The Central American Connection:
Library Resources and Access

SEMINAR ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS

XXVIII
The Central American Connection: Library Resources and Access

SALALM Secretariat
Memorial Library
University of Wisconsin--Madison
THE CENTRAL AMERICAN CONNECTION:
LIBRARY RESOURCES AND ACCESS

Papers of the Twenty-Eighth Annual Meeting of the
SEMINAR ON THE ACQUISITION OF
LATIN AMERICAN LIBRARY MATERIALS

University of Kansas
Universidad de Costa Rica
San José, Costa Rica
June 30 - July 4, 1983

Jane Garner
Editor

SALALM Secretariat
Memorial Library, University of Wisconsin--Madison
DEDICATION

SALALM XXVIII was the first conference to be held in Latin America since SALALM XX, which took place in Bogotá, Colombia, in 1975. It is fitting, therefore, that these Papers be dedicated to the memory of Emma Simonson who served as SALALM's President at Bogotá. She died on June 18, 1982. Her career is chronicled in the September 1982 issue of the SALALM Newsletter.
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This volume contains an amalgam of papers presented at the twenty-eighth Seminar on the Acquisition of Latin American Library Materials as well as papers relating to the theme of the conference which were especially commissioned by the President for publication. Also included are miscellaneous nonconference special reports, bibliographies, and reference aids.

Detailed summaries of several excellent oral presentations made at SALALM XXVIII for which formal papers were not submitted for publication were printed in the September 1983 issue of the SALALM Newsletter. These include the following addresses (in order of presentation):

Introducción a la biblioteca de Universidad de Costa Rica
Adrián Araya Marín

Centro Catalográfico Centroamericano
María Julia Vargas Bolaños

La producción editorial en Costa Rica
Alfonso Chase

Problemática de la adquisición de de materiales bibliográficos
en bibliotecas de América Latina
Adrián Araya Marín

El desarrollo actual de las bibliotecas nicaragüense
Vidaluz Meneses

All presentations were tape recorded in their entirety, and the cassettes have been deposited in the SALALM Archives at the Nettie Lee Benson Latin American Collection of The University of Texas at Austin General Libraries. A transcription of Mr. Chase's talk has also been deposited.

SALALM XXVIII is the third SALALM conference to focus on Central America. SALALM VII, held in Coral Gables, Florida, in 1962, examined "Acquisitions from Panama and Central America," and the theme of SALALM XIX, held in Austin, Texas, in 1974, was "The Acquisition of Central American Library Materials." The latter meeting also included a preconference workshop on the acquisition of foreign materials for Central American and Caribbean libraries.

SALALM XXVIII broadened the scope of the two previous conferences to include topics associated with all four of SALALM's committees: Acquisitions, Bibliography, Library Operations and Services, and Interlibrary Cooperation. Planning for the program was coordinated by the President with the assistance of SALALM committee chairmen; Host Representative Ellen Brow (who made two local arrangement trips to Costa Rica from Kansas); and the Comité Organizador SALALM XXVIII, composed of Milton Delgado Núñez, Benilda Salas Sanchez, María Julia Vargas Bolaños (all from the Universidad de Costa Rica), Deyanira Vargas de Bonilla
This volume marks the third year that the subtitle Papers of the Annual Meeting has been employed and the first year that the President has served as its compiler and editor in chief. The Papers' past is somewhat complex and bears explanation, for in it is rooted the substance of SALALM. Its life harks back to SALALM's first year and it has burst forth since with fitfully slow but sure regularity with but two exceptions—the second and sixth Seminars. Formerly more inclusive than today's streamlined version, yesterday's Papers contained information such as Progress Reports, reports of the Executive Secretary, committee reports, Executive Board minutes, various annual reports (e.g., significant acquisitions, bibliographic activities, microfilming projects), and special reports in addition to the thematic papers. Moreover, until SALALM XXV of 1980 (except for the two Seminars mentioned above), they were coupled with reports of the conference sessions and published with minor variation under the title Final Report and Working Papers. Until SALALM XIX of 1974, this union constituted virtually a complete record of the organization's activities.

Strong winds of change arose when the projected cost to publish the voluminous documentation of SALALM XX, held in 1975, appeared to be too expensive for the organization to underwrite. As a consequence, the Executive Board set a policy at its 1978 midwinter meeting to publish selectively those papers generally under fifty pages in length which were substantive rather than procedural in nature and had "enduring value to persons in the field." Longer papers were to be considered for independent publication. Curtailment of the "Final Report" section was also ordered, a process that continued until it was eliminated altogether following Seminar XXV, and the current title replaced the old.

The selection policy adopted in 1978 continues to govern the choice of material to be included. Exclusion of the procedural documents may cause one to wonder about their fate, as they serve to indicate the state of the association. For this reason, their status, both past and present, is delineated as follows.

The working paper known as the "Progress Report" was published from SALALM II in 1957 through SALALM XX in 1975. The Report was discontinued altogether with SALALM XXIV held in 1979, when the reports of the committees and Executive Secretary were transferred to the September issue of the SALALM Newsletter by action of the Executive Board at its previous midwinter meeting.

The minutes of the midwinter meetings of the Executive Board were included in the Progress Report until its discontinuance in 1979. They were distributed as individual preprints at SALALM XXIV and XXV. No midwinter meeting was held the
year of SALALM XXVI. Minutes for subsequent midwinter meet-
ings have been published in the September issue of the SALALM
Newsletter.

Minutes of Executive Board meetings held at the conferences
were published in the Progress Report through SALALM XVI, in
the "Final Report" of SALALM XVII, XVIII, and XIX, unpublished
for SALALM XX through XXVI, and published in the SALALM
Newsletter since SALALM XXVII. As a result of Executive Board
action at its 1983 midwinter meeting, minutes are to be published
in the SALALM Newsletter "as they are approved."

The "Annual Report on Bibliographic Activities" and "Micro-
filming Projects Newsletter" were published in the Working Papers
through SALALM XVII. "Significant Acquisitions" ceased with
SALALM XVIII. Beginning with SALALM XXVIII, however, reports
on both bibliographic activities and microfilming projects
are being issued as separate SALALM publications and are
therefore absent from this volume.

The accompanying chart has been prepared as an aid in
determining where and how the corpus of SALALM organizational
documentation has appeared to date. It also indicates the
changes in editorial responsibilities which have occurred over the
years.

The preparation of the volume in hand marks the sixth such
change since publication of the first Final Report and Papers took
place in 1956. By Executive Board action at SALALM XXVIII, the
Past President has been assigned the responsibility to collect the
papers of the conference at which he or she served as President,
select and arrange them for publication, write an introduction,
and forward them to the chairman of the Editorial Board for copy
editing and word processing.

An initial editing effort to complete deficient bibliographic
citations in this volume and to spell out all acronyms proved to be
too burdensome. As a result, most of the references and
acronyms herein have been left as submitted.

A recent trend in the conference numbering system has been
to shift the number from fore to aft so that instead of XXVIII
SALALM it becomes SALALM XXVIII. A review of past conference
publications indicates the preponderant use of a preceding
number, and in speaking of a conference—in English, at least—it
is customary to use the ordinal, which normally precedes; never-
theless, for clarity and consistency the order will follow the
recent trend of number aft as much as possible, although both
versions occur in this volume.

Jane Garner
President, SALALM, 1982-1983
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Executive Board established June 20, 1968, at XIII SALALM (I-VII SALALM activities planned by Organizing Committee)

Working Papers

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Key:
FR: Final Report (title as issued)
FRP: Final Report and Papers (title as issued)
FRWP: Final Report and Working Papers (title as issued)
PR: Progress Report (usually the first working paper)
Preprint: document issued only at conference
R/CB: Resolutions, issued by the Pan American Union in the series "Cuadernos bibliotecológicos"

RL/CB: Resolutions and List of Committees (Cuadernos bibliotecológicos)
RL/SS: Resolutions and List of Committees, issued by the SALALM Secretariat
SN: SALALM Newsletter
Unpubl.: unpublished (information maintained in Secretariat or distributed to designated individuals)
WP: Working Papers (title as issued)
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2 Two reports issued: "Annual Report" (designated as "a/" above) in Progress Report; "Conference Report" ("c/" above) in Final Report.

3 Use of theme titles begins.

4 Preliminary list; final list unpublished.
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5 A combined annual-conference report implemented.

6 Title of Final Report and Working Papers changed by Executive Board action to Papers of the Annual Meeting of the Seminar on the Acquisition of Latin American Library Materials.

7 Highlights in "Message from the President"; full minutes unpublished to date.
CENTRAL AMERICAN LIBRARY RESOURCES
AND BOOK TRADE
INTRODUCTION

Each paper in this section was written at the request of the president.

Since almost all the documentation on The University of Costa Rica's Centro Catalográfico Centroamericano exists only in Spanish, the first paper was prepared to fill the void. In addition, it includes a useful bibliography on cooperative cataloging in general in Latin America.

Participants at the conference were privileged to attend a comprehensive program on the center prepared by its able director, María Julia Vargas Bolaños, who gave a lecture tracing its development and activities, showed a narrated filmstrip, and arranged guided tours so that participants could observe the center's operations firsthand. Her presentation was augmented by that of Adrián Araya Marín, who spoke on the automation goals for the center. (The conference presentation is summarized in the September issue of the SALALM Newsletter.)

The second paper not only reviews in detail the XXVIII SALALM panel session on the current status of the Central American book trade (summarized in the September, 1983 issue of the SALALM Newsletter but also includes a very helpful list of names and mailing addresses of Central American bookdealers.

The third paper was commissioned in order to identify the libraries in the United States that have significant Central American holdings. The topic was relevant to the theme of the conference, but did not lend itself as much to an oral presentation as to a written one; therefore no session was devoted to this subject at the conference.

NOTE

1. THE COSTA RICAN APPROACH TO CENTRALIZED CATALOGING: EL CENTRO CATALOGRÁFICO CENTROAMERICANO

Sharon Moynahan, Mina Jane Grothey, and Gayle Williams

The consensus within the library world is that cooperative cataloging is a good thing. This is especially true among cataloging agencies serving similar user groups. Efforts to standardize cataloging rules and procedures, bibliographic equipment, and technology are evidence of worldwide acceptance of bibliographic sharing. No region has been more challenged by this concept than Latin America. Although linked by common language, the Spanish-speaking countries have found it difficult to achieve uniformity of bibliographic practices within one country, much less uniformity throughout the region. Other languages within the area serve only to complicate the problem.

A notable cooperative effort began in Central America during the mid and late seventies. Since 1968 the Technical Processing Department of the Carlos Monge Alfaro Library of the University of Costa Rica had been providing centralized cataloging for most of the branch libraries on campus. Within a few years the usefulness of cooperative cataloging on a regional basis became apparent. Under the direction of Efraín Rojas Rojas, the library began investigating the possibilities of such cooperation. The Organization of American States (OAS), via the efforts of Marietta Daniels Shepard, supported these endeavors. A 1976 meeting sponsored by the OAS and the University of Costa Rica, the Reunión de Estudio del Centro Catalográfico Centroamericano, formulated the objectives, standards, and supporting organization of a regional cataloging service. Librarians from Guatemala, Nicaragua, Panama, and Costa Rica as well as from the United States and Puerto Rico attended.

In 1978, the Centro Catalográfico Centroamericano (CCC) began operations under the leadership of Nelly Kopper Dodero. As a unit of the Technical Processing Department of the Carlos Monge Alfaro Library, it reports, ultimately, to the library director. The first few months of operations were devoted to planning work flow and routines, including the development of a procedure manual. A cost study of Central American cataloging and processing needs was completed. At first, only Costa Rican libraries were involved, but services were later to extend to Nicaragua and then to all of Central America.
The goals of the CCC were fourfold: (1) to offer cataloging services to university and special libraries in Central America; (2) to standardize cataloging procedures and observe internationally accepted rules and practices; (3) to promote the sharing of bibliographic information by developing uniform procedures and programs suited to future automation; and (4) to establish a union catalog of the participating libraries. Prior to and during the initial years, a number of projects were undertaken to facilitate these goals.

The CCC staff participated in a refresher course on International Standard Book Description (ISBD) and its application to the Anglo-American Cataloging Rules. The CCC staff also undertook the translation of the second edition of the Anglo-American Cataloging Rules (AACR2) which, at the time of this writing, was scheduled for publication in late 1983. In 1979, María Julia Vargas Bolaños traveled to the University of Texas at Austin to observe OCLC and automatic cataloging procedures. In 1981 the periodical Actualidades catalográficos (Cataloging Updates) began publication. Articles featured original Spanish and translated articles on all aspects of cataloging.

Librarians from all the Central American republics along with OAS specialists met in 1979 to review the status of cataloging in the region and to explore the possibility of creating cataloging centers in other Central American countries. The conference also addressed the use of OCLC and other automation to achieve the goal of shared cooperative cataloging.

Currently María Julia Vargas Bolaños directs a CCC staff of twenty, including twelve librarians holding library degrees from the University of Costa Rica. The operation is divided into three sections: Cataloging/Classification, Processing/Distribution, Union Catalog. The Cataloging/Classification section prepares cataloging for materials acquired by the University of Costa Rica Library. From this bibliographic information, card sets are prepared for the library's card catalog while the main entry is reproduced for inclusion in the CCC's Boletín bibliográfico mensual (Monthly Bibliographic Bulletin). The bulletin is intended to serve as both a means of disseminating cataloging information and a catalog from which member libraries can order card sets and other products. Payment is per transaction or via a deposit account. Information concerning CCC's activities, along with production statistics, is reported in the Center's Informe anual (Annual Report).

Many and varied cataloging and authority tools are used by the CCC. Since 1981, AACR2 has been used along with the latest edition of the Dewey Decimal Classification and the Library of Congress Subject Headings. The complete National Union Catalog and the printed catalogs of the Latin American libraries of the University of Texas at Austin, Tulane University, and the University of Florida supply cataloging copy and name authority verification. Subject authority work for headings in Spanish is
accomplished by using the Library of Congress Subject Headings supplemented by Carmen Rovira's Lista de encabezamientos para bibliotecas (List of Headings for Libraries), Encabezamientos de materia para bibliotecas (Subject Headings for Libraries) assembled by Spain's Consejo Superior de Investigaciones Científicas, and other general and specialized thesauri.

Although participants have found the center's activities to be generally successful, growth of the network and center has been a problem. Some member libraries can only afford to subscribe to the Boletín and then to prepare card sets in-house from its copy. The expectations that participants would eventually form their own cataloging centers and share their work with the CCC's union catalog have been dampened by recent political events and the ongoing fiscal limitations. The University of Panama has reportedly opened its regional cataloging center, but virtually nothing has appeared in the literature. The CCC originally planned to catalog holdings from other member libraries, but its own growing backlog of 120,000 volumes in 1983 has made this impossible. All resources have had to be directed to cataloging locally held materials.²

Automation appears to be the immediate solution to both the backlog and eventual multicity cooperation. Computer innovations have come and gone since the early days of planning for the CCC. Cooperative bibliographic networks dependent on phone lines or satellite communications, once thought to be solutions to shared bibliographic information, would probably prove too costly for most library systems in Latin America. Political and economic developments have made impractical the use of transborder phone lines. Microcomputers or linkage with central university computers present two of the more feasible solutions to automated cataloging which could eventually lead to a different type of bibliographic sharing.³ Plans announced in Costa Rica during the summer of 1983 indicate that automating the CCC will be part of a librarywide plan encompassing Selection/Acquisitions, Cataloging (of which the CCC will be a subsystem), Circulation, and Reference. More specific plans now call for links to the main computer of the University of Costa Rica. The years 1984/85 should see the acquisition of equipment, tapes (MARC?), and the training of personnel leading to the eventual automation of the cataloging system. The library will become the first university library in Central America to have these facilities, providing a model, a testing center, and training center for future projects in the region.⁴
NOTES


2. Unless otherwise noted, information in this paragraph was taken from a recording of the presentation made by CCC staff to participants in the SALALM XXVIII, July 1, 1983.

3. Louella Wetherbee, Library Director, George Mason University; telephone conversation with S. Moynahan, November 8, 1983.

4. Susan Benson, Senior Specialist, Unit on Information, Communication, Cultural Diffusion, OAS; telephone conversation with S. Moynahan, January 12, 1983.

BIBLIOGRAPHY

It is clear that librarians and Latin American specialists could benefit from additional information about library cooperation in the region. To that end a short bibliography has been compiled. The current literature tends to fall into several broad categories: (1) reports on specific projects; (2) general analyses of the need for centralized or cooperative cataloging efforts with mention of related efforts; (3) articles describing the new technology which might make cooperative cataloging possible. To date, few studies have attempted to evaluate projects or to analyze the impact of these projects on library services or research. Nevertheless, the literature is growing. As soon as projects and systems mature, and the long term successes, failures, and repercussions become apparent, it is to be expected that such evaluative studies will begin to appear. The following bibliography includes current titles which in some manner address cooperative cataloging. Cooperative efforts in Mexico, including LIBRUNAM and the AMIGOS connection, have received the most attention. The CCC and efforts in the Caribbean, Venezuela, Colombia, and Brazil have received somewhat less publicity.


"AMIGOS to Expand beyond Borders, Experiment with Automation." Library Journal 107 (1982), 23.


"Centro Catalográfico Centroamericano." SALALM Newsletter 9, 1 (September 1983), 5-6.


Telephone conversation with S. Moynahan, November 8, 1983.


2. THE BOOK TRADE IN CENTRAL AMERICA:
A PANEL DISCUSSION

Peter de la Garza

Nicaragua

Noting that publishing and the book trade in Costa Rica were covered in other sessions of the program of XXVIII SALALM, Moderator Robert A. McNeil, chairman of SALALM's Committee on Acquisitions, proposed that the panel begin its review of the situation in the rest of Central America with a look at Nicaragua. To start the discussion, he called on panelist George Elmendorf, organizer and leader of a nine-day, pre-SALALM scouting expedition to Managua made up of some ten U.S. bibliographers and acquisitions specialists in search of Nicaraguan materials. Mr. Elmendorf began by saying that the party was treated royally and was given every assistance in finding books: transportation was provided, appointments were set up, every facility possible was extended. This cooperation was important because books are indeed scattered and it is essential to travel to many locales, some of them rather out of the way. Mr. Elmendorf found several good titles at a small Sandinista museum out in the country, others at a performance of the ballet and at stalls in the airport.

Other members of the audience were called upon to comment on their book-hunting experiences. Speaking first, Peter Johnson (Princeton University) gave an overview of book production and distribution, noting that the government controls perhaps as much as 95 percent of book and serial production. "Trade" publications include creative literature, history, political works, culture, etc., and are issued by the Ministry of Culture, Ministry of Education, Editorial Nueva Nicaragua, and a few other official houses. They are relatively easy to get; IMELSA, the government distribution agency, has a string of bookstores that stock them. A second category of material comprises government documents that must be acquired, often with difficulty, from the ministries and other government offices. Press runs are low—from 25 to 125 copies for some publications issued by the Instituto Nacional de Estadística y Censos (INEC), and not all of these are obtainable; of 63 INEC titles, only 13 were currently available to the public. The Banco Central no longer issues statistical reports, now confining itself mainly to items of a bibliographic

Author's note: Discussions held July 2, 1983; panelists were bookdealers George Elmendorf and Joan Quillen; co-rapporteurs were Pauline Collins and Peter de la Garza.
type. There is still some private publishing. *La Prensa* continues to appear, and opposition political groups issue literature, for which one generally must go directly to the publisher. There are at least two bookstores for religious literature, some of which is privately published. Works sold in these stores are not exclusively religious in content; some "solidarity" materials related to El Salvador and Guatemala can also be found in them as well as in other government bookstores. Books obtained by a visitor to Nicaragua may be hand-carried out without difficulty, but shipping them requires the approval of the Ministerio de Cultura and the Secretaría General de Finanzas, and getting official clearance also requires visits to several different offices. Mr. Johnson observed that there have been some impressive changes in development of libraries, especially infantiles and escolares, but all the way up, too. Since many of these libraries have started from scratch and have very limited resources, exchange and donations are important to them. Dan Hazen (Stanford University) underlined that they are eager to establish contacts with foreign institutions. Eugene Weimers (University of Minnesota) can provide a list of Nicaraguan librarians and the institutions with which they are affiliated. He also has a list of specific reference titles wanted by the library school of the Universidad Centroamericana; their problem is that they have little to exchange.

Tom Niehaus (Tulane University) added that the group sought ways of keeping informed on future Nicaraguan output of research material. Some encouragement was forthcoming from Ana de Fonseca, head of the wholesale section of the IMELSA bookstore chain, who told Gene Wiemers that she would undertake to Xerox one copy of each list of books received from the publishers and forward them monthly. Mr. Wiemers proposed making copies of the lists for anyone who wants them. Mrs. Fonseca also said she could ship books directly to foreign customers, but Mr. Wiemers had some doubts whether in fact this would work out. The lists IMELSA offers would help offset the lack of a national bibliography, granted that they would exclude most government publications. It was noted that several booksellers based outside Nicaragua are trying to identify and obtain books and are issuing lists of what they find. The most active are George Elmendorf (Libros Centroamericanos, San José, Costa Rica), Bernardo Melero (Servicio de Difusión de Libro, San Salvador, El Salvador) and Alfonso Vigil Books (Los Angeles, California). Taking all of these together, it is probable that a good part of what is published by the major "trade" sources is being captured.

The floor discussion on Nicaragua elicited some additional information on the results of the scouting trip: Peter Johnson, Dan Hazen, and Lionel Loroña (New York Public Library) each acquired around 500 pieces in the nine days in Managua. These were shipped by air freight. The bibliographic records will be input to the Research Library Information Network (RLIN) as
soon as practicable, Princeton taking responsibility for social sciences, New York Public Library for history and major literature, Cornell the rest. A certain part of RLIN input will get into OCLC. Princeton expects to microfilm a large amount of the material from the private sector and make it available generally. Tom Niehaus was collecting for Tulane, Library of Congress, and University of Texas. He prepared a list of what he obtained and offered to send it on request. The compiling of a consolidated list of acquisitions by those who went to Nicaragua was suggested, but no one made a commitment to accomplish the task.

Guatemala

Panelist Joan Quillen gave a report on the current situation: nongovernmental publication has been severely affected by the new censorship law (the government suspended constitutional guarantees of freedom of the press in July 1982). There is not much being published touching on current political, economic, and social issues and development. The Instituto de Investigaciones Económicas y Sociales has been closed for two years. The universities of San Carlos and Rafael Landíval limit themselves to "safe" areas like history, poetry, and light novels. Many authors are their own publishers; a good place to encounter writers is the library of the Instituto de Geografía e Historia. The Seminario de Integración Social Guatemalteca is still functioning, will engage in exchange, and follows through when it agrees to do so. Government publications are the most difficult to acquire at this time. The Palacio Nacional is hard to get into, but publications of the ministry of education and the Dirección General de Estadística are fairly accessible. The Dirección is also exchange-minded. Some general problems are short runs and high prices, owing to paper shortages and other economic problems; libraries are urged to get their orders to bookdealers without delay. There are several good secondhand bookstores in Guatemala, among them Shawcross Book Service (Michael Shawcross) and Casa El Carmen (Paul Glyn), both in Antigua. A good selection of new titles, at rather high prices, is usually available at Autores Nacionales, 9th and 14th Streets in the capital. The shop of Gómez Robles is a good source for legal materials.

Honduras

James Breedlove (Stanford University) gave a brief account of his two-day stopover in Tegucigalpa en route to SALALM. The two best publishers are the Universidad Nacional Autónoma de Honduras (UNAH) and Editorial Guaymuras. In eight or nine monographic series UNAH produces an impressive number of serious works in the humanities and social sciences. Guaymuras has a similar emphasis. Since its founding in 1980 it has published some thirty-five monographs. It distributes these through its small bookstore in downtown Tegucigalpa, which also has a selection of good titles from UNAH and other publishers. Another
bookstore worth visiting is Librería Navarro just across the river in Comayagüela; it features national publications as well as foreign books of interest to university students and serious readers. The Banco Central de Honduras issues several important statistical series, obtainable from the bank.

For foreign institutions, the principal source of Honduran imprints is Mario R. Argueta, curator of the Honduran collection at the UNAH Library, who does research at the Archivo Nacional, teaches classes in history and related disciplines, and writes extensively for newspapers and journals. He also deals in books, serials, and government documents.

Peter de la Garza (Library of Congress) added that Mr. Argueta was named LC's blanket order dealer in 1977, and since that time has supplied LC with 200-300 titles and serviced subscriptions. Mr. Argueta earned an MLS from Texas, has a good sense of what research libraries need, and is fluent in English. Perhaps because of his many other commitments, he is sometimes slow to pick up new titles that appear in offerings by bookdealers outside Honduras. Mr. Argueta has a stock of older materials, including Guatemalan imprints, and has some lists of these to circulate. He does not regularly issue lists of new publications. Another firm offering to provide Honduran imprints is Libros de Honduras, run by Mr. Roberto Pérez. It distributes occasional carbon-copy offers, rather short on bibliographic details but reasonably priced. The Library of Congress has not had enough experience with this supplier to hazard an evaluation on the quality of his services. New Honduran imprints are offered from time to time in lists issued by bookdealers Joan Quillen, Bernardo Melero, and Alfonso Vijil, among others.

El Salvador

Peter de la Garza reported that for the past three years LC has acquired most of its Salvadoran imprints through Bernardo Melero's firm, Servicio de Difusión del Libro. His coverage of current imprints is comprehensive, he will search for OP items, and he services subscriptions. Melero is resourceful and can often supply government publications, although at a price. He regularly issues lists of new Salvadoran titles (over 100 lists as of May 1983), and occasional lists of special materials such as serials available on subscriptions, annual reports, scarce OP items, law publications, and new publications issued in other Central American countries. He shows good judgment in using blanket order authority, is prompt and responsive in attending to orders and inquiries, issues proper invoices, and packs his shipments well, usually sending by air. The Library of Congress picks up some Salvadoran titles from lists of other dealers, particularly Alfonso Vijil, who is very good at getting the publications of political opposition groups in El Salvador, and of Central American exile and "solidarity" groups in Latin America, the United States, and Europe.
Panama

Comments on acquisitions from Panama were made by Carol Jopling (Smithsonian Tropical Research Institute), Peter de la Garza, Ellen Brow (Harvard University), and Pauline Collins (University of Massachusetts). Ellen Brown observed that after several scouting trips to Panama she had concluded that there is no dealer there who appears to be interested in handling blanket orders; the most effective method is simply to go there and buy what is available in the shops. Peter de la Garza confirmed that LC has had no real blanket order coverage for several years, Librería Cultural Panameña having proved totally unreliable. They did work out an informal arrangement with a bibliophile banker who has occasionally purchased commercial titles on LC's behalf, and has supplied a substantial number of government and privately published materials on exchange. The considerable output of the Instituto Nacional de Cultura (INAC) has been acquired on exchange. The Library of Congress also buys Panamanian imprints offered by dealers like Quillen, Melero, and Vigil, and is considering extending Quillen's blanket-order responsibility to Panama.

Pauline Collins gave a brief report on the four days she spent in Panama just prior to attending SALALM. Her mission was to revive exchange and gift arrangements, to try to find a blanket order dealer, and to buy books on the spot. Most of her contacts—government ministries and subbodies, academies, libraries—were cooperative and interested. The Dirección de Estadística y Censo now sells its publications and issues a catalog regularly, but will also exchange for appropriate material. Mrs. Collins was unable to visit the campus of the national university because the students were on strike. She confirmed Ellen Brow's remarks on the lack of a dealer to handle blanket orders.

Addresses of Some Dealers in Central American Materials

General (all Central America)

Libros Centroamericanos (Joan Quillen)
Apartado Postal 252
Paseo de los Estudiantes
San José, Costa Rica

Libros Latinos (Alfonso Vigil)
P.O. Box 1103
Redlands, CA 92373
(Note: In early 1984 Mr. Vigil bought Libros Latinos from George Elmendorf. Before that, Mr. Vigil did business under his own name out of Los Angeles.)

Servicio de Difusión del Libro (Bernardo Melero G.)
Apartado Postal 185
San Salvador, El Salvador
Nicaragua

IMELSA (Ana de Fonseca)
Importaciones y Exportaciones Literarias, S.A.
Pista de la Resistencia contigua a Cpasa
Managua

Guatemala

Shawcross Book Service (Michael Shawcross)
Apartado Postal 343
Antigua

Casa El Carmen (Paul F. Glynn)
3a Avenida Norte No. 8
Antigua

Honduras

Mario R. Argueta
Apartado Postal 185
Tegucigalpa

Libros Editorial Guaymuras
Avenida Cervantes 1018
Apartado Postal 1843
Tegucigalpa

Libros de Honduras
Apartado Postal 87
Tegucigalpa

Librería Navarro
2a calle y 2a Avenida 201
Comayagüela

El Salvador

See Servicio de Difusión del Libro, above s.v.
"general."
3. CENTRAL AMERICAN HOLDINGS IN U.S. RESEARCH LIBRARIES

Gayle Williams and Russ Davidson

Introduction

This survey of Central American holdings in major research libraries in the United States is based upon a short questionnaire (see page 28) sent to a select group of thirty-two libraries and research centers from which twenty-four responses were received. Libraries receiving the cover letter (see page 27) and questionnaire were chosen either because they are known to collect Central Americana or because they were considered likely to do so. The results, presented in summary form below, disclose several interesting features. First (and not surprisingly), no single pattern of acquisitions or collecting interest predominates. A handful of libraries, following the well-established, carefully charted research traditions of their institutions, purchase materials (for the most part, books and serials) in two or, perhaps, three highly defined fields with a parallel emphasis on one or two countries and periods. A somewhat larger group, serving a much broader curriculum and clientele, collect far more comprehensively and include in their acquisitions a range of current agricultural, medical, legal, and scientific materials for all the countries of the region with little or no restriction as to format or period. The greatest number of libraries, though, fall somewhere in the middle and concentrate their efforts on obtaining monographs and serials (primarily current but also retrospective) in the humanities and social sciences, as well as a core of government documents and statistical publications, from each of the Central American nations.

A similar diversity is notable in regard to methods of acquisition. These vary from approval and blanket-order plans, to strict title-by-title procurement, to gift and exchange, to on-site purchasing right up to, in the words of one librarian, "begging, pleading, and flattery." In a good many libraries, some measure of each of these standard techniques seems to be employed.

The largest special collections of Central Americana are found in Yale University, the University of Kansas, the University of Texas, the New York Public Library, and, of course, the Library of Congress. Other such collections, smaller in scale but rich in topical and bibliographic importance, are held at several additional libraries.

As a final note, it is also apparent that Central America's recent political and social upheavals have had a major impact on
the collection development efforts in a number of libraries, resulting in larger and more diversified acquisitions.

Tabulated Survey Results

Legend

C Countries of interest. "All" refers to Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama.

S Emphasis on particular subjects, specialized topics, or chronological periods. "All" refers to basic disciplines in the humanities and social sciences.

M/S Number, or approximate number, of monographic volumes and/or serial titles acquired annually.

T Types of materials collected: monographs (M), serials (S), government documents (GD), newspapers (N), maps (MP), manuscripts (MN), sheet music (SM), nonprint materials (NP).

A Methods of acquisition.

GE Number of and/or sources for gifts and exchange.

BO Number of blanket order programs in use.

C/R Current or retrospective emphasis.

SC Special collections, archives.

I Institutional research and teaching programs affecting collection development.

COLUMBIA UNIVERSITY

C All; Panama is Research Library Group (RLG) assignment; little on Belize
S Social sciences, humanities, all periods; exceptions: theology, agriculture (scientific/technical), education (methodology pedagogy)
M/S 300-400
T M, S, GD, selectively for N, MP, MN, SM, NP
A Approval orders for Panama, title-by-title orders, gifts, exchanges
GE 15
BO 1 for Panama
C/R Current, some occasional retrospective purchases
SC None
I Institute of Latin American and Iberian Studies offers Master in International Affairs (emphasis includes Central America), and certificate in Latin American studies.
COLUMBUS MEMORIAL LIBRARY, ORGANIZATION OF AMERICAN STATES

C Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua
S Administration, boundaries, geography, history, law, literature, statistics, trade
M/S 2,000
T M, S, GD
A Purchase, deposit, gift, exchange
G/E Government offices (deposit), government bureaus (exchange), private publishers (exchange)
BO None
C/R Both
SC Treaties, laws
I Regional development, trade, tourism, education, culture

FLORIDA INTERNATIONAL UNIVERSITY

C All; emphasis on Costa Rica and Nicaragua
S Emphasis on social sciences
M/S Fluctuates
T M, S, GD, N
A Purchase or gift
GE Private gifts
BO None
C/R Both
SC None
I The Library's Latin American and Caribbean Collection supports the program and research of the University's Latin American and Caribbean Center as well as related programs dealing with the area.

HARVARD UNIVERSITY

C All
S History, literature, social sciences, all periods
M/S ca. 200
T Not specified
A Title-by-title purchase, exchange
GE 18
BO None
C/R Both
SC Dumbarton Oaks, Washington, D.C. (Harvard-affiliated library with a strong Pre-Columbian collection); Tozzer Library, Peabody Museum—higher education in Central America; Law Library
I High level of interest
INDIANA UNIVERSITY

C Costa Rica, El Salvador, Guatemala, Nicaragua, Panama
S Costa Rica: humanities, social and biological sciences; Nicaragua: contemporary social science research, especially politics and government, economic and social development, foreign relations, education; El Salvador: contemporary social science research, biological sciences; Guatemala: history, anthropology; Panama: social sciences, folklore, ethnomusicology.

M/S 188 M, 11 S
T All
A Unit order, subscription, gift and exchange, approval plan for U.S. academic imprints
GE 50
BO None
C/R Current emphasis
SC The Archives of Traditional Music has collections of recorded traditional (i.e., folk, popular, native, etc.) music and spoken word from Honduras, Guatemala, Nicaragua, Panama, and El Salvador. The Latin American Music Center collects scores, recordings, and other resources dealing with contemporary Central American music and its composers. The Lilly Library has special collections of rare books and manuscripts pertaining to colonial and early nineteenth-century Central America.
I History of Costa Rica and Guatemala, folklore and ethnomusicology of Panama, church and state in Nicaragua, literacy program in Nicaragua, moral philosophy and metaphysics in Central America, ecology, paleobotany, ethnobotany, taxonomy, and limnology of Costa Rica, Guatemala, and El Salvador, contemporary composers (music) of Central America.

LIBRARY OF CONGRESS

C All on comprehensive basis
S All except clinical medicine and technical agriculture
M/S 1982: 1,248 M, 5,064 S
T All
A Purchase, gift, exchange
GE ca. 175-200 (not all are active)
BO 5
C/R 98 percent current
SC Holdings too extensive to include here; contact LC's Hispanic Division for details
I None

NEW YORK PUBLIC LIBRARY

C All with emphasis on Costa Rica, El Salvador, Guatemala, Honduras
S  Humanities and social sciences at comprehensive level; law at selective level; no emphasis on medicine, pedagogy, and natural sciences
M/S 230 M, 94 S
T  All; newspapers on selective basis and primarily on microfilm
A  Gift, exchange, and purchase; also through blanket-order arrangements
GE 4
BO 1 for Costa Rica, Guatemala, Nicaragua; 1 for Honduras
C/R Both
SC  Strong collection of materials (books, documents, manuscripts, pamphlets, on the history of the Panama Canal and other Isthmian canal projects
I  Not applicable

OHIO STATE UNIVERSITY
C  All; some emphasis on Honduras
S  Agriculture and rural sociology, history, literature, anthropology
M/S 160 M, 13 S (exclusive of acquisitions by Law and Map libraries)
T  M, S, GD, MP, microform reproductions
A  Purchase from U.S. and Central American bookdealers, some amount of gift and exchange
GE 1
BO None
C/R Both
SC None
I  Agricultural faculty interested in the area, especially Honduras; relevant courses offered in history and anthropology.

