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THE LATIN AMERICAN SUBJECT SPECIALIST
AND BIBLIOGRAPHIC INSTRUCTION

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The Subject Specialist

Latin American subject specialists in most libraries are associated with collection development and organization.¹ The comparatively high level of public and private funding during the 1960's enabled many libraries to appoint qualified specialists to acquisition, selection and cataloging departments; however, public service positions often were filled by non-Latin American specialists. Job descriptions, support staff and the physical arrangement of office space further demarcated the subject specialists' activities from those of public services. Although nominally available for consultation, most students and faculty received reference services through existing channels; only unsolved and complex questions might reach the subject specialist. However, as the financially leaner years of the 1970's progress amidst legislator, regent and student demands for "accountability," library departments from the director's office down are experiencing staff reviews and realignments intended to enhance the library's responsiveness to its various constituencies. A common objective has been the improvement of public services and attempts toward the integration of the library with the academic teaching program.

This essay will attempt to analyze and describe in such a setting one facet of the subject specialist's changing role: involvement with and participation in the instructional programs of the academic institution. These professional activities are not an isolated phenomena within library systems or Latin American collections;² their implications in terms of public relations, improved communication with faculty and students, staffing patterns and practices, and the division of professional time warrant careful study by Latin American subject specialists.

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In Continental Europe the subject specialist has a long tradition in libraries. The position frequently is defined as one requiring advanced formal education, and responsibilities generally are limited to book selection. Reference services are not provided; indeed, the subject specialist's offices are far removed from the public.³ For many North American libraries, the subject specialist is a relatively new position and differentiations among existing staff are not as sharp as those in Europe because the North American subject specialist has evolved in a less prescribed manner than his Continental counterpart. While advanced formal education, usually recognized by one or more graduate degrees, is important, many subject specialists' broad knowledge of one or more subject fields is not associated with a graduate degree. Technical expertise in the book trade and publishing of the area, consolidated with a knowledge of libraries and academic institutions adds the second and third dimension to the subject specialist's qualifications. In libraries defining subject specialists by a discipline rather than geographic areas (as with Latin Americanists), foreign languages might not hold paramount importance. Nevertheless, command of academic subject fields remains the most widely accepted criterion.⁴

Miller and Fort report in their 1969 SALALM XIV study of Latin American subject specialists that no general definition could be presented which would equally cover all positions of the Latin American library specialist.⁵ As their study focused on staffing and collections, it did not attempt to explore the qualifications of the specialist or his position within the library and the academic institution. It can be postulated, however, that the Latin American subject specialist in the United States is an individual with multi-dimensional qualifications: languages (Spanish and Portuguese are essential; a reading knowledge of French and German is helpful), subject or discipline mastery, familiarity with the book trade, and knowledge of basic principles of librarianship. Academic position and involvement largely is based upon these factors although each may not be weighed equally.⁶ Institutional placement varies from full-time employment in the library to joint appointments with a Latin American center or with an academic department. In terms of remunerative arrangements the latter might be preferable over a full-time attachment to the library.

The discussion of the subject specialist thus far has been confined to traditional roles and requisites. Generally, collection development (i.e., material selection and acquisition) daily utilizes the qualifications identified and reviewed above. However, what percentage of time can an institution afford to have devoted exclusively to collection development at a time of declining book and personnel budgets? This issue appears even more timely now than at its airing by Haro and Tuttle in 1969.⁷ Can the subject specialists' bibliographic expertise and overall knowledge of a library collection be effectively deployed elsewhere on a part-time basis and if so, how could administrators be convinced that library personnel budgets are spent effectively by the engagement of subject specialists in teaching roles?

