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THE LIBRARIES OF CENTRAL AMERICAN UNIVERSITIES

A REPORT TO CSUCA

BIBLIOTECA

CENTRO UNIVERSITARIO
DE INVESTIGACIONES
BIBLIOTECOLÓGICAS

by

Carl W. Deal

William Vernon Jackson

Marietta Daniels Shepard

Guatemala

Regional Office for Central America and Panama
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INFOBILA

PREFACE

The role of libraries in the national universities of Central America has for some time concerned the Central American Superior University Council (CSUCA). It appeared desirable to study the potential for library cooperation and development on a regional basis.

CSUCA, with the cooperation of the Regional Office for Central America and Panama (ROCAP) of the Agency for International Development (AID), invited Carl W. Deal, William Vernon Jackson, and Marietta Daniels Shepard--all of whom were already familiar with some of the institutions in the region--to make such a study. Jackson arrived in the region on July 25, Deal on August 3, and Mrs. Shepard on August 12; the surveyors completed their field work on August 20. Although it was not possible to visit the University of El Salvador, one or more members of the team did go to nearly all libraries in the other universities, as well as to a few other research libraries. Previous surveys completed by Efraim Rojas Rojas, Edward G. Fremd, Harold Lancour, and Arnulfo Abitz supplied much useful information, as did a questionnaire prepared by the Pan American Union's Library Development Program and forwarded by CSUCA to the five national universities. The survey team received twenty-seven completed questionnaires, but the amount of information furnished varied considerably from one to another.

Since the purpose of this survey was not to examine specific services and needs of individual library units, the review of the present library situation which appears here concentrates on three elements: resources, personnel, and finance. The consultants feel strongly, however, that any program of regional development and outside assistance must be contingent upon each institution committing itself to a minimum library program--presented here as "Recommendations for Improvement of Libraries in Each University." The "Recommendations for Improvement of Libraries on a Regional Basis" constitutes the most important part of this study. Three appendixes present a calendar for implementing the the recommendations and detailed statistics which do not appear in the body of the report.

The surveyors spent the week of August 14-20 discussing their findings and preparing the draft of this report; Jackson will complete the editing after they have returned to the United States. While the consultants greatly appreciate all the assistance they received from university librarians, faculty, and administrators, as well as from the office of USAID missions, USIS, ROCAP, and CSUCA, the conclusions and recommendations presented here are, of course, their own.

C.W.D.

W.V.J.

M.D.S.

San José, Costa Rica

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THE UNIVERSITY IN LATIN AMERICA

In recent years the role of the library within the Latin American university has received increasing attention. Individual universities have examined library services in the context of institutional improvement, extension of university activities, and economic and social reforms. In some countries university associations or councils of rectors have undertaken to promote studies of the libraries of their members and to secure improvement in services and greater coordination within the individual institutions. In many cases outside consultants have been asked to make surveys of individual libraries or of all library units and to plan the re-organization of library services. American foundations and the Agency for International Development (AID) have supported these movements, often by providing funds for an institutional contract between a university in Latin America and one in the United States. The resulting reports, while containing considerable information, are often unpublished and of a semi-confidential nature.

The concern for the need to improve university library facilities has also resulted in several international meetings in recent years. In early 1961 some twenty librarians, equally divided between representatives of university libraries in Latin America and in the United States, met together under the auspices of the Council on Higher Education in the American Republics (CHEAR) in an Inter-American Seminar on university libraries to discuss the present characteristics of Latin and North American universities, how they influence library services, and what should be done, in general terms, to alleviate some of the difficulties.¹

A survey of the general characteristics of Central American university libraries was made under the auspices of CSUCA in preparation for the First Meeting of University Librarians of Central America.² At this conference, held in early 1962, librarians, university professors, and administrators reviewed the problems of their libraries and made general recommendations concerning the need for planning and for greater cooperation among the university libraries of the region.³

Later in the same year a Regional Seminar on the Development of University Libraries in Latin America took place under UNESCO sponsorship. Working groups reviewed the present status of Latin American university libraries on the basis of a series of working papers and used one university library as a test case in an effort to set forth recommendations and steps which should be taken in the planned reorganization of a single university library.⁴

¹ Marietta Daniels, "University Libraries in the Americas: The Inter-American Seminar," College & Research Libraries, XXIII (1962), pp 28-32.

