin America of 1,596. Furthermore, only 4 fellowships were granted in this "Other" category out of a total number of 179[3] and apparently none of these were granted to Ph.D. candidates in library science, since the list of recipients of grants includes no such candidate. However, one grant related to library science was made to a Ph.D. candidate in Latin American studies for "research on Brazilian bibliographical work, and teaching a course on theories of classification systems in the Brazilian Institute of Bibliography and Documentation, Rio de Janeiro."[4]

Since relatively few librarians seek to earn Ph.D. degrees, it is perhaps not surprising that few have been successful candidates for FAFP research grants. More disturbing is the low level of response reported among librarians to another more suitable program.

In 1968 the Foreign Area Fellowship Program was expanded to include a Professional Internship Program, a program so designed as to be of direct importance to those interested in becoming foreign area librarians, and those who have begun work in this field recently. It is designed for persons who have received terminal professional degrees in library science as well as in other professional areas such as business administration, agriculture, urban and regional planning, public administration, and public health, as well as those with doctorates in education. The specific aim of the program according to its announcement, is to "further the personal and professional development of individuals by offering them an opportunity for active work experience on the staff of a local business enterprise or other public or private organization in Latin America or the Caribbean."[5] Its broader aim is to "advance the understanding of Latin American and Caribbean societies, while developing sensitivity to their complexity and diversity, on the part of young North American scholars, scientists and professionals who are likely to occupy leadership positions in the universities, business and the public service in

the near future."[6] Interns are expected to be able to make a useful contribution to the institution where they work. Internships are only available for those who have been employed no longer than three years in a professional capacity.

The Professional Internship Program is a valuable opportunity for beginning foreign area librarians in several important ways. First, it enables the intern to become acquainted with a particular Latin American society in a way that no textbook can be expected to impart. University area programs have long recognized this fact and usually insist that candidates for degrees within their programs arrange for first-hand experience in the area being studied. Indeed, the opportunity to work within a local institution is an especially sought-after experience as it provides a perspective unobtainable by the unattached researcher, not to mention the casual tourist. Second, the internship provides an opportunity to improve language skills in the ideal way, that is by the daily use of the language in question in a practical situation. Perhaps most importantly in this connection, it affords not only an opportunity to improve the reading skills so important to a librarian, but also his speaking ability, a skill much more difficult to acquire and of crucial importance in his later career, for example, in making trips to Latin America on behalf of his library or in receiving scholars and other visitors from Latin America in his own library. Third, the intern can become well acquainted with the bibliographical resources of the particular country in which he works, and possibly with its publishers and book trade too. Fourth, the internship enables the intern to develop sensitivity to the organizational and administrative problems faced by librarians in a developmental situation, and an understanding of how these problems affect their ability to serve both local and foreign scholars. Fifth, it should help the intern become more sensitive to issues raised by Latin American scholars, librarians and politicians concerning United States "cultural imperialism" in developing nations. For example, he can develop a better understanding of the objections to the purchase by American libraries of special collections in Latin America. Sixth, it enables the intern to establish invaluable personal contacts with colleagues in the country of his internship, which can be of great benefit not only to the particular individual, but also to the students and faculty with whom he later will come in contact. This kind of personal contact is of course also potentially beneficial to the Latin American librarians in the institution where the intern serves.

It seems clear that serving a professional internship should not only better prepare a foreign area librarian to perform his assigned tasks, be they reference, cataloguing, or acquisitions, but it should enable him to be of broader service to the patrons of his library. The FAFP staff reports that there have been few librarian applicants for Professional Internships in Latin America up to the present time.[7] This fact is to be deplored since the program is not inflexible and provides opportunities for various types of work, thereby allowing the intern to

pursue his particular interests. One successful application for 1972-73 proposed an internship in Brazil at the Biblioteca Nacional of Rio de Janeiro. Since that library engages in extensive bibliographical work, both current and retrospective, the intern proposed working on an annotated bibliography of general statistics in the official publications of Brazil published during the nineteenth century. The intern will enlist the advice not only of librarians at the Biblioteca Nacional, but also of Brazilian scholars knowledgeable about the nineteenth century, and social scientists who require statistical series of considerable length for the success of their work. It is also envisioned that selected students at the library school attached to the Biblioteca Nacional will assist in the project. The applicant will seek to publish the results in the Anais da Biblioteca Nacional, the organ of the library within which the internship will take place. Thus a project of direct professional interest to the applicant has been tailored to the requirements of the internship program. Other librarians could, no doubt, find equivalent opportunities within it.

A third relevant program developed by the FAFP was directly tailored to the needs of librarians yet has now been terminated, partly for reasons that raise many questions of direct importance to SALALM. In 1967 the experimental FAFP-Library Science Program was launched in the hope of developing librarians adequately prepared to cope with the proliferation of area studies in the universities in the post-war period. Both the students and the faculty who had been recruited to area studies by the FAFP up to then complained of our inadequate library infrastructure. Not only were the collections too small, but they seemed to have been the result of haphazard policies in acquisition rather than the result of a systematic program directed by a knowledgeable librarian familiar with the areas in question. Furthermore, the FAFP staff seems to have felt that the librarians were not fully serving the reference needs of those interested in area studies. Indeed, the creators of this experimental program hoped that the professional skills of librarians could be upgraded to the point where they could not only handle the traditional day to day functions of librarians adequately, but become active participants in the teaching process: for example, students and faculty would be able to turn to them for extensive guidance in bibliography, or for competent advice on the feasability of scholarly projects. The experimental Library Science Program was a reflection of the general policy of the FAFP to place greater emphasis on the training of area specialists than disciplinary experts. It had always been the Program's philosophy that if, for example, sociologists, historians, or anthropologists were left to their own traditions, expertise in certain previously neglected foreign areas would develop much too slowly. So it was not to sociology, history, or anthropology, that grants had been oriented but to those disciplines when directed toward particular world areas. Just so, the FAFP was not interested in fostering the education of librarians in general, but in developing librarians who would be area-oriented.

The Library Science Program was intended to be flexible in order to meet the diverse needs of its potential applicants. Recruitment for it came from two main sources: first, the libraries of universities which had area programs were invited to encourage staff members to submit applications for programs of study aimed at helping them become area specialists. Individuals could work toward advanced degrees in a specific discipline with specialization in the particular area, or in a more general area studies program; it was even possible to follow a course of study without taking a degree, if that seemed most useful. Likewise, the area programs in the universities were contacted and encouraged to recruit previously trained area specialists who could be interested in becoming librarians; these persons worked toward degrees in library science.

The author of this paper was the recipient of one of these fellowships in 1967-68. Having previously acquired an M.L.S. degree, I applied for a grant to undertake a year's course in Latin American studies, and I found this approach--covering a broad spectrum of disciplines--a very useful one for a librarian. The benefits from this type of program were numerous: an increased knowledge of Latin America (of obvious importance to a librarian who hopes to serve in whatever capacity, a clientele interested in that area); improvement of language competence both in Spanish and Portuguese; a deeper acquaintance with bibliographic and reference tools useful to the student of Latin America, derived from the need to use them in a practical situation, that is, to solve problems connected with course work; an incidental awareness of the lack of such tools in certain areas; a better understanding of the type of library service needed by a foreign area student, especially through a better understanding of the type of questions currently being studied by Latin American area specialists and of the differing approaches that various disciplines take to these questions.

The experimental FAFP-Library Science Program has now been terminated. The staff of the Foreign Area Fellowship Program was somewhat disappointed in the response to it, especially so among the libraries (in contrast to that from area programs). It was felt that libraries did not encourage their most talented librarians to take advantage of the opportunity to increase their competence in foreign area specialties: in fact their response was almost lethargic. Even the response from area programs was not sufficiently strong to encourage the FAFP to continue the program. Why did libraries fail to take advantage of a program which seems tailor-made for them? Since it would appear that our most pressing need is not necessarily for more area-oriented librarians but for better training and continued development of those who have already been recruited to the field, the failure to take full advantage of this program when it was in operation seems especially self-defeating. As area librarians we need to ask ourselves why this was so. Was it out of shortsighted self interest--the fear of losing the services of competent people either temporarily or permanently? Was the need for well-trained

area librarians not felt? Was it believed that the FAFP-Library Science Program was not the best way to train area librarians or to upgrade the skills of those already serving as area librarians? Or was it lethargy? Before attempting to institute similar programs in the future, the question of why this opportunity was somewhat neglected needs to be answered.