PRINCETON UNIVERSITY
C  Guatemala, El Salvador, Honduras, Nicaragua, Panama, Costa Rica
S  All; comprehensive coverage on vital statistics and related demographic publications, central bank statistics and national statistical agency principal publications and broad coverage on political science, economic and social conditions; Guatemala: broad coverage on history, anthropology, and archaeology.
M/S 174 M, 51 S
T  M, S, GD, N, MP
A  Purchase, dealers there and in United States, gifts, limited exchange, buying trips
GE  Principally the central statistical agencies and central banks
BO None
C/R Current only
SC Western Americana has some nineteenth-century imprints (broadside, pamphlets) relating to U.S. involvement in Central America.
I Woodrow Wilson School (U.S. foreign policy in the area), Office of Population Research (demography)

STANFORD UNIVERSITY
C Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica
S History, literature, anthropology, contemporary politics
M/S 300 M, 55 S
T M, S, GD, MP, NP
A Approval plan with Libros Centroamericanos, some exchange, purchases from area and U.S. dealers
G/E Faculties and libraries of major universities, academies of history, national libraries
BO 1 for all countries
C/R Emphasis on current, but attempt to buy several hundred retrospective titles each year
SC Recent acquisition of 18 hours of videotaped interviews held in guerrilla-occupied territory in El Salvador in 1980/81.
I Some faculty interest in anthropology, political science, history, literature

TULANE UNIVERSITY, LATIN AMERICAN LIBRARY
C All
S History, anthropology, archaeology, political science, economics, art, art history, architecture, culture, education, sociology, philosophy, pre-Columbian to present.
M/S Not specified
T M, S, GD, N, MP, MN
A 90 percent purchase, 10 percent gifts
GE ca. 100 in Latin America
BO 2 for Latin America
C/R Both
SC Manuscripts Department, Photographic Archive
I Programs of the Roger Thayer Stone Center for Latin American Studies

UNIVERSITY OF FLORIA, LATIN AMERICAN LIBRARY
C All, Belize a top priority as part of the Caribbean area since the Farmington Plan
S Social sciences, literature
M/S FY 1982/83: 375 M, 200 S
T All
A Approval plans, firm orders, subscriptions, gift and exchange
GE Not specified
BO 1 for Guatemala, Nicaragua and Panama; 1 for Honduras; 1 for El Salvador; 1 for Costa Rica; 1 for Belize
C/R Both
SC None
I None

UNIVERSITY OF ILLINOIS

C All
S Social sciences and humanities in general for all periods, emphasis on literature, anthropology, history, economics, national statistics
M/S FY 1982/83: 726 M
T M, S, GD, N, MP, SM, NP
A Purchases, gift and exchange, field trips
GE Exchanges with most of the universities and learned societies throughout Latin America and the Caribbean area
BO 1 for Costa Rica and Guatemala
C/R Both
SC Solid collections of leading university departments, learned societies, museums, and university presses
I Undergraduate certificate program in Latin American studies; Ph.D. programs in all fields of humanities and social sciences with area specialization through course work and dissertation research.

UNIVERSITY OF KANSAS

C All
S Emphasis on social sciences and humanities; in Costa Rica publication in all disciplines are collected comprehensively.
M/S 2,000 M, 100 S
T M, S, GD, N, MP, MN
A Acquisitions trips by library staff, firm orders, gift and exchange
GE 18
BO None
C/R Both
SC Jorge Lines Collection: approximately 1,200 nineteenth- and early twentieth-century Costa Rican imprints, primarily in anthropology, literature, politics, and history. Includes several runs of rare periodicals.

Ernesto Alvarado Garcia Collection: 18,000 items in Honduras, Guatemala, and El Salvador, with emphasis
on Central American periodical literature of the 1920s and 1930s.

William J. Griffith Collection: Contains hundreds of rare nineteenth-century Guatemalan broadsides, pamphlets and other ephemera, as well as extensive files of regional Guatemalan newspapers.

Several other smaller collections emphasize Costa Rican materials.

KU's Center for Latin American Studies offers an undergraduate major and a master's degree in Latin American Studies. In addition, doctoral dissertations that focus on Latin American topics are written in the fields of history, literature, social sciences, and natural sciences, and many of these have a Central American focus. In its research and teaching program the Center for Latin American Studies gives first priority to Central America. KU's exchange program with the Universidad de Costa Rica, begun in 1958, has been an extremely important factor in maintaining the Libraries' focus on collecting Costa Rican and Central American publications. Most recently, a three-year Tinker Foundation award to the Center for Latin American Studies included funding for acquisitions and processing of Central American Materials.

UNIVERSITY OF NEW MEXICO

C Costa Rica, Nicaragua, El Salvador, Honduras, Guatemala
S Emphasis is on anthropology and related disciplines, linguistics, history, and art history. Materials are collected for all periods.
M/S 300 M, ca. 40 S
T M, S, GD, N, MP
A Approval plans for Nicaragua, Guatemala, Costa Rica; firm-ordering for Panama and El Salvador as well as the above. Gift and exchange, donations, very occasional buying trips
GE Data unavailable at present
BO 1 (approval plan) for Costa Rica, Guatemala, Nicaragua
C/R Primary emphasis is on current material, though older materials are also acquired
SC Large collection of grammars of Mesoamerican Indian languages published between the seventeenth and twentieth centuries
I The University of New Mexico's several Latin American programs focus to one degree or another on Central America. The stronger programs (in the sense of a
Central American Holdings in U.S. Research Libraries

Central American emphasis) are in education, anthropology, and archaeology.

UNIVERSITY OF NORTH CAROLINA

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<td>M (at research level)</td>
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<td>Title-by-title</td>
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UNIVERSITY OF TEXAS AT AUSTIN, NETTIE LEE BENSON

LATIN AMERICAN COLLECTION

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<td>All</td>
<td>A</td>
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<td>A</td>
<td>All</td>
<td>GE 36</td>
</tr>
<tr>
<td>GE</td>
<td>1 for Costa Rica and Guatemala; 1 for El Salvador and Panama; 1 for Honduras; 1 for Nicaragua</td>
<td></td>
</tr>
<tr>
<td>C/R</td>
<td>Mainly current</td>
<td>SC Arturo Taracena Flores Archives: 5,000 books, 5,000 pamphlets and broadsides, 1821-1962; periodicals, maps, and newspaper clippings. Especially strong on Guatemala. Twentieth-century periodicals include many short-lived literary, political, religious, and labor publications.</td>
</tr>
<tr>
<td>SC</td>
<td>Broad-based interest. At present particularly intensive studies in economics, government, natural sciences, anthropology, and archaeology.</td>
<td></td>
</tr>
</tbody>
</table>

VANDERBILT UNIVERSITY

<table>
<thead>
<tr>
<th>Code</th>
<th>Country</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Nicaragua</td>
<td>Mesoamerican archaeology and anthropology, post-revolution Nicaragua</td>
</tr>
<tr>
<td>S</td>
<td>Not available</td>
<td>M, S, GD, N</td>
</tr>
<tr>
<td>M/S</td>
<td>Not available</td>
<td></td>
</tr>
</tbody>
</table>
A Dealers, gifts, trips
GE Not specified
BO None
C/R Not specified
SC Wauchope Collection: Private library of Robert Wauchope (editor of the Handbook of Middle American Studies). Mesoamerican anthropology and archaeology, including ethnological, linguistic, historical, art historical, and archaeological materials.
I Mesoamerican archaeological interest

YALE UNIVERSITY, LATIN AMERICAN COLLECTION

C All
S Humanities and social sciences, all historical periods to the present; noteworthy strength in nineteenth-century serials, newspapers, pamphlets for Nicaragua
M/S 300-400 M
T M, S, GD, N, MP, MN
A Purchase, exchange, gifts
GE Usual sources
BO None
C/R Both
SC The Lindley and Charles Eberstadt Collection of Central American Documents: massive collection of rare, early imprints, comprising nearly 1,000 items, many unrecorded, preserving the history of the Central American Federation and its component parts from 1825.

Frederick R. Mayer Collection: Some 5,000 items, including many rare and unrecorded newspapers, serials, government documents, and manuscripts from the nineteenth and early twentieth centuries, chiefly from Nicaragua but including material from all the Central American republics.

Manuscript records relating to the Kingdom of Mosquito (Nicaragua) 1820-1847, including minutes of the Council of State and land record.

The Aaron Columbus Burr Papers relating to the establishment of a colony of freed American slaves in Honduras.

The Samuel S. Woods Papers relating to the bombardment of Nicaragua in 1854.
I Council of Latin American studies
Dear

Russ Davidson and I are preparing a survey of major holdings of Central Americana in U.S. university and research libraries. When completed this paper will be published in the Final Report of the 28th Seminar on the Acquisition of Latin American Library Materials whose theme deals with Central American resources and the conference proceedings held in Costa Rica this summer.

We wish to include your library's pertinent holdings in this survey. You can help contribute to the usefulness and accuracy of this report by providing us with some current data. A questionnaire and stamped self-addressed envelope are enclosed. Please complete the questionnaire, using additional sheets if necessary, and return it by no later than November 15, 1983. If you feel that your Central American holdings and acquisitions program are not significant for inclusion in our survey, please return the unanswered questionnaire anyway. This will later aid us in compiling data.

We greatly appreciate your time and effort in this matter. Cooperation in matters like this definitely contributes to SALALM's objectives of providing information on Latin American resources and their acquisition to members and nonmembers alike. Thank you.

Sincerely,

(Ms.) Gayle Williams
Serials Department
General Library
The University of New Mexico
Albuquerque, New Mexico 87131
CENTRAL AMERICANA SURVEY:

Countries of interest:

Emphasis on particular subjects, specialized topics or chronological periods:

Number, or approximate number, of monographic volumes and serial titles acquired annually:

Types of materials collected (circle types, specify others): Monographs, serials, government documents, newspapers, maps, manuscripts, sheet music, nonprint materials, etc.:

Methods of acquisition:

Principal sources of gifts and exchanges by countries and institutions:

Blanket order programs in use (countries and dealers):

Current and/or retrospective emphasis?:

Special collections and/or archives:

Institutional research and teaching programs affecting collection development:
NICARAGUAN NATIONAL BIBLIOGRAPHY
The idea of compiling a Nicaraguan National Bibliography was conceived during several years of frustration caused by the lack of any usable Nicaraguan bibliographies.

The idea in its broadest outlines was presented at the Washington SALALM meeting in 1982 to William E. Carter, Chief of the Hispanic Division of the Library of Congress. He gave his immediate and enthusiastic support. Over the next few months, he corresponded frequently, offering invaluable methodological advice and practical strategies for locating and identifying Nicaraguan material.

Other librarians of major United States libraries having significant Central American holdings were contacted and they universally supported the project.

The next step was a formal letter proposing the project to the government of Nicaragua. This step was taken in June, 1982. Father Miguel D'Escoto was a colleague and client of many years and seemed the obvious person to contact. The point of contact was through Maryknoll, New York, where Father D'Escoto had been located. In due time telephone contact was made, and Father D'Escoto also gave his enthusiastic support. As he is the Foreign Minister of Nicaragua, the project was not in his area of responsibility, so he turned it over to the Ministry of Culture.

A long period of waiting followed, but finally a formal letter of commitment was received from the Ministry of Culture which named Jorge Eduardo Arellano as director of the project in Nicaragua.

I visited Nicaragua in September 1982 to coordinate the project with Jorge Eduardo Arellano. The primary goal was to make a survey of the libraries in Nicaragua, and this was accomplished. Twenty-five significant libraries were identified. Copies of AACR2 (Cataloging Guidelines) were given to the three members of the Nicaraguan team who were to begin cataloging. Data collection forms and some training in AACR2 were provided. The Nicaraguan team began cataloging the titles at the Biblioteca Nacional.

It was immediately evident that technical assistance would be necessary, and contact was made with Ludwig Lauerhass, Jr. and Barbara Valk at the University of California, Los Angeles. They both suggested that UCLA could handle the computer aspect of the project and introduced me to the head of technical services.
at the University Research Library. Within a month the details were worked out, and UCLA had agreed to work with the project.

The other most pressing matter was how to finance the project. The National Endowment for the Humanities (NEH) was suggested by UCLA, and Barbara Valk, who has had experience with the Hispanic American Periodicals Index grant, agreed to criticize the grant proposal. When contacted, NEH agreed to receive the grant proposal and even allowed a one-month extension to their usual deadline of April 1. An intense period of work followed to develop a preliminary proposal and then to develop a final proposal. The grant proposal was written, criticized by Barbara Valk, and then rewritten. On May 1, 1982, the final proposal was sent to NEH. Later in that year, the Endowment required some additions which reduced its financial contribution.

At the end of the first year approximately 5,000 titles have been cataloged on data collection forms. Inasmuch as the estimated total is 20,000 items to be collected over the next three years, the project is far ahead of its projected timetable. The NEH grant was received, so the project is funded. It should be stressed that the funding is insufficient to complete the project. We are in a comfortable position temporarily but must plan ahead to receive further grants. The Nicaraguan team is set up and functioning. The U.S. team is set up and functioning, although the number of persons on each team is not as high as would be desirable.

The main problems are the high level of technical training of all members of both teams. This is improving, but it will take at least six months to come up to the necessary level. The only other serious problem is the speed of inputting. Here again we lacked technical ability, and the training is taking longer than expected. These problems will undoubtedly be corrected, however, and the project should be brought to a successful conclusion.
The Nicaraguan National Bibliography, on completion, will be available in both printed form and machine-readable tape. It will be MARC compatible, subject and author indexed, will contain a union list, and will be maintained on-line. It will be searchable by author, title, subject, place of publication, series entry, OCLC record number, ISBN number, Library of Congress card number, and library.

The technical problems encountered in this ambitious project are basically of two types: those related to computer hardware and software and those common to creating new authority and bibliographic files.

The production of the project will be supported by the computing resources at the University of California, Los Angeles. The decision was made to contract with UCLA's ORION system based on their ten years of experience, MARC compatibility of the program, and the fact that ORION is staffed by trained librarians.

The UCLA Library's ORION system operates a campus network providing an on-line information system that services nineteen branch libraries offering on-line acquisitions, serials processing, file building and maintenance, as well as a large number of printed products and Computer Output Microfilm (COM) services. In addition, the library system maintains the Border-Line database for the Latin American Center at UCLA.

ORION will provide the project with database building and file editing and maintenance for on-line searching and to produce output products including a MARC tape and an on-line database. The software used in this system is written in PL/1 and operates on a large IBM mainframe, the IBM 3033. The UCLA Library maintains its own programming staff and is responsible for all systems design, analysis, and implementation of all application products.

The Nicaraguan National Bibliography project has purchased an IBM 3101 model 23. With this terminal the project will input bibliographic entries, perform file maintenance and editing activities, and conduct database searching as the project increases in size. An ERSON MX80 Printer has also been purchased.

The terminal will be connected to UCLA by a leased phone line. Because of the cost of a lease line and because of the possibility of garbling over the sixty-mile distance between the headquarters of the project and UCLA, it is hoped that the
project will be able to purchase a microcomputer and that ORION will be able to supply us with compatible software by 1985.

Searching for records of items in ORION may be done by keywords in names of authors and editors, title and/or series, record numbers, and by subject terms. Terms may be entered in any order, but for the most efficient search the unique or most distinctive term should be entered first. Using ORION efficiently is of great importance in reducing computer costs. Broad searches should be avoided, and not more than one file at a time should be searched since computer costs of cross-file searching are high. Lower connect-time rates are charged for nonprime hours. Connect-time charge drops by half. Staff members will be inputting new records or editing at these times, since inputting and editing is more expensive than searching. In addition, computer response time is quicker during nonprime hours.

Two display screens are possible on ORION. The MARC Display is the full display of a record in the MARC format listing all field tags, indicators, and subfield delimiters as well as the complete data contained in the record. The second display screen is called the Public Reference Display. The reference display is a minimal level information display without MARC tags and subfield indicators. The reference display designed for the Nicaraguan National Bibliography, however, will contain all information one would find on a Library of Congress catalog card. Editing cannot be done on a record in the reference display format. The full, tagged bibliographic record must be used for that purpose.

Because of the complexity of the ORION system and because of its myriad features, Nicaraguan National Bibliography staff members must undergo twelve to fourteen hours of training in two-to-four-hour sessions before inputting can begin. To aid new users ORION offers HELP displays which include searching instructions, commands, diacritics and equivalents, general information, foreign currency conversion, and the like. Of special interest to us, since some of the Nicaraguan National Bibliography staff are unfamiliar with MARC formats, are HELP displays that refer specifically to inputting items such as MARC bibliographic and local fields, subfields and mnemonics, as well as tags, indicators, and subfield codes for authority records. For those uninitiated in the 008 fields, HELP displays list country and language codes, types of government documents and physical medium, illustration codes, and so on.

Technical problems that have been encountered are those common to creating new authority and bibliographic files and those pertaining to cataloging so vast a number of works. At present, the Name Authority file lists all personal and corporate names that have appeared either as authors or subjects in the Bibliografía general nicaragüense,¹ the American Library of Nicaragua's bibliographic series,² and the Jirón bibliography on
Rubén Darío in Nicaragua. As more libraries and bibliographies are surveyed, more names are added to the file.

For all entries, authoritative bibliographic sources have been consulted in an attempt to verify the correct entry element and form of the name. At the same time, "See" references are determined to direct bibliography users from other forms under which a person has been known to the form that has been chosen as the entry. "See also" references are used to direct the user from one valid heading to another that may be related to it, such as the headings for the personal name of a head of state and the official heading for the head of state.

To establish the form of personal names, Library of Congress precedent is followed when available. If a Library of Congress AACR2 form cannot be found, a Library of Congress pre-AACR2 form will be accepted, and if there is no Library of Congress precedent at all, we shall establish an AACR2 form ourselves. Besides wanting to be consistent with Library of Congress, we believe that it would not be cost-effective to spend the time to determine the AACR2 form of a given name when a pre-AACR2 form is available since many of the names would require additional research to establish them in AACR2. Cross-references also link all found variations of the name to the chosen form. All cross-references are used which are found in the Library of Congress MARC Name Authority record or in the National Union Catalog, unless they are inaccurate or do not reflect AACR2 practice.

To verify personal names for the bibliography a well-defined search strategy is followed. Each record is searched on-line on OCLC in both the bibliographic file and in the Library of Congress MARC Name Authority. A Library of Congress AACR2 form dated after January 1, 1981, is preferred. If no Library of Congress form is found, the search continues to the National Union Catalog.

In the absence of any Library of Congress precedent, various bibliographies, such as the Bibliografía general nicaraguense, American Library of Nicaragua series, those by Franco Cerutti and Jorge Eduardo Arellano, and the Tulane University Catalog are searched to determine how the name appears. To evaluate all search information and to establish the form AACR2 rules are used.

The verification process used for personal names is also followed for corporate entries except that all entries must be to AACR2 standards. Presently, the number of corporate entries in the Name Authority file is sparse because there is no AACR2 cataloging for the majority of those we have encountered and because of the time required to establish them ourselves. For these reasons it has not been a priority, but a staff member will soon be assigned to this task.
A major hindrance in verifying is the fact that we have no OCLC terminal at our disposal. We are presently investigating OCLC dial access. We have learned, however, that as ORION users we have access to ORION's Name Authority file and may therefore dump any given ORION authority record into the Nicaraguan National Bibliography's authority file. We plan to use this capacity heavily as an alternative to OCLC.

One of the bibliography's first tasks was to create a Subject Authority file. The core file of approximately 1,500 entries was completed in February. This was done by examining Library of Congress Subject Headings, 9th ed., Hispanic American Periodicals Index, and Bibliographic Guide to Latin American Publications. "See" and "See also" references are included according to Library of Congress Subject Headings, and topical, form, period, and local subdivisions were also established based on Library of Congress.

A few headings are not found in Library of Congress Subject Headings (e.g., Somozismo, Cartels and commodity agreements, Cultural imperialism, Indigenismo, Latifundio, and Marginalization). Also included as subject headings are the following types of proper names: (1) regions, countries, and natural geographic features; (2) major international organizations and institutions; (3) unauthored literary works and historical documents; and (4) personal names.

Some difficulties were encountered in verifying Indian tribes and languages and geographic locations. A list of Indian tribes and languages was compiled with help from the Handbook on South American Indians and Area Handbook for Nicaragua. However, it has been discovered that a few Indian tribes listed in these reference tools as being located in Nicaragua may pertain instead to other Central American countries. They will be discussed with our Nicaraguan counterparts to discover the validity of their presence in the subject file. Geographic locations were compiled with the assistance of Webster's Geographical Dictionary. All locations are entered according to AACR2. Since virtually none of these has been established, it was a time-consuming task in which I was aided by Georgia Portuondo, Spanish-Portuguese cataloger at the University of Wisconsin-Madison.

The subject thesaurus at the present time serves mainly as a searching tool. At some future point, perhaps after 10,000 entries, a frequency test will be run to determine which subject headings may be discarded and to identify headings that should be added to the file.

Since the bibliography's users will include Spanish speakers as well as English speakers, the Subject Authority is in both Spanish and English. Translations into Spanish have been determined through Carmen Rovira's Lista de encabezamientos de materia para bibliotecas.
On the computer tape, each subject authority entry will have, in reality, two separate records, one in Spanish and one in English. They are linked together through "See also" references. For example: there are two separate records for Games and Juegos. The record for Games contains a "See also" reference to Juegos. The entry for Juegos contains a "See also" reference to Games.

The bibliographic file presently is made up of records from the holdings of the Bancroft Library at the University of California, Berkeley, the Research Library at the University of California, Los Angeles, and the Tulane University library system. The first occurrence of each entry must be recataloged or verified since all cataloging must meet AACR2 standards. At the time of this writing, only about twenty percent have been physically verified; however, all Tulane holdings were scheduled to be verified by the end of July, 1983.

To build our bibliographic file, it is first necessary to examine shelflists, either published lists like Tulane's or those which have been photocopied and sent to us by Latin American librarians who are willing to aid us in our search for Nicaraguan material. In examining a published shelflist, it is important to note not only tracings but also place of publication. Particular attention must be paid to authors in order to recognize works by exiled Nicaraguans who published in Mexico, Central America, and elsewhere. Another area of close scrutiny lies in the realm of historical changes. Entries under Guatemala--History must be examined closely in order to deal with the period of the Central American Union. Similarly the Costa Rican province of Nicoya was once part of Nicaragua.

All material under the heading Central America is also gathered and will be checked to determine if there is enough material on Nicaragua to merit its inclusion in the bibliography.

After the shelflists have been examined and entries have been marked which we have determined may be of interest, the pages are photocopied and the entries alphabetized. The entries are then checked against typed verified and unverified Data Collection Forms to avoid duplication. The typist then transfers the information onto a Data Collection Form. These forms are taken by the cataloger to the various libraries when the time comes to physically verify that entry.

This manipulation of data has been by far the most time-consuming task we have encountered. Each member of the staff takes part in the procedure, and yet bottlenecks result because of the great bulk of entries. This problem will be eliminated, however, when the bibliography goes on-line. It will then be possible simply to search our database and pass on unique records to the typist. Photocopying, cutting, alphabetizing, and
checking against already verified Data Collection Forms will be eliminated.

The ORION database can also be searched using our Author Authority index to increase the size of our bibliographic file. It is hoped that by December, 1983, holdings from Tulane, Berkeley, UCLA, and a number of Nicaraguan libraries will be collected, cataloged, and input into ORION.

NOTES


5. Tulane University, Latin American Library, Catalog of the Latin American Library of the Tulane University Library, New Orleans (Boston: G. K. Hall, 1970–).

Antecedentes. Este proyecto se remonta a la iniciativa del norteamericano George F. Elmendorf, propietario de la compañía "Libros Latinos" de Redlands, California, por elaborar en colaboración con el gobierno de Nicaragua la bibliografía nacional del país, computarizarla y promover su difusión.

Justificación. El propósito del proyecto es compilar toda la bibliografía nacional desde la introducción de la imprenta en 1829 hasta 1978, ya que no existe ninguna bibliografía nacional completa y las existentes, aparte de que no se publicaron en su oportunidad, fueron elaboradas de acuerdo a una metodología tradicional y su contenido resultó limitado.

Beneficio. El proyecto será de gran utilidad como herramienta de trabajo científico y cultural, y pondrá a Nicaragua a la vanguardia de América Latina al constituir su producto final la primera bibliografía computarizada de esta región y, quizás, del Tercer Mundo.

La tarea de transcripción de datos en las formas especiales diseñadas para tal efecto, se inició el primero de febrero de este año participando en ella las siguientes personas: René Rodríguez Masis y Berta Martínez como catalogadoras y bajo la dirección de Jorge Eduardo Arellano.

Se comenzó con el Fondo Nicaragüense de la Biblioteca Nacional con el fin de agotarla en un lapso de 6 a 8 meses y pasar después a los fondos de otras bibliotecas de la cuidad de Managua, priorizando las más conocidas por las riquezas de sus fondos, como son: la biblioteca del Banco Central, biblioteca del Instituto Histórico Centroamericano (IHCA) de la Universidad Centroamericana (UCA), y la biblioteca del Recinto Universitario "Rubén Darío."

La producción diaria se estimó en 20 formatos, cantidad que se mantuvo cuando las personas involucradas en ello le dedicaron tiempo completo.
Metodología

a. Investigación directa de los fondos existentes.

b. Aplicación de las Reglas de catalogación anglo-americanas, 2a. ed. (traducción de Gloria Escamilla) y la Lista encabezamientos de materia de la Unión Panamericana.

c. A medida que el trabajo avanzaba, se compiló y ordenó alfabéticamente una lista de los encabezamientos de materia usada para consultarse constantemente y lograr uniformidad en los epígrafes.

d. Se elaboró un control de los títulos procesados para evitar en lo posible repetición o duplicación de los mismos.

e. Se prescindió de las hojas llenadas con anterioridad por el señor Elmendorf y el compañero Arellano.

f. En el transcurso de la transcripción de los formatos surgieron algunas dudas que se fueron aclarando con la consulta constante de obras de referencia, pero aún quedan algunas que se precisan en el apéndice en forma de preguntas.

g. En el caso de libros que no especifican claramente el "publisher" se tomó el nombre de la editorial o imprenta donde fue impreso. En Nicaragua las editoriales, en el sentido técnico y legal de la palabra, no abundan, limitándose al trabajo físico de imprimir y siendo el autor, en muchos casos, el verdadero editor.

Logros. El 30 de abril se entregó al Director de la Biblioteca Nacional, compañero Lizandro Chávez Alfaro, la cantidad de 500 formatos elaborados, que fueron enviados al señor Elmendorf. A partir de la fecha indicada se han concluido 800 formatos más y agotadas las 2/3 partes del Fondo Nicaragüense de la Biblioteca Nacional.

Dificultades. Sustancialmente las dificultades se reducen a dos:

a. Falta de instrumentos de trabajo: cintas de máquina, Radex o líquido corrector (la máquina donada por el señor Elmendorf no ha podido utilizarse aún).

b. Entrega parcial de los responsables del proyecto a otros actividades de carácter cultural, político y administrativo, lo que repercute negativamente en el desarrollo del trabajo.
NOTE


BIBLIOGRAFÍA


AUTOMATION AND INFORMATION SYSTEMS
7. LIBRARY AUTOMATION AND INFORMATION SYSTEMS IN LATIN AMERICA AND THE CARIBBEAN

Marietta Daniels Shepard

Introduction

The last decade has brought about rapid advances in the development of library automation and of national and regional information systems, many of them automated, in the countries of Latin America and the Caribbean. Both formal and informal types of library networking have taken place as well as the increased centralization of acquisition and cataloging services and a broader application of internationally accepted standards. Advances in information technology continue to be applied to automating library procedures, creating automated databases, compiling national bibliography, indexing Latin American journals, accessing databases at home and abroad, and forming national and regional systems and subsystems of library and information services.

School and public, special, and university systems have been created on regional and national bases to break down the former isolation of individual libraries. Even at the international regional level, networks of libraries have been brought together to serve as a basis for regional and international information systems, as in the case of agricultural libraries and the automation of agricultural bibliography.

The principal factor in the recent advances has been the utilization of the computer, mainframe, and mini- and microcomputers to library operations, especially to cataloging procedures. Other factors include: (1) the development programs of international organizations such as UNESCO and the Organization of American States (OAS), and of such national agencies of international development as Canada's International Development Research Centre (IDRC), for planning and creating national and regional systems of library and information services; (2) increased communication among educators of the hemisphere and their greater awareness of the importance of library and information services as they relate to curriculum development, a subtle change from the oral tradition to a more book-oriented method of teaching involving greater use of textbooks and other teaching and reading material, and to emphasis on the research role of the university; (3) the stress of scientists and industrialists worldwide on the need for an increased and more rapid access to information found in printed sources and in automated data banks; (4) an improvement in the training of library and information specialists through graduate study in schools of library and information science in the United States, Canada, and Europe,
and in special advanced courses in Latin America and the Caribbean, and through their increased participation in international and regional conferences on library and information planning and on scientific and technological information services sponsored by such international organizations as the International Federation of Library Associations (IFLA) and the International Federation for Documentation (FID) and their regional committees, and by such regional organizations as the Inter-American Association of Agricultural Librarians and Documentalists (AIBDA) and the Association of Caribbean University and Research Libraries (ACURIL), and others; and of the successful application of the MARC formats to the automated cataloging of materials in many countries of the world.

Automation of Library Systems and MARC/MARCAL

Integrated automated library systems have been created in recent years in Mexico and Venezuela, and a third is being developed in Brazil. Chile lays claim to a microcomputer-based system at the institutional level, Costa Rica has hopes of initiating library automation, and Colombia has taken steps toward automating procedures of a library network.

The National Autonomous University of Mexico

The need to bring some degree of order to the holdings of some 165 libraries of the National Autonomous University of Mexico (UNAM) maintained by the university at its university city campus and in regional campuses throughout the country led to the creation of the LIBRUNAM system of the General Directorate of Libraries (DGB). LIBRUNAM is an integrated system for the handling, processing, and retrieval of bibliographical information principally on the books held by the various libraries. As developed by local computer specialists and librarians, LIBRUNAM is a complex system with many programs which make it easy to use, versatile, flexible, and compatible with systems developed elsewhere.

LIBRUNAM's database is composed first of the MARC tapes of the Library of Congress to which have been added the titles recorded in the official catalog of UNAM/DGB in 1977, and new records for titles acquired by university libraries since 1978, all in Spanish and in MARC format. The first records were entered into the database in January 1978. The retrospective catalog was incorporated into the database in the following two years. Some 250,000 titles were included in the database by 1982, representing almost 2 million volumes in UNAM libraries. The compilation of a data bank of abstracts of theses produced at UNAM, which by 1982 included more than 3,000 titles, was made possible by the design of another program for the purpose.

The LIBRUNAM system was designed to cover also the routines used in the annual acquisition of from 120,000 to 150,000 volumes ordered and received by the university's libraries which
include payment to suppliers, preparation of reports on library accounts, handling of money orders, requests for checks and bank drafts, applications for payment for UNAM's bursar's office, invoices received, verification of checks, orders control, foreign currency exchange, and catalog supply operations such as record forms, labels, etc.

Covered in the modular units comprising LIBRUNAM system are the following: (1) acquisition of monographs; (2) bibliographic data bank; (3) cataloging and classification of monographs; (4) retrospective conversion of the union catalog of the university's libraries to the MARC format; (5) quality control; (6) information retrieval; and (7) theses.

In accordance with the various elements of the catalog card, the retrieval capabilities are on-line. Phonetic retrieval was built in to enable information to be retrieved even though orthographic mistakes may be present in the presentation of the bibliographic information. Access is by author, title, or subject.

Bibliographies can be compiled by author, title, or subject from the LIBRUNAM database, and the user can select the printed format he prefers in short, long, or original form.

The publication of acquisitions lists of individual libraries is made possible in the LIBRUNAM system, as well as lists of all the libraries. Catalog cards are made available to libraries throughout Mexico (or elsewhere, if so desired), from the LIBRUNAM database, and microfiche sets of its complete catalog have been given to UNAM to all university libraries in Mexico.

The development of an integrated national library system in Mexico has been made possible in the design of the LIBRUNAM system, with adequate planning and control.

The LIBRUNAM system is being applied to authority control in an OAS-sponsored project and in a national cooperative cataloging project maintained by the Colombian Institute for the Promotion of Higher Education (ICFES), through technical assistance and training programs made possible by OAS travel funds, and through a formal bilateral agreement between Mexico and Colombia.

Magnetic tapes of the LIBRUNAM database, using MARC formats, can be merged with other databases in Latin America and elsewhere which use the MARC format. It can be used in the creation of a Latin American database in Latin America or elsewhere, or for an OCLC-type operation with bibliographic data in the Spanish language.

The National Library System of Venezuela

An essential element in the development of a National System of Libraries and Humanities, Scientific and Technological Information (SINASBI), created in 1976, is an automated project to improve the Venezuelan collection of the National Library of Venezuela. The National Library itself was converted by law into an Autonomous National Library and Library Services (INBINA).
Of the some 175,000 titles of Venezuelan origin and on Venezuela thought to have been printed by 1976, it was found that the National Library possessed only about 35,000 titles. To remedy the situation, a foundation was created to purchase some private libraries of Venezuelan materials and to engage in a bibliographic effort to identify the Venezuelan works that had been published. A contract was signed with Northwestern University Library to search printed library catalogs and bibliographies and other sources for Venezuelan works, to train Venezuelan library personnel, and to apply the NOTIS-3 automated system (Northwestern On-Line Integrated System) to record the titles and to produce a listing of them as well as to develop a cataloging and integrated library system for the National Library.

The National Library has achieved the automation and control of the processes of acquisition, the printing of catalog cards and labels, and the compilation of author, title, and subject bibliographies as subproducts of the implementation of the computerized NOTIS-3 system, in addition to the printing of the national bibliography, the cataloging of the works received, and the production of lists for administrative purposes.

MARC tapes are incorporated by the cataloging module into the database, together with up-to-date records for new Venezuelan publications which are entered into the national bibliography with help from the legal deposit law of the country. The cataloging of all works received by the National Library is done in the MARC formats, using the Angolo-American Cataloging Rules.

Some 105,000 records for books from or about Venezuela held by libraries in the United States had been entered into the database by the time the Proyecto Venezolano was completed by Northwestern University in 1979, together with some 16,000 authority records in English and Spanish.

The cataloging of new monographs had been automated by August 1980 by the National Library, and nine months later, all new materials were being entered into the database and a beginning had been made in converting the retrospective catalog to machine-readable form. By March 1981 all the elements of serials cataloging had been automated. The first annual national bibliography was printed from the database by September 1981. The acquisitions operations and authority controls were also automated at the same time. The versatility of the NOTIS-3 system has been one factor in the easy implementation of the automated system in the new setting in Venezuela.

In the authority control of names and subject headings the MARC authority format has been applied. Some 17,000 LC subject headings were translated into Spanish in 1979 and entered in bilingual form into the database through the creation of a computer program compatible with NOTIS-3. The National Library
can search the database by subject by applying the authority
control program.

The conversion of the bibliographic elements in English in
the cataloging record produced by U.S. libraries into Spanish
by computer, in fixed form, was made possible by a program
designed during the Venezuelan Project at Northwestern Univer-
sity. The program required the use of the 150 field for topical
headings in Spanish and the 450 for English terms, in the form of
"See from" references.

Although the NOTIS-3 system has been employed for various
purposes, at the national level it has yet to develop to its fullest
capacity. Included in the system thus far are the aspects of
acquisitions including exchanges, the control of periodicals
received, the printing of cards and bibliographies, and others.