² Efraim Rojas Rojas, "Situación Actual de los Servicios Bibliotecarios en las Universidades Centroamericanas." In: Reunión de Bibliotecarios de las Universidades Centroamericanas, Memoria (Ciudad Universitaria "Rodrigo Facio," Departamento de Publicaciones, Universidad de Costa Rica, 1962), pp. 77-88.

³ Ibid., pp. 53-60.

⁴ Seminario Regional sobre el Desarrollo de las Bibliotecas Universitarias, Informe. Comp. por Javier Lasso de la Vega. (Mendoza, 1962).

In the surveys of individual libraries and in the meetings mentioned above certain characteristics seem to be common to Latin American universities and their libraries.⁵ First, the autonomy of the university, carried into the realm of autonomy of the individual faculty and its library, has resulted in a total lack of coordination among the libraries of an institution--whether their number is large or small. Second, physical dispersion of the collections, reflecting the separation of faculties, has required the development of general as well as specialized resources in each unit. Third, teaching methods until recently have been based primarily on lectures with students taking notes; textbooks in Spanish have been lacking; students have had to do little individual study and research--conditions which have resulted in little need or demand for good university library service. The current explosion of knowledge in virtually all disciplines, however, has forced a review of this practice. The result has been diminished emphasis on notes and increased emphasis on individual study by the student, who thus becomes a more demanding library user. Furthermore, university professors, in response to developmental programs and to increased attention to scientific and technical advancement, are increasingly engaged in research, especially as full-time posts are created. For the first time students and faculty alike are discovering the defects of their library service and are demanding improvements. As they become aware that the librarian as a mere custodian is no longer adequate to meet their needs for immediate access to knowledge and information, there is a growing recognition of the need for better trained staff.

When faculties move closer to each other in university cities, the proliferation of library units and duplication of materials become obvious. Under the new conditions of a central campus, sound economic planning for university development dictates the maintenance of a central library as the keystone in a coordinated library system.

Under these circumstances, recommendations appearing in survey reports and in proceedings of library meetings have tended to emphasize the following points for improving library service:

1. Need for long-range planning for the improvement of the university library system, including buildings and equipment
2. Need for providing, on a regular basis, a minimum of 5 per cent of the total university operating budget for library services apart from the provision of extraordinary funds to bring the library up to minimum standards
3. Centralization of library administration for the entire university library system, including the creation of a central library

⁵William Vernon Jackson, Aspects of Librarianship in Latin America (Champaign, Distributed by the Illini Union Bookstore, 1962), pp. 6-10.

4. Appointment of a Director of Libraries or of a Department of Library Services, with the status equivalent to that of a dean, to develop the long-term plan and coordinate all university library administration
5. Employment of other professional and auxiliary personnel as required by the institution
6. Provision of training facilities or study possibilities for library personnel and the recruiting and upgrading of staff
7. Attention to the expansion and improvement of the library collection, reference as well as general materials
8. Centralization of technical processes (such as acquisitions, cataloging and classification, and photocopying) and the maintenance of a union catalog of the holdings of all libraries within a university library system
9. Increased attention to the public service aspects of library functions, especially in the realms of reference and bibliography, and of aid to users
10. Provision of instruction to students in the use of books and libraries, and to advanced students and faculty in advanced research methods
11. Adequate equipment for the efficient application of library processes and for the photocopying of materials.