The Seminar on the Acquisition of Latin American Library Materials should consider the creation of a committee to study some basic questions about education for area librarianship and to make recommendations based on the answers to those questions: What is the most useful type of education for area librarianship? Is a need felt for the continuing education of those already engaged in area librarianship? If so, what skills need to be upgraded and what would be the most effective way to accomplish this: summer seminars? short workshops? coursework in Latin American subjects? or a second Master's degree in a discipline, with emphasis on Latin America? Why is there a lack of financing for educational opportunities for area librarians--or is there a lack? Have we merely failed to take advantage of the opportunities that are already available? Why was there an apparent lack of interest on the part of libraries in the experimental FAFP-Library Science Program--an extremely flexible program that should have served their needs well? What was the reaction to that Program of libraries with staff members who did participate in it? If SALALM could supply answers to some of these questions it would be in a position to draw up proposals for both basic and continuing education of Latin American area librarians for presentation to foundations and the government.

In the meantime, several steps can be taken individually and collectively to insure maximum use of what is now available and to anticipate the future. Area librarians should be urged to apply for programs for which they can qualify. Since 1968, FAFP awards have been given preferentially to research projects related to "aspects of development." It should not be difficult to design any number of library science research projects related to aspects of development in Latin America, given the current state of library service, education for librarianship, and bibliography in that area of the world, especially since the FAFP tends to interpret "aspects of development" liberally. Besides the program for doctoral candidates and the Professional Internship Program offered by the FAFP, there is an Organization of American States fellowship program for work in Latin America, and there are doubtless others.

Since it can be difficult to obtain information on the many potential sources of financial aid for which one might qualify, and indeed on the various educational programs which might be of help to an area librarian, SALALM should consider setting up a clearinghouse for this type of information, making it more accessible to those who are interested.

On the local level, librarians should work in their own institutions for sabbatical leaves for librarians, leaves which area librarians could use for their continuing education. At universities which have research funds available to faculty members, librarians should work toward eligibility in applying for these funds. It is quite possible that foundations could be interested in matching such grants for the continuing education of area librarians through research, and this could possibly be used as a means of eliciting institutional support.

Certainly it is clear that the time has come for SALALM to take a close look at the educational needs of area-oriented librarians, examine past failures to take advantage of opportunities, draw up goals for the future and plan to secure the financial support necessary for their attainment.

FOOTNOTES

[1]American Council of Learned Societies and Social Science Research Council. Joint Committee on Latin American Studies and Joint Committee on the Foreign Area Fellowship Program Report on Activities, 1959-70 (New York: Foreign Area Fellowship Program, 1971), p. 3.

[2]Telephone interview with Mr. James L. Gould, March 20, 1972.

[3]Report of the Joint Committees, p. 160. These statistics include applications for fellowships and fellowships awarded since 1968 in the natural sciences and certain professions such as engineering, although they are a very small part of the total.

[4]Ibid., p. 103.

[5]Foreign Area Fellowship Program. Professional Internships in Latin America and the Caribbean 1971-72 (New York: Foreign Area Fellowship Program, 1971), broadside.

[6]Report of the Joint Committees, p. 12-13.

[7]Telephone interview with Mr. Gould.

[8]Ibid.

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THE FUTURE OF AREA BIBLIOGRAPHY PROGRAMS IN U.S. LIBRARY SCHOOLS

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THE FUTURE OF AREA BIBLIOGRAPHY PROGRAMS IN U.S. LIBRARY SCHOOLS

Beverly J. Brewster

In this paper I should like to analyze the relationship between university area studies programs and the bibliographers in charge of area library collections on the one hand, and the courses and programs which U.S. accredited library schools offer to prepare librarians for such a career on the other. A summary of the recent developments in area studies will open the discussion; next, from the point of view of the bibliographers themselves, an examination of the qualities such a librarian should bring to the task; thirdly, in some detail, the three approaches library schools have taken in the past ten years to accomodate the need for area library specialists; fourth, a comparison of present activities with the efforts library schools were making five years ago; and finally I shall attempt to indicate some future directions and actions library schools might wish to consider with respect to their own area bibliography programs. I should point out in the beginning that this discussion will be non-partisan and all areas will be treated with equal weight. This will provide, I feel, a more objective backdrop for viewing both the Latin American studies field and the Latin American bibliography preparation programs, one of which (that at the University of Texas Graduate School of Library Science) will be described in full in one of the other working papers.

Area Studies and the term, Area Specialist Bibliographer, have been ably defined in a recent doctoral dissertation, the former as, "an integrated, cross-disciplinary approach to a geographic area of the world," involving regions other than Western Europe, the United States, or Canada. Area Specialist Bibliographer is functionally described as, "a specialist within the library who spends all of his time working with area materials - whether this time is spent in selection, acquisition, reference, or consulting with other technical services personnel - but whose primary responsibility is in the selection and evaluation of the area collection."[1] The latter definition should establish that the person we are describing is functioning largely as a librarian rather than a research scholar, and that the library schools are correct in attempting to enter at some point into the area bibliographer's preparation for his career. At what point in time and via what route will be the topic of this paper.

Trends in Area Studies

We have all witnessed the recent retreat of the financial resources which previously supported not only the area studies centers, provided student and faculty fellowships, but gave liberal infusions to university library budgets to sustain and increase area collections. Between 1946 and 1956 the principal supporters of area studies were Rockefeller and Carnegie foundations who simply continued their support, begun some thirty years previously,

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[1]Robert D. Stueart, "The Area Specialist Bibliographer; An Inquiry Into His Role" (unpublished Ph.D. dissertation, University of Pittsburgh, 1971), p. 39.

of international relations and technical assistance. From 1958 to 1970 the chief benefactors have been the National Defense Education Act, at its peak giving over $15 million a year, and the Ford Foundation, averaging about $10 million a year. A commonly held fallacy though is that these two sources provided all of the money; in reality the parent universities of the area studies programs not only consistently matched external funding but usually provided about 70% of the support with the NDEA and Ford averaging about 15% each.[2] Thus the major contribution of Ford and NDEA was that of incentive and stimulation. Similarly, with the attrition of this 30% vote of confidence, it is feared that the universities may disproportionately abbreviate their contribution.

The current crisis has hit the area programs from all sides; intense dislike for the Vietnam War has been translated into disdain for Federally supported overseas technical assistance (and of course technical assistance programs were thought to be one of the major markets for the skilled manpower produced by these language and area programs); concern for domestic and urban welfare problems has shifted both Government and Ford monies along with public interest away from area or international studies (one side effect of this is the dropping of the language requirement from many undergraduate programs); the economic recession and financial crises facing all publically and many privately supported educational institutions have forced budget cuts at a time when no outside benefactor can or will step in to relieve the burden. The language and area programs have generally been independent institutes or centers drawing upon faculty still based in traditional departments (a large chunk of the 70% overhead provided by the universities) and their peripheral status may be seen as frills to be trimmed in an overstrained budget. One of the first items to be affected is the acquisitions of foreign area library materials, as some of us are aware. Finally, there is the question of the usefulness and impact of the 12 to 14 years of area studies on the United States. The programs themselves and the library acquisitions policies were originally designed to support research and train scholars and specialists rather than affect or internationalize undergraduate education (a goal later modified.) Unfortunately, the scholars, teachers, and consultants have yet to bridge the gap between foreign area research and dissemination of this knowledge through standard curricula. Likewise, there has been little apparent transference of knowledge and methodology gained from studying developing societies to studying domestic issues. In addition, there is a serious question as to whether many of these area studies graduates have gone into technical assistance work after all. Lambert questioned some 400 Ford consultants in India and found only five who had been connected with language and area studies programs.[3]

Hard facts will help round out our picture. The actual number of area programs is not known; in fact it was not until a year ago that a complete directory of all area studies programs on U.S. campuses appeared. It listed some 523 programs which fall within our definition of area studies.[4]

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[2]Richard D. Lambert, "Patterns of Funding of Language and Area Studies," Journal of Asian Studies, XXX (February, 1971), p. 401.

[3]Ibid., p. 408.

[4]Area Studies on U.S. Campuses: A Directory. New York: International Council for Educational Development, 1971.

TABLE I

AREA PROGRAMS IN THE UNITED STATES

Area	Total[a]		NDEA Centers Only[b]		ARL Institutions With Area Programs[c]		ARL Institutions With Area Bibliographer[c]	
Africa	65	12%	13	12%	13	10%	9	9%
Asia								
General	56	11%	-	-	13	10%	9	9%
East	64	12%	21	20%	16	13%	14	14%
South	20	4%	15	14%[d]	13	10%[d]	13	13%[d]
Southeast	16	3%						
Latin America/ Caribbean	154	29%	18	17%	32	24%	21	21%
Middle East/ North Africa	34	7%	12	11%	13	10%	11	11%
Russian/East European	91	17%	19	18%	32	24%	25	25%
Multi-Area/ Non-Western[e]	23	4%	8	8%	-	-	-	-
TOTAL	523	100%	106[f]	100%	132	100%	102	100%

[a]Area Studies on U.S. Campuses: A Directory. New York: International Council for Educational Development, 1971.

[b]U.S. Office of Education. Language and Area Centers: Title VI/ National Defense Education Act. Washington, D.C.: 1968.