However, more than 60,000 periodical article records had
been entered into the database by early 1982, adapting the MARC
format for monographs inasmuch as the format for analytics had
not yet appeared. By now the National Library's database is
on-line for all materials cataloged, for its retrospective catalog,
and for Venezuelan works. Furthermore, the computer prints out
card sets for the public library system of Venezuela. By
February 1982 the General Library of the Central University of
Venezuela was on-line with the database and had begun to contrib-
ute its own cataloging records to the database. It was also
on-line to the Supreme Court and the national patent office.

The creation of an on-line catalog for public use does not
have a high priority at the present time even though North-
western University has progressed rapidly in the development of
its automated user-service, LUIS.

The application of the NOTIS-3 system as developed in
Venezuela to other countries is possible at three different levels.
With its documentation in Spanish, it can be applied immediately
in other countries, especially those of the Andean Pact Nations or
Convenio "Andrés Bello." Agreement has been reached whereby
Northwestern University will permit Venezuela to assist in apply-
ing the system to the National Library of Chile for the same
purposes for which it was designed for Venezuela, that is, the
cataloging and production of the national bibliography and the
production of catalog cards for a national public service library
system. Starting in 1983 experts from Venezuela were to have
provided technical assistance to Chile, with a travel grant from
UNESCO, and a bilateral cultural agreement between the two
countries was to have provided the means for Chilean librarians
and computer experts to engage in in-service training in Vene-
zuela. The financing of the license from Northwestern University
was made possible through the collaboration of the Library of
Congress of Chile and assures the development of a system in
Chile for external use as well as internal use in the National
Library.
A second level of operation is made possible by the experience of the Venezuelan National Library. The modification and distribution of records produced by the Library of Congress and by the National Library of Venezuela is permitted by an agreement between the two institutions, without restriction. This means that MARC records of LC can be translated into Spanish in Venezuela and distributed to Chile and elsewhere. However, in order to provide this service, it may be necessary to seek funds from some financing agency interested in the wider accessibility of information.

Nonetheless, the translation aspect of the NOTIS-3 system in Venezuela of MARC and other records in English into Spanish has the potential for a great impact in Latin America because it facilitates the immediate use of MARC tapes in the Spanish-speaking countries. A MARC record from a MARC tape can pass automatically into the National Library's file by applying the translation program for bibliographic elements transferred by automated means. As needed, the conversion tables are updated regularly.

The third level potential of the Venezuelan experience is utilization of the database at the National Library of Venezuela as the basis for an all-Latin American database into which can be merged the data produced by other countries on their national publications. Venezuela has arranged with Mexico for an exchange of experts for the improvement in the development of the two systems. Unfortunately, funding is lacking at present for the development of a conversion program in Venezuela to permit the incorporation of the LIBRUNAM records into the Venezuelan database. The development of a Latin American database in Venezuela would permit the duplication of magnetic tapes from it for use elsewhere, such as in the Columbus Memorial Library of the OAS, and in other countries of Latin America.

*The BIBLIODATA System of the Gétulio Vargas Foundation of Brazil*

In 1979 the Gétulio Vargas Foundation in Rio de Janeiro began its automated cataloging project with the use of MARC tapes received in exchange from the Library of Congress and of the BIBLIODATA system developed on the basis of a Portuguese language translation and adaptation of MARC as CALCO (Catalogação Legível por Computador), developed originally at IBBD, now IBYCT. More than 200,000 bibliographic records have been converted from MARC tapes into Portuguese and entered into the database. Libraries in Brazil are offered listings by author, title, and subject of materials cataloged in Portuguese.

Approximately 100,000 LC headings have been translated into Portuguese and entered into the database in bilingual form, and name headings were to be entered soon. For those libraries that use systematic catalogs, a "systematic index" has been created on an automated basis.
So that cataloging has to be done only once, the Automated Processing Center of GVF has developed another subsystem for other libraries in Brazil to use the data registered. The following products were offered by GVF to cooperating libraries by early 1982: cataloging cards including shelflist cards; lists, cards, and microfiches of subject headings in Portuguese; labels for books and book cards; listings by author and titles of books catalogued; and listings of books in processing.

The Central Library of GVF has developed a provisional subsystem to include: automated bibliographic compilation; automated control of loans; the control of periodical numbers received; SDI services on an individual basis; retrospective searches for retrospective bibliographies; MARC records for other libraries in Brazil in Portuguese, and the adaptation of MARC records in the CALCO format for other libraries in Brazil.

The GVF Central Library is also experimenting with a minicomputer so as to gain experience that may be applied in other libraries in the country. The Library of the Federal University of Rio Grande do Sul was one of the first to use the CALCO format in its automated program of cataloging.

I do not know to what extent the services of the GVF are being used by other libraries in Brazil or whether the national bibliography of Brazil is being printed for the National Library from the BIBLIODATA database.

Inasmuch as the bibliographic records being generated are in the MARC format, they, too, can be incorporated into a Latin American database with those of Venezuela and Mexico, and with those expected to be produced in the near future in Chile and elsewhere.

Other Automated Systems

The Catholic University of Chile uses an ISM 8000 microcomputer in the centralization and automation of cataloging, and a circulation system was to have been added. Mexican experts were expected to evaluate the system. Travel funds from the OAS permitted the original planning of the system.

LIBRUNAM is being adapted for cooperative cataloging by ICFES in Colombia, with assistance also from the OAS. The University of Costa Rica has explored the possibility of utilizing the MINIMARC system of floppy disks and equipment for cataloging purposes for its library system and for the services of the Centro Catalográfico Centroamericano.

MARCFICHES are being used by a university library system in Monterrey, Mexico. The Ibero-American University Library in Mexico City uses MARC records through the AMIGOS network connected to OCLC. The early 1983 UNAM began training of personnel for a connection to OCLC, also through Amigos. The National Library of Venezuela is giving consideration to an OCLC connection. The National Union Catalog of the Library of
Congress in microfiches is being used by the Catholic University of Chile.

An OCLC connection has been recommended for use in the Caribbean, especially for the Library of the University of the West Indies in Trinidad. This has not yet been achieved.

National Bibliographies and Their Automation

Of the five countries recently surveyed by the OAS, three rely on their National Library for the production of the national bibliography. Other agencies have assumed the responsibility in other countries, for one reason or another. Of greater importance in assuring a fairly complete coverage of national publications is the effective functioning of the national legal deposit system.

In addition to monographs and periodical titles, national bibliographies frequently cover journal articles, theses, official publications, nonconventional documents, and audiovisual materials. The Anglo-American Cataloging Rules are applied in all countries. Specialized national bibliographies are also produced in Colombia, Mexico, and Peru in such fields as education, agricultural sciences and cattle production, migration, nuclear energy, popular arts, universities-at-a-distance, and statistics.

Automation of National Bibliographies

The automation of national bibliographies has been mentioned in previous paragraphs. The first number of Venezuela's national bibliography printed from the automated database was published in September 1981. The national bibliography of Chile will be produced by the NOTIS/Venezuela system. Technical assistance has recently been supplied by the Inter-American Development Bank to the Instituto Caro y Cuervo which publishes the Colombian national bibliography.

The automated production of the Bibliografia mexicana is the national project of the Multinational Center for the Transfer of Automated Bibliographic Information of the OAS being carried out by the National Council for Science and Technology of Mexico (CONACYT). The National Library of Mexico, with the assistance of CONACYT and UNAM/DBG, has experimented with the automation of the Bibliografia mexicana and achieved the automation of the bibliographical records found in the printed number of the bibliography for January-February 1979 in tapes provided for participants in the 1980 IAS meeting in Mexico on the MARC/MARCAL system. The coordination of this project with the LIBRUNAM system has been suggested, but the author has no late information on progress being made on the project.

The BIBLIOCDATA project in Rio has as one of its principal purposes the automated production of the national bibliography of Brazil for the National Library. No information is available to the author on this aspect of the BIBLIOCDATA project at present.
National Bibliographic Control

The principles of Universal Bibliographic Control (UBC), developed by the International Federation of Library Associations (IFLA) with assistance from UNESCO, have carried over into the planning by the OAS for regional bibliographic control and by individual countries as well. In some countries various institutions have been given responsibility for assigning ISBD (International Standard Book Numbers) and ISSN (International Standard Serials Numbers) numbers, for legal deposit consistency, and for the study of the bibliographic standards of the International Standards Organization (ISO). On a regional basis at least a start has been made to achieve universal bibliographic control.

National Library and Information Systems and Services

National systems of library and information services have been created in most of the countries of Latin America, and there have been discussions of their creation in most of the remaining countries, as was revealed in a recent unpublished study on library automation and information systems done for the Organization of American States.* In relatively few countries has there been a well-developed national plan for creating a national system with sectorial subsystems. The principal pattern has been that of creating library and information services in such essential fields as science and industrial technology, education, agriculture, and biomedicine before any thought was given to bringing them together into an integrated and unified national network. Library networks have formed an important part of the national information networks wherever they have been created.

Technical assistance has been provided by the OAS in the development of national information services to industry, of national school and public library services and university library networks, to the development of various elements of the library infrastructure of information services such as centralized cataloging, the production of tools in Spanish leading to greater standardization of bibliographic description, and to library automation.

Admittedly, information from only five countries from which the OAS obtained information in responses to questionnaires cannot lead to definitive conclusions about the state of library and information services in all of Latin America and the Caribbean, although it does demonstrate what has gone on and is going on in a segment of Latin America which does include some of the well-developed systems and subsystems and important examples of library automation.

* By Marietta Daniels Shepard, completed, in 1983.
It can be seen from information available that the creation and maintenance of national information systems and subsystems are most successful in medium-sized and smaller countries like Colombia, Venezuela, and Jamaica, generally where an active and vocal group of specialists and information users and purveyors have been involved in promoting legislation in support of a national information system, and where adequate networks of libraries support an information system. In large countries, even those with national councils for science and technology, it has been difficult to create active national subsystems of scientific and technological information. On the other hand, many countries that have not yet developed national systems or subsystems do possess active information centers that can serve as focal points for the eventual creation of national systems.

The following paragraphs describe library and information systems in six selected countries of Latin America and the Caribbean, as revealed in the literature search and the dispatch of questionnaires devised to acquire information related to the library infrastructure for information systems and to equipment available for automated library and information services. Data were received for the OAS study mentioned previously from some 40 information systems and subsystems and 19 library networks: 16 are in Colombia, 2 in Costa Rica, 19 in Mexico, 10 in Peru, and 8 in Venezuela, plus 4 regional information systems. To these five countries has been added Jamaica with information from the literature search, even though the questionnaires were not sent to Jamaica.

Colombia

Effective government support for a unified national information system in Colombia was facilitated by changes in governmental and institutional structure in the early 1970s, in the creation of "decentralized institutes" which could share responsibility for different types of library and information networks. As a result, the National Information System (SNI) is operated by the national science foundation COLCIENCIAS in collaboration with the Colombian Institute for the Development of Higher Education (ICFES). For its part, ICFES also has responsibility for overall and university library development and for the Sistema Colombiano de Bibliotecas de Instituciones de Educación Superior. The Colombian Institute for Culture (COLCULTURA) has responsibility for the National Library, for the National Archives and its national archival subsystem, for developing a network of public and community libraries especially in the Casas de la Cultura throughout the country, and for reprinting outstanding works of Colombian literature. The Ministry of Education remains responsible for a network of school libraries.
The National Information System, created in Colombia by decree in 1973, doubles as a national subsystem for Scientific and Technological Information, maintained by COLCIENCIAS. In its national plan, Colombia groups all types of information institutions into two categories: (1) networks by institutional types such as networks of school, public, and university libraries; and (2) specialized subsystems by topics such as agriculture, health, education, etc.

Nine specialized information subsystems function in Colombia, two of them in the Ministry of Health and one in Education. Specialized institutions are responsible for others: in agricultural sciences (SNICA) at the Colombia Institute of Agriculture (ICA); in economics and administrative science (SNICEA) in the Chamber of Commerce Library in Bogotá; in energy resources (SNIRE) in ECOPETROL (the Empresa Colombiana de Petróleos); in industrial information (SNII) in COLCIENCIAS; in maritime information (SNIMA) in the National Navy; and in natural resources and the environment (SNIM) in the Institute for the Development of Natural Renewable Resources (INDERENA). In the planning stages are subsystems in tourism at the National Tourist Corporation; in population at the National Planning Department's Population Division; in anthropology at the National University's Department of Anthropology; and in telecommunications in the National Telecommunication Office.

In addition to national networks of school, public, and university libraries, there are six regional library committees which function as integral parts of SNI for the different geographical regions of the country, and three groups of specialized information units in the areas of Medellín, El Valle, and the Coast.

Insofar as elements of the library infrastructure for information systems are concerned, much has been accomplished in Colombia at the national and regional levels by cooperative endeavors such as the study and adoption of ISO standards; the development of subject headings in lists and thesauri; regional and national union lists of serials; a union catalog of analytics of periodical articles produced by university libraries; and a cooperative cataloging plan for university libraries. The cooperative cataloging plan is being automated on the basis of Mexico's LIBRUNAM system.

Costa Rica

Although Costa Rica does not yet have a national information system, it was hoped that the decree creating a National Information System for Development might be implemented in 1982 by the National Planning Office for Economic Policy (OFIPLAN). Responsibility for creating a subsystem for science and technology rests with the National Council of Scientific and Technological Research (CONICIT). There are subsystems in industry, agriculture, and
health, and educational information services are provided even though a subsystem as such does not exist.

Information services in the field of energy form part of the subsystem of the Executive Secretariat of Planning of the Sector of Economy, Industry, and Commerce (SEPSEIC). A System of Libraries, Documentation, and Information is maintained by the University of Costa Rica for its main and regional campuses, but it does not include the services of other universities in the country.

Jamaica

Jamaica has a well-planned National Information System supervised by a National Council of Services of Libraries, Archives, and Documentation, with adequate legislation to support it. For its effective operation, it depends on the National Library created in 1978 on the basis of the former library of the Institute of Jamaica, on the Jamaica Archives and Records Centre, the JAMAL Foundation (Jamaican Movement for the Advancement of Literacy), and the efficient Jamaican Library Service for school and public libraries. Furthermore, national centers for liaison with international and regional information systems include the Network of Social and Economic Information (SECIN).

Jamaica collaborates with regional information systems to which it sends bibliographic information, including: CARISPLAN of the U.N. Economic Commission for Latin America (CEPAL) and its CARISPLAN Abstracts; the Caribbean Agricultural Research and Development Institute (CARDI); the Caribbean Community (CARICOM); AGRINTER of the Inter-American Institute of Agricultural Sciences (IICA), and CEPAL's CLADES.

Mexico

The National Council for Science and Technology (CONACYT) of Mexico legally has had responsibility for the development of a national information system as well as of a subsystem for scientific and technological information since its creation in 1971. A semiautonomous agency, INFOTEC, has served as a model of information service to industry for similar services in other countries. It was developed originally as a function of CONACYT. Another agency of great importance created by CONACYT is SECOBI, created to coordinate and facilitate the consultation on-line of national and foreign information databases. In addition to the technological information system developed by CONACYT which became INFOTEC, CONACYT in its early years carried out a parallel program as a planning and coordination function for a national information system.

Furthermore, in its early years CONACYT developed plans for a fellowship program for training university librarians in postgraduate schools of library and information schools in the United States, as well as to improve the holdings of provincial university libraries, for automating a union catalog of the
holdings of some dozen scientific libraries, and for publishing a union list of serials held by libraries in Mexico. With administrative changes in CONACYT came changes in priority activities of the Council, and activities related to creating a national information system or subsystem in science and technology were down-graded.

Many activities and services of specialized libraries and information centers provide the basis for national sectorial information subsystems and sub subsystems, even though they have not been given official status as such. The Information and Documentation Center of the National Institute for Nuclear Research (ININ/CIDN) is one of the most effective of these, with on-line access to ININ in Vienna. It has taken steps to create a national information subsystem in energy.

Furthermore, efforts have been made to create information subsystems in chemistry, metallurgy, arid zones, cattle production, telecommunications, and transportation on the basis of existing services and centers.

Other fields covered by information services or subsystems include: statistics, geography, and informatics in SENEGI; programming and budget and administrative sciences in SPP/CTCCD; health through CENIDS and its regional centers CRIDS; labor in INET; patrimony and industrial promotion in SEPAFIN; marine information; of the Federal District (SID); and agriculture in SNIA.

The National Autonomous University of Mexico (UNAM) has developed two important systems: (1) that of the General Library Directorate (UNAM/DCB); and (2) that of the Center for Scientific and Humanistic Information (UNAM/CICH) to provide information services for the University's more than 5,000 researchers.

In addition to SECOB1, CONACYT maintains in its Scientific Development Directorate responsibility for the development of the national scientific and technological information subsystems and supervision of the activities of the OAS-sponsored Multinational Center for the Transfer of Automated Bibliographic Information for the development of the MARC/MARCAL system for Latin America.

In addition to the information subsystems, various library networks are in operation, two of which are of university libraries: the library system of UNAM and the network of public university libraries (REBIMEX) in provincial capitals which has an agreement with the National Library for the cataloging of sixteenth- to nineteenth-century books held by member libraries. The LIBRUNAM system was developed by UNAM/DGB to centralize the cataloging of the holdings of the 165 libraries of the UNAM system, using the MARC format and MARC tapes. The Autonomous Metropolitan Universities of Mexico City (UAM) are considering utilizing the LIBRUNAM system and database as well as other libraries and library systems in Mexico.
A network of public universities is the responsibilities of the Division of Publications and Libraries of the Secretariat of Public Education, with centralized acquisitions, cataloging, and building construction programs in provincial capitals, with the collaboration of state governments. The General Archives is developing a national archival system on the basis of two subsystems, of historical and administrative archives.

Peru

A National Network for Development has been in the planning stage in Peru for several years. Various meetings at a national level have dealt with the proposal. In the National Plan of the Government for 1980-1985 are included policy statements and objectives of such a network. The National Council of Science and Technology (CONCYTEC) and its National Center for Scientific and Technological Information and Documentation (CENIDCYT) have responsibility for developing a National Network of Scientific and Technological Information (RENYCT). It is hoped that during the five-year period CENIDCYT may have adequate resources to initiate activities leading to the maintenance of a national union list of serials, a national inventory of information resources, the dissemination of information in microform, the organization of training courses and continuing education in library and information sciences, the production of newsletters of scientific and technological information, and the creation of specialized subnetworks to form eventually part of RENICYT.

The interest of the Peruvian Government in the development of information systems is evidenced in the educational information system (SISNIDE) which functions within the Ministry of Education, with regional information centers (CENDIE and CREDIES, now called CEDDIES), and in the recent creation of a national network of school libraries and of professional training. As a responsibility of the National Library, a network of public libraries has existed for many years, located in the Office of Public Libraries (OBIPU).

Interest in unifying existing information and library subsystems is a natural outgrowth of the large number of them such as the following:

<table>
<thead>
<tr>
<th>Petroleum resources</th>
<th>PETROPERU (Empresa de Petróleos del Perú)</th>
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<tbody>
<tr>
<td>Industrial standards</td>
<td>ITINTEC (Institute of Technical Research in Industry and for Industrial Standards)</td>
</tr>
<tr>
<td>Minerology</td>
<td>Mineral Enterprise of Peru</td>
</tr>
<tr>
<td>Fishing</td>
<td>PESCAPEPERU, the Fishing Enterprise of Peru</td>
</tr>
<tr>
<td>Nuclear energy</td>
<td>Peruvian Institute of Nuclear Energy, with ties to the INIS system</td>
</tr>
<tr>
<td>Service</td>
<td>Description</td>
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<td>-------------------------------</td>
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<tr>
<td>Productivity</td>
<td>CENIP (National Productivity Centers)</td>
</tr>
<tr>
<td>Economic and social matters</td>
<td>ABIISE (the Group of Libraries for the Integration of Information in the Socioeconomic Field)</td>
</tr>
<tr>
<td>Biomedicine</td>
<td>Information Center of the Colegio Médico del Perú, with its connections to BIREME in São Paulo</td>
</tr>
<tr>
<td>Agriculture</td>
<td>REDAGNIGO, the subsystem REDINA maintained by the National Agricultural Library affiliated with the National Agrarian University in accord with the Association of Agricultural Librarians and Documentalists of Peru (ABYDAP). REDAGRYCO of the Documentation Center of the Agrarian Sector, which contributes to the AGRINTER and AGRIS information systems</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>RENIDTEL of the National Institute of Research and Training in Telecommunications</td>
</tr>
<tr>
<td>Housing</td>
<td>REDINAHVI network of the Ministry of Housing and Construction's Center for Documentation and Information in Housing and Construction (CENDIVIC)</td>
</tr>
<tr>
<td>Drinking water and sanitation</td>
<td>SENAPA of the National Service of Drinking Water and Sewage as a national focal point for REPIDISCA, an additional network in the planning stage</td>
</tr>
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</table>

Efforts are being made to bring into existence a network of university libraries through an alliance between CENIDCYT and the National Council of Peruvian Universities (CONUP). A branch of the Peruvian Association of Librarians, the Group of University Librarians, is active in promoting such a network.

Lastly, as a subsystem of the National Statistical System, an Educational Statistics System operates as a function of the National Statistical Institute (INE).

Regional information systems with headquarters in Lima are described in a later section.
Venezuela

The National System of Library and Information Services (SINASBI) was created by decrees of 1976 and 1978, based on the NATIS concept of UNESCO, to cover the humanities, science and technology, archives, statistics, and informatics. The development of SINASBI is a function of CORDIPLAN although its Technical Secretariat was initially located in the National Library. The National Library was converted by law into an Autonomous Institute National Library and Library Services (INBINA) for greater autonomy of action than provided by its previous location.

A National System of Scientific and Technological Information (SINICYT) became the responsibility of the National Council of Science and Technology (CONICIT).

The National Library was made responsible for developing a network of public libraries throughout the country in provincial capitals and in coordination with state governments, as well as for developing improved library services in the National Library through improving its collection of Venezuelan publications and automating its national bibliography. The improvement of its Venezuelan collection and the automation of its national bibliography through a contract with Northwestern University and the application of the NOTIS-3 system of Northwestern has already been described. The General Archives of the Nation is responsible for developing a national archival subsystem. Unfortunately, SINASBI was left without a budget for 1982, although its legal personality was retained. CORDIPLAN is seeking funds for its operations.

The structure of Venezuela's national system is a decentralized and coordinated one, composed of various elements: (1) information networks; (2) regional information centers for the information needs of the different geographical regions of the country; (3) specialized information centers that are functionally oriented toward the priority areas in science and technology and in socioeconomic development, all integrated into the national information network.

Also forming part of SINASBI are coordinating nuclei, working groups, library networks, and information subsystems. The four entities functioning as coordinating nuclei are: (1) INBINA as the coordinating nuclei of library services and of humanities information; (2) the National Council of Scientific and Technological Research (CONICIT), acting as a coordinating nucleus for the SINICYT, which also includes university and specialized libraries and other information units in the area of science and technology; (3) the Central Office of Statistics (OCEI) as the coordinating nucleus for the System of Statistics and Informatics; and (4) the General Archives of the Nation (AGN), a dependency of the Ministry of Justice, for the national archival system.

Information networks have developed as subsystems of SINICYT in the fields of biomedicine, socioeconomic matters
(REDINSE), in engineering, architecture, and related subjects (REDINARA), in housing and urban development, and in nuclear energy. The Network of Information in Petroleum and Petro-chemicals (RIPPET) is located in the privately financed Center of Petroleum Research and Development in Venezuela (INTEVEP).

In addition to the National Library, SINASBI includes various library networks, some sixteen networks of public libraries in Caracas and in the states, with four new public library networks in the planning stage. In order to provide library services to the largest possible number of users, the public library networks are to be coordinated with the school library network which functions in the Ministry of Education with the collaboration of the privately supported Banco del Libro. The National Library must provide advisory services to the school library network whenever it is needed.

A decree of 1978 calls for the creation of a network of central specialized libraries in each Ministry of the National Government, to be related to the National Library. In addition, there are some 425 documentation centers in science and technology in the country, related to CONCIT. A network of information units in the humanities was to be created, for which the National Library is responsible.

Headquartered in the Central Library of the Central University of Venezuela in Caracas is the University Library Network. A network of university libraries of the Institutes of Higher Education (CNU) is directed out of the Planning Office of the University Sector (OPSU). They function in collaboration with CONCIT and indirectly with INBINA.

Regional Information Systems

Regional information systems have been created in more or less recent years, some of them sponsored and either partly or wholly supported by the specialized agencies of the United Nations family, some by the specialized organizations of the Organization of American States, and others with the support of Canada's IDRC in the field of developmental science. Many of the regional information systems are affiliated with international information systems and contribute bibliographical information to them.

**AGRINTER of the Inter-American Institute of Agricultural Sciences**

AGRINTER is the inter-American component of AGRIS of the Food and Agricultural Organization, and is maintained by the Inter-American Institute of Agricultural Science (IICA) in San José, Costa Rica. Based on a network of agricultural libraries created by IICA over a period of forty years, bibliographical data produced in each country and in IICA is forwarded to AGRIS. From the AGRINTER database the *Indice agrícola de América*
La Organización de la red y el Caribe es producida. La organización de la red y de la información del sistema es parte de su éxito por las actividades de la Asociación Interamericana de Agricultores y Documentalistas (AIDBA), que obtiene apoyo financiero de los miembros de IICA como una organización especializada de OAS, de la financiación de los Rockefeller y Kellogg Foundations, y de la Biblioteca Nacional del Libro de Agricultura de los Estados Unidos.

BIREME (Regional Medical Library) and REPIDISCA of the Pan American Health Organization

La Biblioteca Médica Regional (BIREME) ubicada en São Paulo fue creada con la colaboración del Centro de Educación y Desarrollo de la América Latina (AIDBA) con el apoyo financiero de la organización de OAS, de la financiación de los Rockefeller y Kellogg Foundations, y de la Biblioteca Nacional del Libro de Agricultura de los Estados Unidos. La base de datos, ahora en línea en Brasil, fue diseñada para usar no sólo las cintas MEDLARS, sino también los datos sobre las publicaciones sobre América Latina en el campo de las ciencias biomédicas. Copias de los documentos citados son proporcionadas por BIREME. Se ha planeado el desarrollo de similares centros regionales.

REPIDISCA, otro sistema de información desarrollado por el Centro de Educación y Desarrollo de la América Latina (PAHO) en Lima, está relacionado con el Centro Regional de Salud y Medio Ambiente (CEPIS) y se ocupa de las ciencias sanitarias y ambientales. REPIDISCA también ha desarrollado una base de datos automatizada con la aplicación del formato ISIS.

Regional Systems Located in Santiago de Chile

Un sistema regional para el apoyo de la educación y la información (REDUC) se mantiene por el Centro de Investigación y Desarrollo de la Educación (CIDE) en Santiago de Chile. Su cobertura geográfica incluye América Latina y el Caribe, y coincide con el Regional Office of Education for Latin America and the Caribbean (OREALC), también ubicado en Santiago. REDUC cubre todos los niveles y tipos de educación, formal o informal. Se basa en la colaboración de centros regionales y sistemas. Su afiliación con OREALC y el International Office of Education incluyen el uso de los productos disponibles para su uso internacional. Algunos 2,000 abstracts fueron producidos en el primer semestre de 1981 en Revista de resumenes en educación. Los documentos originales recibidos desde Argentina, Bolivia, Brasil, Chile, Colombia, México, Paraguay, Uruguay, y Venezuela son distribuidos y distribuidos en microfichas.

Otros sistemas regionales de información en Santiago incluyen aquellos auspiciados por CEPAL y su Centro Latinoamericano de Desarrollo Económico y Social (CEPAL/CLADES) como el INFOPIAN, y por el Centro Latinoamericano de Demografía...
(CELADE) with its system DOCPAL for recording bibliographical data and providing delivery service.

Other Regional Systems

In addition to REPIDSCA, three other regional subsystems are located in Lima: the Network of Education Information for the Convenio "Andrés Bello" countries of the Andean Pact nations (RIDECA CAB); the Andean System for Technical Information (SAIT); and RIALIDE of the Latin American Association of Financial Institutions for Development (ALIDE).

In the process of formation are other regional information systems: RITLA (the Latin American Network for Technological Information); SILADE (Latin American Documentation System sponsored by UNESCO); and OLADE of the Latin American Energy Organization headquartered in Quito.

Subregional information systems are being created in the Caribbean, such as CARISPLAN sponsored by CEPAL and Caribbean Information, and in Central America the system of ICAITI in Guatemala, aided by the OAS, in the field of industrial technology. Another OAS-specialized organization, the Inter-American Indian Institute in Mexico City, has created a service (SEDIAL) to provide documentation services on Indian affairs for Latin America. Before creating the service, the Institute undertook studies to determine the characteristics of the production of information on Indian groups and analyzed the nature of the users of this type of information. It found the principal producers to be governmental organizations and academic institutions. The materials tended to be of a fugitive nature, difficult to obtain, and the institutions producing them were likely to be unstable and subject to political whims. Much of the publications in this field tended to be found in the Benson Latin American Collection of The University of Texas at Austin General Libraries rather than in Latin American institutions. Therefore, SEDIAL would have to depend on the goodwill and cooperation of national coordinating centers in the various countries to produce national directories of institutions issuing publications in this area and to develop the necessary mechanisms to create the documentary services desired.

With the developments made in Mexico in the LIBRUNAM system and in automated cataloging systems in Venezuela, Colombia, and Brazil, and soon to be developed in Chile and perhaps Costa Rica, it is not too early to speak of the development of a MARC/MARCAL system in national bibliographic control.

Library and Archival Networks Forming Part of Information Systems

Library networks form part of the information systems of all six countries mentioned. Networks of school, public, and university libraries and groups of information units in specialized fields are integral parts of information systems in Colombia and
Venezuela. Although a national network of university libraries to unite all the universities of the country does not yet exist in Costa Rica, a system of Libraries, Documentation, and Information functions in the University of Costa Rica for its various campuses. Networks of school and specialized libraries also exist in Costa Rica.

The National Library of Mexico collaborates with the Network of Public University Libraries (REBIMEX). Activities of the 165 libraries of the UNAM system throughout the country are coordinated by the Dirección General de Bibliotecas (UNAM/DGB) which maintains the LIBRUNAM system for this purpose. National systems of school and public libraries as well as specialized libraries also exist in Mexico.

Various library networks, together with documentation and information centers, exist in Peru, affiliated with the development of a national information system and subsystems, through the office for public libraries of the National Library and through school libraries of the Ministry of Education. Preliminary studies have been made on the proposed formation of a network of university libraries. Specialized library networks are represented by ABIISE (in socioeconomic information) and by agricultural libraries through ABIPAP.

The development of a national information system in Jamaica owes much to the development over many years of the networks of school and public libraries of the Jamaica Library Service.

Of more recent formation are the networks of archives being developed by the National or General Archives of the countries studied, forming part of the planning for integrated national information systems and services.

The Library Infrastructure of Information Systems

Much progress has been made in recent years in creating a firm basis for library development and standardization and for the development of a structure for national systems of library and information services. Adequate bibliographic control of production of Latin American and Caribbean publications, together with an inventory of the holdings of individual libraries, has received priority attention in the planning of the development programs for libraries and information.

Tools for the internal organization of libraries have been produced in Spanish and some in Portuguese in recent years, many by the OAS or with OAS assistance. Included in these essential tools are the following: a Spanish translation and adaptation to the needs of Latin America of the combined 18th and 19th editions in English of the Dewey Classification system; a Spanish translation of the AACR2; a revision and expansion of the bilingual list of subject headings of the OAS done originally by Carmen Rovira, produced in the LEMB project of the OAS by ICFES in Colombia in a special project, with a computer printout;
and a Spanish translation of the MARC format as MARCAL (MARC for Latin America), and of the authority format.

The authority control of names and subject headings is well under way in the LEMB project in Colombia and in projects in Venezuela and Brazil.

As a further example of standardization, it was found in the OAS study of the five countries that the Rovira list of subject heads is the list most used in library and information networks, supplemented by that of Gloria Escamilla in seven systems and subsystems, with the original list of the Library of Congress (LCSH) being used in the same systems. It is presumed that no single list is used exclusively. In addition, for specific terms in medicine, the networks of university libraries in Colombia and Venezuela use the MeSH list of the U.S. National Library of Medicine, and two systems use Sears. Nine systems compile lists locally, based principally on the lists mentioned in accordance with local needs. Various thesauri are also used, especially those of the Organization for Economic Cooperation and Development (OECD) for economic and social terms, and those of the European Documentation and Information System for Education (ERIC and EUDISED) for educational terms all of which have been translated into Spanish.

All of the 17 systems and subsystems reporting to the OAS study use the Dewey Decimal Classification System either in the original English edition or in Spanish translation or both, and, of this number, 5 also use the Library of Congress system. Another 4 use LC exclusively.

Centralized cataloging services are reported by 11 information systems and subsystems and 6 report cooperative cataloging programs. Centralized cataloging services and cooperative programs are reported by Colombia's libraries. The Library, Documentation, and Information System of the University of Costa Rica offers a centralized cataloging service for the libraries of Central America and for its own libraries and those of the country, through its Centro Catalográfico Centroamericano. It can provide catalog card sets for the new books it catalogs in addition to publishing a Boletín bibliográfico with cataloging data for subscription purposes. An evaluation of the bulletin is under way to assess why it is not being used more widely by university libraries of the region.

The centralized cataloging services of the LIBRUNAM system for the 165 libraries of the university system in Mexico provide microfiche sets of its union catalog to all university libraries in Mexico. It can therefore be said that UNAM does provide centralized cataloging services for all university libraries in the country. It also generates card sets for interested libraries.

Great strides were made in recent years in Mexico in the expansion of the public library system and by the centralized cataloging services offered them by the Division of Publication
and Libraries of the Secretary for Public Education (SEP). Centralized cataloging services for Mexican publications are rendered by the National Library in its production of the Bibliografía mexicana and by its cataloging of sixteenth- to nineteenth-century publications for REBIMEX.

Centralized cataloging services are provided by the school library network of Peru and by the agricultural library network REDINA.

A cooperative cataloging program for university libraries is being developed on a national basis in Colombia by ICFES with OAS assistance with its automation, using the LIBRUNAM system. The cooperative cataloging service of the Office of Public Libraries of the National Library of Peru is extended to public libraries. A cooperative cataloging service is being planned for the school library network of Venezuela. The information network of Petroleum and Petrochemicals (RIPPET) of Venezuela also maintains cooperative cataloging services.

Essential to the functioning of information systems at a national level is the compilation of union catalogs of books and union lists of serials held by libraries for adequate document delivery service. It was learned in the OAS study that from 45 percent to 100 percent of the component members of systems and networks participate in the compilation of such union catalogs and lists, which are maintained in many forms. Some are in card file form, at both the national and regional levels, and some have been published, at times by computer assistance. The union catalog of Argentine publications held by the University of Buenos Aires Libraries, maintained at its Instituto Bibliotecológico (IBUBA), has been published by G. K. Hall of Boston.

Some of the catalogs have been automated, such as one in Colombia, one in Mexico, and two in Venezuela with a third in the project stage. Union lists of serials have been automated in several countries and published from the database in Argentina, Brazil, Mexico, and Venezuela. It is not known if any of these databases are accessible on-line.

Another essential component of the infrastructure of information systems is access to the indexes of periodicals. The bibliographical control of the contents of Latin American journals is especially important because much of the results of research and development in the region is reported in that format rather than in book form. Unfortunately, the periodical indexing done by the Columbus Memorial Library was dropped years ago, but subsequently revived in a cooperative project of the Seminars on the Acquisition of Latin American Library Materials through the Hispanic American Periodicals Index (HAPI), published by automated means by the Latin American Center at the University of California, Los Angeles. Until recently there were few indexing and abstracting services dealing with periodical articles of Latin American origin.
Some steps were taken by the National Autonomous University of Mexico (UNAM) to resolve some of the information problems even before the institution reached its present proportions of 300,000 students and 20,000 faculty members. The first step was to bring all the libraries into a system coordinated by the Dirección General de Bibliotecas (DGB). The second step was to create the Centro de Información Científica y Humanística (UNAM/CICH) to analyze and index journals as a basis for specialized bibliographies and computer-processed indexes and to provide SDI services to researchers based on user profiles.