In the context of public relations the subject specialist's potential value merits review. His subject knowledge and interests identify him as one of the principal points of contact for information about the collection and library policy, and as one of the most visible and qualified individuals to establish or strengthen communication links with academic departments and academicians. The initiative in promoting such relations and furthering communication frequently is held by the library and therefore it behooves the subject specialist to avail himself by regularly being accessible to faculty and students and by participating in various academic programs.⁸ Clearly the library stands to benefit from information about departmental activities (e.g., new curriculum, faculty appointments, degree programs) and the departments are assured of a reliable source of information about library developments (e.g., new acquisition policies, changes in cataloging priorities, new titles, series, collections, emerging trouble areas, etc.). The importance of the subject specialists' current awareness and interpretive services for academic departments should not be underestimated.

Increased exposure of the subject specialist in public services (e.g., reference, preparation of bibliographies, bibliographic instruction) becomes for many faculty and students a form of specialized, personal library service for problems the general reference staff cannot or does not handle effectively. More and more libraries in the 1970's are capitalizing upon their subject specialists' potential for service to the student body and faculty of the institution by creating and implementing instructional courses in library materials and use.⁹ Given the criteria and roles discussed, it follows that the logical extension of a subject specialist is from the library to the classroom, thus quantitatively emphasizing the library's importance by involving more students with various library resources. Professors welcome a library commitment to instruction of the sources to research materials and the rules for the manipulation of the sources, thereby enabling a reduction in the lecture coverage of sources and methods since library personnel already provide it. The subject specialists' classroom involvement yields other immediate dividends: the qualitative improvements in students' research. Long-range considerations include the student's grasp of library use and research methodology and materials applicable for other fields. From this the subject specialist may emerge as the "coalescing agent" for academic department-library interaction.¹⁰

Basically, then, the Latin American subject specialists' involvement beyond collection development responsibilities can be in public relations, general communication, and bibliographic instruction. Miller and Fort identified the need for positions to support research materials already collected,¹¹ however, the declining enrollment and retrenchment of the 1970's suggest that new positions are highly unlikely; indeed, existing ones are being carefully scrutinized in terms of productivity, efficiency, and contributory importance.

Bibliographic Instruction¹²

The subject specialists' transition into pedagogy may well be based upon the premise that teaching should not be regarded as incidental to library science or that teaching is the exclusive preserve of the discipline-associated faculty. Learning techniques and new methods of teaching are central to such a transition, and the process of identifying and understanding their curricular roles in the context of bibliographic instruction will require a familiarization of the major theories and issues of learning and teaching in higher education. Although the objectives of bibliography courses can be defined in reasonably precise terms, distinguishing and structuring data to satisfy these goals involves an understanding of the processes of learning.¹³

In order for students to develop expertise in the manipulation and transformation of bibliographical data, a wide range of rules and skills must be mastered. Crucial to the attainment of this objective is the teacher's understanding of student needs and how best to develop a strategy in which fundamental relationships and questions will arise. The instructor should be prepared to identify the critical points of manipulation for recognizing and assimilating bibliographical data and especially how knowledge is structured in that form. Carefully designed exercises enable the student to practice and learn certain rules of manipulation and to subsequently apply them. The key here is knowing the processes and not confusing the process as a product.

Within the past five years classroom instruction by librarians has gained widespread recognition and acceptance, although the number of academic librarians involved is still minimal. Many institutions utilize the library tour, orientation lecture, and manuals to convey on a broad scale what the library offers in collections and services to prospective users. Recognizing that the underdeveloped state of many students' library skills necessitate other approaches, some librarians have incorporated teaching machines, audiovisual aids and programmed texts into the introduction to the library.¹⁴ Formal courses in bibliographic materials and library use were added to upper division curriculum in a number of colleges and universities.¹⁵

A wide range of methodology concerning instruction in library use exists; the subject specialist has to tailor the program to the library resources, curriculum, and the audience. In certain courses a 50-minute lecture is appropriate while elsewhere a quarter (or semester) is required to adequately introduce and thoroughly familiarize students with sources for and methods of literature searches. The success of any such program is predicated upon the students' recognition of the importance for the mastery of library use and certain search techniques to fully meet the challenges of the posed research problem.