The present study of Central American university libraries takes these findings into serious consideration in evaluating the present situation. Recommendations of this report are, however, divided into sections: (1) action which individual universities should take to improve their library services (pp. 15-20) and (2) action on a regional basis, which requires outside financial support, recommended to facilitate and to coordinate the action of the individual institutions (pp. 21-28). (It should be noted, however, that one or more of the universities are already taking action to implement some of the recommendations.) The total student body of the five Central American universities here considered is approximately that of a Midwestern state university in the United States; the total number of libraries is considerably less than that of some of the larger universities in Latin America. By comparison the combined problems of these university libraries are relatively simple and easy to solve. A coordinated effort to resolve them should produce optimum results.

THE LIBRARIES OF CENTRAL AMERICAN UNIVERSITIES

Universities in Central America

Higher education in Central America has a long history. At least two of the five universities (those in Guatemala and Nicaragua) trace their histories back to the seventeenth century. In recent years new faculties have joined those dedicated to teaching and research in the traditional professions of medicine and law. Perhaps one of the most far-reaching changes, however, has been the creation of programs of "basic studies" or general education, under which all students receive a common background before transferring to one of the faculties for specialized training.

At present each university consists of a number of faculties, as indicated below.

University of Costa Rica: Faculties of Agronomy, Fine Arts, Economic and Social Sciences, Letters and Sciences, Law, Education, Pharmacy, Engineering, Medicine, Microbiology, and Dentistry.

University of San Carlos in Guatemala: Faculties of Agronomy, Architecture, Economic Sciences, Juridical and Social Sciences, Medical Sciences, Chemical Sciences and Pharmacy, Humanities (Guatemala City), Engineering, Dentistry, Veterinary Medicine, and Humanities (Quezaltenango).

University of Honduras: Faculties of Juridical and Social Sciences, Medical Sciences, Physical Sciences and Mathematics, Chemical Sciences and Pharmacy, Dentistry, Economics (Tegucigalpa), and Economics (San Pedro Sula).

University of Nicaragua: Faculties of Medical Sciences, Juridical and Social Sciences, Chemical Sciences, Dentistry, Humanities, Physical Sciences and Mathematics (Managua), and Economic Sciences (Managua).

University of El Salvador: Faculties of Jurisprudence and Social Sciences, Medicine, Engineering and Architecture, Chemical Sciences, Dentistry, Economics, and Humanities.

In summary, there are eleven faculties in Costa Rica and in Guatemala; seven each in Honduras, Nicaragua, and El Salvador (in addition, each university has schools, institutes, etc., not reflected here). However, only five faculties are common to all institutions: medicine, dentistry, law, economics and social sciences (the latter field sometimes within the faculty of law and sometimes within economics), and chemistry and/or pharmacy.

Enrollment in the Central American universities varies from 1,800 in Honduras to over 7,000 at San Carlos in Guatemala. The total amounts to 20,000--about the size of a major Midwestern university in the United States

TABLE I
ENROLLMENT

<u>University</u>	<u>Enrollment</u> ^a
Costa Rica	5,762
Guatemala (San Carlos)	7,014
Honduras	1,842 ^b
Nicaragua	2,348 ^c
El Salvador	<u>3,469</u>
TOTAL	20,435

^aSome figures are partially estimated; nearly all represent part-time students

^bOf these 119 are in San Pedro Sula

^cOf these 748 are in León

Resources

One may judge the resources in libraries in regard to both their quantity and their quality. Holdings in the Central American universities (Table 2) range from 11,800 volumes in Honduras to 69,500 in Costa Rica, with an average of only 37,500 per institution. The physical dispersion of faculties and consequently of their libraries means, however, that each student in reality has convenient access to a much smaller number of volumes in every case except that of Costa Rica. For example, in Nicaragua about two-thirds of the resources are at the main campus in León, which at present serves only one-third of the student body; in Guatemala four of the ten collections have moved to the new campus, while six remain in various locations in the city. Not only do these collections fail to meet the quantitative standards of 50,000 volumes for six hundred students set by the American Library Association, but it must also be remembered that these standards were established for liberal arts colleges rather than for universities having a number of professional schools.