UNAM/CICH now produces three important indexes to journals from automated databases:

**CLASE**: Citas latinoamericanas de sociología, economía y humanidades. 1976-. Quarterly.

**Periódica**: Índice de revistas latinoamericanas. 1978-. Quarterly. An index to Latin American journals.

**Bibliografía latinoamericana**: 1982-. Twice yearly. Contains articles published by Latin American authors in foreign journals and articles on Latin America published in foreign journals.

Unfortunately, because of lack of interest in it the SDI service Alerta has been suspended.

CICH's impact on information problems in Latin America would be hard to assess. Its potential is even stronger than its current influence, probably attributable to the fact that some libraries and information centers wish to index journals as an institutional means of given information services to their users. Of great help would be the merging of the data from the different indexing services onto one database which would provide remote access to it on-line.

Information on the indexing of national journals was indistinguishable from that on the indexing of journals from other sources in the data supplied to the OAS for its study. However, much duplication of effort can be seen in the subject fields and in the indexing projects carried out by information systems in Colombia, Costa Rica, and Mexico. More coordination is needed of these indexing services and those of UNAM/CICH and HAPI.

It was found that the data banks of periodical articles maintained not only by CICH and HAPI but also by ICFES of Colombia, the National Library and CINICYT of Venezuela, and of various of the regional information systems are automated. If all were to use the MARC analytics format, the records could be merged into a single file and broader coverage achieved by each institution. Exploration and planning is needed to make the results of indexing programs of all the institutions more widely available and used and to seek greater coordination of projects on a standardized basis.

It may be assumed that most of the systems and subsystems of Latin America and the Caribbean provide traditional reference
services. However, reports from the forty systems and sub-systems reporting to the UAS are very uneven with respect to the kinds of user services rendered.

Bibliographic searches are made by 20 systems and sub-systems in Colombia, Mexico, Peru, and Venezuela, manually in at least 10 of them and on-line with databases in 7 systems in Mexico and Venezuela principally through DIALOG, ORBIT, and BRS, as well as with INIS in Vienna by a subsystem in Mexico. The cost of the on-line service varies, of course, with the database accessed and with telecommunications costs.

SDI services are provided on a manual basis in thirteen systems and from magnetic tapes in systems in Mexico and Venezuela using automated databases. Photocopies of title pages of journals are made for current awareness services by 21 systems especially in the fields of agriculture, education, energy, finance, housing, petroleum, technology, and telecommunications, financed usually by the component members of the system or by the focal center. Stronger cooperation among the countries in this area could also avoid duplication of efforts and costs.

In 20 systems, translation services are rendered. It would help to know to what extent translations are being reported regularly to the UNESCO-sponsored center in Latin America for translations.

Big strides have also been made by individual libraries in recent years not only in home loans but by strengthening their document delivery systems through increased interlibrary loan services. Photocopy and microform copies are provided frequently in lieu of the loan of original documents and are obtained from the retrieval services of the information services mentioned as well as from INIS, NTIS, ISIS, and PASCAL. The libraries most frequently used for interlibrary loan requests are the Library of Congress, the National Library of Medicine and BIREME of São Paulo, and the British Lending Library.

User interests are identified in user studies; in 14 systems, user profiles are made in 10 systems in Colombia, Mexico, and Peru. User training programs are conducted by various means in 13 systems and subsystems.

Observations

From the foregoing report it is apparent that enormous strides have been made in the last dozen or so years to achieve

Author's note: These Observations are taken from Marietta Daniels Shepard, "The Present State of Information Systems and Bibliographic Data Bases in Latin America and the Caribbean," paper written for the Conference on the Transfer of Scholarly, Scientific and Technical Information between North and South America, Ann Arbor, Mich., April, 1983.
improved access to the world's knowledge and information through improved bibliographic control and to make it available to users in Latin America and the Caribbean. On the one hand, computer technology merged with telecommunications facilities has improved access to information sources through improved storage and retrieval activities and has facilitated the transfer of data and information of all kinds. Existing documentation and information centers have been used as focal centers for the development of national, regional, and sectorial information centers, and services and new ones have been created when necessary.

On the other hand, perhaps because of a lack of knowledge of what was going on in other countries and frequently elsewhere within the country itself, much duplication of effort can be seen, with the corresponding waste of money. Much has been achieved, however, when good principles of coordination have been applied and good cooperative and centralized services have been created, where thorough planning has taken place, where there has been adequate financing and necessary legislation enacted, and where there has been effective standardization of methods and techniques applied and of the mechanisms used to assure compatibility among new information systems and subsystems as they are created.

Therefore, it behooves those concerned with the national and regional development of Latin America and the Caribbean to seek means to develop more effective national and regional library and information systems; to automate bibliographical data and libraries in accordance with international standards; to create new databases in strategic fields and to increase utilization of existing and new ones; to achieve bibliographic control of published works at the national and regional level on the basis of international standards so that the bibliographic record or a work can be created one time only and in the country of origin of the work; to plan new library and information networks based on the identification of "centers of excellence" which can serve as regional, international, and sectorial focal points for information systems; to train users in how to identify their information needs and how to use databases and information systems; to train the human resources required to take advantage of the new technological advances, including the translation into the language of Latin America of various technical manuals and studies and the preparation of new ones in those languages.

The flow of information to and from Latin America and the Caribbean is of deep significance to the people not only of the region but throughout the world. This means making better known the information generated in Latin America and the Caribbean and to make accessible to people in this region universal knowledge and information.

Some of the necessary elements of library and information infrastructure for information transfer have been created in some
of the countries of Latin America in an effective form, others exist in only a few countries or only in partial form in any one country. Such elements include compiling current and regularly produced national bibliographies, union catalogs of books, and union lists of serial holdings of libraries and documentation centers; cooperative and centralized plans for cataloging books and other materials (e.g., official publications) in accordance with internationally accepted standards; indexing journal articles in Latin American and Caribbean periodicals and those by Latin American authors in journals outside the area; loan services, especially interlibrary loan services and document delivery services; and traditional reference services of libraries and other information units.

Automation, which gives faster access to information provided in these elements and to a much larger body of data and information than formerly available to information users using manual methods, has been successfully applied. Two factors, however, are of extreme importance in the automation process to achieve the widest access at the least cost: a standardized form and a compatible format for presenting information in automated form. These two factors have not always been applied in automation projects.

A few observations may be in order to determine how the present situation can be used to plan for improvements in the transfer of information. For instance, in the countries studied, union catalogs of books and union lists of serials exist, covering the bibliographical holdings of the principal libraries such as university libraries, a circumstance that bodes well for interlibrary loan purposes. However, it is not known whether such lists and catalogs now in print or in card files are available also on-line, even within the city where they are located. If the same bibliographical standards and compatible automated formats and programs are applied in each country, the data found in different databases can be merged to provide greater access to the data at less cost than the development of individual unmergeable systems.

Until recent years there was virtually no access to the contents of journals published in Latin America and the Caribbean in which much of the research done in the region is recorded. Much has been done in the last twenty years to correct this situation. Many indexing services have been mentioned in this report. However, frequently, individual indexing projects have been undertaken to provide immediate access to the institution's users without those responsible for producing the indexing being aware of similar projects being carried out elsewhere, or having at hand the published products of such indexing services. An effort should be made to coordinate these projects so as to avoid unnecessary duplication of effort and reduce overall information costs, and to achieve the automation of such services so as to make the information more widely available and accessible.
Two successful programs achieved in automated bibliographic control and in the control of library collections have been discussed: those of the National Library of Venezuela and of the libraries of the Autonomous University of Mexico in its LIBRUNAM system. They are of importance for the bibliographical control not only of their own holdings but for the transferability of their experience and of the systems themselves to other countries. Together with the databases also using the MARC format being created by the automated projects in Brazil, Chile, Colombia, and in the planning stage in Costa Rica, they can be merged into a Latin American database. The one database can be made available in all countries by reproducing it in printed form, in microfiche, or on magnetic tape, and on-line through telecommunications services. Conversion programs may have to be developed to make this possible.

To facilitate the merging of bibliographic records for all kinds of materials, work will have to be continued on the translation of MARC formats for the kinds of materials for which the formats are not yet available in Spanish.

The two systems mentioned can be utilized to create national and regional union catalogs of books and union lists of serials on an automated basis by the use of a MARC format for holdings. Experience in the creation in the United States of OCLC and other bibliographic utilities and in the Southeastern ARL Libraries Cooperative Serials Project in periodicals holdings should be taken into consideration in creating them.

As a matter of fact, thought should be given to whether an operation of the OCLC type should be supported in Latin America by creating a Latin American database of materials published in and about Latin America, and not as an automated union catalog of any and all holdings in Spanish irrespective of subject and origin.

In reviewing the computer and auxiliary equipment available and their present products, it would be safe to say that they are underutilized at the present time, and that more programs could be mounted without additional equipment in many countries. In Chile and Costa Rica experiments using minicomputers for library automation are expected to be significant.

Mexico seems to use U.S. databases more than any country of the region, perhaps because its proximity to the U.S. makes telecommunications costs minimal. The services of SECOBI to facilitate access to these databases may also be a contributing factor. Lower telecommunication costs for other countries might increase their use of these information services. The use of European databases may be increased as a result of a survey presently being carried out by Cuadra Associates of Los Angeles to coordinate a project by which some twenty information brokers in the United States and Mexico will provide access to an additional forty European databases.
With respect to accessing databases on-line in other countries, it is not known to what extent restrictions have been placed on their use by national information policies such as the barrier constructed by Brazil to constrain the flow of information into that country.

Remote on-line access to Latin American databases is a topic that requires exploration and development. It is not known to what extent the databases of AGRINTER, BIREME, REPIDISCA, or of CLADES are available by on-line access either within or outside the country in which they originated, nor for that matter of on-line accessibility within the country of PRODASEN of legal information for the Brazilian Senate.

In accordance with some of the mandates of the OAS, it has been recommended that the Organization seek a way to create additional regional information systems and databases in the fields of Education (perhaps a Latin American ERIC), in Energy based on INIS, in the field of Popular Culture based on the automated system of INIDEF in Venezuela, and of National Bibliographical Control based on the Venezuelan and Mexican systems. These fields have been selected not only because of OAS interest in them but also because the development of information systems would be relatively easy in view of the information centers and services already in place in Latin America on which they could be based, and of the experience of international information systems which can be applied.

**BIBLIOGRAPHY**

More than 200 works were used in compiling the information for the OAS study, in addition to the interpretative reports accompanying the questionnaires, prepared by Estela Morales on Mexico, Peregrina Goñi de Morgan on Peru, and Robert Vitro on Colombia and Venezuela. Some of the most significant of the works consulted were the following:


García, Marfa Lucia Andrade. "A informação científica e tecnológica no Brasil," *Ciência de informação (IBICT),* (Brasília), 9 (1/2) (1980), 41-81.


Goñí, Peregrina Morgan de. "Estudio sobre el estado de las redes y sistemas de bibliotecas y de información en Perú, Informe final." Lima, 1982. (Typewritten.)


Martínez C., V. D. "La problemática de la transferencia de información técnica entre las fuentes y los usuarios en la operación de un servicio de información a la industria en las condiciones de un país en desarrollo," REUNIBER 78, pp. 219-255.


Tomé, Martha V. La OEA frente a la problemática del control, procesamiento y diseminación de la información. 1980. (Reunión del Comité Interamericano para el Análisis del Formato MARCAL, 25-27 de feb. de 1980, México.)
The English-speaking Caribbean countries at first tried the establishment of a West Indies Federation during 1958 and 1962. Unhappily, the Federation failed, but this did not deter the countries from the continuing quest for integration. Beginning in 1968, the pursuit of economic integration was set in train in the form of the Caribbean Free Trade Association (CARIFTA), and this developed some five years later in 1973 into a stronger and deeper form of integration commitment known as the Caribbean Community (CARICOM)."¹ William G. Demas uses these words to summarise the historical beginnings of CARICOM. Thus it is a community of nations reaching towards economic integration, and in this sense it is reasonable to take the group as a unit in examining their activities in areas such as agricultural information. This paper seeks to examine the elements of the agricultural information system that exists in the region. It is necessary at the outset to define the subject as expressed in the title of this paper in this manner, as it must be admitted that although several systems elements that can very well be incorporated into an effective system of agricultural information do exist in the CARICOM Region, an organized and structured system engineered to serve the whole region in the delivery of agricultural information does not exist. Thus it will be the aim of this study to describe and look closely at some of the elements that do exist, and make an attempt to understand deeply what is available in order that pointers can be suggested towards what should and could be achieved.

The Caribbean Community consists of twelve member states: (1) Barbados, (2) Guyana, (3) Jamaica, and (4) Trinidad and Tobago, the larger and relatively "More Developed Countries" (MDC's), and their sister states, (5) Antigua and Barbuda, (6) Belize, (7) Dominica, (8) Grenada, (9) Montserrat, (10) St. Kitts, Nevis, Anguilla, (11) St. Lucia, and (12) St. Vincent, Grenadines, the relatively "Less Developed Countries" (LDC's). Although not a member of the community, the Bahamas participates in many functional areas of co-operation and contributes to the budget of the CARICOM Secretariat.²

Among the member states there is considerable variety in size, population density, level of economic development, and type of mix in sectors of production as seen in Table 1.
### Table 1

Economic Development in CARICOM Region, 1980

<table>
<thead>
<tr>
<th>Country</th>
<th>Area in square miles (sq. km)</th>
<th>Population</th>
<th>GNP per capita</th>
<th>Agriculture as % of GNP</th>
<th>% of labour force in agriculture</th>
<th>Arable land in sq. miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antigua and Barbuda</td>
<td>170.3 (441)</td>
<td>100,000</td>
<td>$1,270</td>
<td>10⁹</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>Bahamas</td>
<td>5,380 (13,935)</td>
<td>241,000</td>
<td>$3,300</td>
<td>n.a.</td>
<td>5</td>
<td>62</td>
</tr>
<tr>
<td>Barbados</td>
<td>166 (431)</td>
<td>249,000</td>
<td>$3,040</td>
<td>10⁹</td>
<td>8</td>
<td>141</td>
</tr>
<tr>
<td>Belize</td>
<td>8,866 (22,963)</td>
<td>145,000</td>
<td>$1,080</td>
<td>21⁹</td>
<td>28</td>
<td>273</td>
</tr>
<tr>
<td>Dominica</td>
<td>290 (751)</td>
<td>83,000</td>
<td>$620</td>
<td>40⁹</td>
<td>38</td>
<td>73</td>
</tr>
<tr>
<td>Grenada</td>
<td>133 (344)</td>
<td>110,000</td>
<td>$690</td>
<td>29</td>
<td>24</td>
<td>66</td>
</tr>
<tr>
<td>Guyana</td>
<td>83,000 (214,969)</td>
<td>793,600</td>
<td>$690</td>
<td>21⁹</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Jamaica</td>
<td>4,244 (10,591)</td>
<td>2,188,000</td>
<td>$1,030</td>
<td>8</td>
<td>21</td>
<td>1,719</td>
</tr>
<tr>
<td>Montserrat</td>
<td>39.5 (102.3)</td>
<td>12,074</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Kitts, Nevis, and Anguilla</td>
<td>101 (261.6)</td>
<td>50,000b</td>
<td>$920</td>
<td>18</td>
<td>34.2</td>
<td>59</td>
</tr>
<tr>
<td>St. Lucia</td>
<td>238 (616)</td>
<td>124,000</td>
<td>$850</td>
<td>12</td>
<td>35</td>
<td>117</td>
</tr>
<tr>
<td>St. Vincent and Grenadines</td>
<td>150 (388)</td>
<td>107,000</td>
<td>$520</td>
<td>15a</td>
<td>30</td>
<td>73</td>
</tr>
<tr>
<td>Trinidad and Tobago</td>
<td>1,980 (5,128)</td>
<td>1,168,000</td>
<td>$4,370</td>
<td>3a</td>
<td>16</td>
<td>656</td>
</tr>
</tbody>
</table>

⁹Data are from 1978.

Data are from 1979.

Demas, continuing further on the need and desire on the part of the CARICOM member states for integration, writes as follows, indicating the significance for development and new orientation in agriculture for the Community:

... economic integration, important as it is, is only one development strategy for the Caribbean. Other national development strategies—which in themselves could have a positive feedback on the prospects for successful integration—include:

(a) a serious and well-planned effort to achieve self-sufficiency in food production;

(b) the need to penetrate extra-regional markets in respect of both manufactured goods and non-traditional "exotic" agricultural crops such as mangoes, flowers, and avocado pears;

(c) the need to create linkages between different economic sectors at the national level—for example, Agriculture and Industry, Agriculture and Tourism . . . ;

(d) the formulation and implementation of a coherent set of policies and programmes designed to overcome the chronic problems on unemployment and underemployment;

(e) the development of "appropriate" indigenous and adaptation of imported technologies; and

(f) the modification of consumption patterns which are very biased in favour of the use of exported goods from the affluent consumer societies of the north.  

Thus it is obvious that all member states place emphasis on rapid and effective action in the agricultural sector as part of their national development strategies. It follows then that agricultural information as part of this thrust for progress in agriculture should also be considered with equal attention. It is against this background that an examination of the existing means for the flow of agricultural information in the region becomes meaningful.

The accompanying model of the information system used as a framework for this study identifies thirty-three numbered elements in the pattern and functions of such an information system, and, for convenience, these elements are referred to by their numbers as indicated in the model in a brief discussion seeking to explain the basic structure presented. No attempt is made to discuss each element systematically in detail. It must be
remembered that the model is presented as an ideal only and as a frame of reference to what follows in the discussion of various elements of information activities as found in the CARICOM Region.

The organizational and structural model presented indicates the pattern that should be attempted by an agricultural information system for the region at all stages: the regional level, the national level, and at the level of each individual unit of the system. In its structural framework there are, on the one hand, certain inputs which are the sources of information (element 1 in the model) existing within the region (4 and 5) and outside of it (2 and 3). The various bodies such as the commodity research organizations (sugar research, coconut research, etc.), the educational institutions (University of the West Indies [UWI] and Schools of Agriculture), and research and development organizations regionally and nationally established (such as Caribbean Agricultural Research and Development Institute [CARDI] and the research arms of the Ministries of Agriculture) that conduct research and bring out results comprise the bodies producing local knowledge (5), and the data collection bodies such as the census and statistics institutes comprise the local producers of data (4). Globally available new knowledge and data (2 and 3) come from worldwide sources such as FAO and WMO on an international level and from other national bodies in countries outside of the region at a national level. On the other hand, the information system receiving these inputs produces a set of outputs (25) for its clientele (26-28), both local (27-28) and international (26). While local researchers and educators (28) are reached by the system on an individual and a personal basis, the end users (27), who ultimately are the practitioners of agriculture and thus the most important target group of the system, need to be reached by activities conducted directly and through extension personnel on the initiative of the information system.

The responsibility and the function of the information system (indicated within the circle in the model), whether it be conceived at the regional (system), national (sub-system), or individual (unit) level, is to select and secure the inputs of potential value, incorporate them into its collections (17), and process them into outputs for utilization by its clientele. Elements 6-18 represent the sequence of activities involved in this process. The process can be grouped around the collections (17) in two sequences of action pointing towards and away from the collections, and these two groupings are designated Acquisition (6) comprising actions 7-11 and Dissemination (12) consisting of actions 13-16. In the course of activating these two spheres of processing activity, the system must engage in two areas of interaction (19 and 22) in a conscious and responsive manner, and out of these two types of impact the system must gain the feedback (20 and 23) which will enable it to evaluate and fashion itself (18) to play a meaningful
and effective role. The patterns of acquisition and dissemination as well as collection building and management must in the ultimate analysis be guided by the understanding the system gains through its interaction of the producers of inputs and the users of outputs.

In considering element 17, the Collections, a few observations need to be made. From whatever level (i.e., system, sub-system, unit) the system is considered, the Collections do not represent merely the totality of material resources in its physical possession. The basic reasoning behind the establishment and maintenance of a system rather than a series of unrelated individual units is the concept of availability of resources implying that while in the case of separately functioning individual units they only have access to what they individually possess, in the case of a system comprising units in a linked network, each unit has access to the totality of resources available throughout the system. As shown later on, this is the concept of which the practical reality must be increasingly advocated and realized in the CARICOM Region if an effective Agricultural Information System is to be structured and maintained. Sharing and Awareness (9), both by making other units aware of what one's own unit's resources are and being aware of what others' resources are, is an important element that is as significant as the element of Acquisition (8) by physically securing resources.

The foundation on which the system is established and maintained must be local, both at the regional and national levels, where political will, institutional support, and financial provision must be provided if such a system is to maintain a satisfactory level of consistent performance. Support from outside the region, while important, must always be considered as an additional boost rather than "daily bread" on which the system's existence depends.

Two recent studies have investigated institutions engaged in agricultural research and development activity within the CARICOM Region. Coke and Gomes identified four categories of such institutions functioning within the region:

**Regional Institutions**

UWI Faculties of Agriculture and Natural Sciences undertaking teaching, research and extension activities.

CARDI undertaking research and development.

Caribbean Food and Nutrition Institute (CFNI) undertaking policy formation, research and provision of information in the field of food and nutrition.
Caribbean Development Bank (CDB) undertaking provision of financing and technical advice as well as project supervision in the field.

Inter-American Institute of Agricultural Cooperation (IICA) undertaking developmental research in the field.

Caribbean Meteorological Institute (CMI) undertaking climate research and the provision of information in this area.

Sub-Regional Institutions

Windward Islands Banana Growers Association (WINBAN) undertaking research and development in banana production for export.

West Indies Central Sugar Breeding Station undertaking the development of new varieties.

Commonwealth Institute for Biological Control (CIBC) undertaking research in the biological control of pests and weeds.

National Public Sector Institutions

Ministries of Agriculture undertaking research, extension, and provision of services to the agricultural sector in the countries concerned.

Schools of Agriculture, such as the East Caribbean Institute of Agriculture and Forestry (ECIAF), Guyana School of Agriculture (CSA), and the Jamaica School of Agriculture, undertaking the training of agriculturists and conducting research.

Agricultural Development Corporation's (ADC's) undertaking the development of public sector projects in agriculture.

Private Sector Institutions

Agricultural and research departments in multi-national firms and their agent companies, undertaking testing and promotion of seeds, chemicals, equipment (e.g., Shell, I.C.I., Geddes Grant, etc.).

Commodity associations and agricultural societies undertaking research, development and extension work in their particular interest areas.

Consulting firms undertaking advisory work for both private and public sector projects.

Wilson in a similar classification of "institutions conducting agricultural research in the CARICOM Region" employs a different
set of categories, analysing the same bodies under the following groupings:

Designated Institutions, Regional

UWI Faculties of Agriculture, Social Sciences and Natural Sciences, Cocoa Research Unit, and Institute of Social and Economic Research (ISER)

CARDI

WINBAN

Sugarcane Breeding Station, Barbados

Designated Institutions, National

Central Experimental Station, Trinidad and Tobago
Research Divisions of Ministries of Agriculture
Coconut Research, Jamaica
Rice Research, Guyana
Banana Research and Breeding, Jamaica

Non-Designated Institutions, Regional

CARICOM Secretariat

CDB

West Indies Sugar Association

Non-Designated Institutions, National

Sugar Companies
Cocoa and Coffee Marketing Boards
Banana Board (LDC's)
Marketing Boards
Ministries of Industry and Commerce

These institutions are designated in the model by item numbers; their role in relation to the system is dual as indicated by items 29 and 30, these being both producers and users of data, information, and knowledge. Most of the institutions maintain their own Library and Information Units to serve their immediate requirements while utilizing services provided by other units functioning within the "system."
Of the large number of institutions identified and grouped in the above studies, two that have regional responsibilities and also possess the capability as well as the mandate to provide services to the agricultural sector in an all-around way on a regional basis could be examined further for potential elements they possess in order to take a leadership role in a regional agricultural information system. Caribbean Agricultural Research and Development Institute (CARDI) is one of these two, the other being the University of the West Indies.

CARDI was established in 1975 after the research arm of the UWI then known as the Regional Research Centre was reviewed and found to be wanting in some areas of activity. The following objectives are set out in Article 3 of the Agreement establishing CARDI as the Institute's goals:

To provide for research and development needs of the agriculture of the Region as identified in national plans and policies.

To provide an appropriate research and development service to the agricultural sector of the Member States.

To provide and extend the application of new technologies in production, processing, storage and distribution of agricultural products of Member States.

To pursue for specified periods long-term research in pertinent areas.

To provide the co-ordination and integration of the research and development efforts of Member States where this is possible and desirable.

To undertake teaching functions normally at the postgraduate level, limited to the development of the relevant research by any Member State.

To seek to achieve the optimum decentralisation of facilities.

The Institute is funded from a core budget provided by Member States, and from project funds provided by Member States as well as donor agencies including USAID, European Development Fund (EDF) of the EEC, IDRC, Caribbean Development Bank (CDB), CIDA, UNDP, FAO, ODA, and Barclays Bank International. The Organization of CARDI spreads throughout the Member States in the region with units to serve each area. Its organizational structure is presented in the accompanying chart:
Governing Body
Standing Committee of the Ministers of Agriculture of Member States

Board of Directors
Representing the Member States (i.e., Member States of CARICOM), C.D.B., CARICOM Secretariat, University of Guyana, and the West Indies

Executive Director

Finance
Planning
Administration

Research Information Services Programmes

Programme Co-ordinators Country Units

Organizational Structure of CARDI
Both the stated objectives and the organizational pattern of CARDI make it obvious that the Institute has a major responsibility and a great potential in assuming and discharging the central role of co-ordinating an effective agricultural information system in the CARICOM Region.

CARDI's governing body commands access to the highest level of the political directorate of the individual member states to mobilize the political will in order to find organizational, institutional, and financial support for programmes undertaken by them on a regional basis. On its Board of Directors are representatives of the major regional organizations which have the potential and the mandate to be active in regional programmes (CARICOM, CDB and UWI), and which also provide educational and research services for the region at the highest level (UWI and University of Guyana) for this element in the needed pool of resources to draw upon. Within its currently defined lines of activity, namely Research, Information Services, and Programmes, the responsibility and the significance for the provision of information have already been identified, and the basic structures for working in all three areas are already in place. Last, but not least in terms of potential value for an agricultural information system for the region as advocated in this study, CARDI has the outreach in the individual territories in its country units which can be mobilized to represent throughout the CARICOM Region a co-ordinating effort if seriously planned and initiated at the Centre of the Organization. Thus in its mandate, its organization, and its already available service structure, CARDI possesses some of the elements that could, if utilized with imagination and initiative, provide the backbone for co-ordinating a system of information as envisaged here, encompassing the already existing units with a thrust towards regional cooperation.

These possibilities have been seen at almost the very beginning of CARDI, and by an organization which was closely associated with CARDI and its predecessor, the Regional Research Centre. In fact, the prospects for a joint effort to provide the region with an agricultural information service, including a programme for information on on-going research (to provide a link with the FAO's Current Agricultural Research Information System [CARIS] from the CARICOM Region) was not only conceived of but also discussed between the UWI Library at St. Augustine and CARDI during its first year of existence. These plans are recorded in the following extract from the Annual Report from Trinidad and Tobago presented at the 8th AGRINTER Round Table (Brasilia, Brazil, November 1976) presented by Evelyn:

The emergence of the Caribbean Agricultural Research and Development Institute and a series of encouraging discussions with this Institute on regional agricultural information services to be developed by the University Library [i.e., Library at St. Augustine
Campus which serves as the National Centre for AGRINTER for Trinidad and Tobago] in conjunction with them. CARDI has responsibility for initiating research and overseeing the development of the agricultural sector of all the English-speaking Caribbean territories including Belize and Guyana. It is a direct successor of the Regional Research Centre of the University of the West Indies and functions in association with the University as an independent body. It is proposed that the Agriculture Division of the University Library which serves the Institute's [CARDI's] personnel will co-operate in the establishment and maintenance of an information centre for the Institute. This organization will provide a useful link for the CARIS programme.

In addition to this link with the major library for Agricultural Literature in the region (discussed below) and its links with the funding agencies as listed above, CARDI also works in co-operation and maintains close contacts with several regional and international organizations such as WINBAN, CATIE (Centre for Research and Training in Tropical Agriculture), IICA, AVRDC (Asian Vegetable Research and Development Centre), CUMMIT (Centro Internacional de Majoramiento de Maíz y Trigo, International Wheat and Maize Improvement Centre, Mexico), CIAT (Centro Internacional de Agricultura Tropicales, International Centre for Tropical Agriculture, Cali, Colombia), ICRI SAT (International Crop Research Institute for the Semi-Arid Tropics, Andhra Pradesh, India), IITA (International Institute for Tropical Agriculture, Ibadan, Nigeria), and other similar organizations. All these agencies are major producers of agricultural information of relevance to the CARICOM Region's agricultural sector, and these links should provide a useful channel for the acquisition of this literature. On the other hand, maintaining close links and working together with the local official bodies in the agricultural field active in all the Member States in each one of which it maintains a Country Unit, CARDI has the potential for the delivery of outputs from such an information system to both the researcher/educator community and the end-users all over the region. Thus CARDI, working in collaboration with the UWI Library's Agriculture Division, could assume the role of the hub of such an information system for the region from which both the existing information units as well as communities with no such units to serve their needs could greatly benefit.

A news item reported in the CARDI Courier in April 1982 indicates that CARDI is experimenting with just such a role in one of its programmes launched with the support of a three-year grant from IDRC. Designated CARDILS (CARDI's Literature Service), this experimental programme seeks to "formalise and update its [CARDI's] capabilities to select, repackage and
disseminate information for field staff, thereby increasing their awareness of agricultural developments in the region and elsewhere.\textsuperscript{7} However, it is to be regretted that this project, which at present seems to be limited to providing a current awareness service to CARDI's staff deployed at St. Augustine and in other Member States, is being attempted based on CARDI's own resources alone rather than in conjunction with the UWI Library's Agriculture Division. The combination would have provided a richer base to work from, in addition to eliminating the duplication of effort and resources by attempting to build a new stock and an establishment when such a base already exists.

Of the university institutes in the CARICOM Region (namely, the University of the West Indies with its three campuses at Mona, Jamaica; St. Augustine, Trinidad; and Cave Hill, Barbados; and the University of Guyana in Georgetown, Guyana), the library at St. Augustine possesses the richest storehouse of agricultural information. This library consists of the collection of material built up to serve the teaching and research requirements of the Imperial College of Tropical Agriculture (ICTA) established in 1922, which at a later stage in 1960 became the Faculty of Agriculture of the University of the West Indies. The collection for ICTA has a history extending still further back as the nucleus collection for the library used by ICTA also came from that built up by the Imperial Department of Agriculture in Barbados begun in 1898.\textsuperscript{8} Thus, over the years this library has benefited from being developed for use by a series of functional organizations, and now it is being maintained as part of a good university library, with the Division of Agriculture having the advantage of being part of a more extensive library serving the undergraduate, post-graduate, and research requirements of the Faculties of the Social and Natural Sciences. In addition it has access by being a campus unit of the regional University of the West Indies to the other two campus libraries at Mona, Jamaica, and Cave Hill, Barbados, thus covering at least two of the large "MDC's" of the CARICOM group. This library's links with CARDI, successor to the University's own Regional Research Centre, and the library's willingness and anticipation, expressed in 1976 to co-operate with CARDI "in the establishment and maintenance of an information centre for the Institute," have already been referred to above.

In addition to being the support collection for the work of the Faculty of Agriculture, St. Augustine's Library is active in other ways on its own initiative in providing certain elements of an information service to the community. It serves as the national input centre for the AGRINTER System and, through it, the wider AGRIS system for agricultural literature from Trinidad and Tobago. Its publications, such as the Agriculture and the Life Sciences Contents Pages, Accessions Lists, and CAGRINDEX: Abstracts of the Agricultural Literature of the English Speaking
Caribbean, and more generally, its participation in the production of the Trinidad and Tobago National Bibliography are some of the areas of such action. Here, in this Library the CARICOM Region has a major potential element that could make a most valuable contribution to an Agricultural Information System as envisaged in this study.

In addition to the UWI Library at St. Augustine, several other units that could form focal points, and participating units in the various sub-systems functioning within a Regional Agricultural Information System in the CARICOM area, are already available, functioning presently at various levels of efficiency. Given below is a list--not by any means comprehensive--of such units presented here for their significance in this context.

**Jamaica**

Ministry of Agriculture Library (P.O. Box 480, Hope, Kingston 6).

Established in 1879, this is the oldest among the agriculture libraries in the CARICOM Region. With major branch libraries in the Departments of Forestry and Fisheries, it is one of the largest libraries in Jamaica, and it functions as the National Input Centre for the AGRINTER and AGRINDEX systems, and is in the process of being re-organized to serve better in its role as the National Agricultural Information Centre for Jamaica, under a project jointly sponsored by IDRC, IICA, and the Government of Jamaica.

University of the West Indies, Mona, Library (Mona, Kingston 7).

The largest and the oldest among the UWI Libraries, its Main and Science Collections covering the Social and Natural Sciences including Agriculture, this is one of the most important library units in the country.

National Planning Agency (NPA) Library (39 Barbados Avenue, P.O. Box 634, Kingston 5).

Scientific Research Council (SRC), Technical Information Section (Hope, P.O. Box 350, Kingston 6).

Caribbean Food and Nutrition Institute Library (P.O. Box 140, Kingston 7).

Sugar Industry Research Institute (SIRI) Library (Kendal Road, Mandeville).

UNDP Library (1 Lady Musgrave Road, Kingston 5).
Agricultural Information System for the CARICOM Region

Guyana

University of Guyana Library (P.O. Box 10110, Georgetown).

Guyana School of Agriculture Corporation Library (Mon Repos, East Coast Demerara).

CARICOM Secretariat, Documentation and Information Section (P.O. Box 10827, Bank of Guyana Building, Georgetown).

Ministry of Agriculture Library (P.O. Box 1001, Georgetown).

National Science Research Council (University Campus, Turkeyen, Greater Georgetown).

Barbados

University of the West Indies, Cave Hill, Library (P.O. Box 64, Bridgetown).

UWI, Institute of Social and Economic Research (ISER) (Eastern Caribbean) Library (Cave Hill, P.O. Box 64, Bridgetown).


Ministry of Agriculture Library (Graeme Hall, P.O. Box 505, Christ Church).

Bellairs Research Institute of McGill University (St. James).

Caribbean Development Bank Library (P.O. Box 405, Wildey, St. Michael).

Caribbean Conference of Churches (CCC), Christian Action for Development in the Caribbean (CADEC), CADEC Documentation Service (P.O. Box 616, Bridgetown).

CARDI Agricultural Information Services (P.O. Box 51 B, Beckles Road, St. Michael).

Trinidad and Tobago

Central Statistical Office (Textel Building, Edward Street, Port-of-Spain).

Caribbean Development and Co-operation Committee (CDCC), Economic Commission for Latin America (ECLA), Office for the Caribbean, Caribbean Documentation Centre (2 Frederick Street, Port-of-Spain).

Ministry of Agriculture, Central Experiment Station (Centeno, Via Arima Post Office).

CARDI Library (St. Augustine).
Ministry of Agriculture, Caroni Research Station, Library (Carapaichaima).

UWI, Caribbean Industrial Research Institute, Technical Information Service (St. Augustine).

Institute of Marine Affairs, Chauguaramas (P.O. Box 3160, Carenage, Port-of-Spain).

UN Information Centre (UNIC) (5 Keate Street, P.O. Box 130, Port-of-Spain).