On the graduate level students must appreciate the "practical utility" of a library instructional program.¹⁶ Formal instruction about bibliographical data and its manipulation can be creatively structured if intended to serve in

concurrence with other courses.¹⁷ This is to suggest that the components of bibliography are more likely to be accepted and absorbed if the instructor has defined the course objectives in terms of research strategy in an academic discipline of interest to the students. Initially the fragments of a student's bibliographic knowledge of the discipline and related fields may be worked into a serviceable pattern by introducing the more general bibliographies and reference aids in conjunction with a review of the basic sequences for the bibliographic search and the recording of citations. A historical perspective on bibliography can give a field a unity of scholarly enterprise, something that advanced graduate students must command.¹⁸

Subject specialists may be involved with the preparation of specially tailored bibliographies for instructional use. Annotated guides for researching a specific discipline or area are beneficial for various courses; collected over time and with proper editing, mini-research guides to the collection(s) are possible by-products. A more ambitious compilation is the bibliographic guide to reference sources, bibliographies, and classics works germane to the guide's stated purpose. Annotations naturally enhance its value although parts of that information may be given in a more detailed fashion during a formal course. With or without annotations, guides of this nature are of substantial value not only to students, faculty, and visiting scholars but also to catalogers, reference librarians and acquisition personnel. If feasible, this "internal" audience should be remembered during the process of accepting and rejecting titles for inclusion.

Many Latin American subject specialists' expertise in fields additional to library science enabled them at some point in their careers to teach classes devoted to these disciplines. Reentry into the classroom for purposes of instruction on Latin American resources and search strategy requires familiarity not only with materials related to Latin America but also with the content and direction of research anticipated for the course in question. In the guest lecture situation consisting of a 50-120 minute session of sources and access routes to them, one may think in terms of supplementing the library's reference service by compiling an annotated bibliography to general sources with sections on Latin America as well as those exclusively devoted to the topic's manifestation in Latin America. Because no index or abstract now available is absolutely current, inclusion of periodical titles known to feature articles on the course's theme should be listed. Students would be expected to pursue this serial literature for much of the latest available information and scholarship.

While guest lecturing offers an opportunity to focus specifically upon a topic and relate it to Latin American sources, a full course in Latin American research materials and methodology provides the depth and detailed overview required by both graduate students working in the area and advanced undergraduates with an interest and commitment to research. For the subject specialist such a course enables his bibliographic knowledge to be restructured for purposes compatible with the teaching mission of the institution. In addition,

instructing such a course might stimulate a synthesis of bibliographic knowledge and its application to acquisition and processing problems, thereby aiding the library.¹⁹

A course strictly devoted to Latin American research materials usually carries language prerequisites - a reading ability in Spanish and/or Portuguese. Depending upon the amount of reading and the nature of assignments, such a requirement may be tempered to accommodate students with a secondary focus on Latin America (e.g., library science, public health, agriculture, etc.). If possible, the abilities of students should be noted early in the quarter and assignments placed accordingly.

Because no text exists for a Latin American bibliography course, an instructor will have to utilize a variety of studies, reference sources and specialized bibliographies. If the course is primarily to be about Latin American bibliography, a historical approach from León Pinelo and Medina²⁰ can be undertaken, carefully describing and analyzing bibliographical accomplishments for each country or region with the ultimate objective being a mastery of the evolution of bibliography. The stress in such a study falls heavily upon national bibliographies and the principal supporting bibliographies. Emphasis is upon mastery of the bibliographies as they contribute to a historical totality recording the printed materials from and/or about the country. However, bibliographic studies of this type do not satisfy the needs of interdisciplinary or subject oriented research.

Somewhat more supportive of curriculum and reflective of student needs is the subject bibliography course, organized around disciplines or countries and including not only the significant historical bibliographic contributions but also a wide range of other bibliographies, reference materials, and serials pertaining to the theme or country. This type of course can be altered yearly to accommodate materials new to the research and bibliography collections, changes in the institution's curriculum and faculty, and the issues being studied.