If these resources represented a carefully selected group of books--that is, if they were high in quality--the deficiencies in quantity would be less striking. But holdings fall far short of meeting any qualitative standard that an experienced judge of resources might use. In the first place, much of the material is out-of-date--a vital consideration especially in scientific fields. In the second place there is a considerable amount of duplication, either because too large a portion of a given collection consists of textbook and reserve reading material needed in multiple copies, or because various units have acquired, knowingly or inadvertently, many of the same titles.

TABLE 2
RESOURCES

<u>University</u>	<u>Volumes in Library</u>	<u>Serials Currently Received</u>
Costa Rica	69,475	1,411
Guatemala (San Carlos)	58,759 ^a	1,078 ^a
Honduras	11,864 ^b	261 ^b
Nicaragua	19,600	710
El Salvador	<u>28,063</u>	<u>1,133</u>
TOTAL	187,761	4,593

^aExcludes libraries in Quezaltenango

^bExcludes library in San Pedro Sula

Moreover, in many cases, the present collections have been assembled largely on the basis of gift and exchange. Experienced librarians, while recognizing the value of these methods to supplement purchases or to obtain material not available in any priced form, know that effective building of resources can take place only through utilization of funds adequate to secure library materials on a continuing basis. Collections obtained largely through gift and exchange tend to be not only uneven in their strength in various disciplines, but also full of material that is really inappropriate for the library's needs. Information on serials currently received shows that in the five universities approximately two journals are coming in by gift and exchange for each paid subscription (in some libraries the ratio is even higher). It is difficult to imagine a professional school making available to its faculty and students even the barest current information when it depends on gift and exchange for two-thirds or more of the journals it receives.

In recent years a number of organizations have provided the universities with funds for book purchases or with special collections. This has resulted in improvement of resources especially in medicine, dentistry, and the biological and physical sciences. The Rockefeller, Ford and Kellogg Foundations, UNESCO, AID, Inter-American Development Bank, USIS, and the Library of Congress, to name a few, have made such contributions. However, the volume of such outside assistance could not begin to compensate for all the deficiencies in resources.

It is apparent that none of the five universities can at present meet the library needs of all fields in which it has teaching and research programs. This calls for a massive strengthening of resources over the next five to ten

years. Improvement of holdings will require acquisition of large numbers of new monographs, additional journal subscriptions, and, above all, building of collections of reference and bibliographical material. In all cases, however, current teaching and research needs should receive emphasis. It is far wiser to provide abstracts and indexes for journals and to secure photocopies of needed older articles than to spend large amounts of money for retrospective files, whose contents may not appear in standard indexing and abstracting tools or which, in any case, will receive little use.

In spite of the general weakness of their resources, the libraries do have a number of areas of strength and some special collections. However, these are relatively unknown, because practically no guides to resources, union lists, and other bibliographical tools exist. To achieve maximum usefulness of new resources as well as of those already in the collections calls for the preparation of such bibliographical works as soon as possible. A first step might well be the compilation of a directory of Central American research collections, including those in national and special as well as university libraries.

Personnel

Any review of the personnel situation in a library needs to distinguish between persons who, through their over-all education, experience and training in library science, may be considered professional librarians and those working in libraries but who lack such characteristics. Students in charge of faculty libraries, part-time employees with little or no library training and persons primarily engaged in charging out materials from reading rooms should not be equated with professional librarians. Since very few of those working in the five Central American universities have the full qualifications to be considered professional librarians, the personnel data furnished for this study has been tabulated on the basis of present duties (i.e., professional, subprofessional and clerical, other). There are (Table 3) 58 persons with professional duties, 21 with subprofessional and clerical, and 18 others, for a grand total of 107 persons employed in libraries of the institutions considered here. (The last group is not further considered here, because their work is common to other University units.)

The ratio of persons with professional duties to those with subprofessional and clerical is approximately 2:1. This is an unsatisfactory ratio when compared with the standard of 1:2 generally accepted as desirable in the libraries in the United States. However, each of the large number of units has some professional tasks, and this undoubtedly accounts for the high ratio. The centralization of services unquestionably would permit a better distribution of professional duties, as seems to be the case in Costa Rica, where the ratio is less than 1:1.