[c]Robert D. Stueart, "The Area Specialist Bibliographer; An Inquiry Into His Role" (unpublished Ph.D. dissertation, University of Pittsburgh, 1971), pp. 146-150.

[d]Combined South and Southeast Asia.

[e]In all but two cases, these were at small, little known colleges and universities.

[f]Statistics prior to NDEA budget cuts.

The ability for these different programs (including library and bibliographic activities) to maintain their present numbers either at the research and specialist training levels in ARL institutions or at undergraduate levels in the smaller universities and colleges will depend of course on the resolution of the problems mentioned earlier. However, in addition, the individual fields are themselves beset by pulls and trends which may determine their future strength or demise. A few examples will serve as illustration.

The field of African studies, until very recently, was dominated by white American and European scholars, many of whom might fall into the category of "old hands," that is, persons with long experience in working in Africa and perhaps studying it from an anthropological, geographical, or historical point of view. The 1960's and independence for the African nations widened the scope of study, but did little to change the composition of the Africanists. (Nationalism, it must be noted drew many Western educated Africans back to government and teaching positions. Also, emigration tended to be to Great Britain rather than the U.S.) Likewise, the use of colonial language instead of native written languages for many African materials meant that universities and libraries were not forced to recruit emigres for either teaching or collection organization as they were in other area studies fields. This status quo was radically upset at the 1969 annual meeting of the African Studies Association when a group of black militants disrupted meetings and panels, harassing speakers with demands for a new Board of Directors consisting of equal numbers of Africans and Europeans (i.e., whites) along with full voting rights for all members rather than just the Fellows (a group, largely white, which by virtue of its scholarship and longevity had controlled most of the activities of the association.)While this is by no means the total picture, it shows that the character of African studies programs is undergoing changes which schools wishing to become involved in the field must be aware of.[5]

In the meantime, a new field, Afro-American studies, has evolved out of some of the new Black studies programs. Its scope is not only research and data dealing with the Negro in the new world and his urban problems, but West African history, culture, art, etc. inasmuch as they relate to the history of the American Black and his present search for African identity. The depth of concern with, and numbers of, foreign acquisitions is not as great as that of the area fields; however, the need for trained scholars and bibliographers is real. This will no doubt be an area that will continue to expand, will not be restricted to large research institutions, and will, because of its link to the urban welfare problems in the forefront today enjoy a financial security of which most other area programs cannot boast.

A glance at the chart on page three shows that Latin American studies claims the largest number of programs for a single homogeneous area. The numbers are less disproportionately high when viewed in the context of research programs (that is, at ARL institutions) and it never did enjoy the highest priority under the NDEA, possibly because Spanish language programs were already in existence whereas Chinese, Russian, Arabic, etc. were not. The flirtation of the United States with Latin America has waxed

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[5]The December, 1969 issue of Africa Report is devoted to this controversy.

and waned over the past 35 years; it reached a new peak in the early 1960's with the Alliance for Progress, Peace Corps programs and Kennedy charisma. Now it appears to be suffering the snubs that most international programs are encountering and is probably in for a period of retrenchment, though the traditional ties and interest in Latin America, not to mention its contiguity will possibly modify this.

The future of Soviet studies is more uncertain. Of more recent origin and largely influenced by the Cold War events leading up to 1958, it has until recently enjoyed high status, priority, and subsidization by Government security interests. There is now a shift of attention away from concerns with the USSR and a relaxing of earlier tensions. With the loss of funds from both NDEA and the State Department, one scholar has predicted that many Soviet studies programs will close and others will suffer reductions in teaching staff, library support and student scholarships.[6]

One other area deserves comment; East Asian, specifically Chinese studies. Although at the moment Government funds are short for all NDEA centers, the feeling among East Asian bibliographers is that interest in this area at all levels has boomed since Nixon's trip to China; the registration of students in Chinese language courses and in all China related courses has almost doubled. Furthermore, relaxing of restrictions for educational exchanges and purchase of materials will make it possible to study China at first hand rather than from Taiwan or Hong Kong, or by relying on "old China hands" who knew the China of 25 years ago. The demand for current information and strong State Department interests will, it is predicted, insure the life of East Asian studies and area collections, not to mention the demand for bibliographers, in the next few years.

The Area Bibliographer

Let us now turn to the qualifications for bibliographers in the programs just discussed. There appears to be no disagreement about the most critical qualification of the area bibliographer: language facility, that is, ability to read the written language or languages of the area. The next quality is that of subject knowledge of the culture and its literature. Here bibliographers agree that a strong general background in the humanities and social sciences of the area is important for dealing with the various disciplines which participate in the area program. Acquaintance with the bibliographical problems of the area is third, and finally, training in librarianship.[7]

If language competence and area knowledge are the major criteria for an area bibliographer it is not surprising that the library schools have not embarked on many programs for the preparation of these subject specialists. The shortage of bibliographers was discussed in detail at the

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[6]Marshall D. Shulman, "The Future of Soviet Studies in the U.S.," Slavic Review, XXIX (September, 1970), pp. 582-588.

[7]John W. Chiang, personal interview, May 10, 1972.

1965 conference on Area Studies and the Library and a major factor noted in the lack of library school programs was the absence of external funding for a library school input to the area studies programs. At that time, with the exception of the University of Texas library school, there was neither scholarship aid for students to embark on lengthy programs involving one to two years of language training in addition to an MLS program, nor incentive grants available to the library schools. The number of students willing to commit themselves to such a long program (and it appeared that the more critical areas were those involving exotic languages, and thus longer programs) was small, a factor the library school had to consider when recruiting faculty to offer courses in area librarianship. One of the conclusions reached by the directors of the conference, Tsien and Winger, was that this interdisciplinary effort between a library school and a language or area program would provide the most ideal training but would not be the most expedient. Alternative measures such as summer institutes were proposed only as temporary, stop-gap arrangements. The general feeling in 1965 was that area studies would become a permanent part of the university structure and that the demand for area bibliographers would continue to increase.

Let us look now at the data on the bibliographers today. In a 1971 study, Stueart found that three-fifths of the area bibliographers working in ARL libraries had been born outside the United States and that the majority of these people had come to America as adults. The remaining bibliographers, born in the U.S., had lived in the area of their speciality for some time. It was not surprising that he found that all of the bibliographers spoke German and/or French and three-quarters possessed in addition, at least a working knowledge of the major languages of their area; in fact 38% spoke five or more languages! As to the educational background, he found that 75% had subject masters degrees, and that almost the same number had a library degree; 13% even had a subject doctorate. Only some 30% of the area bibliographers had either a bachelor's or master's degree in area studies.[8] It would appear then, that area bibliographer ranks have not been affected by the few area specialist library preparation programs as yet and that to a large extent, academic libraries are still drawing their bibliographers from emigres or "old hands".

Library School Programs

To obtain current information on library school area bibliographer programs, questionnaires were sent to the 49 accredited library schools in the United States. Replies were received from 31 or 63% of these schools and current catalogues were checked for the remaining 18. Unfortunately, no catalogues could be located for Brigham Young University Graduate Department of Library and Information Science nor Northern Illinois University Department of Library Science so that information was available for only 47 of the 49 schools. The data presented in the following pages is a composite of the questionnaire returns and the catalogue research so that all statistics will be based on a base of 47 unless otherwise specified.

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[8]Stueart, op. cit., pp. 57-60; 154.

Negative Group

Thirty-five or 74% of the schools had never offered a formal course or program which touched on area librarianship in any way. Two of the schools in this negative group were now exploring or had recently explored the possibility of an area program. The University of Oklahoma library school had engaged in negotiations several years ago on a doctoral program combining modern languages, subject area, and the library school MLS, emphasizing Western Europe, but the program never materialized. Western Michigan library is considering a combined program with their African Studies Center. Another school in the negative group, Berkeley, does have an informal arrangement whereby a student may take area courses outside the library school for credit as well as elect to study area librarianship in a library school independent research course. Finally, Syracuse has a dual master's degree program with other departments and professional schools to enable a student to qualify for work as a subject specialist. Syracuse does have four area studies programs but no data were available on whether students had elected to pursue area studies as one of their subject specialities.

Positive Group

The twelve remaining schools in the sample were engaged in various efforts in area bibliography preparation ranging from a single course to a full-blown three year dual master's program. Many of the schools had more than one approach. All but two of the schools were at major ARL universities with important, older area studies programs and extensive library resources. The two exceptions drew upon other resources in keeping with the character of their programs. Six of the twelve schools had had some kind of formal program either entirely within the library school or as a joint arrangement with another department or area studies center which led toward an area specialization within the library school, an area certificate outside, or a double degree. Seven of the twelve now or in the past offered one or more courses in area bibliography, some schools including more than one area. None of these courses were part of any specialized program. Thus, only one school, Michigan, had offered both an isolated course in one area and a full program in another. Three schools had in the past offered summer institutes designed for beginning professionals working in area collections, each institute concentrating on a specific area.