Texts or study guides should be tailored to the course; although various suitable sources exist, none is selective or current enough. Scholarship requires that all available sources be consulted; without addendas to published sources, such would be impossible.²¹ Instructors generally cite not only sources available in their library but also significant bibliographical contributions located elsewhere. Inclusion of call numbers for locally held titles greatly facilitates library work and enhances the guides' practical value.

Of course, the major task is the compilation of such a guide - a project requiring several months of full-time devotion. Existing subject bibliographies must be scanned,²² the dictionary catalogs of the Latin American collections at the Universities of Texas (Austin) and Florida, Tulane University, the Bancroft Library, and New York Public Library's

History of the Americas Collection yield important sources. Many of the citations should be personally evaluated for inclusion or exclusion depending upon the scope of the bibliographic guide. As a reasonable balance of citations for a quarter's or semester's study has to be achieved, it often is wisest to focus upon materials already in the library and those "classics" not currently held rather than create a guide of titles, few of which are available for personal inspection and use. With the materials presented the interested student will be equipped to bibliographically expand the chain of sources to the rare and specialized works held locally or nationally.

The organization of a bibliography may take several forms: by the type of material (e.g., national bibliographies, biographical directories, etc.); by subject (e.g., archaeology, history, linguistics); and by country or geographic region. Contents, purpose and audience should be evaluated in order to determine the organizational structure most appropriate. Courses designed for library science often stress the type of material, thereby establishing the principles of bibliographic control through the bibliographical chain -- national bibliographies first followed by more specific works but always with the premise being identification and citation of printed materials, the more comprehensive the better. Interdisciplinary research is perhaps best served by guides organized by subject. Difficulties in classifying materials invariably arise and consequently cross-referencing or a detailed subject index is necessary. Guides organized by country or geographic region are ideally structured for courses with the same focus; preliminary pages should carry the general titles valuable for all countries (e.g., guides to acronyms, statistics and biography; gazetteers; periodical indices; dictionary catalogs) followed by sections devoted exclusively to all the selected titles pertinent to a country or region. This format is not as selective as the subject bibliography because if each section is to contain some titles, quantitatively and qualitatively a sliding scale of criteria will have to be employed. Cross-references will be less frequent; a subject index can bring together materials appropriate for a subject or an interdisciplinary approach.

Internal organization of each type of guide is a critical determinant for effective use; several options exist: chronological, alphabetical by main entry, subject, geographical.²³ Annotated guides might effectively group themes or periods together and are far more time consuming to compile. Ideally the cited materials should convey a definite recognition of the bibliographic chain, progressing from the broad, general work to the specific, narrow in focus but comprehensive in coverage. Unfortunately this ideal has to be modified by the exigencies of time, costs and available materials, but it is incumbent upon the instructor to present and develop this concept of bibliographic structure during lectures and as students endeavor to systematically pursue their topics.

More suitable to lecture material than inclusion in a guide would be historical information on the printing and publishing industry, social characteristics of the population and country (e.g., population, literacy rate,

school attendance, institutions of higher education, number and quality of libraries), research institutes, and government agencies actively contributing to the national production of printed information, and principal contributors to the country's intellectual patrimony. Such background appreciably augments a student's comprehension and appreciation of the bibliographical accomplishments for a given region or country.

Another key decision in bibliographic instruction is the nature and extent of written and oral assignments, indeed, how to measure the student's interaction with the sources. If one accepts the premise that such courses act in tandem with virtually all Latin American content courses, then it reasonably follows that students be permitted to select topics for bibliographic investigation that are compatible with those being pursued elsewhere in the curriculum. A major annotated (or partially annotated) bibliography or else several shorter bibliographies on a specifically defined topic(s) is a frequent assignment, supplemented with journal reviews, edited primary source documents, and short bibliographic inquiries into the materials covered during each session.