Commonwealth Institute of Biological Control, Library (Gordon Street, Curepe).

National Fisheries Training and Development Institute.

Belize

Agricultural Library and Information Centre (Central Farm, Cayo, Belize).

Belize Institute of Social Research and Action (BISRA), St. John's College (Belize City).

Antigua

Agriculture Department Library (Dunbars).

St. Lucia

Windward Island Banana Growers Association, Research and Development Division (P.O. Box 115, Castries).

Grenada

Caribbean Agricultural and Rural Development Advisory Service (CARDATS) (P.O. Box 270, St. Georges).

These libraries and several others, such as those attached to the agricultural societies in Jamaica, Trinidad and Tobago, the libraries of other agriculture-related government departments, such as that of the Survey Department of Jamaica, and the various Commodity Associations together can be brought into a network within the region to serve as service points working together for an information system attempting to deliver information to the agricultural community of the CARICOM Region. In fact, two projects within the region are attempting in different ways to provide co-ordinated systems which concentrate their attention on the needs of the researchers and educators among the region. One of these is an initiative sponsored by the Caribbean Development and Co-operation Committee (CDCC) consisting of the Bahamas, Cuba, Haiti, Dominican Republic, and
Suriname in addition to the CARICOM member countries (with the Netherland Antilles also sharing an interest by attending the first meeting in Havana in an observer capacity) which aims "to foster the creation of national Documentation Centres within the Caribbean region and to help to standardize information handling systems in order to facilitate the flow of information among Caribbean countries and between them and regional as well as international systems." CDCC, receiving its mandate from the member countries in 1975, had its Caribbean Documentation Centre in Port-of-Spain, Trinidad, and the Caribbean Documentation System established in 1977. Since then, the CDCC has been active in developing a database, skills in indexing and abstracting to facilitate inputs and co-ordinating some of the already existing services within the region. It plans to include networks for some of the sectors and to work in co-ordination with the U.N. and other bodies plans that include activities within the agricultural sector.

The second regional initiative is contained in the efforts of the Institute of Social and Economic Research (ISER) of the UWI to create an information system with the main aim of collecting and disseminating "documentation and hard data on contemporary social, economic and political happenings in the English-speaking Caribbean, primarily to contribute meaningfully to the development process in the region." After this quick overview of the "information handling mechanisms" that exist in the region and the current attempts to co-ordinate them, it is relevant to focus attention on the types of information handled by these units in order to discover the areas in which there are problems in the delivery of information owing to the very nature and production of that information. In a study conducted in 1980 which attempted to analyse the coverage and effectiveness of the Jamaican National Bibliography (JNB), the citations in Erickson's compilation An Annotated Bibliography of Agricultural Development in Jamaica (1979) were examined in detail to identify and clarify their sources of production. The documents covered in the bibliography belong to the period 1948-1978 with the major proportion of citations falling into the latter half of the period. Following is a tabulation obtained by grouping the material by agency of production.

| Documents originating from official bodies both local and foreign, including international agencies | 181 |
| Documents originating within Jamaica from private bodies and through commercial publishers | 14 |
| Documents, including 70 theses, originating from within the University of the West Indies campuses at Mona, Jamaica; St. Augustine, Trinidad; and Cave Hill, Barbados | 116 |
Documents, including 42 theses, originating outside Jamaica from non-official bodies and through commercial publishers

When the documents produced in Jamaica were further analysed, a total of 95 citations were identified as having been produced at the Mona Campus of the UWI including 65 theses, both undergraduate and postgraduate, dated between 1968 and 1977. When documents from Jamaica with the exception of government publications were examined, 109 items were identified, of which those originating from the Mona Campus (95 items) account for 87.16 percent; and of the theses examined, those originating from Mona Campus (65 items) account for 59.63 percent. Out of the entire total of 395 documents recorded in the bibliography, thesis literature (70 from the three UWI campuses and 42 from other universities outside the region) consisting of 112 items accounts for 28.35 percent of the total. The interesting pattern to be noted here is that in the production of research documents—or documents of source value for research—a fairly significant proportion is produced at the University. In the case of theses, the immediate concern of the researcher—especially in developing countries where very little postgraduate research is done under industrial sponsorships—is the earning of a higher academic qualification which results in the subjects for investigation being selected for reasons other than their being of immediate relevance to actual need, and thus not basically research arising out of "shop-floor needs" and "shop-floor experience." This in turn makes information contained in thesis literature go unnoticed and unutilized unless the attention of practitioners or other researchers is drawn to their content. Neither the researcher after he has gained the sought-for qualification nor the university to which the thesis is submitted is likely to expend much energy in publicising the existence of the thesis and its content. "The universities give only little publicity to their holdings, and none to their content." This portion of the available literature thus needs the processing procedure indicated in the model (15, "Making users aware of availability") in order to make it useful.

The official publications group, consisting of material from government bodies and international agencies, is seen to be the largest category of documents available in the subject covered by the bibliography analysed. This is the category of documents containing collected and processed data and their analysis and interpretation. Locally produced and commercially available publications show up at the lowest production level, and it is an interesting commentary on the local publishing scene to note that even in a field such as agricultural development, the published output through non-official and commercial local production (14 items) and overseas production (total of 84 less 42 theses which fall in the category of unpublished documents) works out to
For further understanding of the publishing scene by agencies, the second issue of CAGRINDEX: Abstracts of the Agricultural Literature of the English-speaking Caribbean (1981) was analysed for publishers of documents abstracted in that issue. Where publishers/producers were recorded for the 207 items abstracted in this issue of CAGRINDEX, 19 source agencies were identified, and they fell into the following categories:

Regional Bodies

University of the West Indies

Various departments of study.


Tropical Agriculture (Journal of the Faculty of Agriculture).

CARDI

Headquarters at St. Augustine.

Branch of Headquarters in Barbados (P.O. Box 515, Britton's Hill, St. Michael).

Caribbean Development Bank (CDB).

Inter-American Institute for Cooperation in Agriculture (IICA).

This is the Inter-American Organization responsible for co-operation in the developmental programmes in the agricultural sector within the region of the Organization of American States (OAS). It is a parallel organization to the more popularly known Pan American Health Organization (PAHO), which is responsible for similar activities in the Health Sector.

This issue of CAGRINDEX recorded documents issued by the IICA Office in Trinidad, but IICA offices are maintained in several other territories of the CARICOM Region, and publications are issued from these offices from time to time. For example, the office in Jamaica recorded in one of its publications issued in September 1982 a list of 94 documents in what was named the "Collection of papers of the Office of IICA in Jamaica" issued between the years 1977 and 1982. The offices of IICA in the CARICOM Region are listed below with their addresses:
Barbados. Codrington House, St. Michael, P.O. Box 705-C, Bridgetown.
Grenada. Cottage No. 25, Morne Rouge, P.O. Box 228, St. Georges.
Guyana. 229 Queenstown, P.O. Box 10-1089, Georgetown.
Jamaica. Harley Court, 37 Lady Musgrave Road, P.O. Box 349, Kingston 6.
Trinidad and Tobago. 3A Queen's Park West, 1st Floor, P.O. Box 1318, Port-of-Spain.

Caribbean Veterinary Association.

Organization of American States (OAS).

Workshop on Development of Tropical Fruit Tree Production in the Caribbean Region, Grenada, 1980).

Caribbean Food and Nutrition Institute (CFNI).

Official Bodies in Individual States

National Council for Science and Technology, Barbados.

Ministry of Agriculture, Jamaica.

Ministry of Agriculture and Fisheries, Trinidad and Tobago.

Ministry of Agriculture, Land and Food Production, Barbados.

Caroni Research Station, Trinidad (Carapaichaima).

Central Agricultural Station, Trinidad.

Central Statistical Office, Trinidad.

"Committee on the Poultry Industry"—appointed by the Cabinet, Trinidad and Tobago.

Non-Official Bodies

All Island Jamaica Cane-Farmers' Association.

Windward Islands Banana Growers Association, Research Division (WINBAN).

All Island Banana Growers' Association, Jamaica.

Agricultural Society of Trinidad and Tobago.

It must be stated in interpreting this analysis that material abstracted for CAGRINDEX does not necessarily represent the total production in the field for a given period, due to the absence of any structure arrangements developed to collect all
production output from all sources for being bibliographically documented at St. Augustine where the abstracts are prepared and compiled into the CAGRINDEX. The ideal situation would be for all producing agencies to have a link with the CAGRINDEX production centre, either direct, or through national sub-centres, based on the understanding and appreciation that their publications will reach a larger audience and the audience as well as the regional agricultural sector will benefit from such dissemination. If and when such links are established it could provide total coverage of available local inputs (element 1 in the model) into the Regional Information System. In the absence of such a network of linkages, what CAGRINDEX could provide is based on the acquisitions of the St. Augustine UWI Library generated out of its own initiative. However, exercises such as the present one, in spite of the fact that they may not cover the whole field of inputs, are bound to contribute to a better understanding of the patterns of generation of information in the field.

The list of identified publishing agencies above confirms the observation already made from examining the analysis of Erickson's compilation, that official and university-related agencies dominate the local scene of document production, with only a minor contribution being made by the non-official and commercial publishing agencies. Of the comparatively minor group of four non-official producers on the list, three are "commodity associations" and one a "sector association." An interesting study focussing close attention on such organizations is presented by Goldsmith and Blustain (1980) who concentrated their investigations on the agricultural communities of two watershed areas—Two Meetings and Pindars River—in Jamaica.18 Their study seems to point out that such organizations have the potential of playing a role much larger than they do at present, especially by way of supplementing and complementing the rather limited services offered by extension staff of official agencies. The organizations are also useful in bringing to focus at a national level the interest and voice of their members from their local contexts. Goldsmith and Blustain also notice how these organizations all have a similar structure (at least in Jamaica where their investigations were carried out) in which members are enrolled in local branches which hold meetings and elect officers, with most organizations having two more tiers, one at the parish level and the other at the national level. All these organizations also have a paid professional staff, drawing their salaries out of the funds derived from membership fees, crop cesses, income from crop sales, or government subventions, and this staff serves and supervises the farmer members and local branches. In the case of commodity organizations, the staff is augmented by the employees of the respective processing facilities and/or national crop associations. Thus there is a two-way service function for these organizations, one from the national level at the top of the
pyramid to the local grass-roots level at the base, and vice versa. This is an element that could be utilized to the advantage of an Agricultural Information System in the functions identified in our model as elements 22, 23, and 27.

Goldsmith and Blustain summarise their findings on the organization and functions of the variety of local organizations existing in the area they covered in their table 3.1 on which table 2 is based.

Table 2

Some Formal Local Organizations in Two Meetings and Pindars River Watershed Areas in Jamaica

<table>
<thead>
<tr>
<th>Organization</th>
<th>Function</th>
<th>Qualification for Membership</th>
<th>Type of Membership</th>
</tr>
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<tbody>
<tr>
<td>Jamaica Agricultural Society (JAS)</td>
<td>Multi-functional</td>
<td>All farmers</td>
<td>Voluntary; compulsory for coffee &amp; cocoa groups</td>
</tr>
<tr>
<td>JAS Coffee co-op. group</td>
<td>Marketing of coffee</td>
<td>Farmers selling coffee</td>
<td>Compulsory</td>
</tr>
<tr>
<td>JAS Cocoa co-op. group</td>
<td>Marketing of cocoa</td>
<td>Farmers selling cocoa</td>
<td>Compulsory</td>
</tr>
<tr>
<td>All Island Cane Farmers' Assn. (AICFA)</td>
<td>Marketing of sugar cane</td>
<td>Farmers selling cane to factory</td>
<td>Compulsory</td>
</tr>
<tr>
<td>All Island Banana Growers' Assn. (AIBGA)</td>
<td>Representing banana growers' interests</td>
<td>Farmers growing 50 roots of bananas</td>
<td>Voluntary</td>
</tr>
<tr>
<td>Citrus Growers' Assn. (CGA)</td>
<td>Marketing of citrus crops</td>
<td>Farmers selling citrus to factories</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Christiana Potato Growers' co-op.</td>
<td>Marketing of potatoes</td>
<td>Farmers growing potatoes</td>
<td>Voluntary</td>
</tr>
</tbody>
</table>

As represented in the abstracts contained in the issue of CAGRINDEX analysed, official bodies, both at the regional and international levels, and the university-related agencies account for most of the documents produced, and in respect of the material produced, the source agencies identified, with the exception of Tropical Agriculture (which is the journal of the Faculty of Agriculture, UWI, published for the Faculty by a publishing firm in U.K.), have no formal mechanisms for use by librarians who want to acquire this material for their collections. Very often these documents fall into the category known as "grey" or "non-conventional literature" still not having reached (and in most cases never reaching) the stage of conventional publication format through which they can be readily available through commercial channels. Owing to this characteristic, mechanisms to announce the existence and content of such official documentation (the function which CAGRINDEX attempts to fulfill) becomes a matter of prime importance for an effective system of information, a pre-condition the existence of which will pave the way to their accessibility and utilization. Many government reports fall into this category, and one authority defines an "unpublished report" as "one which, at the time of its first issue, cannot be obtained by the public as a matter of right."\(^{19}\)

Although the listing in CAGRINDEX cannot be considered to provide overall coverage of the entire range of such material, the agencies identified from the entries in CAGRINDEX could be taken as fairly representative of the range of agencies that generate such "grey" literature of significance to CARICOM Region's agricultural sector. The System for Information on Grey Literature in Europe (SIGLE) defines grey literature in general as "literature which is not issued through commercial publishing channels, and which is therefore in most cases difficult to access. Typical of this type of literature are reports, theses, conference proceedings and translations not published commercially, official documents issued in limited numbers, technical recommendations or rules, etc. . . ."\(^{20}\) Quite a few of the documents abstracted in CAGRINDEX fall into this category of "informal, fugitive, unpublished, not commercially available literature." According to Chilag, "such material in some subjects accounts for 60 percent of all the literature."\(^{21}\)

Organizations such as CARDI and government departments and agencies concerned with agriculture generate a large volume of this type of literature as part of their work in connection with various projects forming their Research and Development (R & D) functions. In fact, in some cases where R & D projects supported by comparatively heavy financial and other resources in the context of the generally low levels of R & D resources available for developing areas such as the CARICOM Region, the only returns that could be tangibly shown for such R & D investment remain the information generated through the
collection, processing, analysis, interpretation, and documentation of data. Even in cases where such R & D projects do not bear results by way of technologies and processes selected, adapted, or newly created that are both applicable and applied in real life, the resulting documentation can be useful for researchers in other contexts to avoid duplication of effort and also to signal the non-productive areas in which projects undertaken have been proved unproductive and abandoned. Regarding reports and other documentation generated in carrying out such R & D activity, Coke and Gomes write as follows:

The research reports which constitute the main output of the scientists tend to become buried in departmental files. If the worker is sufficiently ambitious and energetic, an article may be published in a technical journal. In the academic world the main currency of research performance is publication and peer recognition. Consequently, journal editors become omnipotent, and their interests, rather than those of the farm community, become paramount.22

This area of reports and documents resulting from R & D work that do not reach publication, or are published with a wide pre-publication gap, is one in which any agricultural or other information system needs to take a lively interest in order to find effective ways and means to ensure a productive interaction (elements 19 and 20 in model) between themselves (the system) and producers of inputs into the system (researchers) so that the pre-publication information gap is lessened as far as possible. (Here it is notable that in the case of 30 papers from the CARICOM Region published in the journal Tropical Agriculture, the time lapse between original submission date and the publishing date averaged 12.25 months, the period between the maximum and minimum period lapsed varying from 30 months to 3 months. Further details on these papers are presented below.) For this purpose it is necessary to incorporate an element of "information on ongoing research" and its progress for an awareness of the existence of newly created information and new knowledge that could be of use to other users. Even though it may be impossible to acquire physically for incorporation into the system all such documentation, an awareness of its existence will certainly be of great advantage in referral work. Table 3 graphs the work of the researcher and the various stages at which information on that work is disseminated at different levels.

To ensure a service that assures such availability of information, not only from unpublished reports "buried in departmental files" but also from work being carried out that may provide such findings to be buried at a future date in such a manner, it is necessary for the information workers within the system to be aware of work being carried out (element 9 in model), and this
Table 3

INFORMATION DISSEMINATION PROCESS

<table>
<thead>
<tr>
<th>Worldwide dissemination</th>
<th>PRE-PUBLICATION INFORMATION GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information on ongoing projects</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wider dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration of project</td>
</tr>
<tr>
<td>Progress Reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher initiates project</td>
</tr>
<tr>
<td>Work in progress</td>
</tr>
<tr>
<td>Researcher completes work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Limited dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary meetings</td>
</tr>
<tr>
<td>MS. of paper or Pre-prints</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time in months</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 06 12 18 24 30 36 42</td>
</tr>
</tbody>
</table>

awareness may be generated within the system from user profiles (relationship shown in elements 29 and 30 in relation to elements 22 and 23 in the model). Elements that may contribute to the achievement of such a service seem to be in early stages of the making in the CARICOM Region. At least three attempts can be identified from the available literature, with the CDCC's work through the Caribbean Documentation Service referred to above a possible fourth. The efforts taken by individual programmes must, of course, be co-ordinated to assure the widest possible coverage. What an Agricultural Information System must assure for the agricultural sector of the region is to select (element 7 in model) those inputs appropriate to its subject field and to channel into the system selected inputs from the points of registration of projects, work in progress, preliminary meetings, and MS of Papers or Pre-prints stages in the Information Dissemination Process (see table 3). The three attempts being made to provide a registration and monitoring service for ongoing project documentation are:

(1) Research in Barbados (1979-80). An information system, initiated in 1977 by the National Council for Science and Technology (Flodden, Culloden Road, Bridgetown), which seeks to provide national coverage for research in progress in the physical, mathematical and technological sciences, life sciences including agricultural sciences, and the environmental sciences, with institutional coverage of national official and non-official, international, private, and foreign organizations operating in Barbados. An inventory of Research in Barbados 1979-80, edited by G. W. Smith, Executive Secretary of the Programme, was published in 1980. The system relies on manual operations and each record on file includes the following elements: project title, principal investigator and co-workers, performing organization's name and address, type of research, total project budget, general project summary or specific objectives.\(^2\)

(2) University of Guyana Library. System established in 1963 to provide national coverage in the subject areas, systemology and cybernetics, management, mathematics, physics, engineering, computer science, electronics, earth and space sciences, chemistry, technology (particularly material technology), life sciences including agricultural sciences, environmental sciences, social and educational sciences including demography, economics, education, political science, and sociology. Coverage by institutions is for official and other national organizations. Elements included in file records are project title, principal and co-investigators, project start and end dates, general project summary, and
subject descriptors or keywords. Storage and processing is through manual files, and a current awareness service is provided.  

(3) CARDILS (CARDI's Literature Service), referred to above and announced as being initiated in 1982, lists as one of its objectives the "compiling needs profiles of scientific staff as well as for new and ongoing projects." This element, as seen in the announcement, is to be limited, at least during the initial stages, to the projects in which CARDI staff are involved, but since CARDI personnel operate throughout the CARICOM Region, and in their operations are involved in joint projects with staff from other local agencies (such as ministries of agriculture, UWI staff, IICA staff), if successfully maintained with full coverage, such an inventory and profiles register will be of regional coverage.

In addition, the CARICOM Secretariat has announced the planned project of its Technical Assistance Section to produce a CARICOM Directory of Professionals in the areas of accountancy, agriculture, architecture, banking, computers, dentistry, education, engineering, insurance, law, librarianship, medicine, and veterinary science. UNDP assistance has been obtained to secure the services of a consultant, and work is in progress to produce the first printing of the directory in the near future, and such a Directory if updated at regular intervals will provide another valuable element in the information system. Another announcement of the CARICOM Secretariat involves the release of documents resulting from CARICOM projects relating to regional subjects through a process of declassification. On the subject of the availability of reports and documentation on research and consultations already completed, this procedure would provide another step forward to accessibility and availability.

At the individual country level, too, there appears to be an awareness of the significance and value of providing awareness and access to this type of literature not available in published form through commercial channels. The G. W. Smith compilation Research in Barbados 1979-80 is an example. A similar work but limited to bibliographically listing, with locations identified, reports available in Jamaica of national significance, was produced by the Jamaica National Investment Company (JNIC) under the title A Bibliography of Reports and Studies, 1965-1981: A Subject Index to Reports and Studies Prepared in Government Ministries, Departments and Other Bodies, compiled by L. G. Pottinger (Kingston, JNIC, 1981), in 3 volumes.

In order to gain an idea of the use of research material by local researchers, citations made in 30 papers appearing in 8 issues published between January 1981 and January 1983 of the
journal Tropical Agriculture (Journal of the Faculty of Agriculture, UWI, St. Augustine, published for the Faculty by IPC Science and Technology Ltd., England) contributed by 38 researchers working from the CARICOM Region were analysed. The 38 researchers represented a total of 9 institutions with authors from the UWI Faculty of Agriculture contributing among them, or jointly with others, 20 of the 38 papers. In all, 372 citations were noted, and these were analysed for journal articles, monographic titles, and official publications; and in each category, local and foreign titles were separately identified (see table 4). The findings confirm the significance of local documentation published by official bodies and university bodies as observed and commented on above. Tropical Agriculture, although published by the UWI Faculty of Agriculture, is produced utilizing the facilities of an English scientific publishing firm. Now that the journal has reached a very high level of international prestige as an academic journal, it is debatable that it may be labelled as

<table>
<thead>
<tr>
<th>Table 4</th>
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</thead>
<tbody>
<tr>
<td>Citations of Research Material in Tropical Agriculture</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Type of Literature</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Journals</td>
</tr>
<tr>
<td>Local titles, excluding Tropical Agriculture</td>
</tr>
<tr>
<td>Tropical Agriculture</td>
</tr>
<tr>
<td>Foreign titles</td>
</tr>
<tr>
<td>Monographs</td>
</tr>
<tr>
<td>Local</td>
</tr>
<tr>
<td>Foreign</td>
</tr>
<tr>
<td>Official Publications</td>
</tr>
<tr>
<td>Local</td>
</tr>
<tr>
<td>Foreign, including international bodies</td>
</tr>
</tbody>
</table>
a "local" periodical. In fact, of a total of 717 pages in the 8 issues examined, 175 were devoted to writings emanating from the region of the UWI. However, even if Tropical Agriculture is taken to qualify as a local periodical, it leaves one with a total of 33 citations from local periodicals as against 169 from foreign ones, indicating a very high level of use of international literature. This, taken together with the major element of North American and West European imprints in the case of monographic titles, indicates that if an information system for the region is to be well sustained with inputs from international sources, it must list international literature and where to obtain it.

In some of the government departments, at least in Jamaica, the service regulations stipulate that all material purchased be acquired through the Department of Supplies. What this means in the case of government libraries in Jamaica is the need to review and prepare periodicals subscription lists each year, submit them through the Ministries concerned to the Supplies Department, which in turn orders the overseas periodicals through the High Commissioners and Embassies in the United Kingdom, Canada, and the United States.\(^\text{28}\) These representatives abroad in turn, it is understood, order each title separately from the publisher concerned. Thus, due to rules which cannot give way to exceptions, libraries are forced to follow practices which cannot be professionally justified. In spite of the disadvantages of this system, and the advantages (such as use of subscription agents) that libraries lose by following such practices, both critical foreign exchange situations and the need for strict monitoring of what little money is available make it difficult for librarians to persuade authorities to see their point. This is where element 33 on the model is significant in securing regional and local support, not merely financial but also organizational, in order to maintain the services of the information system satisfactorily.

One observation that may be made is that very little use is made by our researchers of Latin American documentation. The observation must be qualified as preliminary as no detailed investigations were carried out either statistically or by communication with researchers to determine the extent to which such documentation is useful and in fact used. What was noted on the surface, and what we experienced in the course of our work in libraries, is the fact that because English is the main language medium of the CARICOM Region, very little use is made of Latin American research documentation usually printed in Spanish and Portuguese. This language barrier may well be the cause of much valuable and relevant research and its documentation not receiving the attention of the researchers and students in the region, and it is a matter deserving further investigation. However, it may be useful to consider if within element 14 in the model, "Repackaging," the function of translation cannot be undertaken by the information system, so that such language
barriers, if they do exist, can be broken at the level of the information system. This is an area worth further serious investigation.

In the course of this study, some of the existing elements of an Agricultural Information System for the CARICOM Region have been identified and discussed. Further, where gaps exist an attempt has been made to identify these, too, and suggest improvements. However, the fact remains that no structure for such a system is available yet for the region, although it is the first priority, since with an established framework, the various elements could be linked together and, where none exist, new agencies, procedures, and processes could be created. We hope that the creation of a framework for a system will receive the attention of policy makers and decision makers.

NOTES


2. The community includes all the English-speaking countries of the Caribbean except the Bahamas, Cayman Islands, Turks and Caicos Islands, the British and the U.S. Virgin Islands. Within the community's member nations, about 96 percent of the total population of the English-speaking Caribbean is included.

3. Demas, pp. 102-103.


15. Hans Singer, Technologies for Basic Needs, 2d ed. (Geneva: ILO, 1982), p. 65. Here Singer uses these expressions to indicate the difference between today's institutionalized research in developing countries, and the technological innovations in industrialized countries, especially during their earliest industrial history when "the bulk of technological innovation arose directly from within the production plant on the basis of shop-floor needs and shop-floor experience." Thus such innovations were problem related, whereas much of the results of present day research are not that much related to actual and felt problems that need urgent and appropriate solutions. Much of research done for higher academic qualifications, especially when the work
is not sponsored by industrial interests, tends to be unrelated to "shop-floor needs."

16. Information Work with Unpublished Reports, Institute of Information Scientists, Monograph Series (London: Andre Deutsch, 1976), p. 33. See this citation and related references in this work for more on the value and characteristics of thesis literature described as "a useful source of information on new research" and presenting extensive bibliographies which are valuable.

17. List recorded on the end papers i–viii, in Swarna Bandara and Samuel Bandara, Mushroom Production: An Annotated Bibliography of Literature Available in Jamaica (Kingston: IICA Office in Jamaica, 1982).


21. Ibid.

22. Coke and Gomes, p. 129.


27. Ibid.


Nancy E. van Deusen

Automated quantification has assumed an important place in research analysis in the last fifteen years. Such factors as the improvement in data storage and automated statistical techniques have meant that hitherto unmanageable, indecipherable information is coded, put into a computer in an understandable language, and manipulated to yield various results. Moreover, many researchers now agree that they have the capabilities to do quantitative studies that facilitate and further support those hypotheses which they have long contended to be true. Within the past fifteen years quantification studies in the field of history have explored the use of statistical analytical procedures. As a result, different types of materials have become more useful for research purposes, and consequently, historical methodology and interpretation have found new directions.

In the field of library science many quantitative studies test key issues of practical concern to librarians such as circulation patterns, user studies, and special program analyses. Furthermore, automated systems used for cataloging materials and database analysis have become essential to large libraries as the types and amount of information have continued to increase. But what about other aspects of library research? Some library and information science specialists emphasize the crucial role of the library throughout history and the interesting aspects of individual institutional histories. So the question remains: Why is it not possible to combine the use of quantitative methods and traditional historical sources not only to write a study of a library but also to provide supplemental evidence that would have its current, practical applications as well? As one historian pointed out, "quantification is simply one way of getting at historical truth. In the end quantification research poses just as many questions as it answers; but most important, without it, some vital questions might never have been asked in the first place."¹

¹ Author's note. Material used in this paper is taken from a larger study entitled "A Study of Mexican Monographic Acquisitions at the Nettie Lee Benson Latin American Collection, 1962-1982," presented to the faculty of the Graduate School of Library and Information Science in partial fulfillment of the requirements for the Master's degree in Library and Information Science, University of Texas at Austin, December 1983.
The purpose of this paper, using both traditional and quantitative sources, is to examine several different issues relevant to a historical study of the development of the Mexican monographic resources of the Nettie Lee Benson Latin American Collection at the University of Texas at Austin. Specific sections within the paper center upon the acquisition of Mexican materials based upon computerized quantitative analyses of a 10 percent sample of the acquisition slips from 1962 through 1982, coding every other year. By focusing upon this crucial period of time in the growth and development of the Collection, I have sought to answer a number of questions. For example, what has been the correlation among the different methods of acquisition (such as receipt of material purchased from distributors, blanket order dealers, collections purchased or donated) and the Farmington Plan, the Latin American Cooperative Acquisitions Program, and the Centro Interamericano del Libro? How does the material purchased compare with gifts and exchange receipts over the twenty-year period? For those books for which a price is recorded, how has price changed during that period in relation to subject and book publisher? What is the frequency distribution of materials published in Mexico City versus the provinces? What have been the main methods of acquisitions for current and retrospective materials? In sum, is the information on the acquisition slip a valuable source for an acquisitions librarian in determining collection development policies? Will the long neglected acquisitions slip find its way into the hearts of librarians in helping to determine important acquisitions trends which catalog cards and on-line cataloging systems do not provide?

The problems inherent in procuring materials from Latin American countries have been the subject of many discussions and a great deal of literature has been produced on the subject. Overall the general consensus has been that the major problems in the book trade industry are: lack of bibliographic control, internal problems within the book trade and publishing industry, limited editions, the existence of private presses (especially in the humanities and history), inadequate coordination in distribution, decentralization of government agencies, lack of communication and publicity about books, fluctuations in production costs, specific problems of acquiring in- and out-of-print materials, not to mention problems of shipping and export.

Various cooperative ventures were defined and established during the forties, fifties, and sixties to try and circumvent some of these problems. Some materials were acquired at the Benson Latin American Collection through the Farmington Plan (1948), the Latin American Cooperative Acquisitions Project (LACAP) (1960), and the distributing agency the Centro Interamericano del Libro (CILA) (1964). The Farmington Plan played a major role in the acquisition of Mexican books from 1962 through 1972. LACAP and
CILA did not provide many of the Mexican monographs at Texas but are included in this study in light of their overall importance in Latin American acquisitions.

The Farmington Plan was initiated in 1948 when cooperating institutions began to receive material from an agent chosen by the Farmington Plan Committee in the countries of France, Sweden, and Switzerland. They chose to divide the materials by subject, based upon the Library of Congress (LC) classification.

Individuals at the University of Texas expressed an interest in extending the program to Mexico and other Latin American countries. Nettie Lee Benson, who had been directing the Latin American Collection since 1943, had a familiarity with Latin American materials and particularly the Mexican book industry based upon years of travel experience to that country. She asked the University of Texas to approve the receipt of material under the subject of History for the country of Mexico (LC class F 1200-1399), as well as others. After some discussion, the University of Texas began receiving material from Mexico under the Farmington Plan, initially through an American agent named E. R. Goodridge, and, three years later, from the Mexican book publishing firm Porrúa Hermanos y Cía.

Nettie Lee Benson emphasized from the beginning that she wanted Texas to receive all material on Mexico, without regard to subject classification and to the stipulation that materials relating to Latin America published by European institutes be shipped to the library designated by the Farmington Plan Committee. Because of the proximity of Texas to Mexico, it had been advantageous for librarians and scholars to travel back and forth to do research and procure materials for the library. Important contacts were established from an early point with governmental offices, commercial publishing firms, institutes, and universities, so that even before the Farmington Plan was extended to Mexico, Texas was able to acquire material in all fields with the exception of medicine and technology.

By 1962, when this study begins, the original subject division schema had been altered for non-European countries, and a country breakdown was established for those participating institutions in the Farmington Plan. At that point the Latin American Collection was authorized to receive all material on Mexico. The positive results of the Farmington Plan can be noted statistically in table 1. During the period from 1962 through 1972, over 30 percent of the material acquired from Mexico came from this program. Particularly strong years were 1962 and 1968 when over 50 percent of the material acquired was by way of the Farmington Plan. During 1964 the program reached a low point of 18 percent of the total number of cases for that year. Nevertheless, despite the low number of acquisitions during 1964, the program remained fairly consistent in the great amount of material it provided for the library.
### TABLE 1

**FARMINGTON PLAN AT TEXAS: MEXICAN MONOGRAPHS, 1962-1972**

<table>
<thead>
<tr>
<th>Period</th>
<th>Year</th>
<th>Status</th>
<th>Year</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1962-1974</td>
<td>(n)</td>
<td>(%)</td>
<td>1962</td>
<td>(n)</td>
</tr>
<tr>
<td></td>
<td>(n)</td>
<td>(%)</td>
<td>1964</td>
<td>(n)</td>
</tr>
<tr>
<td></td>
<td>(n)</td>
<td>(%)</td>
<td>1966</td>
<td>(n)</td>
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<tr>
<td></td>
<td>(n)</td>
<td>(%)</td>
<td>1968</td>
<td>(n)</td>
</tr>
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<td></td>
<td>(n)</td>
<td>(%)</td>
<td>1970</td>
<td>(n)</td>
</tr>
<tr>
<td></td>
<td>(n)</td>
<td>(%)</td>
<td>1972</td>
<td>(n)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Not Farmington</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>563</td>
<td>44</td>
<td>151</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>65%</td>
<td>43%</td>
<td>81%</td>
<td>64%</td>
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<tr>
<td></td>
<td></td>
<td>64%</td>
<td>46%</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>64%</td>
</tr>
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</table>

<table>
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<tr>
<th>Farmington</th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tr>
<td></td>
<td>353</td>
<td>55</td>
<td>34</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>31%</td>
<td>55%</td>
<td>18%</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>54%</td>
<td>42%</td>
<td>34%</td>
</tr>
</tbody>
</table>

What is even more interesting to examine is the subject variation of the material acquired. Throughout the ten-year period, the proportion of the humanities and social sciences to the pure and applied sciences was 9 to 1 which follows the overall acquisition pattern for the period. Appendix I, Table A, which indicates the percentage of subject materials in the humanities and social sciences acquired during each year, shows that books under the subject heading Literature provided the most material (an overall average of 48 percent), while History constituted over a quarter of all material acquired. Table B shows the percent of subject materials not only in the humanities and social sciences but also in the pure and applied sciences which were purchased during this period of time. These statistics are valuable for comparative purposes, because they can be weighed against those subject materials received through the blanket order dealer from 1974 through 1982. The librarian then has a fair picture of the whole spectrum of material received from Porrúa.

During the height of the Farmington Plan, many of the currently published humanities and social science monographs were acquired (see Appendix III). Under the heading "programs" we see that the Farmington Plan contributed almost a third of all of the current monographs during the twenty-year period. When the humanities, especially literature and history, were popular subjects of undergraduate and graduate study, it seems that the Farmington Plan agent was successful in providing recently published subject material that would meet those demands.

Another program, one that was initiated in 1960 by the Seminar on the Acquisition of Latin American Library Materials, was the Latin American Cooperative Acquisitions Project. Many individuals worked diligently to engage a traveling agent who
would negotiate with other agents throughout the Latin American countries to try and procure materials.\footnote{7}

Dominick Coppola, chief of the Library Service for the commercial international bookselling firm Stechert-Hafner, was asked to be the distributing agent. The traveling agent collected the correct number and type of materials to be sent to interested U.S. institutions. Then they were sent to Stechert-Hafner, where they would be checked, sorted, assigned a LACAP number, and priced. The titles that matched a specific library's profile were collected and shipped to it. The types of publications available through LACAP included current monographs by Latin American authors, first issues of periodicals, and some government and university publications.\footnote{8}

How did LACAP pertain to the acquisition of Mexican materials? When Stechert-Hafner received the books through the agent, they were assigned a number and listed in New Latin American Books: An Advance Checklist of Newly Published Titles Just Acquired under LACAP. Some Mexican imprints were ordered through the catalog but not on a regular basis, because of the amount of material coming in under the Farmington Plan and through gifts and exchange. During the time LACAP was active, the Latin American Collection received only a total of 1.5 percent of its material through this program for the country of Mexico. Because the program can now be seen in historical perspective, it would be interesting to compare subject distribution, price change, and other statistics with those of other monographs acquired from Latin American countries through LACAP at Texas and perhaps even the holdings of other Latin American collections.