Courses Only

The ten courses offered by the seven schools covered most of the regions of the world within our earlier definition of area studies, but only one school dealt with more than one area within its curriculum. This was Indiana which offered a course in Soviet and East European Library Materials, one in Latin American Bibliography, and a course in Librarianship and Bibliography of Africa South of the Sahara. All of these courses were taught by the area bibliographers who had joint appointments with the library school. Latin American bibliography was the most popular with three schools offering

Courses in this area. One of these, Michigan, had offered such a course for some years, but last announced it in the 1969-1970 bulletin. Table 2 illustrates that most courses were initiated within the last five years, all of them well after the establishment of area studies programs on their campuses and the recognition of the shortage of area bibliographers.

Two school deserve some elaboration. Hawaii offers five courses, three of which are pan-Asian, one concentrating on the Far East, and one on the Asian Pacific. These courses cover oral literature, administration of Asian libraries, Asian reference sources, technical services for Far Eastern collections, and international and Asian publishing. This is the only school in this group to offer such a gamut of courses and it does so within its program for training Asian grantee librarians, a special State Department project. The courses, however, are open to American library school students but do not lead to any specialization program or certificate for Americans as they are specifically oriented to the Asian librarian. Pratt, the only library school at an institution in our sample which does not have an area or international studies program, does not offer an area bibliography course as such, but within its series of six courses embracing international and comparative librarianship are several that provide the underpinning for work with area materials, including a course in foreign languages for librarians, foreign national bibliography, documentary services of international organizations, and international book production.

TABLE 2

AREA BIBLIOGRAPHY COURSES NOT PART OF A FORMAL PROGRAM

	Area	School		Initial/Final Dates	Language Pre-requisites
1.	Africa	Indiana		1969-	None
2.	Afro-America	Atlanta		1970-	None
3.	Asia	Hawaii	(3)	1966-	None
			(2)	1970-	None
4.	Asia	Pittsburgh		1972-	None
5.	Latin America	Indiana		1972-	Spanish
6.	Latin America	Michigan		1966-1969?	None
7.	Latin America	Pittsburgh		1966-	Spanish
8.	Russia/East Europe	Illinois		1967-	Russian
9.	Russia/East Europe	Indiana		1970-	At least 1 Slavic
10.	World-wide	Pratt	(6)	1969-	None

The course content for the other schools tended to deal with the national and subject bibliographies of the area, selection and acquisition of area materials, and special problems in organization and handling. Five of the schools utilized the area collection through class projects and heard lectures by the area bibliographer. Only one school, Hawaii, offered practicum experience in the area collection to the student. Five of the seven schools indicated they permitted library science students to take area studies related courses for credit that were given in another department and six schools allowed the student the freedom to pursue some aspect of area studies librarianship within an independent research course. These course offerings and arrangements have involved five of the library schools in some kind of affiliation with either an area studies center, an international studies center, or another department.

There were three categories of faculty who taught these courses: full-time library school personnel; those from another department entirely; and adjunct or joint appointments, the latter including area bibliographers from the university library.

Summer Institutes

Three of the twelve schools in the positive group have run six summer institutes as kind of intensive in-service training for working area bibliographers. Each institute was unique in its training approach.

TABLE 3

SUMMER INSTITUTES IN AREA LIBRARIANSHIP AND BIBLIOGRAPHY

	Date	Area	School	Sponsor
1.	1966	Latin America	Illinois	NDEA
2.	1967	Asia	Hawaii	East-West Center
3.	1968	Asia	Hawaii	East-West Center
4.	1969	Asia	Hawaii	East-West Center
5.	1970	Slavic/East European	Illinois	Office of Education
6.	1970	Non-Western	Columbia	Office of Education

The only one to stress language was the Latin American institute in 1966 which had as one of its goals to improve Spanish proficiency; well over one half of the participants' time was spent in intensive language study. The rest of the institute concentrated on exposure to problems in Latin American librarianship such as book trade, acquisitions, book selection, or exchange. Outside experts with experience in both Latin American librarianship and with leading collections of Latin American resources in U.S. libraries were brought in to conduct the seminars. The three Hawaii summer institutes simply made the regular GLS panoply of Asia related courses available to participants, and in some cases encouraged courses in other departments. No special program was offered.

The 1970 Institute on Non-Western Materials at Columbia offered no work in bibliography or library science. Instead, it drew from department courses in art, anthropology, history, civilization, religion, music, economics, and government, within four geographical and cultural areas: Africa, East Asia, Middle East and India, USSR and Eastern Europe. Three to five courses were drawn from each area and were the regular offerings of these respective area programs. The 1970 Illinois institute offered courses in the acquisition, organization, and use of Slavic materials and relied on university bibliographers as well as visiting lecturers for faculty. Thus, only one institute developed special courses for the occasion (having none to fall back on), one enlarged its simple 1 course curriculum, and two utilized existing frameworks of courses, one within the library school, one completely outside.

Special Programs

Six schools had programs whereby the student could pursue some track of specialization as preparation for area library work. The arrangements and choices varied with every school and occasionally between programs within a single school. Three of the schools, Chicago, Columbia, and UCLA, had two different programs each, and one school, Michigan, has discontinued its program for lack of enrollment.[9] The last announcement for its Special Program for Librarians in Chinese and Japanese Collections appeared in 1968.

The administrative responsibility for these programs is shared (except in the case of Texas which offers all of the courses within the library school) with either the institutions' relevant language departments (Chicago & Michigan), a School of International Affairs (Columbia) or the relevant area studies centers (Columbia, UCLA, & Wisconsin). Some of these arrangements are official, but the majority are ad hoc cooperative ones. In all but two cases, the program resulted in not only a library school master's but either a certificate of specialization within the area field as well, or a joint master's (in the latter, an MA in the area or language of specialization plus the MLS). In all of the programs, language and/or area courses in other departments are required.

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[9]Tsuen-Hsuin Tsien, "East Asian Collections in America," Library Quarterly, XXXV (October, 1965), p. 274.

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TABLE 4

SPECIAL PROGRAMS IN AREA LIBRARIANSHIP AND BIBLIOGRAPHY

	Area	School	Required Library School Courses	Internship	Language Requirement	Degree
1.	Africa	Wisconsin	Regular bibliog Comparative lib	Optional	Unknown	2 MA's
2.	Africa/Afro-America[a]	UCLA	Regular bibliog Comparative lib 1 area bibliog	Required	None	MLS + Cert
3.	East Asia	Chicago	Regular bibliog 3 area bibliog	Required	Chinese or Japanese	2 MA's
4.	East Asia	Columbia	Regular bibliog	None	1 European + Chinese or Japanese	MLS + Cert
5.	East Asia[b]	Michigan	Regular bibliog	None	Chinese or Japanese	Unknown
6.	East Asia	Wisconsin	Regular bibliog Comparative lib	Optional	Yes	2 MA's
7.	South Asia	Chicago	Regular bibliog 1 area bibliog	Required	2 South Asian	2 MA's
8.	Latin America	Texas	Regular bibliog 6 area libnship	Unknown	Spanish & Portuguese	MLS
9.	Latin America	UCLA	Regular bibliog	None	Yes	2 MA's
10.	Latin America	Wisconsin	Regular bibliog Comparative lib	Optional	Yes	2 MA's
11.	Russia/East Europe	Columbia	Regular bibliog	None	Yes	MLS + Cert
12.	Russia/East Europe	Wisconsin	Regular bibliog Comparative lib	Optional	Yes	2 MA's

[a]Combined area program within library school.

[b]Discontinued

There are two types of certificate programs. At Columbia, the certificates in the area of specialization are awarded by the respective area institutes; at UCLA it is a Certificate of Specialization in Library Science. In the case of the seven joint master's programs, except for Chicago which also offered area bibliography courses, the relevant area knowledge is acquired totally from outside of the library school. In fact, one might consider that the student simply pursues the two separate tracks simultaneously but independently. He is responsible for all of the requirements of the department or area center in whose MA program he is enrolled and to the library school for completion of the requirements of the MLS. In eight of the twelve programs there is no apparent effort on the part of the library school to articulate the area knowledge with librarianship and appears to be left up to the student to synthesize these components.

Five programs (four at Wisconsin and one at UCLA) do require a separate course in comparative librarianship. While such a course might deal with bibliographical and library administrative problems in developing countries on a general basis and perhaps also offer the student the alternative of concentrating on his area of interest, they are not a substitute for specialized area bibliography courses. Two schools (Chicago & Columbia) also offer comparative librarianship as an elective, and one (Michigan) offers a course in European comparative bibliography. It goes without saying that all programs consider a firm grounding in the library school core and basic subject bibliography courses a necessary pre-requisite for any area specialization.