The variety and emphasis of assignments will vary depending upon the academic level and preparation of the student and the purpose of the course, yet all students should be expected to personally inspect all titles of paramount importance as well as those in areas of their specialization and interest. Bibliographic-search questions created either by the instructor or by the student ensures that sources be scanned. If the initial lectures focus upon the types of bibliographies, their organization and the theoretical basis for indexing, then the student should be able to apply these forms and concepts to the works being inspected in terms of purpose, scope, content and reliability. Because of the individuality of research questions and points of departure, no substitute exists for the personal assessment of titles and through the bibliographic-search questions students are best able to relate titles to their bibliographic construct of a topic.

Familiarity with specific journal titles further strengthens knowledge of bibliographic sources. For a written review the appraisal of the journal in terms of research value and a comparison with other similar sources extends the student into related sources; citation of cumulative indices (wherever published) and bibliographies/indices/abstracts, including articles from the journal requires further searching and familiarization with reference sources. And equally as important, the student should mentally be establishing a hierarchy of materials appropriate for specific purposes and levels of research.

Despite being tangential to pure bibliography, short research papers on major centers responsible for Latin American scholarship and/or publications prove to enhance the student's understanding of various facets of scholarship. Ideally, centers with publishing programs that reflect the on-going commitment of the individuals associated with it should be selected for analysis. Both public and private sector institutes have a wide range of functions, assign-

ments and contributions adaptable for comparison and description.²⁴ Although descriptive information may be limited, often the publications emanating from the center will reveal much about the ideology and field of focus. Studies of selected government agencies are particularly helpful for illustrating the scope of involvement in national life as well as that of a contributor to the field of knowledge.²⁵

In most discipline-based courses, bibliographic instruction becomes part of a team-teaching effort. The degree of "team" effort depends upon course content, instructors' personalities and the students. Although recognition is granted to the importance of instruction on research materials and the search strategy, equivalent time often is not; hence the course's bibliographic role is best integrated at the initial stages of planning. Because team-teaching usually involves the subject specialist in more than one field, effectiveness in preparation of research guides and lecture presentations depends upon an understanding of the philosophical direction of the course, the research problems of the subject, and the contributions of the other course instructors. Clearly defined boundaries are rarely feasible or indeed practical because the subject specialist will be expected to bibliographically bridge the various lectures and readings.

Evaluation of the student's expertise should consider individual differences, motivation, and performance. The first class session is wisely devoted to an exploration of student expectations; course content may require moderate alterations or else varied approaches depending upon the scope of expectations the instructor's performance criteria of what characterizes expertise or "knowing." Mastery of material, as exhibited by successfully completed written assignments, is the final measure; consideration also should be granted to overall advancement with the manipulation of bibliographic materials as compared to the first weeks of the class.²⁶ Comments and recommendations by students can be solicited throughout the course's duration and often provide a useful assessment for future courses.

The subject specialist's curricula involvement remains as an aspect worthy of developing and perfecting in terms of general and special course content in the Latin American area. The substantial interdisciplinary bibliographic background of the subject specialist identifies him as particularly qualified to present a vast panorama of sources, stressing the role of bibliographic control and manipulation. Familiarity with publishing programs, research institutes, official publications, scholars, libraries, etc. brings to the student, theory, concepts, expertise, and practical information no other instructor is able to offer. Theoretically conceived and systematically presented, courses and individualized lectures on Latin American research materials and methodology can significantly improve a student's understanding and command of key elements in the manipulation, transformation and assimilation of bibliographic data. Preparation of bibliographic guides for class use further extends the instructional phase of a subject specialist's role.

Such compilations' potential hold great value as access points to the literature of a field and consequently can serve to improve the quality and depth of students' research. Utilization of library collections improves, thereby linking the roles of acquisition and processing with that of public service.