The Centro Interamericano del Libro (CILA), was established as a response to the need for some type of distributing agency which would be able to channel university publications. The Centro was opened on November 23, 1964, in Mexico City with aid from two foundations--$100,000 from the Rockefeller Foundation and $220,000 from the Ford Foundation. The nonprofit organization was sponsored by the Association of American University Presses and the Universidad Nacional Autónoma de México and headed by Carlos Bosch García.\footnote{9}

CILA was responsible for purchasing and stocking books for sale and supplying them at discount rate for other bookstores and libraries. It maintained a catalog and order service for cooperating publishers and developed policies for selling and distributing the scholarly books throughout Latin America, the United States, and Canada. Throughout the 1960s, CILA continued to receive grants from the Ford Foundation for general support and to help establish an academic book center.\footnote{10}

Two percent of the Mexican materials received came by way of CILA, and although the average price quoted by CILA officials was $3.50 a title, Texas was paying an average price of $3.86 per
title; however, prices varied widely according to the work (as reflected in the high standard deviation). It is also notable that the Centro distributed university and academic publications, and out of the sample of 31 books received, many were derived from academic publishers.¹¹

### TABLE 2

PURCHASE AND NONPURCHASE ACQUISITION OF MEXICAN MONOGRAPHS AT BENSON LATIN AMERICAN COLLECTIONS, TEXAS, 1962-1982

<table>
<thead>
<tr>
<th>Method</th>
<th>Years method in effect</th>
<th>Average number of monographs per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmington</td>
<td>1962-1972</td>
<td>59</td>
</tr>
<tr>
<td>LACAP</td>
<td>1962-1972</td>
<td>4</td>
</tr>
<tr>
<td>CILA</td>
<td>1964-1974</td>
<td>5</td>
</tr>
<tr>
<td>Direct from publisher</td>
<td>1962-1982</td>
<td>2</td>
</tr>
<tr>
<td>Distributor</td>
<td>1962-1982</td>
<td>19</td>
</tr>
<tr>
<td>Blanket order</td>
<td>1972-1982</td>
<td>62</td>
</tr>
<tr>
<td>Collection</td>
<td>1962-1982</td>
<td>4</td>
</tr>
<tr>
<td>Nonpurchase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gift</td>
<td>1962-1982</td>
<td>36</td>
</tr>
<tr>
<td>Exchange</td>
<td>1962-1982</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 2 indicates the average number of books acquired per year during the period each method was used. During the twenty-year period, 16 percent of the material came in through direct purchase either from publisher or distributor. Many of the current and retrospective materials were purchased directly from publishers or through distributors (see Appendix III under heading "cost"). Two distributors in particular—the Confederate Publishing Company and Librería Anticuaria—have provided the Benson Latin American Collection with a tremendous amount of retrospective materials, especially legal pamphlets.

The data have been arranged in such a way that it is possible in the future to make in-depth analyses of subject distribution, price, place of publication, current and retrospective status, and type of publisher, both commercial and noncommercial, in relation to the distributors themselves in order to understand what role they have played in the development of the
collection. In addition, this type of analysis is also possible with the other methods of acquisition on an individual as well as a comparative basis.

When the Farmington Plan, LACAP, and CILA ended in the early 1970s, blanket order policies became the substitute. For the Benson Latin American Collection the transition was not difficult; whereas before Porrúa had been the Farmington Plan agent, in 1974 he became the blanket order dealer.

In general, librarians agree that blanket order policies are the most cost-effective means of acquiring Latin American materials for those libraries which have a large annual budget and are trying to collect more or less comprehensively. However, in light of tightening budget restrictions in the 1980s, more selectivity will be necessary and library profiles will have to be more exact. If there is some way to monitor the materials coming in through the blanket order dealer, it will greatly benefit the librarian in determining collection development policies.

By means of the methodology employed in this study, it is possible to trace the subject variation under the blanket order plan from 1974 through 1982. In Appendix II, Tables A and B show subject variations during specific years and over the whole period of time. Whereas an overall analysis shows that the subject breakdown is 9 to 1 for the humanities and social sciences versus the pure and physical sciences, a closer look at individual years reveals various fluctuations. Literature continued to provide a large percentage of the humanities/social science material from 1974 through 1982, but the percent of monographs in history, as well as in law and education, fluctuated widely. There were more apparent differences in the blanket order science materials acquired (see Appendix II, Table B, and compare it with Appendix I, Table B). Overall, more technology and mathematical works were acquired from 1974 on, and books related to medicine comprised the largest percentage of scientific monographs acquired under blanket order from 1974 through 1982.

Two more methods—gifts and exchange—are great strengths of the Benson Latin American Collection acquisitions program. Because of the enormous amount of correspondence and personal contacts over the years, as well as the library's excellent reputation among Latin American scholars and authors, materials have poured in. Together, gifts and exchange have provided over 60 percent of the retrospective materials for the library (see Appendix III, "No Cost"). Of all the monographic works donated, the following percentage breakdown has been calculated for the types of sources for gifts: 8 percent, authors; 27 percent, individuals; 20 percent, government agencies; 6 percent, universities; 22 percent, University of Texas faculty; 12 percent, institutes; and 5 percent, commercial bookdealers/publishers. The heaviest contributors have been various individuals, University of Texas faculty members, and government agencies. These three groups
have accounted for almost 70 percent of the total number of gifts. Many authors have contributed their works to the library because of the structure of the publishing industry in Mexico. They print and distribute their own works, and often have sent a copy of their work to the library, along with a bibliography of their other publications. Many governmental offices have donated official publications.12

The exchange program has continued to expand to include more than 114 institutions.13 Many of the exchanges established have been with the individual faculties and institutes within the universities of Mexico, with governmental agencies, and with other institutions. Within the last few years the library has generated more exchanges with institutions publishing in the areas of finance, economics, statistics, science, and technology as a result of a U.S. Department of Education Title II-C grant, which began in 1980.

Interested librarians have always been aware of current research trends in the Latin American field. The subject matter investigated by researchers has changed throughout this time, and Latin American scholarship has continued to broaden and develop in new directions. During the 1960s humanities and social sciences were very popular in Latin American studies. During the 1970s research interests shifted toward business, governmental and administrative studies, economics, and technology. The demand for different and often more current materials increased. At the same time, because of the proliferation of government agencies in Mexico, the number and type of governmental publications expanded. Mexico has been making a concerted effort during the last thirteen years to encourage the development of coherent programs in scientific research and development. One landmark event was the creation of the Consejo Nacional de Ciencia y Tecnología (CONACYT), which now coordinates and promotes technological efforts throughout Mexico. The universities in Mexico, particularly UNAM, have played an important role in the development of sound research centers and in the increase in publishing activity.14 To a certain degree, some of these changes are reflected in the statistics we now have, but we shall have to wait a few more years in order to know whether a trend is developing to the point where more than 10 percent of the annual acquisitions will be comprised of scientific monographic materials.

Another matter of concern to librarians is the source of materials published in the Federal District and provincial areas. The Benson Latin American Collection has received about 90 percent of its published materials from Mexico City and the remaining 10 percent from provincial areas. The five other cities that figure most frequently in the provincial breakdown are Monterrey, Guadalajara, Toluca, Puebla, and Jalapa, many of the major publications emanating from the universities. In order to continue receiving many of the provincial publications, the
exchange programs will need to remain active, written communication will have to be maintained, and regular acquisition trips made. By having annual statistics, the librarian will also be able to gauge whether there are any noticeable changes in provincial/nonprovincial acquisition trends.

I have tried to demonstrate the value of the information on the acquisition slip in terms of specific methods and their relation to subject and in terms of current and retrospective materials. Through my in-depth analysis of the Farmington Plan we are now able to gain a truer historical perspective of that program in relation to past collection development policies. I have also examined how the major blanket order dealer for Mexican monographs, Porrúa, operates in order to understand current trends. This work, however, has just brushed the tip of the iceberg. The raw data will provide more varied kinds of statistics in future analyses.

The final question remains to be answered: Is there a way in which this acquisitions information can be used in an already existing automated system? Theoretically, the answer is yes. Through the OCLC system it is possible to purchase specific tapes that contain MARC data (called archive tapes), and to code, analyze, and process the information for collection management purposes. Studies have been conducted using particular information within the MARC tags and converting it into a format by which the researcher can obtain lists, indexes, and statistical information. By utilizing already designated OCLC fields, it is possible to know the subject distribution of recently acquired materials, price changes, distribution by place of publication, and method of acquisition over time. Other information can be added for in-house analysis within those fields which are undesignated.

My study is just beginning to provide material for alternative solutions to some of the problems that librarians face in trying to acquire materials. I consider it to be a prototype of that type of analysis which in the future will utilize automated acquisitions subsystems and combine that information with the cataloged record. Indeed, as we have seen from the analyses made thus far, the raw data on the acquisitions slip can provide a multitude of answers which will help librarians anticipate the needs of researchers. As library procedures become more automated, it will be cost-effective for Latin American collections to consider more thorough analyses of in-house data, especially in light of the fact that automated systems are becoming more accessible and sophisticated.


### APPENDIX I

**TABLE A**

SUBJECT VARIATION OF MEXICAN MONOGRAPHS (HUMANITIES AND SOCIAL SCIENCES) ACQUIRED BY FARMINGTON PLAN AT TEXAS, 1962-1972

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year (n)</th>
<th>Year (%)</th>
<th>Period (n)</th>
<th>Period (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
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<td>2</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td></td>
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<td>12%</td>
<td>23%</td>
<td>32%</td>
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<tr>
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<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>science</td>
<td>7%</td>
<td>12%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>6%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>12%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Literature</td>
<td>18</td>
<td>10</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>44%</td>
<td>58%</td>
<td>56%</td>
<td>49%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Note:** For purposes of this study the humanities and social science subject materials that made up less than 10 percent of total acquisitions were not included as part of these analyses, but they account for the following percentages of total acquisitions of the 10 percent sample over the twenty-year period: philosophy, 1.5; religion, 1.9; geography, 1.1; sociology, 2.1; anthropology, 2.3; fine arts, 4.3; linguistics, .1; languages, 1.1.
### APPENDIX I

#### TABLE B

**SUBJECT DISTRIBUTION OF MATERIALS ACQUIRED BY FARMINGTON PLAN AT TEXAS, 1962-1972**

<table>
<thead>
<tr>
<th>Subject</th>
<th>(n)</th>
<th>Subject</th>
<th>(n)</th>
<th>Subject</th>
<th>(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(%)</td>
<td></td>
<td>(%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General works</td>
<td></td>
<td>Biography</td>
<td></td>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>8</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>2%</td>
<td>18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
<td>Economics</td>
<td></td>
<td>Technology</td>
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</tr>
<tr>
<td></td>
<td>7</td>
<td>16</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>5%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td>Law</td>
<td></td>
<td>Military</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>26</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>7%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
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<td>Education</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>63</td>
<td>10</td>
<td>4</td>
<td>Library science</td>
<td>1%</td>
</tr>
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<td></td>
<td>18%</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td>Fine arts</td>
<td></td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>15</td>
<td>0</td>
<td></td>
<td></td>
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<td></td>
<td>1%</td>
<td>4%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
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<td>30%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
<td>Languages/</td>
<td></td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>3</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>1%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archaeology</td>
<td></td>
<td>Science</td>
<td></td>
<td>Journalism/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>Communication</td>
<td>1%</td>
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<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political science</td>
<td></td>
<td>Medicine</td>
<td></td>
<td>Occult</td>
<td></td>
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<tr>
<td></td>
<td>17</td>
<td>2</td>
<td>1</td>
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</tr>
<tr>
<td></td>
<td>5%</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# APPENDIX II

## TABLE A

SUBJECT VARIATION OF MEXICAN MONOGRAPHS (HUMANITIES AND SOCIAL SCIENCES) ACQUIRED BY BLANKET ORDER AT TEXAS, 1974-1982

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1974</td>
<td>1982</td>
</tr>
<tr>
<td>History</td>
<td>(n)</td>
<td>(%)</td>
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<tr>
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<tr>
<td>Law</td>
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<td>3</td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Literature</td>
<td>2</td>
<td>7</td>
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<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Subject</td>
<td>(n)</td>
<td>Subject</td>
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<tr>
<td>------------------------------</td>
<td>-----</td>
<td>---------</td>
</tr>
<tr>
<td>General works</td>
<td>4</td>
<td>Biography</td>
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<tr>
<td></td>
<td>1%</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>6</td>
<td>Law</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>39</td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
<td>Fine arts</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>9</td>
<td>Literature</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
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<td>Languages/Linguistics</td>
</tr>
<tr>
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<td>3%</td>
<td></td>
</tr>
<tr>
<td>Archaeology</td>
<td>8</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>.7%</td>
<td></td>
</tr>
<tr>
<td>Political science</td>
<td>39</td>
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</tr>
<tr>
<td></td>
<td>13%</td>
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### APPENDIX III

**METHOD OF ACQUISITION BY TYPE OF PUBLICATION AT TEXAS, 1962-1982**

<table>
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<tr>
<th>Publication type</th>
<th>Retrospective (n)</th>
<th>Current (n)</th>
<th>Total (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method</strong></td>
<td>(%)</td>
<td>(%)</td>
<td>(%)</td>
</tr>
<tr>
<td>Programs&lt;sup&gt;a&lt;/sup&gt;</td>
<td>40</td>
<td>362</td>
<td>402</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>30%</td>
<td>26%</td>
</tr>
<tr>
<td>Cost&lt;sup&gt;b&lt;/sup&gt;</td>
<td>110</td>
<td>374</td>
<td>484</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>32%</td>
<td>31%</td>
</tr>
<tr>
<td>No cost&lt;sup&gt;c&lt;/sup&gt;</td>
<td>222</td>
<td>452</td>
<td>674</td>
</tr>
<tr>
<td></td>
<td>60%</td>
<td>38%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<sup>a</sup> Farmington Plan, LACAP, CILA  
<sup>b</sup> Direct from publisher, blanket order, distributor  
<sup>c</sup> Gifts, exchange
NOTES


2. In this paper "retrospective" refers to materials published before 1962 and acquired anytime from 1962 through 1982.


5. One possible explanation for this can be the large number of theses acquired from the Universidad Nacional Autónoma de México during that year. Perhaps this skewed the sample.

6. Subject breakdown was determined by using the LC classification system to a certain degree. They consisted of: General works, Philosophy, Religion, History, Geography, Anthropology, Archaeology, Political Science, Biography, Economics, Law, Education, Fine arts, Literature, Linguistics, Languages, Science, Medicine, Agriculture, Technology, Military science, Transportation, Psychology, and Occult. The subject Science included the Biological sciences, Earth sciences, Mathematics, Physics. Technology included both Engineering and Military science, because when the original breakdown was determined, there were not enough entries for either alone.
7. Individuals at the SALALM meetings such as Marietta Daniels Shepard (Pan American Union), Stanley West (Florida), Robert E. Kingery (New York Public), Nettie Lee Benson (Texas), Howard Cline (Library of Congress), and Dominick Coppola (Stechert-Hanfer) were some of the individuals who recommended at the first meeting "that interested libraries explore the possibilities and feasibility of maintaining on a cooperative basis one or more full-time acquisitions agents in Latin America," Final Report, SALALM I, Brooksville, Fla., 1956 (Gainesville, Fla.: University of Florida Libraries, 1956), p. 21.

8. LACAP did not include serials, textbooks, translations, juvenile books, detective stories, mass market fiction, and general material not specifically related to Latin America (Savary, "Library Cooperation in Latin America," p. 223).


11. CILA did distribute materials other than university publications upon special request. The Latin American Collection often made such special requests and a regular correspondence was maintained with Director Carlos Bosch García until 1974 ("Mexico-Centros," Correspondence files of the Nettie Lee Benson Latin American Collection).

12. Some of the governmental offices that have donated material over this twenty-year period: the Dirección General de Estadística, Dirección General de Ingeniería y Sanitaria, the Gobiernos of Nuevo León, Michoacán, Tamaulipas, and the Secretarías de Industria y Comercio, Fomento Económico (in Guanajuato), Hacienda y Obras Públicas, Recursos Hidráulicos, and Relaciones Exteriores.


LATIN AMERICAN AND CARIBBEAN STUDENTS IN U.S. LIBRARY SCHOOLS ACCREDITED BY THE AMERICAN LIBRARY ASSOCIATION
Desde hace años estamos refiriéndonos al tema del estudiante de América Latina y del Caribe en escuelas de bibliotecología en los Estados Unidos acreditadas por la Asociación Americana de Bibliotecas (ALA). Creemos que se ha progresado mucho y que procede hacer un resumen de los logros obtenidos hasta el momento. Paso a explicarlo en tres etapas: (1) Introducción, (2) Recopilación de datos sobre las escuelas de bibliotecología en los Estados Unidos y Canadá, (3) Posibles problemas que el estudiante afronta durante su estadía en los Estados Unidos.

Desde 1971 cuando Robert R. Douglass escribió para SALALM XVI el tema titulado "Escuelas de bibliotecología en los Estados Unidos acreditadas por ALA y el estudiante de América Latina," ha habido un sin número de individuos y organizaciones preocupadas por este tópico.

El deseo de brindar oportunidades educacionales al estudiante de América Latina y del Caribe en escuelas de bibliotecología en los Estados Unidos ha sido motivado por varias razones. Primero, diríamos que el haber conocido personalmente a estudiantes y profesionales de estas regiones ha despertado nuestro interés en sus inquietudes y aspiraciones y ha promovido el deseo de cooperar en la formación y el perfeccionamiento de los recursos humanos de esas zonas.

Al mismo tiempo, organizaciones como la Organización de Estados Americanos (OEA), el Seminario sobre la Adquisición de Materiales Latinoamericanos de Biblioteca (SALALM), la Asociación Americana de Escuelas de Bibliotecología (AALS), la Asociación Latinoamericana de Escuelas de Bibliotecología y de las Ciencias de la Información (ALEBCI), la Asociación de Bibliotecas Universitarias, de Investigación e Institucionales del Caribe (ACURIL), han despertado el interés en esta causa por medio de programas especiales, becas, comités y demás.

Podríamos decir que sobre todo existe el espíritu de una cooperación intelectual al nivel mundial y de una preocupación por la educación del personal que contribuirá a un mejoramiento profesional que consecuentemente llevará a la superación de campo de la bibliotecología y de las ciencias de la información.

En estos primeros años de la década del ochenta podemos ver como los Estados Unidos y Canadá se han percatado e interesado en las necesidades en la formación de los bibliotecarios y
especialistas de la información de estas regiones. Hasta ahora ha habido tres reuniones relacionadas directa o indirectamente con esta causa. Mencione al Canadá, a pesar de que nuestro tema solamente incluye a las escuelas de bibliotecología en los Estados Unidos, porque el Canadá ha sido incluido en las reuniones anteriormente mencionadas. Es más, el Dr. William Cameron, de Canadá, ha sido un factor determinante en la organización de la tercera reunión que mencionaré más adelante.

La primera reunión, "Educación Bibliotecológica para las Américas," se llevó a cabo el 14 de febrero de 1980 en Austin, Texas. Fue un pre-conferencia para la reunión de AALS y estuvo auspiciada por AALS, OEA y SALALM. Después de escucharse y considerarse los trabajos y las reacciones de los comentaristas de los representantes de la América Latina, del Caribe, de los Estados Unidos y Canadá sobre el currículum de bibliotecología y de las ciencias de la información y la preparación básica y continuada para profesores de estas materias, se llegar a una serie de recomendaciones, entre ellas que se debería de formar un comité ad hoc entre representantes latinoamericanos y del Caribe y de la AALS para establecer planes y programas tendientes a: (1) mejoramiento mutuo de los programas educacionales de bibliotecología y de las ciencias de la información incluyendo la preparación de los recursos humanos; (2) intercambio de profesores; (3) estímulo de la investigación; y (4) fomento de la publicación de materiales educativos.

La segunda reunión se hizo en la Escuela de Bibliotecología de Texas Women's University en Denton, Texas, del 6 al 9 de noviembre de 1980. Esta reunión del comité especial sobre Latinoamérica de AALS tuvo el apoyo de la OEA y de SALALM.

El objetivo principal fue preparar un acuerdo o propuesta básica sobre parámetros para programas cooperativos en los siguientes campos: educación y perfeccionamiento de bibliotecarios, investigaciones, materiales de enseñanza y currículum.

El comité preparó una lista de recomendaciones para presentarlas a la junta directiva de AALS. Las recomendaciones fueron de diferentes géneros, tanto económico, como de colaboración en el intercambio de recursos humanos, en el canje de materiales bibliográficos, en los proyectos de traducción y en la publicación de libros y artículos, etc. De especial interés para esta presentación fue la recomendación que se hiciera una encuesta de las escuelas de bibliotecología en los Estados Unidos sobre programas para el estudiante latinoamericano y del Caribe.

También se recomendó la creación de un "colegio invisible" entre los participantes de esta junta con el fin de la diseminación de investigaciones que apoyen la enseñanza y desarrollen la capacidad de los bibliotecarios y profesores en la preparación de trabajos de interés profesional. La preparación del personal profesional adecuado a las necesidades nacionales fue un tema de
preocupación constante. De esta junta surgió la idea para la próxima reunión.

La tercera reunión, el seminario pre-conferencia sobre "Educación para la Investigación e Investigación en la Educación," se realizó del 15 al 20 de agosto de 1982 en Montreal, Canadá. Fue patrocinada por el Centro Internacional de Investigaciones para el Desarrollo (IDRC) y la Federación Internacional de Asociaciones de Bibliotecas (IFLA). Las organizaciones promotoras y de apoyo eran AALS, ALEBCI, ACURIL, OEA, SALALM y la Federación Internacional de Documentación (FID).

Los objetos de los organizadores de esta reunión fueron determinar el estado actual de la investigación y el de la enseñanza de la investigación en las escuelas de bibliotecología de los países latinoamericanos y del Caribe. Al mismo tiempo deseaban reunir a un grupo de investigadores y profesores de métodos de la investigación de América Latina y del Caribe con representantes de los Estados Unidos y del Canadá con el fin de establecer una ayuda mutua para el desarrollo de la investigación y la enseñanza. Se discutió que podrían hacer las escuelas de bibliotecología de los Estados Unidos y el Canadá para ayudar al desarrollo de la investigación en estas regiones y una vez más salió a relucir el tema de la formación y perfeccionamiento del personal.

Las recomendaciones de este seminario fueron como es de esperarse, en su mayoría, relacionadas al tema de la investigación. En muchos de los casos trataron sobre el tema de la educación del bibliotecario.

Resumiendo el contenido de las tres reuniones, podemos ver que hay varios aspectos importantes que se han señalado en todas las reuniones—entre ellos el entrenamiento del estudiante de América Latina y del Caribe en los Estados Unidos y en el Canadá.

Lo próximo que vamos a ver son los resultados de una encuesta hecha por Fabio Restrepo sobre programas especiales para latinoamericanos en las escuelas de bibliotecología en los Estados Unidos y el Canadá.

Un cuestionario fue enviado a las 62 escuelas de bibliotecología en los EE.UU. y las 7 escuelas del Canadá que están acreditadas por ALA. A la pregunta "... su escuela tiene programas especiales para la educación de estudiantes de latinoamérica y del Caribe..." solamente 6 escuelas de las 57 de los EE.UU. que contestaron el cuestionario respondieron afirmativamente, y 2 de las 6 escuelas del Canadá que contestaron tienen un programa.

En los EE.UU. las escuelas son: Case Western Reserve University, Syracuse University, University of Maryland, University of Denver, University of Southern California y Western Michigan University. Y en el Canadá: University of Western Ontario y Dalhousie University.
Estos programas son de gran variación pudiendo ser desde un currículum especialmente diseñado teniendo en mente al estudiante extranjero, hasta programas con uno o dos cursos especiales; en algunos casos son cursos de educación continuada y de especialización. La mayoría de estas universidades cuentan con grandes colecciones de materiales latinoamericanos.

Podríamos decir que un gran número de escuelas de bibliotecología no tienen programas formales pero ofrecen facilidades tales como tener profesores de habla española y dar la opción al estudiante de llevar cursos individuales para explorar temas que sean de interés para sus respectivos países. Además, poseen excelentes recursos bibliográficos de utilidad a estos estudiantes.

Restrepo está preparando un trabajo más detallado sobre esta encuesta, pero estimé que estos datos son de gran interés a los participantes de SALALM XXVIII.

Independientemente de la escuela a la que desee asistir, el estudiante debe de analizar detalladamente el currículum de las diferentes escuelas de bibliotecología y de las ciencias de la información, incluyendo los tipos, contenido y duración de los programas y cursos que cada cual ofrece. Al mismo tiempo debe averiguar las oportunidades que ofrece la universidad para llevar cursos en otros departamentos que puedan ser de interés para el estudiante, tales como cursos de computación y de administración.

El estudiante también debe considerar otros aspectos, tales como los recursos bibliográficos existentes en cada universidad, el tipo de investigación que se lleva a cabo por ambos la facultad y los estudiantes, y las oportunidades de apoyo económico que las universidades brinden a los estudiantes, por ejemplo, préstamos, becas y facilidades de trabajo.

Ahora vamos a pasar a los problemas que el estudiante afronta durante su estadía en los Estados Unidos. Los problemas más comunes están relacionadas con la salud, la adaptación al medio, el idioma y los problemas económicos.

Dean Miller y D. J. Harwell, en su estudio sobre el cuidado de la salud de los estudiantes internacionales desde su llegado a los EE.UU., reportan que los dos males más frecuentemente reportados por los estudiantes de América Latina son el cansancio y los resfriados. Uno de los grandes problemas es a dónde acudir para obtener ayuda en caso de enfermedad. El sacar un turno con el médico, seleccionar un especialista, hacerse de seguros médicos, el llenar la historia clínica, etc. son otros ejemplos de los problemas relacionados con la salud.

Las depresiones y las añoranzas pueden llegar a ser un problema grave, y presentan una dificultad para adaptarse al medio. El impacto del cambio de la cultura y del medio ambiente es indiscutiblemente un gran obstáculo para la adaptación. El ambiente universitario del país de origen puede estar dominado por costumbres totalmente distintas de aquellas que ha de encontrar en la universidad en los Estados Unidos.
La educación en sí abarca mucho más que un conjunto de estudios, especialmente para aquellos estudiantes expuestos a niveles de vida, formas de gobierno, libertades personales y costumbres familiares diferentes a las correspondientes en América Latina y en el Caribe. El estudiante debe tratar de comprender el sistema de vida de su nueva universidad e incorporarse a ella siguiendo las normas de conducta prevalecientes o aceptadas.

Obtención de alojamiento adecuado, dificultades con el idioma y el factor económico son otras áreas de posible dificultad. El estudiante podrá ser víctima de otros problemas dependiendo del individuo; los mencionados aquí son los más universales.

Y para terminar, en este resumen hemos visto lo que se ha logrado en los últimos años. Se ha tratado el asunto desde distintos puntos de vista, y está claro que se han creado muchas inquietudes, desarrollado ideas y sugerido respuestas y soluciones acerca de la educación del estudiante de América Latina y del Caribe en las escuelas de bibliotecología y de las ciencias de la información en los Estados Unidos y en el Canadá.

Finalmente, a fin de que pueda sacarle el máximo provecho a su experiencia educacional en los Estados Unidos, el estudiante debe interpretar y asimilar sus nuevos conocimientos, teniendo siempre en mente los intereses y las necesidades presentes y futuras particulares de su país.

Las escuelas de bibliotecología y de las ciencias de la información deben también tener este objetivo.
En la primavera de 1983, la presidente de SALALM escribió a cada director o directora de las escuelas de bibliotecología en los Estados Unidos acreditadas por la American Library Association solicitando información sobre programas de interés para estudiantes de América Latina. De las 62 escuelas contactadas, 21 respondieron. Estas están detalladas abajo.

Nordeste

Division of Library and Information Science
St. John's University
Jamaica, New York 11439

School of Information Studies
Syracuse University
Syracuse, New York 13210

Sudeste

Graduate School of Library Service
University of Alabama
University, Alabama 35486

School of Library and Information Studies
Florida State University
Tallahassee, Florida 32306

School of Library Science
University of North Carolina
Chapel Hill, North Carolina 27514

Graduate School of Library and Information Science
University of Tennessee
Knoxville, Tennessee 37996-4330

Department of Library and Information Science
George Peabody College for Teachers
Vanderbilt University
Nashville, Tennessee 37203
Jane Garner

Escuela Graduada de Bibliotecología
Universidad de Puerto Rico
San Juan, Puerto Rico 00931

Mediooeste

Matthew A. Baxter School of Information and Library Science
Case Western Reserve University
Cleveland, Ohio 44106

Graduate School of Library and Information Science
University of Illinois
Urbana, Illinois 61801

School of Library and Information Science
Indiana University
Bloomington, Indiana 47405

School of Library and Informational Science
University of Missouri
Columbia, Missouri 65211

Department of Library Science
Northern Illinois University
DeKalb, Illinois 60115

School of Library and Information Science
Western Michigan University
Kalamazoo, Michigan 49008

Library School
University of Wisconsin
Madison, Wisconsin 53706

Sudoeste

Graduate Library School
University of Arizona
Tucson, Arizona 85721

Graduate School of Library and Information Science
University of Texas
Austin, Texas 78712

School of Library Science
Texas Women's University
Denton, Texas 76204
Oeste

Graduate School of Library and Information Science
University of California (UCLA)
Los Angeles, California 90024

Graduate School of Librarianship and Information Management
University of Denver
Denver, Colorado 80208

Graduate School of Library Sciences
University of Hawaii
Honolulu, Hawaii 96822
La Universidad de Texas

En 1983 cumple la Universidad de Texas cien años de labor de docencia, investigación y servicio al pueblo del Estado de Texas y de los Estados Unidos. De acuerdo con unas elecciones llevadas a cabo en 1881 la sede principal de la Universidad es Austin, donde funciona dentro de una amplia ciudad universitaria de más de 110 edificios. La Universidad consiste en 15 facultades: Derecho (establecida en 1883), Enfermería (1890), Farmacia (1893), Ingeniería (1894), Ciencias de la Educación (1909), Estudios Graduados (1910), Administración de Empresas (1922), Bellas Artes (1938), Bibliotecología y Ciencias de la Información (1948), Trabajo Social (1950), Arquitectura (1951), Comunicaciones (1965), Administración Pública (1970), Ciencias Naturales (1971) y Humanidades y Ciencias Sociales (1979). Actualmente la Universidad cuenta con 48,000 estudiantes (2,500 de países extranjeros) y un profesorado de 2,100.

La Facultad de Bibliotecología y Ciencias de la Información

Establecida hace 35 años con el nombre de Facultad de Bibliotecología, esta facultad forma parte de la Escuela de Estudios Graduados, porque los estudios profesionales de esta materia en los Estados Unidos se llevan a cabo a nivel de posgrado; es decir, después de terminar cuatro años de estudios universitarios con un grado. Al principio, formaba bibliotecarios solamente al nivel de la maestría, pero en 1967 se agregó otro año de estudios (con título de Certificado de Estudios Avanzados), y desde 1970 ofrece también los estudios a nivel doctoral.

Durante todos estos años funcionó como la Facultad de Bibliotecología, pero, dada la importancia del programa en las ciencias de la información que ya venía funcionando durante varios años, en 1980 se amplió el nombre a Facultad de Bibliotecología y Ciencias de la Información; al mismo tiempo el grado básico se modificó a "maestría en bibliotecología y ciencias de la información."

Al establecer la Facultad, la Universidad le asignó locales dentro del Edificio Principal, una torre de 27 pisos ubicada al centro de la ciudad universitaria; se trasladó de éste al Edificio Harry Ransom en 1972, donde funcionó casi una década; en 1981 se mudó al edificio de la Facultad de Ciencias de la Educación, al lado de la biblioteca central (Biblioteca Perry-Castañeda), donde
tiene facilidades en el cuarto y quinto pisos, las cuales consisten
en aulas, despachos para los profesores, salas para el decanato y
personal administrativo, y dos laboratorios dotados de materiales
audio-visuales y para utilizar "la nueva tecnología". (Los estu-
diantes, dentro del programa académico, aprenden a manejar el
equipo que se encuentra en las unidades modernas de información,
a buscar información en los bancos de datos, y a utilizar la
computadora como instrumento en la catalogación y en las redes
de información bibliográfica.)

Las Condiciones del Ingreso y El Pensum

La Facultad le exige al postulante dos solicitudes de admiti-
sión: una para el programa de maestría de la Facultad (o para los
estudios de posmaestría) y otra para el programa general de
estudios de posgrado ("Graduate Studies"). Debe poseer un
título universitario de una universidad estadounidense o un título
equivalente de una universidad en el extranjero. Además hay que
presentar el examen de aptitud (GRE, Graduate Record Examina-
tion) y el examen de inglés (TOEFL, Test of English as a Foreign
Language), lo cual puede arreglarse a través del consulado
estadounidense más cercano o centro cultural de estudios norte-
americanos (ellos existen en varias ciudades latinoamericanas). La
Facultad requiere también tres cartas de recomendación. Por las
demoras del correo, la necesidad de evaluación de títulos, etc. se
le recomienda al candidato que comience los trámites con un año
de anticipación.

Aunque los estudios para terminar con la maestría duran tres
semestres (o sea, un año), se sugiere al estudiante extranjero
que deje otro semestre (un total de cuatro), porque tendrá que
adaptarse al ambiente cultural norteamericano y porque los
estudios profesionales en los Estados Unidos son bastante
intensivos.

El pensum para la maestría consiste en 36 horas-crédito, de
las cuales 15 son obligatorias y 21 optativas. Los cursos obliga-
torios son: introducción a las fuentes y los servicios de consulta;
organización bibliográfica; introducción al estudio de la biblio-
tecología y ciencias de la información; administración de biblio-
tecas y unidades de información; la investigación científica en
bibliotecología y ciencias de la información. Cada estudiante
puede planificar el resto de su programa académico, consulta
previa con el profesor que le sirve de asesor. Al mismo tiempo,
tiene que especializarse dentro de una rama: la bibliotecología, las
ciencias de la información, o la tecnología al servicio de la
educación.

Los Estudios Bibliotecológicos Latinoamericanos

Dentro del pensum total de Texas existe un programa que es
único entre las facultades estadounidenses de bibliotecología
y ciencias de la información: seis asignaturas estrictamente
relacionadas con la América Latina. Damos a continuación un resumen de cada una de ellas.

Archivos latinoamericanos (383L.3). Se estudia la naturaleza, desarrollo, funciones, y administración de los archivos latinoamericanos. Se analiza la estructura de las instituciones coloniales y nacionales, y las existencias y prácticas dentro de los archivos durante estas etapas históricas. También, los principales archivos, tanto latinoamericanos como de otros países y de los Estados Unidos.

La Industria del Libro en América Latina (383L.4). Se estudian la historia y las características de la industria editorial de América Latina, así como los factores culturales y socio-económicos que afectan la distribución y edición del libro en varios países. Se enfatiza la industria del libro, así como los principales editores y distribuidores latinoamericanos. También, se comparan los diferentes medios para la adquisición de materiales publicados en América Latina.

Desarrollo de la Bibliotecología Latinoamericana (383L.5). Se analizan los factores que determinan la forma de la bibliotecología latinoamericana en la actualidad. Se enfatiza la planificación de las bibliotecas modernas y los servicios de información contemporáneos.

Seminario en Estudios Bibliotecológicos Latinoamericanos (383L.6). Se desarrolla una investigación profunda dentro de la bibliotecología latinoamericana, y se presentan los resultados para un análisis crítico.