The language requirements varied more widely than is apparent from the table. All of the schools had a language requirement (usually one modern foreign language) for entrance to the MLS program. The language requirements listed in Table 4 are presumed to be in addition to this basic requirement. The European language requirements for Columbia & Texas were to be completed prior to entering the programs (in the case of Columbia, reading knowledge; Texas, spoken Spanish and reading knowledge of Portuguese). In all other programs language facility was acquired through the program but persons with background in such relevant languages were naturally preferred.

The emphasis on language facility, the double track master's plan, and internships have all served to lengthen these programs. While all schools listed some kind of ideal time table for full-time students, given the numbers of part-time students in library schools today, it is more likely that such time tables are unrealistic. The period of study ranged anywhere from one and a half to four years, the longer periods suggested for those programs in Asian studies which would involve learning at least one oriental language.

In only two programs (Chicago & UCLA) was internship and supervised work with the area bibliographer a required part of the curriculum. This work covered acquisitions and bibliography and in the case of Chicago, special assignments in processing PL 480 materials. Chicago & Wisconsin also included work in cataloguing and reference in the internship. None offered opportunities for overseas field work or foreign travel or study as part of the area librarianship program.

TABLE 5

COURSES OR PROGRAMS RELATING TO AREA LIBRARIANSHIP IN 1967

Area	School	Course/Program	Future Projection
[Africa]	Indiana		[Course in African bibliog]
[Africa]	UCLA		[post-MLS Certificate of Specialization]
Asia	Chicago	1 course in Chinese bibliog	
Asia	Columbia	Jt. program with E. Asian Institute	
Asia	Hawaii	3 courses Asian libnship	
[Asia]	UCLA		[post-MLS Certificate of Specialization]
Asia	Wisconsin	Jt. MA program with E. Asian Studies Center	
Latin America	Pittsburgh	1 course in L.A. bibliog	
Latin America	Texas	Program of specialization within MLS	
[Latin America]	UCLA		[post-MLS Certificate of Specialization]
Latin America	Wisconsin	Jt. MA Program with L.A. Center	
[Middle East]	UCLA		[post-MLS Certificate of Specialization]
Russia/East Europe	Columbia	Jt. program with Russian Institute	
Russia/East Europe	Wisconsin	Jt. MA program with Russian Area Studies	
No specific	Drexel	Course in international mats	
No specific	Florida State	Independent study?	
No specific	S. Calif	Independent study?	

Only three programs were supported by external funding and offered special scholarships to study area bibliography. Both of Chicago's programs have been supported by NDEA grants; Texas and the East Asian program at Chicago received Ford Foundation monies. It was impossible to determine the history of financial support for any of the programs.

The Past Five Years

In 1967 this writer conducted a survey to determine the degree of international activity at U.S. and Canadian library schools.[10] One of the aspects investigated was programs or courses that might prepare librarians to work with international materials or area collections. All of the twelve schools except Michigan returned questionnaires in 1967 so that there is a common base for comparing present interest and degree of commitment with that of five years ago. Table 5 summarizes the findings relevant to area librarianship.

The schools which indicated commitment to area librarianship by a formal course or program in such a field (except for Michigan) are still doing the same. One school (Chicago) which formerly offered only one course in Chinese bibliography now has a formal program in East Asian librarianship and has enlarged its course offerings in Chinese bibliography to three. Two other schools have retained the same program configuration and increased the number of courses (Hawaii, Texas). Two schools which indicated future projections of courses or programs have carried these out (Indiana & UCLA) although the latter did not realize two of the four projected areas of specialization. Finally, the three schools which vaguely indicated they prepared people for work with international materials have dropped this area of interest. In two cases, the intention indicated in the 1967 study was largely dependent on the personality of the professors offering the courses.

Summary and Conclusions

From the foregoing analysis it is evident that the library schools have lagged nearly 10 years behind other disciplines in starting area programs. They are now in high gear at a time when area studies itself is in a recession. Much of the reticence on the part of the schools was due to lack of external funding - a situation likely to continue in the indefinite future. Though the library schools are certainly much more committed to area librarianship than they were five years ago, the majority of the programs involve little actual outlay on the part of the schools themselves. Rather they are joint arrangements whereby the requisite talents from other parts of the parent institution are utilized. This is probably the wisest course - library schools should not attempt to become schools of international affairs or foreign language departments. What they can be criticized for however, is the lack of articulation between outside area/language courses and regular library science curriculum (ironically, the group of schools with no special programs offers more area bibliography courses than does the group of schools with programs); the lack of internship and practicum in area work;

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[10]Beverly J. Brewster, "International Library School Programs," Journal of Education for Librarianship, IX (Fall, 1968), pp. 138-143.

and completely ignoring the importance of field work in and foreign travel to the area itself. Bibliographers themselves are in disagreement as to whether Americans with area studies background or native born persons make the better area librarian. One thing they do agree on is that familiarity with the area, preferably first hand knowledge, is important.

Thus of the four components of knowledge which bibliographers and administrators have claimed necessary: language, subject/area background, area bibliographical knowledge, and library training, the library school has consistently provided only the latter. When it has engaged in area bibliography courses it does not link them to a program and when it offers a program, area bibliography courses usually are not included. Even special institutes which have made a greater effort to bridge the gap between the school and the area collection have not always articulated the area and library science. We have seen that there is no set pattern for training area bibliographers. There are not only three different approaches but within these three, considerable variation.

It is clear we are far from suffering from an oversupply of area librarians and yet we are not really sure why library school programs have not made the expected impact on area bibliographer ranks. There are several possible explanations: perhaps the needs of the collections are growing too fast for both library schools and emigres to keep up with them; too few programs, too few students in existing programs, and length of existing programs; lack of articulation on the part of the library school and the area programs; inability for students to study areas at first hand; lack of research on the part of the schools as to what qualifications in a librarian these area collections demand. Further, it may be that the library schools are inadvertently filling needs by educating foreign students and emigres. (There are, incidently, library schools on all 13 ARL campuses with Middle East studies programs.) There is some question as to the migration of non-U.S. born librarians to area collections. Tsien found in 1964 that only a small percentage of Far Eastern library school graduates were working in East Asian collections. He also discovered that only 8% of the staff of these collections actually had specialized in Far Eastern studies and that in fact only 41% had studied library science![11]

Despite the library school programs or lack of them, the area bibliographer ranks in some fields appear to remain unaffected. For example, there have been no library school programs or courses and only one institute which touched on, however briefly, the Middle East. Yet, if we look at Table I on page three we see that the needs within the ARL libraries for Middle East bibliographers is less than that for other fields, less than that for African studies in which there has been a library school response. What the table unfortunately does not show is the number of bibliographers at the non-ARL libraries, wherein may lie a wide market for library school bibliography programs and one which the schools should investigate.

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[11]Tsien, op. cit., pp. 270-271.

The next ten years should be a period of stock-taking for the schools; watching the stabilization of the area programs; charting the trends within special areas of interest; perhaps capitalizing, grant-wise, on the limelight enjoyed by certain fields such Afro-American and East Asian studies. The needs for area librarians will doubtless be affected by the health of their respective area programs and this in turn will affect the market for graduates of library programs.

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SUBJECT SPECIALISTS AND JOB REQUIREMENTS:
Notes, Comments and Opinions from an Administrative Viewpoint

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ORGANIZATION OF AMERICAN STATES
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Subject Specialists and Job Requirements: Notes, Comments and Opinions from an Administrative Viewpoint

Hendrik Edelman

Human resources constitute in most academic libraries the largest investment and it would seem imperative that library administrators monitor this investment very closely through careful planning, well defined job descriptions, performance standards and subsequent evaluations. Surprisingly enough, very little effort has been made in this direction, other than for those staff members whose output can presumably be measured quantitatively. There even seems to be a lack of interest in the subject as was experienced, only recently, in an informal meeting where the issue was raised.

This apparent lack of interest to recognize and tackle the problem may in reality very well be uncertainty if not fear. After all, who wants to question the effectiveness or motives of academicians, current status symbol of librarians; who wants to question academic freedom, behind which also librarians have found an ideal hiding place; who wants to question the "bookman", probably the most overrated concept in librarianship, and last but not least, who wants to be questioned himself, the likely result of an overall evaluation system.

The tremendous growth of American academic libraries during the fifties and sixties has created almost unchecked staff needs and the emergence of the subject specialist in this turbulent period has resulted in opportunities and frustrations simultaneously. Some librarians have fluorished in the lack of boundaries, others have failed, but most of them are probably somewhere in the middle.

A growing literature indicates the general confusion that exists around subject specialists and this program will undoubtedly not be the end of the discussion.

As the first few paragraphs may have already indicated, the objective of this paper is to put notes with comments alongside a number of practices and beliefs occurring around the phenomena of the library subject specialist. All of this is done from the viewpoint of an administrator who has not yet left the field of buying and selling books long enough ago to have completely forgotten about life "on the firing line". No pretense has been made to answer

the questions, but it is hoped that these comments will stimulate discussion and debate. Other papers will probably be more constructive and the audience should understand that not all opinions expressed here actually represent our own professional philosophy, viewpoint or practice. Today, however, we are fully prepared to take the blame for having written them.