Notes

¹For the purposes of this essay a subject specialist is defined as an individual possessing qualifications and experience required by the library for selection and acquisition responsibilities, with secondary emphasis on those positions devoted exclusively to cataloging and general reference service germane to Latin American research materials. Various titles are professionally associated with the subject specialist: curator, area bibliographer, collection development officer, librarian, and where granted, academic rank. For a detailed study see Robert D. Stueart, The Area Specialist Bibliographer; An Inquiry into His Role (Metuchen, N. J.: Scarecrow Press, 1972).

Kent E. Miller and Gilberto V. Fort, "Staffing of Latin American Research Collections in the United States," SALALM XIV, vol. 2 (Washington, D.C.: General Secretariat, Organization of American States, 1970), p. 17. In this study the authors reported that, ". . .excluding a few significant examples, there is little involvement of Latin American Library specialists in public service aspects of collection utilization." (Several major collections did not respond to the questionnaire.)

²During the past three years I have discussed such involvement with many of the Latin American specialists from major U. S. collections and found that currently, or in the immediate past, most had participated in some manner in their institution's teaching mission via formal guest lectures, a bibliography course or compiled special subject-oriented bibliographies. For a survey of subject specialists in general, see Eldred R. Smith, "The Specialist Librarian in Academic Research Library: The Role of the Area Studies Librarian," Working Paper No. B-1 presented at SALALM XVII (Amherst, Mass., 1972), pp. 10, 12-13.

³J. Perian Danton, "The Subject Specialist in National and University Libraries, with Special Reference to Book Selection," Libri 17:1 (1967): 44-47.

⁴David C. Weber, "The Place of 'Professional-Specialists' on the University Library Staff" in The Case for Faculty Status for Academic Librarians, ed.: Lewis C. Branscomb (Chicago: American Libraries Association, 1970), p. 68; Danton, p. 44. This is not to negate the role of job experience; for the area of the book trade and publishing industry, on-the-job experience is perhaps the only manner in which to attain this dimension of subject expertise. Many SALALM reports and working papers bear testimony to this premise. See also Hendrik Edelman, "Subject Specialists and Job Requirements: Notes, Comments and Opinions from an Administrative Viewpoint," Working Paper No. B-7 presented at SALALM XVII (Amherst, Mass., 1972).

⁵Miller and Fort, p. 18.

⁶Robert B. Downs, "The Place of College Librarians in the Academic World," California Librarian 28 (April 1967): 104. Downs strongly supports librarians having ". . .academic preparation as advanced and as thorough as colleagues in other fields." Although directed to the "academic status for librarians"

issue, Downs' position merits careful consideration in terms of what subject specialists' qualifications should include. Whether or not academic rank should be assigned to the subject specialists' library-based contributions to the academic institution is an issue unto itself and is not viewed as germane to this essay's purpose.

⁷See Robert P. Haro, "The Bibliographer in the Academic Library," Library Resources and Technical Services 13 (Spring 1969): 163-69 and Helen Welch Tuttle, "An Acquisitionist Looks at Mr. Haro's Bibliographer," Library Resources and Technical Services 13 (Spring 1969): 170-74. Haro argues the subject specialist spends 50 percent of his time selecting and the remaining time could be best devoted to public-service related activities; Tuttle takes issue by contending the librarian is better suited as a book selector assisted by faculty specialization. She doubts the "activist" role Haro advocates is feasible for librarians.

⁸Haro, p. 164; Cecil K. Byrd, "Subject Specialists in a University Library," College and Research Libraries 27 (May 1966): 191; Jerold Nelson, "Suavity and Sacrifice: Steps to Improved Communication with the Faculty in the Academic Library," California Librarian 34 (April 1973): 39-43; for the library administrator interpretation see Smith, pp. 12-13.