Materiales Latinoamericanos: Humanidades (383L.7). Se estudian las fuentes latinoamericanas para las ciencias sociales (incluyendo historia, ciencias políticas, administración de empresas y economía, sociología y educación) en general y por regiones; se incluyen los documentos gubernamentales y las publicaciones de organismos internacionales (como la Organización de Estados Americanos, el Banco Interamericano de Desarrollo, etc.). El curso se centra en el estudio de los materiales y en trabajos basados en investigaciones realizadas dentro de la Colección Latinoamericana "Nettie Lee Benson". El propósito del curso es familiarizar a los estudiantes con los fondos bibliográficos disponibles y prepararlos para el trabajo de referencia y desarrollo de colecciones.

Este programa tuvo su origen hace 19 años cuando la Universidad de Texas solicitó una subvención "para formar bibliotecarios y conservadores de las colecciones latinoamericanas, bibliotecarios especializados en la adquisición de fondos bibliográficos para universidades e institutos dedicados al estudio de la región y bibliógrafos con conocimientos profundos de las fuentes bibliográficas e investigaciones llevadas a cabo sobre América Latina."{1}

Gracias a la ayuda económica de la Fundación Ford, nació este programa en 1964, dirigido por la profesora Nettie Lee
Benson, Directora de la Colección Latinoamericana de la Universidad de Texas, y la persona que en esa época mejor conocía los problemas y las necesidades de las bibliotecas de investigación con los fondos latinoamericanos. Fue ella quien planificó y dictó los cursos, sirvió de asesora a los estudiantes, y hasta fue el modelo profesional que los inspiraba. Al acercarse su jubilación, la Facultad hizo arreglos interinos durante varios años, hasta que, en 1976, fue nombrado William V. Jackson profesor titular de estudios bibliotecológicos latinoamericanos, cargo que sigue ocupando.

Tendencias Nuevas y Cambios

Con los cambios fundamentales que tuvieron lugar en la educación superior en los Estados Unidos durante la década de los setenta, se manifestaron algunas tendencias nuevas dentro de la bibliotecología: ya no existía ni la misma demanda ni la misma necesidad de formar tantos bibliotecarios para la labor profesional dentro de las colecciones latinoamericanas. Al mismo tiempo, llegó a ser más madura la profesión en América Latina. Por consiguiente, el programa de estudios bibliotecológicos latinoamericanos dejó de tener como meta exclusiva la formación de profesionales norteamericanos y comenzó a interesarse por bibliotecarios latinoamericanos, quienes buscaban la oportunidad de profundizar sus conocimientos, o especializarse en estudios avanzados hechos al extranjero. Sin embargo, se tropezó con el problema de las condiciones de ingreso de parte de los estudiantes extranjeros y con la financiación de los mismos (ya no disponía la Facultad de las becas ofrecidas por la subvención de la Fundación Ford). A pesar de esto, en los últimos cinco años vinieron a Austin estudiantes de Trinidad y Tobago, la República Dominicana, Venezuela, México y España. A la mayoría de ellos les importaba más aprender la bibliotecología norteamericana, sobre todo la aplicación de "la nueva tecnología" que dedicar sus esfuerzos a la bibliografía latinoamericana. Era de esperar el resultado: bajó la matrícula en los cursos especializados, y actualmente se ofrece cada uno solamente de dos en dos años.

Fondos Bibliográficos

A los interesados por la bibliotecología latinoamericana se les ofrece fondos bibliográficos riquísimos en las bibliotecas de la Universidad de Texas en Austin, las cuales poseen, en total, casi cinco millones de volúmenes. Entre ellas se destacan las colecciones del Centro de Investigaciones Humanísticas (Humanities Research Center), donde se encuentran 900.000 libros raros y curiosos, y más de nueve millones de piezas de manuscritos—las dos forman un conjunto notable para investigar la literatura moderna (siglos XIX y XX) de los Estados Unidos, Inglaterra y Francia. En la biblioteca de la Facultad de Derecho con más de 500.000 tomas se puede consultar las constituciones, leyes y
códigos de todas las repúblicas latinoamericanas, así como los tratados sobre los distintos aspectos de los sistemas legales de estos países. Las demás bibliotecas de la Universidad forman el sistema denominado las bibliotecas generales, con un amplio edificio central (Biblioteca Perry-Castañeda), varias bibliotecas departamentales y una gran biblioteca latinoamericana.

La biblioteca central aloja, entre los fondos bibliográficos para muchas disciplinas, la mayor parte de los que se relacionan con la bibliotecología y las ciencias de la información. Hay libros, folletos, revistas importantes y materiales audio-visuales; la biblioteca sigue adquiriendo no solamente en estas categorías sino también todas las publicaciones de la ALA (American Library Association), memorias anuales de bibliotecas, encuestas, tesis doctorales y documentación producida en congresos y jornadas. Hay una extensa colección de bibliografías nacionales, catálogos impresos de bibliotecas importantes, y obras de consulta.

Pero hay que señalar a la Colección Latinoamericana Nettie Lee Benson como elemento sobresaliente, consistiendo actualmente en 450.000 volumes, dos millones de manuscritos, más de 17.000 rollos de micropelícula,1 y miles de mapas, discos, fotografías y otros materiales. Comprada en 1921, la biblioteca de Génaro García formó el núcleo de esta colección, pero en las décadas posteriores fueron adquiridas numerosas bibliotecas particulares, entre ellas la de Simón Lucuix sobre la región rioplatense, la de Taracena Flores sobre Guatemala y la de Pedro Martínez Reales sobre Martín Fierro.2 Llegó a ser tesoro nacional por la cantidad de fondos bibliográficos sobre todos los aspectos de la vida, historia, literatura y cultura de México, América Central, las islas de Caribe y la América del Sur. La colección aspira a mantenerse en este nivel con una política amplia de adquisición, utilizando los medios de compra, canje y donación. Le facilitan al lector el acceso bibliográfico el catálogo impreso, Catalog of the Latin American Collection of the University of Texas Library (31 volúmenes; Boston, G. K. Hall, 1969) y sus cuatro suplementos (editados desde 1971 hasta 1977). Para las adquisiciones más recientes puede consultarse la Guía Bibliográfica para los Estudios Latinoamericanos, editada anualmente por la misma casa editorial G. K. Hall desde 1980.

Debido a la política de coordinación entre las bibliotecas universitarias, la Colección Latinoamericana Nettie Lee Benson contiene las publicaciones sobre la bibliotecología en esos países, ofreciéndoles al estudiante y al profesor un apoyo magnífico para sus labores. Damos un ejemplo: el catálogo básico (1969) suministra bajo un sólo encabezamiento como "Bibliotecas--[nombre del país]" muchos asientos bibliográficos. Vale la pena indicar que la colección posee, además de los trabajos monográficos sobre la bibliotecología latinoamericana, los catálogos impresos de la Biblioteca Nacional de Antropología e Historia en México, los fondos peruanos de la Biblioteca Nacional en Lima y todas las
ediciones argentinas existentes en la Universidad de Buenos Aires; publicaciones periódicas como, por ejemplo, Fénix, Mapocho y la Revista de Biblioteconomía de Brasilia; muchas ponencias, programas y resoluciones que forman la documentación de los congresos y jornadas bibliotecológicas que han tenido lugar en América Latina; las publicaciones del Programa de Fomento Bibliotecario de la OEA (Organización de los Estados Americanos) y los informes, etc. de SALALM (Seminario sobre la Adquisición de Materiales Latinoamericanos de Biblioteca). En los estantes se encuentran también las encuestas, estudios e informes que resultan de las misiones de asesoramiento de expertos de la UNESCO, la OEA y la fundaciones filantrópicas.

Actividades Especiales de la Facultad

El profesor titular de estudios bibliotecológicos latinoamericanos mantiene contactos con la profesión en América Latina por correspondencia, haciendo viajes y participando en los congresos y reuniones nacionales e internacionales. (En los últimos años realizó giras al Brasil, Uruguay, Argentina, Bolivia, Venezuela, Colombia, Ecuador, República Dominicana, Jamaica y México.) Además, dentro de la Facultad estamos creando un archivo de historia oral por medio de entrevistas grabadas en video con figuras importantes de la bibliotecología latinoamericana—sea en los Estados Unidos, sea en las repúblicas al sur—tales como Nettie Lee Benson, Irene Zimmerman, Luther Evans, Virginia Betancourt y Carlos Victor Penna. Otras tienen que ver con las bibliotecas (por ejemplo, la Benjamin Franklin en México y la Bibliothèque Nationale en París) o con temas como la formación del bibliotecario en la región. Estas cintas de video enriquecen la labor docente y la investigación.

Colaboramos con la Journal of Library History, Philosophy and Comparative Librarianship, revista cuatrimestral editada por la Facultad, y con la casa editorial G. K. Hall, asesorando la serie de obras de consulta sobre Ámérica Latina.

El Instituto de Estudios Latinoamericanos

Los estudios latinoamericanos en la Universidad de Texas remontan hasta fines del siglo pasado, y seguían creciendo en las primeras décadas del siglo veinte; reconociendo su importancia, en 1941 la Universidad de Texas estableció el Instituto de Estudios Latinoamericanos (ILAS) como organismo coordinador de todas las actividades relacionadas con la región. Además de su labor de docencia e investigación, el Instituto auspicia muchas conferencias, seminarios y congresos, programas culturales, e intercambios educativos. Existen dentro del Instituto varias unidades que tienen programas relacionados con las empresas estatales, las culturas indígenas de México y América Central, y el fomento de mayor comprensión de América Latina por parte del público en
general. Cada año edita varios libros y otros trabajos monográficos para divulgar los resultados de estas actividades.\(^4\)

En estas páginas tratamos de presentar los elementos académicos que forman la base para el estudio de la bibliotecología y las ciencias de la información en la Universidad de Texas, acentuando los que se relacionan con América Latina. Esperamos que esta breve exposición le permita al lector sentir al ambiente acogedor que encontrará en Austin.

**REFERENCIAS**


4. Para un resumen, ver University of Texas, Institute of Latin American Studies, Latin American Research and Publications at the University of Texas at Austin, 1893-1969 (Austin, Texas: The Institute, 1971).
SPECIAL REPORTS, BIBLIOGRAPHIES, AND REFERENCE AIDS
The first paper in this section is a special report that outlines the benefits to be gained from travel to Latin American and Caribbean countries to obtain needed library materials from these areas, and offers practical advice on measures to be taken for a more successful trip. It is designed to serve as a basis for further exploration of the topic at future SALALM conferences.

The remaining two papers were contributed by members of the Subcommittee on Nonprint media, whose stated purpose is "to gather bibliographic information and serve as a clearinghouse for all types of non-print media" (SALALM "Operational Handbook").
In the course of this paper, we answer two questions: Why should an academic librarian go on a publication-buying trip and how should an academic librarian prepare for such a trip? In addition, we list references to the literature on how to prepare for acquisition trips to Latin America.

Since the first Seminar on the Acquisition of Latin American Library Materials held June 14 and 15, 1956, in Brooksville, Florida, we have advanced a great deal in Latin American bibliographic control. This is because some countries have made extensive progress in publishing national bibliographies and because of the creation and stricter enforcement of laws of legal copyright deposit which in the past either did not exist or were not followed. Furthermore, as Laura Gutierrez-Witt and Donald Gibbs have noted:

In its 25 years of dialogue, [SALALM] has identified, reviewed, and found means to circumvent the basic problems inherent in the acquisition of these materials. A fairly standard methodology has been established among Latin American bibliographers and, as external conditions have evolved, refinements have been added to this methodology which have allowed a fairly large number of academic and research libraries in the United States to collect Latin American books.¹

It is not surprising that the academic libraries that have been the most successful in building their Latin American collections are those associated with strong graduate research programs, large specialized faculty, and centers dedicated to Latin American and Caribbean area studies. Such libraries have been aided in their collection development by the Library of Congress's Overseas Operations Division (OOD), established in 1962. The purpose of the OOD program is to distribute publications to American research libraries in support of their interests in Third World countries, as well as to provide the Library of Congress itself with materials. Money to administer these offices is provided through the National program for Acquisitions and Cataloging (NPAC) and supplemented by dollar contributions from participating libraries.

In 1966 one of the present six offices was established in Rio de Janeiro under NPAC; it is responsible only for the country in which it is located. The office is very effective in that it examines as many publications as possible through a variety of
methods, including continual acquisitions trips to bookstores in Rio and to many publishing centers outside the city.

Since January 1975, Brazilian works acquired by the Library of Congress's Rio de Janeiro office have been listed in its Library of Congress Accessions List: Brazil. This monthly publication lists current Brazilian monographs and serials with a special section for new serial titles and cessations. It is very useful for serial specialists in that it records many titles of official serials at both the state and federal levels. The recent publication of its cumulative list of serials for 1975-1980 makes it easier to identify Brazilian serial publications.

While we have made strong advances in Latin American bibliographic control, buying trips to Latin America are still a necessity for large academic libraries committed to maintaining and developing their Latin American collections. As Bright has stated, "a buying trip by a qualified member of your own staff is, potentially, the most effective thing you can do if the planning for it is well done. You stand to benefit not only from the direct purchases made but perhaps even more by the contact made with booksellers and the good will generated."

A major difficulty in acquiring foreign publications is the fact that some countries have national bibliographies and others do not. This can pose a problem, since the availability of updated national bibliographies greatly facilitates publications acquisition. Even an updated bibliography, however, often fails to include numerous valuable publications. Thus, an organized buying trip can, with the help of one's contacts, make it possible to discover and make available valuable resources that would otherwise be neglected.

Yet there is much to be done. Complaints are repeatedly voiced by academic administrators, librarians, professors, researchers, and directors of information centers concerning the difficulty of tracing and acquiring original articles and publications from Latin America. A buying trip can certainly be very beneficial in acquiring these types of materials. Another gain from such a trip is the establishment of new exchange agreements and gifts from various institutions. This is especially true in the case of government agencies, where personal contacts can be of enormous value. An important consideration which should not be overlooked in support of the buying trip is the problem of censorship. Very often Latin American countries are ruled by dictatorships or governments of repression. In such environments (which unfortunately are more the rule than the exception), underground publications flourish. The only way to obtain these valuable materials is by actually going to the country.

Personal, face-to-face meetings with bookdealers, blanket order dealers, and large bookstore owners that usually serve the larger libraries in the United States enable one to clear up problems and misunderstandings that might have happened in the
past, thus resulting in better service to both parties in the future.

From time to time, private library collections in different countries are offered for sale to American university libraries. During a buying trip, it is advisable to take a firsthand look at such collections in order to determine their research value before deciding whether they should be acquired.

Preliminary preparation is imperative for the success of any buying trip. Based on one's areas of interest, select a country or region for the acquisition buying trip. Your choice should be based on the following considerations: (1) size of area to be covered, either a single large country (such as Brazil) or a region (such as the Caribbean); (2) the state of the book publishing industry in that particular area; (3) the number of active issuing bodies in the area; and (4) the amount of time available for the trip. In the last case, the political situation of the country or region, as well as any local holidays, should be taken into account.

As a first step, a thorough survey of all holdings in your library should be made to determine the strengths and weaknesses of the collection of the country or region chosen. This can be done by photocopying the catalog cards for both serials and monographs. The copied cards should also be taken on the trip as a checklist against possible findings to avoid unwanted duplications. These cards are most helpful when seeking materials to fill gaps in retrospective series titles. The cards should be analyzed to identify strengths and weaknesses of your collection, and then an acquisition plan can be devised.

The second step is to compile a list of the issuing bodies in all fields of interest, such as academic, private research centers and institutions, government and business agencies. A good directory for academic and scholarly libraries, archives, museums and galleries, and learned societies is the World of Learning.

For government publications, a useful resource is an official directory, which generally contains detailed information of each branch of government. Most countries, with a few exceptions, publish a directory that lists the names and addresses of each government agency. From these, addresses are selected of each branch of government at the national, state, and rural levels which issue official publications of interest. Other autonomous institutions, such as banks, development corporations, and others that are usually government supported but autonomous in function, should also be researched.

The third step, and probably the most important one in this stage of planning, is to establish communications. A letter should be written to each publications source identified explaining the importance of its publications to your library's collection and your desire to acquire them. This letter should also inform them of your visit, giving the approximate dates of the trip, and your
willingness to see them. It is also productive in such a letter to request any information that will be helpful in planning the trip.

It is extremely important that such a letter be sent at least two months before the scheduled trip. This has proved to be a successful strategy since it allows sufficient time for the office contacted to respond with useful information prior to departure. This communication in advance also provides updated addresses, telephone numbers, and the name of the person currently in charge. Also, the response letter may include the titles of new publications and indicate appropriate agencies in charge of their distribution, as well as other information which will save valuable time. The letter, then, serves two purposes: the information thus obtained enables better planning of proper use of time, allowing one to make appointments in advance and providing updated information; and it serves as an initial contact to open communication, increasing the effectiveness of the personal visit. (If your library has already had prior correspondence with a particular institution, this letter will also serve to update information on both sides.)

The literature on how to prepare for acquisition trips to Latin America is scarce; however, Peter Johnson's article can be very helpful for the planning of the actual trip.

Reports of completed acquisitions trips made to different areas of the world, such as those appearing in the Library Acquisition Trends, also contain useful information.

The following selective bibliography was compiled for use by those preparing acquisition trips to Latin America.

NOTES


SELECTED BIBLIOGRAPHY

Summaries and Reports of Acquisition Trips


_____ "Haiti." LC Acquisition Trends, 5 (February 1979), 18-19.


De la Garza, Peter J. "Mexico." LC Acquisition Trends, 2 (November 1977), 8-10.
Kahler, Mary Ellis. "Brazil." LC Acquisition Trends, 5 (February 1979), 17-18.
Montgomery, Emma G. "Report on an Acquisitions Trip to Ecuador, Peru, Chile, and Bolivia, September 1976." LC Acquisition Trends, 1 (July 1977), 17-19.

Background Sources


Gutiérrez-Witt, Laura. "Five Blanket Order Profiles: A Comparative Analysis." In Twenty Years of Latin American


SALALM Newsletter. Madison, Wisc.: SALALM Secretariat, vol. 1-, 1973-


Introduction

It is suggested that this bibliography be utilized coordinate with and as a supplement to A Guide to Nonprint Materials for Latin American Studies (Detroit, Mich.: Blaine Ethridge Books, 1978), in which nonprint materials and their sources are arranged by format.

The annotated bibliography that follows is arranged in three parts: (I) Methodology, (II) Materials, and (III) Methodology and Materials. Within each category, arrangement is alphabetical by author surname or, where no author appears, by title.

Disciplines (as well as interdisciplinary areas, such as folklore) are those typically within the purview of the social sciences and humanities as they relate to the study of Latin America. In a few instances, technology is also included. Materials cover all time periods, from prehistory to the present. Regions treated include not only individual Latin American nations (and sections within them) but also Latin America, Central and South America, and the Caribbean as complete and distinct subunits. Materials presented were published in either Spanish or English, or in both languages. Within the annotation of each of the fifty entries, there is an underlined statement identifying the grade level(s) for which the given entry is appropriate.

Books, pamphlets, journal articles, conference papers and proceedings, reference tools, and instructional units make up this bibliography. Special features are the price and ordering information for each item. Add the cost of postage to the price of both microform and paper copies of items ordered from the Educational Documents Reproduction Service, P.O. Box 190, Alexandria, VA 22210. Where an item is available from a different source, the corresponding address and price (if known) are provided.

The information presented in this bibliography is intended to assist teachers and librarians of Latin American Studies at all levels to improve the quality of their work in order that the reality of Latin America be reflected in the education of those who must, in the final analysis, interact with the people of that area in the future.
1. Methodology


Campbell, Leon G., et al. Latin America: A Filmic Approach. Film Series 1. 1975. 37 pp. (Available from Latin American Studies Program, University of California, Riverside, Calif. 92521, for $2.00 in paper.) Pamphlet describes a university level course aiming to provide an understanding of Latin American history through feature films. Includes an introductory essay on the teaching of a film course on Latin America, a discussion of strengths and weaknesses of student analyses of films, and nine analyses written by students during the course.

Clegern, Wayne E. "Teaching Latin American History," History Teacher, 5, 1 (1971), 19-25. In this article oriented toward the university level, Professor Clegern treats problems encountered in teaching Latin American history to large, undergraduate college classes. He suggests that audiovisual materials (including slides, filmstrips, and color motion pictures) could be of great assistance to such students in understanding events in Latin American history, especially in the period 1750-1890. In his notes, he mentions sources for art history materials and for films treating Latin American authors.


Film as a Revolutionary Weapon: A Pedagogical Analysis. Film Series 3. 1977. 19 pp. (Available from Latin American Studies Program, University of California, Riverside,
Bibliography on Teaching and Use of Nonprint Materials

Riverside, Calif. 92521.) Pamphlet describes a university course aiming to examine the use of film as a revolutionary medium in Latin American nations. Objectives of the course are: to illustrate the complexity of studying a film genre, to develop an analytical framework for comparing revolutionary film, and to encourage students to reach their own conclusions about the nature and effectiveness of revolutionary film.


Griffin, Robert J. "Any Teacher Can: An Approach to Producing 'Camera Culture Capsules,'" Hispania, 56 (Sept. 1973), 627-630. Professor Griffin discusses the various aspects of the production of photographs of Latin American topics (equipment needed, observation, technique), for subsequent conversion to slides and transparencies for use as cultural components in Spanish language classes. University level.

Griffin, Robert J. "Teaching Hispanic Culture through Folk Music," Hispania, 60 (Dec. 1977), 942-945. Professor Griffin identifies the values in teaching Spanish through use of folk music in his discussion of a two-year Spanish-language program which incorporates such music. Aims, methods, topics covered, sources, and learning outcomes are treated. University level.

Machirán Sague, Consuelo. El Folklore de Cuba: Primera Parte. (Order number ED 058 812. Available in microform for 91 cents, or in paper copy for $3.65.) Published as article in the Bulletin of the Pennsylvania State Modern Language Association, 50, 1 (Feb. 1971), 3-7. States that the study of a nation's history must be accompanied by the study of all of the elements contributing to its folklore: music, dance, legends, myths, traditions, proverbs, and customs. Provides examples
of elements within Cuba's folk tradition which contribute to the study of history. The background of several songs, games, and dances is presented. Examples of religious stories and legends are discussed. All levels.

Peniche, Eduardo A. Hispanic Culture and Civilization: An Interdisciplinary Effort. 1977. 6 pp. (Order number ED 155 919. Available in microform for 91 cents, or in paper copy for $5.30.) Describes a course aiming to increase oral proficiency and composition in Spanish and to introduce students to Hispanic culture. Taught in Spanish, the course utilizes faculty from the fields of government, arts, literature, and history. Consists of lectures, readings, films, slides, and class discussions. Short written themes are required of students to test reading, composition, critical ability, and writing proficiency. University level.

Reed, Jeffrey B. "Historical Images of Latin America: Teaching History with Illustrations," Social Education, 44 (Nov.-Dec. 1980), 632-640. Article (for use at the 7-12 level) demonstrates how to use illustrations to stimulate learning and critical thinking about Latin America. Types of illustrations are suggested (e.g., production of commodities, daily lives of various social classes, religious and secular holidays, scenes of Latin American cities). Points out the following problems in using illustrations: (1) source, (2) specific content, (3) viewer's background. The value of discussions, questions, and the aims of television program is treated. Pages 634-640 contain pictures and corresponding questions for analysis by students.

Seelye, H. Ned. Perspectives for Teachers of Latin American Culture. 1970. 173 pp. (Order number ED 047 579. Available in microform for $1.48, or in paper copy for $6.95.) Articles, treating various aspects of teaching Hispanic culture at the secondary and junior high school levels, are intended to improve methodology and facilitate development of teacher-made instructional materials. An overview of the field relating problems and procedures in several areas is developed. Selections include: (1) bilingualism, concept formation, and language development; (2) foreign language for preschool children; (3) a cultural framework for teaching Spanish to children; (4) direct classroom teaching of cultural concepts; (5) teaching culture through comic strips; (6) use of folk-songs; and other topics.

Teaching about Latin America. 1972. 65 pp. (Order number ED 071 962. Available in microform for 91 cents, or in paper copy for $5.30.) Produced by the New York State Education
Debt., this publication is a resource guide for teachers rather than a prescriptive syllabus. Illustrative examples given for applying discovery techniques to the study of Latin America, suggestions of various themes useful in ordering a course of study for secondary grades, and selected listings of resource materials. Booklet divided into the following sections: The Present State of Latin American Studies; Inquiry and Latin American Studies; The Latin American Studies Course Alternative Structures; Introducing Latin America to the Less Academically Oriented; Developing Teacher- and Student-Produced Materials; Simulation and Latin American Studies; Studies in Comparative Institutions: Slavery in the United States and Latin America; and Latin America for the General Social Studies Teacher: An Introductory Bibliographic Essay.

Teaching Latin American Studies. Presentations Made at the First National Seminar on the Teaching of Latin American Studies, Albuquerque, N. Mex., Summer 1976. New York: Tinker Foundation, 1977. 125 pp. (Available from Latin American Studies Association, SRH Unit 1, University of Texas, Austin, Texas 78713, for $3.00.) Section 2 has visual history techniques of teaching; data are also included on use of radio and on filmmaking. For high school and college levels.

Turner, Thomas C. "Model Televised Cultural Lectures Series for Beginning Spanish Programs," Hispania, 59 (Sept. 1976), 473-480. Oriented to teachers in the elementary through junior high school levels, article by Professor Turner of the University of Minnesota outlines criteria used in a student questionnaire on the values inherent in introducing current and retrospective topics, significant in Peninsular Spanish in Latin American cultures, within a Spanish language course. The cultural content was eventually introduced and successfully taught by television.

II. Materials

Arroyo, Nancy, et al. Cuentos Fáciles. Había una vez . . . . 1974. 48 pp. (Order number ED 149 905. Available in microform only, for 91 cents.) Simple stories told in a natural language for intermediate and primary school students, whether Spanish-speaking or not, intended to develop vocabulary and concepts. Five stories, taken from various sources, are presented first in simple form suited for native speakers, and then in the patterned form for non-native speakers. To go from one form to another, an intermediate step of outlining is needed. An outline by which any simple Spanish story can be adapted to reach non-Spanish-speaking children is suggested.
Audio Visual Aids. Part 4 (iii). Regional Geography. 2. The Americas, Africa, Asia, Australasian. London: Educational Foundation for Visual Aids, 1971. 148 pp. (Available from Visual Education Book Service, 33 Queen Anne Street, London W1M OAL, England.) Audiovisual aids for teaching the geography of North, Central, and South America, Africa, Asia, and Australasia which may be bought or rented. British suppliers are listed in this 150-page catalog. Materials available include films, filmstrips, slides, overhead project transparencies, wallsheets, prints, phonorecords, tapes, and teaching kits. Each catalog entry describes the materials, their educational level, where available (the source), and the cost. This catalog is part 4 of an 8-part series.

El calendario Azteca para colorear. 1977. 16 pp. (Order number ED 149 902. Available in microform only, for 91 cents.) The Aztec calendar had a different god representing each month of the year. This color-by-number booklet illustrates each god and gives its name and the month it represents in Spanish. Each part of the god is numbered from 1 to 20, with a color corresponding to each number. For primary school.

Cole, Ann, et al. Recetas para divertirse--actividades que se pueden realizar en el hogar con los niños. First ed. (Prepared by Parents as Resources, Northfield, Ill., 1977.) 1977. 51 pp. (Order number ED 149 919. Available in microform for 91 cents, or in paper copy for $3.65.) Parents as Resources (PAR) consists of two professors and a social worker who aim to aid parents in working creatively and confidently with their preschool and primary school-age children. This source contains easy instructional activities parents can use at home with their children. Included are: simulation and learning games; music, rhymes, and riddles; exploration games; instructions for making puppets, glue, finger paints, clay, toys, play jewelry, flowers from egg cartons, mobiles, drums, flutes, and other items; useful ideas on what not to throw away; and ideas for having one's own festivals. Appropriate for home-available materials, the activities stress reading, mathematics, and development of communication skills.

Dean, Frances F. Intercultural Education Series: A Selected, Annotated Bibliography of Inter-American Teaching Aids for Art, English Language Arts, Music, Social Studies, and Spanish. 1967. 312 pp. (Order number ED 052 097. Available in microform for $1.29, or in paper copy for $13.90.) Arrangement of entries is by country in Central and South America with sections on the United States and Canada. Within each section, entries are arranged according to subject:
arts and crafts; English language arts, music, social studies, and Spanish. These teaching areas are further subdivided as follows: (1) publications, with separate listings for books and periodicals, leaflets, pamphlets, fact sheets, and special issues; (2) visual aids, including films and filmstrips or slides; (3) listening aids, with phonorecords and tapes. Complete bibliographic citations and suggested grade level are listed for each entry.

Dominguez, Graciela, et al. Mexican Folk Art for Children. 1977. 23 pp. (Order number ED 149 901. Available in microform only, for 91 cents.) Suggested materials, instructions, and photos are given for making paper mache, piñatas, masks, cascarones, Ojos de Dios, maracas, dresser scarf embroidery, burlap murals, yarn designs, paper plate trays, paper cut designs, the poppy, serape aprons, and Mexican paper dolls. Used in fiestas and carnivals, cascarones are confetti-filled eggshells which add color to the occasion and are usually broken over the head of a loved one. A weaving art of various Indian groups, the Ojos de Dios were used as good-luck charms in homes. Dresser scarf embroidery, a type of Mexican handicraft, is becoming a lost art. Wall hangings of yarn on burlap, a popular folkart in Mexico, are simple designs outlined with yarn. For primary through junior high school levels.

Garner, Jane, compiler. Archives and Manuscripts on Microfilm in the Nettie Lee Benson Latin American Collection: A Checklist. Austin, Texas.: University of Texas General Libraries, 1980. 60 pp. (Order number ED 191 486. Available in microform only, for 91 cents. Available in paper copy from the General Libraries Office, PCL 3.200, The University of Texas at Austin, Austin, Texas 78713-7330, for $10.00.) Collection contains more than 6,300 reels of microfilm of unique manuscripts and archival holdings from Mexico and other foreign repositories, although most items are located in U.S. National Archives, Archivo General de la Nación de México, and Great Britain's Public Record Office. Prior consent of original repository is required for reproduction. University level.

Hawkins, John N. Teachers' Resource Handbook for Latin American Studies: An Annotated Bibliography of Curricular Materials Preschool Through Grade 12. Los Angeles, University of California (UCLA), Latin American Center, 1975. 220 pp. Bibliography arranged chronologically by school grade: (1) preschool and kindergarten; (2) grades 1 - 3; (3) grades 4 - 6; (4) grades 7 - 9; (5) grades 10 - 12; (6) ungraded. Arrangement in each section is geographic:
Caribbean, Central America, Mexico, South America, Latin America in general. Within each region arrangement is by type of medium (audiovisual material). At the end is a list of bibliographies and a directory of publishers and distributors. K-12.

Marquez, Jerry. Rimitas zoológicas para colorear. 1976. 28 pp. (Order number ED 149 904. Available in microform only, for 91 cents.) The animal rhymes are written in Spanish and dittoed on white card stock, ready for coloring. The rhyme and a basic vocabulary and pronunciation difficulties for English-speakers are printed on the back of each picture so that cards may be shown and read at same time. Rhymes are about a butterfly, frog, cow, fish, cat, owl, lion, chicken, elephant, donkey, snail, and octopus. For primary school.

Muñequitas regionales para colorear. 1977. 19 pp. (Order number ED 149 903. Available in microform only, for 91 cents.) Directions given for making nine paper dolls representing various regions of Mexico. Dolls represent the regions of Oaxaca, Veracruz, Hidalgo, Yucatan, Potosí, Puebla, and Chiapas. Each doll is dressed in the traditional costume of the region.

Pfeiffer, Theresa. Un libro de pinturas de la revolución de México. 1978. 24 pp. (Available from Mesa Community College, Mesa, Ariz. 85201, no price.) Spanish-language booklet for elementary level Spanish-speaking children aims to provide culturally sensitive materials, relevant to the experience of Chicano children. Contains a map of Mexico, a picture of Hidalgo, and scenes of the Revolution.

Programs, Services, Materials of the New York State Education Department for Black and Puerto Rican Studies. Albany, N.Y.: New York State Education Dept., 1969. 59 pp. (Order number ED 039 278. Available in microform for 91 cents, or in paper copy for $5.30.) Services described are those of research, advisory, consulting, funding, and supportive categories. Part of the listing concerns documents in the ERIC system relating to compensatory education for disadvantaged groups. Speakers, performers, and audiovisual materials available are listed for programs in art, theater, dance, music, ethnic studies, and remedial instruction. For junior and senior high school levels.

materials and those in microform. General audiovisual reference tools precede specific sources on Latin America. U.S. museums containing Latin American materials are described.

Schacter, Jaqueline. Bringing Together Latino Children and Their Literature. 1977. 11 pp. (Order number ED 151 817. Available in microform for 91 cents, or in paper copy for $2.00.) Acquaints teachers with children's literature concerning Latino culture, describing works of U.S. and Latin American authors. In English and Spanish. Materials described range from fiction and nonfiction to filmstrips and magazines. Included is a list of 50 books, magazines, and nonprint materials. Elementary and junior high school levels.

Spanish Heritage and Influence in the Western Hemisphere. 1972. 49 pp. (Order number ED 085 455. Available in microform for 91 cents, or in paper copy for $3.65.) Select bibliography originally produced by the San Francisco Unified School District, covers some good as well as outstanding audiovisual materials in the library of its Educational Materials Bureau useful for the study of Spanish heritage and influence in the Western Hemisphere. The bibliography is alphabetically arranged within the following subject areas: (1) Spanish influences in the Americas, history; (2) Aztec, Inca, and Maya civilizations; (3) early California history; (4) U.S. expansion and influence; (5) the Mexican-American; (6) Spanish-speaking countries and peoples: Spain; The Americas; Philippine Islands; (7) art, music, cuisine, and related titles; (8) Spanish language audiovisual materials.

Steele, Bettina. La Artesanía Mexicana. 1978. 33 pp. (Available from ACTFL Materials Center, 2 Park Ave., New York, N.Y. 10016, for $4.00.) Pamphlet contains instructions, in English and Spanish, on making typical Mexican craft items, including roses, chrysanthemums, poppies, ojos de Dios, ojitos de dos caras (two-sided eyes), necklace rings, el sol (the sun), piñatas, and a wool tapestry. A Spanish-English vocabulary and two items for further reading are included. K-12 levels.

Toro, Leonor. Símbolos Nacionales: National Symbols. 1981. 19 pp. (Available from Educational Documents Reproduction Service in microform only, for 91 cents. Available in paper copy from Connecticut Migratory Children's Program, Curriculum Development Project, 1450 Whitney Ave., Hamden, Conn. 06517, no price set.) Written in both English and Spanish and contains data on Puerto Rico's national symbols, including its anthem, emblem, and flag. Verses to "La Borinqueña," the national anthem, are given as well as the
song's historical background and musical evolution. The seal of Puerto Rico, and the historical, cultural, and religious significance of its components (the lamb, yoke, letters, and Latin phrase for "John Is Your Name," the cross of Jerusalem, the castles, lion, and pennants) are explained and illustrated. The symbolism of the flag, designed by a group of patriots in 1895 and adopted in 1952, is also described. For K-6 levels.

Ybarra Frausto, Tomás. Artifacts of Mexico. 1969. 68 pp. (Available from the Center for the Study of Migrant and Indian Education, P.O. Box 329, Toppenish, Wash. 98948, for $2.00.) Artifacts from Mexico are described and illustrated (1) to assist Mexican-American children to retain pride in their social, historical, and cultural past, and (2) to promote understanding by teachers and students of the cultural background of Mexican-Americans. The descriptions relate both the aims for which the objects were created and the importance of the objects to the life styles of the Mexican people. Categories of artifacts presented are clothing, folk and festival items, household items, and toys and games. For grades 1-6.