Let us begin our series of remarks with refuting some occurring misconceptions that many times have prevailed in administrative decisions regarding subject specialists.

1.1 Knowledge of a language does not make a person a subject or area specialist.

Nobody in his right mind would suggest that an average English speaking high school or even college graduate would be equipped to make value judgments in linguistics, literature, history or religion. Yet, as soon as foreign languages are involved the criteria change and it is simply assumed that the additional knowledge is there, especially if the person happens to be born and raised abroad. This dual yardstick creates inequity among library staff and can easily result in gross misuse of funds.

1.2 A person with good subject or area knowledge will not necessarily make a good librarian.

A certain amount of cynicism with regard to the value of library school degrees certainly is justified. The lack of concepts and training, however, of what is involved in academic library work is undoubtedly dangerous. Too many of these specialists flounder around in libraries, unable to cope with the day-to-day work and ineffective in their service ability. They can easily become an expensive liability rather than an asset.

1.3 The subject specialist or area librarian does not have to live above the laws that apply to other library staff.

Many library administrators concede special privileges, such as status, staffing and other fringe benefits to specialist librarians and animosity from other library staff is often the result. A bad work atmosphere does not contribute to the successful operation of a library.

These three issues seem to have two common denominators: The scarcity of qualified personnel in the market, and, at least among some library administrators, an apparent inferiority complex especially concerning language knowledge.

There are some other areas of administrative concern where prejudice sometimes prevails, which are in part contradictory to the earlier statements.

2.1 Standardization and integration of procedures and processes for library materials does not necessarily contribute to the quality of the collection or its service potential.

This is one of the most crucial and controversial areas of decision making, especially in light of the growing tradition to appoint "managerially oriented" library administrators, some of whom tend to identify their loyalty to the library itself and to the university administration. This standardization process may seem to have fiscal and organizational advantages. It by and large disregards the different nature of various fields of scholarship, the different nature of book production, distribution and bibliography around the world as well as the history of successful special collections. The cost/benefit ratio discussion is usually a one-sided affair as very few appreciable data on benefits are available. The subject specialist can easily find himself on the losing side as he is likely to relate most closely to the collection and its users.

2.2 Selection functions are not separable from acquisition, cataloging and reference functions.

Only in small special libraries, traditionally the ones with the best service records, however, is the total integration of these functions possible. If, because of size, distribution of functions is necessary, choices will have to be made on the basis of needs rather than on the basis of a better looking organization chart. In general, for non-Western studies, the separation of selection from the acquisitions process is the most detrimental. In other areas and fields other combinations may be more beneficial. The full separation, as has been tried in several large libraries, makes selection a sterile process which has no relationship with reality.

2.3 The importance of very good communication with faculty and students cannot be overestimated.

Growing libraries probably suffer most from developing bureaucratic tendencies. Faculty and student advice in selection, cataloging and other functions is increasingly seen as unproductive or, even worse, interfering with established library procedures. This self-reliance is not in the interest of the university as it isolates the library from its own constituency, and, after all, this is the only reason for which the library is in business. It is the librarian's task to exploit resources--printed and human--and to organize them in the most profitable way. Not relying on available knowledge and experience is a short-sighted and even quite arrogant attitude. As a matter of fact, there are very few outstanding collections which have been formed by librarians.

2.4 Collection development not only deals with growth, but also with retention and elimination.

Words such as "library obesity" and "library pollution" are relatively new concepts in American library theory which, for a long time, has been dominated by the concept that bigger libraries are better libraries. There can be little doubt however that the exponential growth of academic libraries and their supporting systems, such as card catalogs and staff, will be questioned strongly in the future. Subject specialists more than anybody else carry the responsibility to develop and execute retention policies that are designed to keep retrospective collections within scope and size. Enough for dwelling around the psyche of the library administrator. Management theory tells us that a truly successful employee is able to manage his or her boss. There is little doubt that the subject specialist still has a long way to go in this direction both as an individual as well as a class.

In making remarks about the job requirements of subject specialists, we will break down our list into three categories: General Requirements; Librarian Requirements; and Subject Requirements.

3. General Requirements

3.1 Maturity as a person

In light of the complex and varied circumstances under which many subject specialists have to work, there will inevitably be considerable strain on an individual's emotions, temperament, and, above all, patience. The experienced administrator should be able to recognize this aspect of an applicant without too much difficulty.

3.2 Ability to work independently

The lack of quantitative and qualitative standards for effectiveness puts a heavy amount of pressure on the individual's sense of responsibility. Although a careful setting of objectives for each time period will help to control function, the subject specialist will remain largely responsible to himself. The administrator should require demonstrated ability (possibly in the form of description of finished projects, etc.).

3.3 Fiscal and accounting ability

The most important factor in selection decisions is the availability of funds. A good understanding of accounting techniques and the ability to work with such a system is essential. Moreover, in the battle for funds, inside or outside the university, only well documented cases will usually be successful.

3.4 Statistical, surveying and reporting ability

A sometimes underestimated field. Much of the effectiveness of libraries depends on the quality with which surveys and subsequent reports are being made. A lot of dilettantism still prevails in libraries with regard to the statistical monitoring of the operation.

3.5 Supervisory ability

This seems obvious but is overlooked, in many cases, when applicants are screened. The aspect of delegation of functions and authority are important for subject specialists, some of whom are known to be very defensive about their jobs.

3.6 Decision making ability

Book selection, more than anything else in librarianship, is the art of making up one's mind. Numerous decisions have to be made on a day-to-day basis and people who are afraid to make mistakes usually turn out to be the losers. This requirement, of course, also includes the ability to say no to colleagues and library users.

None of the aspects--and the list could easily be twice as long--come with specialized subject training or training for librarianship, yet they are in many cases the difference between failure and success.

The requirements for effective academic librarianship should include the items listed below. Very few of these are taught in library schools but we should recognize that the M. L. S. degree or its equivalents do not pretend to be a preparation for academic librarians. It is our contention here that only a serious upgrading of entrance requirements, an overhaul of the curriculum and an extensive period of internship will enable library schools to contribute effectively. However, formal education is hardly ever a handicap for good people and quite a number of librarians have developed their skills, knowledge and abilities on the job. One way or another, these are the basic requirements for subject specialists.

4. Library Requirements

4.1 Experience in a variety of library activities

This would certainly have to include work in the cataloging and reference departments, but experience in serials or documents work is equally important. The subject specialist comes closer to the concept of the complete librarian than most other professionals and an understanding of the problems is no substitute for knowledge. We will not put a time factor down, but experience as assumed here does not come in a few months.

4.2 A very good education

We will not try to define what a "good" or a "very good" education is but it should result in an extremely broad base of knowledge. Working knowledge of at least two foreign language groups is essential as well as the study of what we like to call the "encyclopedia of knowledge", the description of all fields of knowledge. Indeed, the well educated librarian is familiar with the terminology and concepts of nuclear physics as well as those of cultural anthropology and medieval literature.

4.3 A clear concept of the nature of academic teaching and research

As remarked earlier, there is a danger that librarianship can become a pure rather than an applied science. All actions which take place in a library should have a purpose, whether long- or short-term, in the academic community. Librarians actively engaged in teaching and research have great advantages especially during moments that they share the usual frustrations of other library users. It seems that there is no formula for teaching concepts like this other than perhaps a required internship as a research associate to one or more faculty members.

4.4 Extensive bibliographic capability

This goes for passive bibliographic ability, such as doing extensive literature searching and the knowledge of the major literature in each academic discipline, as well as active ability. The active ability would include cataloging experience, familiarity with documentation and literature retrieval techniques and, of course, the ability to select.

4.5 Thorough familiarity with own collections

This requires not only a good sense of the history of the collections, but also a picture of its strengths and weaknesses projected against the needs within the community.

4.6 Knowledge about other, similar collections elsewhere in the world

Travel and contact with colleagues is an essential learning experience. It is very much a necessity both in performing services as well as in the development of perspectives of collections, to know what other collections contain and what work is being done.

4.7 Versatility in the bibliography and knowledge of the booktrade in the field or area of specialization

This does not require much comment. Formal training and experience will have to be combined, while continued efforts are needed to increase knowledge in these areas.

If our arguments are being read in the way they have been projected the follow-up on the subject requirements of the specialist librarian is going to be short and easy: The more the person knows about a field, over and above the earlier spelled out requirements, the better it is. This leads to the final statement which in many ways sums up our case: Subject specialists are well educated and experienced librarians who have developed special skills in a field or area of knowledge.