⁹Based upon personal communication with Latin American bibliographers, courses in Latin American research materials are currently taught at Stanford University, Michigan State University, University of Texas-Austin, University of Minnesota-Twin Cities, and the University of Massachusetts-Amherst; at least seven other institutions have offered similar courses in the past and possibly still are in 1974.

¹⁰Haro, p. 163.

¹¹Miller and Fort, p. 20.

¹²Defined, for the purposes of this essay, as a library-based subject specialist's teaching in a formalized setting the sequence of recognition, manipulation, transformation, and assimilation of bibliographical and reference materials.

¹³See especially Norman Mackenzie, Michael Eraut, and Hywel C. Jones, Teaching and Learning: An Introduction to New Methods and Resources in Higher Education. (Paris: Unesco and the International Association of Universities, 1970), chaps. 9 and 10; Wilbert J. McKeachie, Teaching Tips: A Guidebook for the Beginning College Teacher. 6th ed. (Lexington, Mass.: D.C. Heath and Co., 1969, pp. 5-10, 182-91, 228-34; Russell W. Burris "Human Learning," in Handbook of Industrial and Organizational Psychology, ed: Marvin D. Dunnette (Chicago: Rand McNally, 1974), ch. 4.

¹⁴For a survey of this and other approaches to orientation programs, see Lloyd W. Griffin and Jack A. Clarke, "Orientation and Instruction of Graduate

Students in the Use of the University Library: A Survey," College and Research Libraries 33 (November 1972): 467-72.

¹⁵James R. Kennedy, "Integrated Library Instruction," Library Journal 95 (April 15, 1970): 1450-53 discusses Earlham College Library's instructional program; David Kaser, "Famine in a Land of Plenty," Southeastern Librarian 17 (Summer 1967): 77 notes on-going courses in major institutions.

¹⁶Griffin and Clarke, p. 467.

¹⁷This is not to negate the value for a pure bibliographic course in its proper setting; the exigencies of contemporary graduate study leave little time or patience for library courses not tied to a particular field of study. The exception, of course, is library science curriculum.

¹⁸Martha Hackman, "Proposal for a Program of Library Instruction," Drexel Library Quarterly 7 (July-October 1971): 306.

¹⁹Preparation for the course inevitably uncovers collection lacunae and technical errors in processing - hence a means of collection review.

²⁰Antonio Rodríguez de León Pinelo, El epítome de Pinelo; primera bibliografía del Nuevo Mundo, Madrid, 1629 is the first bibliography devoted exclusively to American imprints; José Toribio Medina (1852-1930), Chilean bibliographer for the colonial and early Independence periods - see Víctor M. Chiappa, Noticias acerca de la vida y obras de José Toribio Medina, Santiago de Chile, 1907 and Carl H. Schaible, Bibliografía de José Toribio Medina, Santiago de Chile, 1952 for a detailed review of the man's life and publications.

²¹SALALM's A Report on Bibliographic Activities is an important annual compilation for current awareness by subject; a less comprehensive listing is found in The Handbook of Latin American Studies, the general section and within most subject divisions.

²²Excellent starting points are Abel Rodolfo Geoghegan, Obras de referencia de América Latina, Buenos Aires, 1965; Charles C. Griffin, ed., Latin America: A Guide to the Historical Literature, Austin, 1971; The Handbook of Latin American Studies; SALALM's A Report on Bibliographic Activities.

²³After several editions I find for a general course on Latin American research sources the main entry approach most servicable, even more so if a subject or geographical index (depending upon the overall organization of entries) is provided.

²⁴E.g., Instituto Torcuato di Tella, Instituto Latinoamericanos de Ciencias Agrícolas, Centro de Estudios Monetarios Latinoamericano, Superintendência do Desenvolvimento do Nordeste.

²⁵E.g., Instituto Brasileiro de Geografia e Estatística, El Instituto Geográfico Agustín Codazzi (Bogotá) and the Instituto Nacional de Antropología e Historia (México) have a wide range of publications.

²⁶Burris, ch. 4.

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