Zirkel, Perry A. A Bibliography of Materials in English and Spanish Relating to Puerto Rican Students. 1971. 51 pp. (Order number ED 057 142. Available in microform for $1.10, or in paper copy for $3.65. Also available in paper copy from James A. Scruggs, Executive Director, Connecticut Migratory Children's Program, University of Hartford, 200 Bloomfield Ave., Hartford, Conn. 06117.) The contents of this bibliography, intended as a resource list for teachers and others concerned with improving educational opportunities of Puerto Rican students on the mainland as well as in Puerto Rico, are organized in four sections: (1) books on Puerto Rican culture in English and Spanish, and children's fiction; (2) audiovisual materials; (3) research studies; and (4) bibliographies. Elementary and junior high school levels.

III. Methodology and Materials

Andrade, Marcel C. Cultural Contrasts: Hispanic-North American/Contrastes de costumbre: El Hispano y el Norteamericano. 1979. 68 pp. (Available from University of North Carolina Bookstore, University Heights, Asheville, N. Car. 28804, for $7.25.) Aims to present to North Americans (in English and in Spanish) the basic cultural differences between the peoples of the United States and Latin America. Cartoons graphically illustrate differences in ethnic and racial composition, languages, names, writing systems, homes, shops, sex roles,
dress, manners, eating habits, attitudes toward age, and entertainment. At the end is an inventory of gestures (body language). For university level.

Arbena, Joseph, et al. Regionalism and the Musical Heritage of Latin America. 1980. 80 pp. (Available from the Institute of Latin American Studies, SRH 1.310, University of Texas, Austin, Texas 78713, for $4.95.) Chapter 6 of this book contains suggestions on teaching methods, including classroom playing of music selections, asking students to identify various rhythmic and stylistic differences, and directing students to identify traditional motifs while listening to national music of Mexico. At the end are a bibliography and a discography. For the junior college and undergraduate levels.

Burns, E. Bradford. "Visual History," Americas, 26, 8 (Aug. 1974), 5-12. Professor Burns of the University of California, Los Angeles, History Department identifies repositories of photographs of Latin American topics of all types located in the United States (U.S. National Archives, OAS, and Library of Congress), as well as lesser-known repositories in departments and agencies of the executive branch. He suggests that one can use such photos to compare the situation of a topic in the nineteenth and twentieth centuries. There is an unlimited area of subjects for study and research, using photos. Available in this article are photos of various types in various decades of both centuries. University level.

Callanan, Margaret. Pre-Columbian Mayan Myths (work performed under Project Mexico at UCLA Latin American Center). 1977. 14 pp. (Order number ED 134 289. Available in microform for 91 cents, or in paper copy for $2.00.) For use at the junior college level, this document is an outline of a three-week unit, and contains short geographic, historical, and cosmological data as well as a background for Mayan myths, major Mayan deities, and Mayan art as it reflects Mayan mythology. Instructional activities, suggested student activities, and reading assignments are included, together with a bibliography and a list of films and filmstrips.

Finer, Neal. La experiencia mexicana. Volumes I and II. 1981. 200 pp. (Order number ED 207 766. Available in microform only, for 91 cents.) Designed to be used as part of a comprehensive social studies program on Mexican culture, this two-volume, Spanish-language manual offers an instructional package stressing art and architecture at the high school and college levels. The teacher's guide, Volume I, includes a discussion of a high school elective course using art and social studies, a discussion of art and architecture, and a suggested
structure for teaching a three and one-half week unit on Mexican culture. Mexico's 1968 Cultural Olympics, Mexican artistic expressions in home furnishings, Mexico's recent modern artists and architecture, and Mexican influence on U.S. contemporary art and architecture are treated. Volume II provides detailed student handouts, charts, maps, transparency masters, content outlines, and illustrations.

Gill, Clark C. Contemporary Inter-American Relations: For Senior High School American History. 1968. 60 pp. (Order number ED 039 166. Available in microform for 91 cents, or in paper copy for $3.65.) Part of the Latin American Curriculum Project of the University of Texas at Austin, this two-week unit attempts to correct two deficiencies usually found in teaching materials: superficial treatment or neglect of post-World War II developments, and overemphasis on conflict. Topics, selected for in-depth discussion, stress the OAS and the Alliance for Progress, as well as settlement of the Chamizal Dispute with Mexico. Content objectives are indicated for each topic. Various materials are recommended as most topics are controversial. Readings, sources of materials, and transparency masters are provided in the appendix. Senior high school level.

Gill, Clark C., and William B. Conroy. Latin America: A Cultural Region of the World. An Instructional Unit for Grades 8, 9, 10. 1968. 87 pp. (Order number ED 039 164. Available in microform for $1.10, or in paper copy for $6.95.) This teaching page or unit is part of a sequence of materials developed by the Latin American Curriculum Project of the University of Texas at Austin. Stress is on the history of the periods since the beginning of the Independence movements. A brief review of physical geography and a survey of Latin American regions are included. Contemporary problems and cultural contributions are stressed in the last section. Appendixes contain masters for transparencies, reading selections, and country charts to be reproduced for class discussion. The unit can be adapted for world history, geography, or culture courses. Grades 8, 9, 10.

Hanke, Lewis M., and Jane M. Loy. A Guide to Audiovisual Aids for Courses on the History of Latin American Civilization In Higher Education Institutions: Final Report. 1973. 100 pp. (Order number ED 153 645. Available in microform for $1.48, or in paper copy for $6.95.) Sponsored by the U.S. Office of Education, the work was carried out at the University of Massachusetts, Amherst. A guide to films suitable for college-level courses on Latin American civilization, it discusses the value of film as a teaching tool, how to order and use films,
and films available (as of 1973) but unsuited to college audiences. Sixty-four educational films are arranged by subject, with overall evaluations. Descriptions include location information, content, appraisal, and suggested readings.

Jamieson, Alfred. A Selective Annotated Guide to Materials on Latin America Suitable for Use at the Secondary School Level. (Latin American Studies Project). 1971. 62 pp. (Order number ED 061 112. Available in microform for $1.65, or in paper copy for $3.65.) Compiled at the Center for International Programs and Cooperative Services of the New York State Education Department, this bibliography aims to identify reference materials on Latin America for the secondary school level. Most entries date from 1960 through 1970, and are arranged as follows: (1) texts; (2) supplementary readings and anthologies in literature and specialized subjects; (3) inquiry studies, including simulation; (4) language materials; (5) citations on minority studies; (6) materials for the educationally disadvantaged students; (7) audiovisual and mixed-media materials; (8) bibliographies, handbooks, and other reference tools. Full bibliographic data and price as well as reading level are provided.


Lucero, Stanley A., et al. Cancionero infantil; con rimitas. 1976. 23 pp. (Order number ED 149 906. Available in microform only, for 91 cents.) Words and music of eighteen simple Spanish songs and thirty simple Spanish rhymes for Spanish-speaking nations. Verses can be illustrated to add visual images to enhance the meaning. The rhymes and songs can be accompanied by physical motions to offer tangible reinforcement to the vocabulary taught. These rhymes and songs also expose students to the children's literature and folklore of another culture. Primary level.

Moreno, Carlos. Folklore de México. 1978. 45 pp. (Available from B.M.P., Inc., P.O. Box 9337, North Berkeley Station, Berkeley, Calif. 94709, for $4.00.) Spanish-language pamphlet on teaching of Mexican folklore at the university level. Includes legends, proverbs, fables, traditional dress, religion, secular dances, a monograph describing dances from seven regions of Oaxaca, and an appendix of thirty-four phonorecords of traditional Mexican music and drawings of five regional costumes.

Switzer, Kenneth A., and Charlotte Redden. Teaching about Diversity: Latin America. 1978. 125 pp. (Cultural Studies Series 3. Available from Materials Distribution, Center for Teaching International Relations, University of Denver, Colorado Seminary, Denver, Colo. 80208, for $8.00 plus $1.00 handling.) Paperback guide designed to aid secondary school teachers to develop and implement units on cultural diversity. There are four chapters. Chapter 1 discusses the role of diversity in cultural studies, examines the influence of diversity on global issues, lists aims, explains the unit format, and provides data on teaching techniques. Chapter 2 focuses on diversity in the geographic and cultural settings of the area. Chapter 3 treats the relationship of diversity to four global themes: communications, interdependence, conflict, and change. Topics cover language barriers, international trade and relations, and social change. Activities include map and newspaper work, educational games, and reading and writing assignments. For each activity data are given on background, objectives, grade level, time and materials needed, procedures, follow-up, and evaluation.

Williford, Miriam, and J. Doyle Casteel, eds. Odds and Ends: Instructional Materials Developed at the First National Seminar on the Teaching of Latin American Studies. 1977. 51 pp. (Order number ED 201 594. Available in microform for 91 cents, or in paper copy for $5.30.) Developed by sixty elementary, secondary, and college-level teachers cooperating with thirty-five Latin Americanists at a cross-cultural seminar,
the activities were generated with two key aims in mind: to expand and improve teacher training in Latin American Studies, and to develop curriculum materials. Activities include working with rhymes and songs (analyzing, singing, clapping, performing puppet shows based on certain songs), reciting and translating poetry, analyzing signs and symbols, simulating a Latin American marketplace, analyzing cartoons, and discussing political issues. For each activity, information is given on background, suggested grade level, procedures, aims, and materials.
This filmography is a list of long-play feature films produced in Latin America and the Caribbean during the period 1977-1981. It also includes films directed by Latin Americans (especially Chileans) outside of the region or their respective countries of origin. These entries are marked by an asterisk (*). Documentaries are excluded.

Arrangement is in alphabetical order by title with initial articles placed at the end of the title. Additional access is provided by geographical and chronological indexes. The abbreviations used and their order within entries are as follows:

Title in original language (Title in translation when available),
D: Director, SC: Screenplay, PH: Photography, ED: Editing,
M: Music, P: Production (name/name indicates coproduction),
R: Running time, C: Cast.
Country of origin/year of release (Number)

Albañiles, Los (The Bricklayers), D: Jorge Fons, SC: Fons,
Vicente Lenero, PH: Alex Phillips, Jr., ED: Eufemio Rivera,
M: Gustavo César Carrión, P: Conacine/Marco Polo, R: 113 min.,
C: Ignacio López Tarso, David Silva, Katy Jurado,
José Alonso, Salvador Sánchez, José Carlos Ruiz, Adalberto Martínez,
Jaime Fernández.
Mexico/1977 (1)

Album de familia (Family Album), D: Braz Chediak, SC: Gilvan
Pereira, Sandoval Aguiar, Nelson Rodrigues, based on
Rodrigues's play, PH: Hélio Silva, C: Lucélia Santos, Dina
Sfat, Rubens Corrêa, Vanda Lacerda.
Brazil/1981 (2)

Aliás el Rey de Joropo (Alias the King of the Joropo), D: Carlos
Rebolledo, SC: Rebolledo, Thaelman Urgüelles, based on
Edmundo Aray's book Los cuentos de Alfredo Alvarado, "El
Rey de Joropo," PH: José Antonio Ventura, Jr., Ed: Justo
Vega, M: Leo Brouwer, P: Bahumba Films, R: 92 min.,
C: Tito Aponte, Oscar Martínez, Alfredo Alvarado, Fausto
Verdial, Rosario Val, Alfredo Carrasco.
Venezuela/1978 (3)

(4)

Amada amante (Beloved Lover), D: Bruno Barreto, SC: José Louzeiro, Leopoldo Serran, PH: Lauro Escorel Filho, ED: Raimundo Higino, P: Luis Carlos Barreto, R: 98 min., C: Paulo Gracindo, Cristina Aché, Paulo Guarnieri, Lígia Diniz, Flávio São Thiago. Brazil/1979

(5)


(6)


(7)

Amor libre, El (Free Love), D: Jaime Humberto Hermosillo, SC: Francisco Sánchez, PH: Jorge Stahl, Jr., ED: Rafael Ceballos, M: Nacho Méndez, P: Conacine, C: Julissa, Alma Muriel, Manuel Ojeda, Jorge Balzaretti, José Alonso, Armando Martín, Roberto Cobo. Mexico/1979

(8)

Año de la peste, El (The Year of the Plague), D: Felipe Cazals, SC: Gabriel García Márquez, Juan Antonio Brennan, based on Daniel Defoe's Journal of the Plague Year, PH: Javier Cruz, ED: Raúl Caso, P: Conacine, C: Rebeca Silva, Alejandro Parodi, José Carlos Ruiz, Tito Junco, Ignacio Retes, Daniela Romo. Mexico/1980

(9)


(10)
Argentina/1977

Argentina/1980

Brazil/1981

Argentina/1979

Argentina/1977

Argentina/1977
Mexico/1979

Argentina/1980

Brazil/1977

Argentina/1977

Brazil/1981

Brazil/1981

Brazil/1980
Brigada en acción (Brigade in Action), D: Palito Ortega, SC: Juan Carlos Mesa, PH: Leonardo Rodríguez Solís, ED: Jorge Garate, M: Ortega, P: Ortega for Productora Chango, R: 90 min., C: Palito Ortega, Carlos Balá, Juan Carlos Altavista, Christian Bach, Nora Cullen, Daniel Miglioranza, Colde Flami, Raimundo Soto, Blanca del Prado.
Argentina/1977 (24)

Cuba/1977

Brazil/1980 (25)

Brazil/1980 (26)

Brazil/1980 (27)

Cadena perpétua (Vicious Circle), D: Arturo Ripstein, SC: Ripstein, Vicente Lenero, PH: Jorge Stahl, Jr., M: Miguel Pons, P: Conacine, R: 90 min., C: Pedro Armendáriz, Jr., Narciso Busquets, Ernesto Gómez Cruz, Ana Martín, Angélica Chain, Ana Ofelia Murguía, Roberto Cobo.
Mexico/1979 (28)

Canción de Buenos Aires, La (Song of Buenos Aires), D: Fernando Siro, SC: Siro, Elna Cruz, PH: Aníbal Di Salvo, ED: Remo Chiarbonello, M: Carlos García, P: Siro for Producciones Alba Films, R: 90 min., C: Guillermo Fernández, Ricardo
Darín, Rita Terranova, Manuela Bravo, Pablo de Tejada, Elena Cruz, Fernando Siro.
Argentina/1980

Cantaniño cuenta un cuento (Cantaniño Tells a Story), D: Mario David, SC: David, Fernando Salas, Adolfo Castelo, PH: Leonardo Rodríguez Solís, ED: Luis César D'Angiolillo, M: Tulio de Rose, P: Marin de Lorenzo y Asociados, C: Berugo Carámbula, Gachi Ferrari, Mario Pasik, Mónica Vehil, Javier Portales, Juan Carlos de Seta, Pablo Cumo, h., Rina Morán.
Argentina/1979

Cuba/1977

Carpa del amor, La (The Love Tent), D: Julio Porter, SC: Gius, PH: José A. Pizzi, ED: Carlos Julio Piaggio, P: Fernando Ayala, Héctor Olivera for Aries Cinematográfica Argentina, R: 93 min., C: Cacho Castaña, Jorge Martínez, Ricardo Darío, Mónica Gonzáaga, Mariano Moreno, Iris Laínez, Eloisa Cañizares, Pablo de Tejada, María Bufano, Emilio Vidal, Tormenta.
Argentina/1979

Argentina/1977

Mexico/1977

Brazil/1979
Children of Babylon, D: Lennie Little-White, SC: Little-White,
PH: Franklyn St. Juste, ED: Little-White, M: Little-White,
Harold Butler, P: Rainbow Productions, R: 122 min., C: Tobi,
Don Parchment, Boby Andy, Leonie Forbes, Elizabeth de Lisser.
Jamaica/1980

Chuquiago, D: Arturo Equino, SC: Oscar Soria, PH: Equino,
Julio Lemcina, ED: Deborah Shaffer, Suzanne Fern, M: Alberto
Villalpando, P: Group Ukamau, R: 87 min., C: Nestor Yujira,
Edmundo Villareal, David Santalla, Tatiana Aponte, Alejandra
Quispe, Jesusa Mungudo.
Bolivia/1978

Chuvas de verão (Summer Rains), D: Carlos Diegues, SC:
Diegues, PH: José Medeiros, ED: Mair Tavares, P: Alter-
Terra/Embrasilme, R: 86 min., C: Jofre Soares, Miriam Pires,
Cristina Aché, Carlos Gregório, Daniel Filho, Gracinda Freire,
Paulo César Pereio, Sady Cabral, Rodolfo Arena.
Brazil/1979

Comandos azules (Blue Commandos), D: Emilio Vieyra, SC:
Vieyra, PH: José Antonio Pizzi, ED: Atilio Rinaldi, M: Luis
María Serra, P: Vieyra for Producciones Palmar, R: 90 min.,
C: Jorge Martínez, Víctor Hugo Vieyra, Silvia Arazi, Elsa
Daniel, Fernando Siro, Maurice Jouvet, Rolando Dumas, Jorge
Barreiro, Adolfo García Grau, Juan Alberto Mateyko.
Argentina/1980

Comandos azules en acción (Blue Commandos in Action), D: Emilio
Vieyra, SC: Vieyra, Gustavo Ghirardi, PH: Héctor Collodoro,
ED: Atilio Rinaldi, M: Luis María Serra, P: Vieyra for Produccio-
nes Palmar, R: 92 min., C: Jorge Martínez, Germán Kraus,
Romualdo Quiroga, Adriana Paret, Virginia Alvarez, Carlos
Muñoz, Adrián Martel.
Argentina/1980

Comedia rota (Broken Comedy), D: Oscar Barney Finn, SC: Finn,
Julia von Grolman, PH: Alberto Basalí, ED: Antonio Ripoli,
M: Luis María Serra, P: Nuevo Cine Productores/Cinematográf-
icos Asociados, R: 114 min., C: Julia von Grolman, Giovanni
Lunadei, Elsa Daniel, Ignacio Quirós, Darwin Sánchez, Elena
Tasito, Mónica Escudero, Nelly Prono.
Argentina/1978

Compañero de viaje (Traveling Companion), D: Clemente de la
Cerda, SC: Rodolfo Santana, Orlando Abrauýo, P: Betancourt/
Quintana, C: Toco Gómez, María Escalona, Julio Motta.
Venezuela/1979
Complot petróleo (The Oil Conspiracy), D: Paul Leduc, SC: Leduc, Héctor Aguilar Camin, Tomás Pérez Turrent, based on Carlos Fuentes's novel La cabeza de la hidra, PH: Angel Coded, P: Cine Sinco/SUTIN, C: José Alonso, Claudio Brook, María Rojo, Blanca Sánchez, Francisco Cataneo, Ofelia Medina, Manuel Barbachano Ponce. Mexico/1981


Conquista del paraíso, La (Conquest of Paradise), D: Eliseo Subiela, P: Cinevisión/Transocean, C: Arturo Puig, Katia D'Angelo, Raúl Lavié. Argentina/1981


Coronei Deimiro Couveia (Colonel of the Sertão), D: Geraldo Sarno, SC: Sarno, Orlando Senna, PH: Lauro Escorel Filho, ED: Amaury Alves, M: J. Lins, P: Sarno, R: 110 min., C: Rubens de Falco, Nildo Parente, Jofre Soares, Sura Berdichevsky, José Dumont, Isabel Ribeiro, Magalhães Graça, Conceição Senna, Alvaro Freire, Maria Alves, Denis Burke. Brazil/1979


Crúpulas, Las (The Heels), D: Jorge Pantano, P: Cinematográfica Internacional Latino Americana, C: Lando Buzzanca, José Wilker, Leonor Manso. Argentina/1981


Crucero de placer (Pleasure Cruise), D: Carlos F. Borcosque, SC: Daniel Delbene, PH: Luis Vecchione, ED: Atilio Rinaldi, M: Francis Smith, P: Borcosque for Gaucho Producciones, R: 76 min., C: Claudio García Satur, Juan Carlos Altavista, Ana María Cores, Pedro Quartucci, Juan Carlos de Seta, Juan Carlos Puppo, Sandra Sandrini. Argentina/1980


Cuentos de la misteriosa Buenos Aires (Tales of Mysterious Buenos Aires), 3 separate episodes: El hambre (The Hunger), La pulsera de cascabel (The Rattling Bracelet), El salón dorado (The Gilded Room); D: Alberto Fischerman (El hambre), Ricardo Wulicher (La pulsera de cascabel), Oscar Barney Finn (El salón dorado); SC: Fischerman, Wulicher, Finn, based on 3 stories by Manuel Mujica Láinez; PH: Alberto Basail (El hambre, El salón dorado), Miguel Rodríguez (La pulsera de cascabel); ED: Julio di Risio, M: Luis María Serra, P: Fischerman for Producciones Tercera Función, C: Aldo Barbero, Oscar Cruz, Graciela Dufau, Eva Franco, José María
Argentina/1979
(63)

Brazil/1978
(64)

Argentina/1979
(65)

Argentina/1980
(66)

Argentina/1980
(67)
Brazil/1979

Argentina/1980

Brazil/1978

Brazil/1978

Argentina/1980

Argentina/1978

Donde duermen dos ... duermen tres (Where Two Sleep ... Three Sleep), D: Enrique Cahen Salaberry, SC: Fernando Siro, Elena Cruz, PH: Antonio Merayo, ED: Gerardo Rinaldi, M: Tito Ribero, P: Héctor Bailez for Cinematográfica Victoria, R: 100 min., C: Susana Giménez, Juan Carlos Calabró, Juan Carlos Dual, Elina Colomer, Vicente Rubino, Sergio Velázco Ferrero, Norma López Monet, Berugo Carámbula, Cacho Espíndola. Argentina/1979


Venezuela/1979

En la trampa (In the Trap), D: Raúl Araiza, SC: Araiza, Luis Alcoriza, José Antonio Monsell, PH: Rosalío Solano, ED: Gloria Schoeman, M: Nacho Méndez, P: Conacine, C: José Alonso, Blanca Guerra, Raúl Ramírez, Gloria Marín, Víctor Junco, Sergio Jiménez, Fernando Luján, Carmen Montejo.
Mexico/1979

Argentina/1978

Engraçadinha, D: Haroldo Marinho Barbosa, SC: Barbosa, based on Nelson Rodrigues's play Engraçadinha, seus amores e seus pecados dos doze aos dezoito anos, PH: Antonio Penido, M: Sergio Guilherme Saraceni, C: Luélia Santos, Luís Fernando Guimarães, Nina de Pádua, José Lewgoy.
Brazil/1981

Argentina/1979

Brazil/1980


Éxitos del amor, Los (The Successes of Love), D: Fernando Siro, SC: Gius, PH: Víctor Hugo Caula, Carlos Julio Piaggio, M: José Carli, P: Fernando Ayala, Héctor Olivera for Aries Cinematográfica Argentina, R: 90 min., C: Claudio Levrino, Graciela Alfano, Mario Sánchez, Ricardo Darín, Nelly Tesolín, Ana María Cores, Boy Olmi, Pedro Pablo de Tejado. Argentina/1979


Fiebre amarilla (Yellow Fever), D: Javier Torre Nilsson, P: Javier Torre Producciones, C: Graciela Borges, Dora Baret, José Wilker.
Argentina/1981

Fiesta de todos, La (Everybody's Celebration), D: Sergio Renán, SC: Mario Sábato, Hugo Sofovich, PH: Leonardo Rodríguez Solís, M: Oscar Cardozo Ocampo, P: Inversiones Cinematográficas, R: 110 min., C: Juan Carlos Calabró, Ricardo Espalter, Julio De Grazia, Luis Landriscina, Nélida Lobato.
Argentina/1979

Brazil/1979

Argentina/1978

Frutilla (Strawberry), D: Enrique Carreras, SC: Carreras, José Dominiani, based on Abel Santa Cruz's play, PH: Antonio Merayo, ED: Jorge Garate, M: Tito Riberto, PH: Héctor Bailez for Cinematográfica Victoria, R: 116 min., C: Mercedes Carreras, Osvaldo Miranda, Marty Cosens, Adriana Parets, Carlos Vanoni, Elena Lucena, Juan Carlos Calabró, Miguel Ligero, Onofre Levero, Nati Mistral, Norma López Monet, Osvaldo Pacheco, Malvina Pastorino.
Argentina/1980

Argentina/1978

Dumont, Carlos Augusto Strazzer, Yuriko Oguri, Louise Cardoso.
Brazil/1980

Brazil/1980

Brazil/1977

Argentina/1977

Argentina/1980

Brazil/1981

Uruguay/1980

Argentina/1977


Hotel de señoritas (Ladies' Hotel), D: Enrique Davi, SC: Angel Acciaresi, Toto Rey, PH: Luis Vecchione, ED: Remo Chiarbonello, M: Raúl Parentella, P: Rey Films Cinematográficas, R: 90 min., C: Juan Carlos Dual, Jorge Martínez, Elena Sédova, Patricia Dal, Gogó Andreu, Rudy Chernicof, Vicente Rubino, Mario Sapag, Marcos Zucker, Mario Sánchez, Juan Alberto Mateyko, Angel Magaña, Alberto Irizar, Vicente Larrusa. Argentina/1979

Argentina/1978

Infierno de todos tan temido, El (Hell So Feared by All), D: Sergio Olhovich, SC: Luis Carrión, PH: José Ortiz Ramos, ED: Rafael Ceballos, P: Conacine, C: Manuel Ojeda, Diana Bracho, Delia Casanova, Jorge Humberto Robles, Abel Woolrich, Isabela Corona.
Mexico/1979

Infierno tan temido, El (The Much-Feared Hell), D: Raúl de la Torre, SC: Torre, Oscar Viale, based on Juan Carlos Onetti’s short story, PH: Juan Carlos Desanzo, ED: Juan Carlos Macías, M: Astor Piazzola, P: Pino Farina Producciones, R: 110 min., C: Graciela Borges, Alberto de Mendoza, Beba Bidart, Arturo García Buhr, Flora Steinberg, Enrique Almada, Nora Cullen, Juan Peña, Lucrecia Capello.
Argentina/1980

Brazil/1980

Intrusa, A (The Intruder), D: Carlos Hugo Christensen, SC: Christensen, PH: Antônio Gonçalves, ED: Jayme Justo, M: Astor Piazzola, C: José de Abreu, Arlindo Barreto, Maria Zilda, Palmira Barbosa, Fernando de Almeida, Ricardo Wanick, Maurício Loyla, Heloísa Gedel.
Brazil/1980

Argentina/1979
Argentina/1977

Chile/1979

Argentina/1979

Brazil/1977

Lagunilla, mi barrio (Lagunilla, My Neighborhood), D: Raúl Aralza, SC: Adolfo Torres Portillo, Fernando Garliana, PH: José Ortiz Ramos, ED: Joaquín Ceballos, M: Gustavo César Carrión, P: Televiceine, C: Manolo Fábregas, Lucha Villa, Leticia Perdigón, Manuel Ibáñez, Polo Ortín, Raúl Meraz.
Mexico/1981

Brazil/1979

Locas, Las (The Insane Women), D: Enrique Carreras, SC: José Dominiani, PH: Antonio Merayo, ED: Jorge Garate, M: Tito Ribero, P: Argentina Sono Films, R: 90 min., C: Mercedes
Carreras, Juan José Camero, Leonor Manso, Leonor Benedetto, Myriam de Urquijo, Alicia Bruzzo, Olinda Bozán.
Argentina/1977

Argentina/1980

Locuras del profesor, Las (The Follies of the Professor), D: Palito Ortega, SC: Víctor Suyenro, PH: Leonardo Rodríguez Solís, ED: Jorge Garate, M: Ortega, P: Ortega for Productora Chango, R: 95 min., C: Carlos Balá, Raúl Rossi, Tino Pascali, Nené Malbrán, Marcelo Chimento, Vicente Larrusa, Norberto Draghi, Mónica Jouvet.
Argentina/1979

Uruguay/1980


Mexico/1978

Brazil/1981

Cuba/1980

Carreras for Productora Cinematográfica General Balgrano, R: 90 min., C: Libertad Lamarque, Mercedes Carreras, Andrés Percival, Marty Cosens, Jorge Martínez, Javier Portales, Juan Alberto Mateyco, Jorge Barreiro.
Argentina/1978

Mannequin, alta tensión (Mannequin, High Tension), D: Massimo Giuseppe Alviani, SC: Alviani, PH: Julio Lavera, ED: Atilio Rinaldi, M: Lucio Milena, P: José "Pino" Farina, R: 82 min., C: Yoli Scuffi, Silvia Albizu, Mirtha Miller, Graciela Graziosi, Silvia Mores, Ricardo Bauleo, Cipe Lincovsky, Mimi Pons, Norma Pons, Mora Furtado.
Argentina/1979

Venezuela/1980

Brazil/1979

Argentina/1978

Mexico/1981

Argentina/1977


Misterio (Mystery), D: Marcela Fernández Volante, SC: Vicente Lenero, based on his novel Studio Q, PH: Daniel López, ED: Jorge Bustos, P: Conacine, C: Juan Ferrara, Helena Rojo, Víctor Junco, Armando Silvestre. Mexico/1979 (146)

Momentos (Moments), D: María Luisa Bemberg, SC: Bemberg, PH: Miguel Rodríguez, ED: Miguel Pérez, M: Luis María Serra, P: Gea Cinematográfica; R: 89 min., C: Graciela Dufau, Miguel Ángel Solá, Héctor Bidonde. Argentina/1981 (147)


Parada 88, o límite de alerta (Stop 88, the Warning Limit), D: José de Anchieta, SC: Anchieta, Roberto Santos, PH: Francisco Botelho, ED: Jair Corrêa, C: Regina Duarte, Joel Barcellos, Yara Amaral, Cleyde Yaconis, Egídio Ecco, Sérgio Mamberti, Osmar DiPieri, Terence Tullgren, Oslei Delamo. Brazil/1980

Parceiros de aventura (Partners of Adventure), D: José Arujo de Madeiros, SC: José Louzeiros, based on João Falcício's novel, PH: Madeiros, ED: Raphael Valverde, M: Paulo Moura,
Latin American Filmography


Patolandia nuclear (Nuclear Patolandia), D: Julio Saraceni, SC: Héctor Masselli, PH: Julio César Lavera, ED: Gerardo Rinaldi, M: Rafael Carret, P: Producciones Cinematográficas Rafael Carret, R: 90 min., C: Rafael Carret, Luis Medina Castro, Peggy Sol, Alfredo Barbieri, Tito Gómez, Juan Carlos Galván, Emilio Vidal, Rey Charol, Héctor Gancé, Mario Savino. Argentina/1978

Paula historia de uma subversiva (Paula, the Story of a Subversive), D: Francisco Ramalho Júnior, ED: Maurício Wilke, C: Armando Bogus, Marlene Franca, Walter Marins, Regina Braga, Carina Cooper, Helber Rangel, Ilana Scherl, Katia Grumberg. Brazil/1981


Argentina/1977 (176)

Argentina/1980 (177)

Mexico/1981 (178)

Brazil/1978 (179)

Queridas amigas (Dear Friends), D: Carlos Orgambide, SC: Orgambide, Pedro Stocki, PH: Juan Carlos Lenardi, ED: Oscar Esparza, M: Víctor Proncet, P: Juan José Luciano for Producciones San Nicolás Film, R: 92 min., C: Dora Baret, Luisina Brando, Graciela Dufau, Rodolfo Ranni, Héctor Pellegrini, Marcela López Rey, Carlos Estrada, Mario Luciani, Carlos Larrosa.
Argentina/1980 (180)

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García Buhr, Eva Franco, Ricardo Darín, Carlos Moreno, Ricardo Lavié, Héctor Bidonde, Miguel Coppola, Juan Vitali, Pepita Ferez, Marta Fendrix.
Argentina/1979 (182)

Brazil/1981 (183)

Rastro de muerte (Trace of Death), D: Arturo Ripstein, SC: Mercedes Manero, PH: Jorge Stahl, Jr., ED: Rafael Ceballos, M: Leonardo Velázquez, P: Conacine, C: Pedro Armendariz, Jr., Ernesto Gómez Cruz, Aline Davidoff.
Mexico/1981 (184)

Cuba/1979 (185)

Argentina/1979 (186)

Cuba/1977 (187)

Argentina/1980 (188)
Jamaica/1979

Rosa... de lejos (Rosa... from Afar), D: María Herminia Avellaneda, SC: José Dominiani, based on Celia Alcántra's play, PH: Aníbal González Paz, ED: Miguel Pérez, M: Pocho Lapouble, P: Eduardo M. Germán, R: 92 min., C: Alfredo Iglesias, Hilda Bernard, Rodolfo Machado, Cristina Tejedor.
Argentina/1980

Saverio el cruel (Saverio the Cruel), D: Ricardo Wulicher, SC: Wulicher, Ricardo Monti, based on Roberto Arlt's play, PH: Miguel Rodríguez, ED: Juan Carlos Macías, M: José Perla, P: Cañas-Flores Producciones, R: 100 min., C: Alfredo Alcón, Graciela Borges, Diana Ingro, Héctor Pellegrini, Chela Ruiz, Aldo Braga, Fernando Vegal, Juana Hidalgo, Luisa Kuliok, Nathán Pinzón.
Argentina/1977

Brazil/1979

Brazil/1978

Argentina/1981

Sete gatinhols, Os (The Seven Kittens), D: Neville D'Almeida, SC: D'Almeida, based on Nelson Rodrigues's play, PH: Edson Santos, M: Roberto and Erasmo Carlos, C: Lima Duarte, Thelma Reston, Cristina Aché, Antônio Fagundes.
Brazil/1980
Cuba/1979

Argentina/1977

Subí que te llevo (Climb In, I'll Give You a Ride), D: Rubén W. Cavallotti, SC: Salvador Valverde Calvo, PH: Juan Carlos Desanzo, ED: Bruno Doffo, M: Lito Valle, P: Producciones Germán Szulem, R: 100 min., C: Sandro, María del Carmen Valenzuela, Dario Vittori, Julia Sandoval, Adriana Cardiazábal, Marisa Herrero, Eduardo Muñoz, Pablo de Tejada.
Argentina/1980

Argentina/1977

Argentina/1980

Argentina/1979


Cuba/1978

(T08)

Tío disparate, El (The Blundering Uncle), D: Palito Ortega, SC: Juan Carlos Mesa, PH: Leonardo Rodríguez Solís, ED: Jorge Carate, M: Ortega, P: Ortega for Productora Chango, R: 110 min., C: Carlos Balá, Las Trillizas de Oro, Javier Portales, Iris Láinez, Daniel Miglioranza, Gloria Raines, Pepe Díaz Lastra. 
Argentina/1978

(T09)

Argentina/1980

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Argentina/1977

(T11)

Argentina/1980

(T12)

Mexico/1979

(T13)
Tudo bem (All’s Well), D: Arnaldo Jabor, SC: Jabor, PH: Dib Lufti, ED: Gilberto Santeiro, C: Paulo Gracinda, Fernanda Montenegro, Zezé Motta, Luis Linhares, Paulo César Pereio, Maria Silvia, Regina Casé. Brazil/1979


Vivir con alegría (To Live Happily), D: Palito Ortega, SC: Abel Santa Cruz, PH: Horacio Maira, ED: Jorge Garate, M: Ortega, P: Ortega for Productora Chango, R: 105 min., C: Luis Sandrini, Palito Ortega, Evangelina Salazar, Juan Carlos Altavista, Jorge Mayorano, Emilio Comte. Argentina/1979 (221)

... Y mañana serán hombres (... And Tomorrow They'll Be Men), D: Carlos F. Borcosque, SC: Borcosque, PH: Horacio Maira, ED: Atilio Rinaldi, M: Jorge Candia, P: Borcosque for Gaucho Producciones, R: 93 min., C: Antonio Grimau, Miguel Angel Solá, Hugo Arana, Graciela Alfano, Gonzálo Urtizberea, Marcelo Cao, Roberto García Paz, Jorge Sassi, Juan Quetglas, Raúl Florido. Argentina/1979 (222)


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