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WORKING PAPER ON THE ACQUISITIONS OF RESEARCH MATERIALS FROM LATIN AMERICA AND THEIR SELECTION

Supplement to Working Paper C-1 (XVI SALALM)

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Submitted for the Seventeenth Seminar on the Acquisition
of Latin American Library Materials
University of Massachusetts
Amherst, Massachusetts
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Organization of American States
Washington, D.C.
1972

Working Paper on the Acquisitions of Research Materials from Latin America and Their Selection

David S. Zubatsky

INTRODUCTION

One of the major projects of the Latin American Acquisitions Clearinghouse, located at Washington University Libraries, is the annual revision of Working Paper C-1 submitted for SALALM XVI in Puebla, Mexico. In the following first supplement the format remains the same as used in the original working paper.

PRINCIPAL SELECTION AIDS FOR LATIN AMERICAN LIBRARY MATERIALS

A. For materials about Latin America published in the United States.

1. Journals, etc.:

q. List of Books Accessioned and Periodical Articles Indexed. Washington, D.C., Organization of American States, Columbus Memorial Library. Ceased publication.

2. Catalogs of the following agents, dealers, and publishers:

b. Las Américas Publishing Company, Inc. Main office and warehouse: 40-22 23rd Street, Long Island City, N.Y. 11101; bookstore: 152 East 23rd Street (2nd floor), New York, N.Y. 10010. Las Américas recently merged with the Anaya Publishing Company of Madrid, Spain. In addition to Las Américas and Cypress books, the company will now stock the complete collections of Anaya educational books, the Anaya bi-lingual series, plus all other titles published throughout the Spanish speaking world. Over 600,000 books are stocked in the company's warehouse.

r.

11) Editorial Caribe, Apartado 1159, Coral Gables, Florida 33134

12) Casa Bautista de Publicaciones, 7000 Alabama, P.O. Box 4255, El Paso, Texas 79914. Publisher and distributor of Baptist literature in Latin America. The company describes itself as "promotores especiales de literatura bautista dentro de la población de habla española de América Latina; una institución patrocinada por la Junta de Misiones en el Extranjero de la Convención Bautista del Sur".

13) BAM Book Company, 39-26 150 Place, Flushing, New York 11354. "La firma BAM Book Company de Nueva York, especializada en libros en español, proyecta iniciar un amplio plan de ventas de libros en castellano en los Estados Unidos, para difundir entre los numerosos hispanoamericanos residentes en ese país tanto los clásicos de la lengua castellano, como las más recientes obras originales y traducciones de libros de repercusión mundial".

14) Las Arenas - M.B. Fluegge, P.O. Box 57, Cape Girardeau, Missouri 63701. Dealer specializes in out-of-print Spanish language books; issues lists.

15) Europa Book Store (Midwest European Publications, Inc. - Hachette). c/o Spanish Department, 2850 North Clark Street, Chicago, Illinois 60657. "A large selection of contemporary and classic works from Spain and Latin America, is kept in stock in Chicago. Schools and mail orders are promptly handled. Discounts to schools and trade; free Spanish catalog". - Advertisement.

16) Richard S. Wormser, Wolfpits Road, Bethel, Connecticut 06801. Dealer specializes in the History of the Americas. Many rare and unusual works for sale; issues frequent catalogues.

17) Serbert: Spanish and Portuguese Books, P.O. Box 430, Madison Square Station, New York, N.Y. 10010. Dealer publishes an Informative Bulletin which lists under subject headings both current and retrospective titles.

18) Continental Book Company, c/o College and University Department, 42-78 Main Street, Flushing, New York 11355. Dealer issues frequent catalogues which are "designed to meet the needs of colleges and universities for the latest and finest reference material, literature, slides and records from Latin America".

19) Richard C. Ramer, 45 Martense Street, Brooklyn, N.Y. 11226. Dealer specializes in Latin America, Spain, and Portugal. Advertisements note that he sells everything from new scholarly imports to extremely rare works and provides professional quality assistance in building collections on specific subjects, especially within the Luso-Brazilian area. Dealer's lists are usually divided by subject and cite bibliographical references.

B. For Latin American Materials Published in Latin America.

1. Journals, etc.:

c. Anuario Bibliográfico Peruano. Latest published: 1964/66.

e. BBM (Boletim bibliográfico brasileiro). Ceased publication.

o. Libros en Venta. Third supplement covering 20,000 titles published during 1969 and 1970 was published in 1971.

v.

1) Anuario Bibliográfico Colombiano "Rubén Pérez Ortiz". Latest published 1969.

2) Anuario Bibliográfico Uruguayo. Latest published number 7 (1970), distributed in 1971.

4) Bibliografía Boliviana. Latest published 1970 with 1962-1969 supplements.

6) Bibliografía Colombiana. Latest published: Tomo XIV (1969), released in 1971.

11) Comentarios Bibliográficos Americanos. 1968/69 annual cumulation published in three volumes. Volume One: "Libros de autores sobre temas latinoamericanos", which appeared originally in the CBA, as well as additional titles. Volume Two: "Traducciones de libros extranjeros en Latinoamérica". Volume Three contains author, title, and subject indexes. Volumes one and two contain many annotated titles; however, no years or prices are given.

12) Los Libros. Beginning with Issue Number 21 (August 1971), Los Libros became an independently financed journal with a new subtitle: Para una crítica política de la cultura.

16) Servicio Bibliográfico Chileno (Chilean Bibliographic News Service). Ceased publication with the April-June 1971 (no. 270) issue.

17) BV: Bibliografía Venezolana. Biblioteca Nacional, Centro Bibliográfico Venezolano, Año 1, no. 1—; enero/marzo 1970-. Contents: "Lista de libros, folletos, etc. Venezolanos y relativos a Venezuela (by subject)", "Nuevas publicaciones periodicas"; "Bibliografía de la Biblioteca Nacional"; "Editores que están cumpliendo con la ley de Depósito Legal".

18) Caribbean Acquisitions: Materials acquired by the University of Florida Libraries. Gainesville, Florida, 1957/58-. Annual. The 1970 volume contained "Caribbean materials catalogued by the University of Florida libraries during the year 1970, and includes books, pamphlets, periodicals, newspapers, serials, microforms, etc. It omits materials catalogued by the Law, Agriculture, and Health Center Libraries". The "Caribbean" is understood to "encompass the following areas: Bermuda, Colombia, Venezuela, the Guianas, and all of the countries of the West Indies and Central America. Mexico has not been included since the 1964 list". Sections I to VII of Caribbean Acquisitions list materials about the Caribbean, regardless of place of publication, and are arranged by broad subject and then by country or region. Section VIII lists other works published in the Caribbean but which do not deal with the area and is arranged by country or region. An author, corporate body, and subject index completes the work.

19) Jamaican National Bibliography. Kingston, Jamaica, Institute of Jamaica, 1964-. The 1969 volume published in 1970 is arranged by subject and lists material published in Jamaica, about Jamaica, and written by Jamaicans since 1965. "The basis of this issue is the 1969 accessions of the West India Reference Library (Institute of Jamaica). Current acquisitions of the Jamaica Library Service and the Library of the University of the West Indies, Mona, not already listed in previous issues have also been included. The bibliography consists of the following sections:

1. Books, pamphlets, and microfilms. The section includes extracts, reprints, articles published during 1969 in issues of Social and Economic Studies, Caribbean Quarterly and Jamaican Journal, and some articles which appeared in other publications.

2. Manuscripts.

3. The General Index; an alphabetical arrangement of personal authors, titles, joint authors, corporate bodies, and editors now follows immediately after section 2. Reference to section 1 is by item number."

4. Periodicals.

5. Newspapers.

6. Periodicals Index. Index to periodicals and newspapers arranged under broad subject headings. Reference is by page number".

20) Trinidad and Tobago and West Indian Bibliography. Central Library of Trinidad and Tobago, West Indian Reference Section, Port-of-Spain, Trinidad. Monthly and Annual Accessions. "The cumulative list as well as the monthly lists serve however, as a selective national bibliography for Trinidad and Tobago principally, and for the West Indies in the second instance. Developments in the library services here will produce, here, as in other countries, corresponding developments in national bibliography. The monthly list is classified, by Dewey, but this annual list is divided into two main sections arranged Alphabetically with class numbers indicated:-

Trinidad and Tobago Accessions: listing items whose imprint, author, or subject relates to Trinidad and Tobago. Periodicals and newspapers, are listed here. These are normally omitted in the monthly list. Exchange material is also listed here.

West Indian Accessions: listing items whose imprint, author, or subject relates to the West Indies. It is not proposed to list periodicals and newspapers in this section.

The term West Indies covers all those countries and islands which surround the Caribbean Sea, and includes Bermuda, the Bahamas, the three Guianas, and Latin America in general".