At least the over-all education level of the fifty-eight persons having professional responsibilities is somewhat inadequate (Table 4). All have completed a secondary education, fourteen hold a university degree and thirty-four have had some course work in library sciences. While it is

heartening to note that more than one-half of these persons have obtained some formal work in library science, much of this training has been accomplished through short courses, which can serve a useful purpose as a supplementary means of providing elementary or basic training in library techniques, but not as the fundamental method of providing necessary professional education. It does not overshadow the need for each institution to provide a regular method for university level preparation of its professional staff with graduate degrees in library science as soon as it is feasible. These in turn can, with sufficient preparation and experience, be responsible for future in-service training programs. The fact that not one staff member presently holds a graduate library degree is indicative of the seriousness of the situation.

It is interesting to compare the total size of the staff with that of the collections. For example, fifty-four persons are employed in the libraries in Honduras, Nicaragua, and El Salvador to maintain library collections totalling only 59,000 volumes. Costa Rica, with a collection of 69,000 volumes, has only twenty-one staff members; while San Carlos in Guatemala, which maintains the largest number of units, employs thirty-two persons. The largest library (Costa Rica) also has the highest number of books per employee, while the smallest (Honduras) has the lowest. Because some figures reported include both full- and part-time personnel, it is impossible to determine the numerical adequacy of the library personnel based on enrollments, rate of acquisitions, and actual library use. However, it is clear that decentralized systems require considerably larger staffs.

TABLE 3

TOTAL STAFF AND DUTIES

<u>University</u>	<u>Professional Duties</u>	<u>Subprofessional & Clerical Duties</u>	<u>Maintenance & Other Duties</u>	<u>Total Personnel</u>
<u>Costa Rica</u>				
Biblioteca Central	9	11	1	21
<u>Guatemala (San Carlos)</u>				
Agronomía	1	1	1	3
Arquitectura	1			1
Ciencia Jurídicas y Sociales	2	2	1	5
Ciencias Económicas	3		1	4
Ciencias Químicas y Farmacia	1	1	1	3
Humanidades	3	2	1	6
de Occidente ^a		1		1
Ingeniería	1	1		2
Ciencias Médicas	1	1	1	3
Medicina, Veterinaria, y Zootecnia	1	1	1	3
Odontología	1			1
Total	15	10	7	32

TABLE 3 (Cont'd)
TOTAL STAFF AND DUTIES

<u>University</u>	<u>Professional Duties</u>	<u>Subprofessional & Clerical Duties</u>	<u>Maintenance & Other Duties</u>	<u>Total Personnel</u>
<u>Honduras</u>				
Departamento de Archivo y Biblioteca	2			2
Biblioteca Central ^b				
Ciencias Jurídicas y Sociales	1	1		2
Ciencias Médicas	2		1	3
Ciencias Químicas y Farmacia	1	1		2
Economía	1			1
Ingeniería	2			2
Odontología	1	1		2
Total	10	3	1	14
<u>Nicaragua</u>				
Medicina, Odontología, Ciencias Químicas, Ciencias Jurídicas y Sociales, Escuela de Ciencias y Letras. All are located in León and combined herein.	8	1	3	12
Humanidades (Esc. de Ciencias de la Educación), Managua	2	1	1	3
Total	10	1	4	15
<u>El Salvador</u>				
Biblioteca Central	3	3	1	7
Departamento de Ciencias	2	1	1	4
Ciencias Químicas	1		1	2
Ingeniería y Arquitectura	1			1
Jurisprudencia y Ciencias Sociales	3	1	1	5
Medicina	3	1	1	5
Odontología	1			1
Total	14	6	5	25
TOTAL ALL UNIVERSITIES	58	31	18	107

^aFigures for three other small collections in Quezaltenango not included.

^bNot yet operating; personnel are included above in Departamento de Archivo y Biblioteca.