2. Catalogs of Agents, Dealers, and Publishers:

ARGENTINA

d. Fernando García Cambeiro. Dealer has an "ABC Plan" which is a blanket order program designed to provide institutional customers with selected materials from a country or region of its choice.

h. Librería Lajouane, S.R.L. New address: San Martín 50, Buenos Aires.

l. Librería del Plata. New address: San José 358, 1º "A", Buenos Aires.

n. Ediciones Theoria, S.R.L., Rivadavia 1255 4º piso-of. 407, Casilla de Correo 5096, Buenos Aires, Argentina. Dealer issues second-hand "catálogos de libros de historia, política y literatura"; provides search service.

o. Librería Clásica, S.R.L., Casilla de Correo 4763, Correo Central Buenos Aires, Argentina. Issues catálogos of "libros antiguos y modernos".

p. Librería Piloto: Organización al servicio del libro argentino, Casilla de Correo 234/Suc. 12, Buenos Aires, Argentina. Dealer issues a Boletín de Novedades- Seleccion de títulos de reciente aparición. The Boletín's entries are by subject.

q. Libros Argentinos, Avellaneda 2548-P. B: "C", Buenos Aires, Argentina. Dealer specializes in current and retrospective Latin American titles; provides search service. However, this compiler has not seen one of the firm's catalogues.

r. El Mangrullo Libros. Cangallo 1547-1ºp., Buenos Aires, Argentina. Issues catálogos of current and retrospective titles from Latin America and Spain.

BRAZIL

g. Livraria J. Leite. On September 10, 1971, Dr. José Attico Leite, director of the firm, announced that it would cease business on December 31, 1971. Livraria Leite had exported Brazilian books and journals for over fifty years.

j. Bruno Basseches "Antiquarian Bookseller", Rua São Carlos do Pinhal 269/91 01333, São Paulo, S. P., Brazil. The dealer's brochure describes his services as follows: "...Able to locate and supply all Brazilian materials, books, magazines, newspapers, journals, official publications, reports, reproduction of published materials, also documents, university publications, privately printed publications, microfilms, dissertations". Free search service, subscriptions, and a "continuations order plan" (blanket order) are also offered.

k. A Casa do Livro, Rua da Quitanda 27, Rio de Janeiro, ZC-OO, Brazil. Its first catalogue, Books from Brazil, noted that it was "the first of a series of catalogs through which we intend to establish a regular export service of Brazilian books". Books from Brazil, is a selected list of new titles with English summaries of the books' contents.

l. Pioneira Livrarias, Rua 15 de Novembro 228-40-s/412, Rio de Janeiro, Brazil. A recent advertisement announced that "considering recent government regulations that exempted book exports up to $100.00, of complicated burocratic red tape, we are happy to inform that Pioneira is expanding its retail export business. Operating four large bookshops, Pioneira has the largest stock of books in Portuguese, Spanish, English, and French in all the fields (except medicine)!" Pioneira, also a publisher, has a growing list of very important titles, translations and Brazilian originals.

Special terms may be discussed for quanity orders of single titles. We can send you our regular catalogues as well as special listings of the latest books on the subjects you are interested in (please specify idioms). Pioneira will execute, to the extent of its abilities orders for publications of any Brazilian publisher".

CENTRAL AMERICA

EDUCA (Editorial Universitaria Centroamericana), Apartado 37, Ciudad Universitaria "Rodrigo Facio", San José, Costa Rica. Publisher of its own books as well as a distributor for those titles published by the Universidad de Costa Rica, Editorial Universitaria de El Salvador, Editorial Universitaria de Guatemala, Editorial Universitaria de Nicaragua, and Universidad Nacional Autónoma de Honduras. In addition, will attempt to secure other Central American books published by trade publishers or by governmental agencies. It issues subject catalogues with prices in U.S. dollars.

CHILE

b. Empresa Editora Zig Zag was nationalized by the Chilean government. It now publishes under the name Empresa Editora Nacional Quimantú Ltda.

c. H. A. F. Publicaciones is now Herta Berenguer, Avenida Porcura 2378, Santiago, Chile.

g. Zamorano y Caperán. In October 1971, the firm announced that effective November 2, 1971 the book export business of the company was to be discontinued. Its Servicio Bibligráfico Chileno ceased with the April-June 1971 (no. 270) issue.

h. Cámara Latinoamericano del Libro (Latin American Book Chamber), Casilla 14502 Correo 21, Santiago, Chile. Its first catalogue (1971) stated that the CLAL was "a private organization founded with two inter-linking goals:

1. to promote the readership of Latin American books in other parts of the world, especially in those fields that have a professional interest in the development of Latin America.

2. to help foreign readers find and buy material edited in Latin America". This catalogue was devoted exclusively to Chilean publications, 800 titles from 38 publishers and academic centers. It was organized, on general lines, according to the bibliographical classifications recommended by UNESCO, with English titles and content notes.

COLOMBIA

a. G. M. Kermenic. Dealer's monthly combined lists of new and out-of print books have been replaced by mimeographed cards for each title offered for sale.

DOMINICAN REPUBLIC

b. Librería Hispaniola "Julio D. Postigo y Hijos", José Reyes Nº 50, Apartado 844, Santo Domingo, Dominican Republic. Publishers of the Colección Pensamiento Dominicano, they also export all "libros de autores dominicanos".

ECUADOR

f. Agencia de Libros Ecuatorianos, Calle Pinto 560, Quito, Ecuador. New dealer. Issues price lists of current and retrospective titles; accepts standing orders.

HONDURAS

"Libros de Honduras" (Librería Don Quijote), Apartado Aéreo 87, Tegucigalpa, D.C., Honduras. "Bibliographic Information Services and Sales of Honduras Books" Issues catalogues of current and o.p. Honduran books.

MEXICO

j. MACH. Dealer now publishes a regular listing of new Mexican books through its Novedades bulletin. Will handle subscriptions.

k. Especialidades Editoriales, S. A. Avenida de Chapultepec Nº 157-306, Mexico 6, D. F., Mexico. A new dealer specializing in books in print from Mexico and Latin America. The firm will service any order for books, in or out of their bimonthly New and Recent Issues bulletin, including o.p. books still in stock at major bookstores. A bookbinding service provided; library discounts given.

l. Libros y Revistas del Sur, S. A. Apartado 18-1028, Mexico 18, D. F., Mexico. Issues annotated cards of newly published Latin American titles. Prices in U. S. dollars.

NICARAGUA

b. Librería Cultural Nicaragüense "Adán Cuadra Hijo", Apartado no. 807, Managua Nicaragua. Dealer issues special Información Bibliográfica slips containing bibliographic data on works written or translated in

Nicaragua and Central America.

URUGUAY

f. Librería Delta Editorial. Dealer now publishes a Novedades bulletin; provides subscription service and a blanket order service for Uruguayan books called the "Delta Plan", which includes commerical publications, as well as governmental ones. Dealer informed the compiler that its large stock of medical books is maintained only for its Uruguayan clientele.

o. Distribuidora "Artigas", Dr. José Pugnalini No 1844, Montevideo, Uruguay. Publishes a bimonthly Novedades bulletin which lists both current and retrospective "libros de autores nacionales y otros latinoamericanos". In these lists, dealer also mentions to "please call on us for any book or magazine you want, even if it does not figure in this list. If we do not have it, we will ge glad to get it for you, as soon as possible". Discounts given to libraries.

p. Distribuidora Latinoamericana, Casilla de Correo 1767, Correo Central Montivedeo, Uruguay. Publishes a regular Boletín of retrospective and current Latin American titles; provides a search service.

q. María de la Luz Rodríguez Rivero, Juan Paullier 1621, Montevideo, Uruguay. Dealer specializes in "libros americanos y españoles"; issues frequent listas of current and o.p. titles; provides search service.

VENEZUELA

f. Librería Ecos, Depto. Exterior, Calle Baruta, Edificio Techo, Sabana Grande, Caracas, Venezuela. Dealer provides the following services:
"1. Monthly bulletin, classified by subjects, giving complete information on every book originally published in Venezuela.
2. Shipping service of all the periodical publications printed in Venezuela, including technical and official magazines.
3. Detailed information about books published in Venezuela, considered of special interest.
4. Search and localization of books published in Venezuela which are out-of-print.
5. Complete service of "standing orders", classified by subjects".

g. Librería Politecnica, Apartado 50. 738, Sabana Grande, Caracas, Venezuela. Dealer publishes a regular Libros Nuevos Venezolanos

(Boletín de Información Bibliográfica) catalogue.

C. Latin American Materials Published Elsewhere.

2. Catalogs of Agents, Dealers, and Publishers.

i. European Book Center, P. O. B. 4, Route Henri Dunant 1, 1700 Fribourg 2 Bourg. Switzerland. Dealer's advertisements notes that the company is a specialist in filling orders for American libraries of titles from all European publishers, including Spanish and Portuguese houses. In addition, the firm can arrange for subscriptions and other continuations orders, provide searching service for O. P. titles, and make binding arrangements.