TABLE 4
PROFESSIONAL STAFF EDUCATION

<u>University</u>	<u>Completed Secondary Education</u>	<u>Univ. Degree</u>	<u>Courses in Lib. Sci.</u>	<u>Postgraduate Studies in Library Science</u>
<u>Costa Rica</u>				
Biblioteca Central	9	3	9	
<u>Guatemala (San Carlos)</u>				
Agronomía	1		1	
Arquitectura	1		1	
Ciencia Jurídicas y Sociales		2	2	1
Ciencias Económicas	2	2	1	
Ciencias Químicas y Farmacia	1		1	
Humanidades de Occidente	3	3	2	1
Ingeniería	1	1	1	
Ciencias Médicas	1		1	1
Medicina, Veterinaria y Zootecnia	1		1	1
Odontología	1		1	
Total	<u>12</u>	<u>8</u>	<u>12</u>	<u>4</u>
<u>Honduras</u>				
Departamento de Archivo y Biblioteca	1			
Biblioteca Central				
Ciencias Jurídicas y Sociales	2			
Ciencias Médicas	2		2	1
Ciencias Químicas y Farmacia	1	1		
Economía	1			
Ingeniería	2			
Odontología	2			
Total	<u>11</u>	<u>1</u>	<u>2</u>	<u>1</u>
<u>Nicaragua</u>				
Medicina, Odontología, Ciencias Químicas, Ciencias Jurídicas y Sociales, Escuela de Ciencias y Letras. All are located in León and combined herein	5	1	1	
Humanidades (Esc. de Ciencias de la Educación), Managua			2	
Total	<u>5</u>	<u>1</u>	<u>3</u>	<u>0</u>

TABLE 4 (Cont'd)
PROFESSIONAL STAFF EDUCATION

<u>University</u>	<u>Completed Secon- dary Education</u>	<u>Univ. Degree</u>	<u>Courses in Lib. Sci.</u>	<u>Postgraduate Studies in Library Science</u>
<u>El Salvador</u>				
Biblioteca Central	2	1	2	1
Departamento de Ciencias	3		2	
Ciencias Químicas				
Ingeniería y Arquitectura	1			
Jurisprudencia y Ciencias				
Sociales	2		2	
Medicina	3		2	
Odontología				
Total	<u>11</u>	<u>1</u>	<u>8</u>	<u>1</u>
TOTAL ALL UNIVERSITIES	48*	14	34	6

*It is assumed that each of the fifty-eight reporting under "Professional Duties" in Table 3 have completed a secondary education, with a number of the fourteen persons holding university degrees not reporting again under this heading.

Finance

The statistics on finance (Table 5), it is felt, accurately indicate the degree of support each institution is presently giving its library, but they do not pretend to be accurate in all details for several reasons. Since each library (Costa Rica excepted) operates within a faculty, it is often difficult to obtain figures for library support, as distinct from other expenditures of the faculty. In some cases figures apply to the 1964 year and in others to 1965.

Table 5 shows that library expenditures range from \$13,614 at Honduras to \$84,193 at Costa Rica, while total university operating budgets vary from \$955,706 in Honduras to \$3,323,989 in Costa Rica. In round figures, the five institutions are spending on their libraries about \$210,000 of total expenditures of \$10,700,000--less than 2 per cent. Costa Rica receives greatest support (2.5%), Nicaragua and El Salvador obtain about 2 per cent, while at Honduras and San Carlos (Guatemala) the percentage falls to less than 1.5. On a per student basis, however, Costa Rica and El Salvador are nearly equal with \$14.77 and \$14.61 respectively, while the other three trail at a considerable distance.

Expenditures for books, bindings, and periodicals are low. If we estimate the average cost of one book at \$4.00 per volume (not a high figure considering the price of scientific and foreign language material), Costa

TABLE 5
LIBRARY BUDGET AND EXPENDITURES

<u>University</u>	<u>Books, Periodicals, Binding</u>	<u>Library Equipment</u>	<u>Other Expenditures</u>	<u>Salaries</u>	<u>Total Library Budget</u>	<u>Total University Budget^a</u>
<u>In National Currency</u>						
Costa Rica	296,222	17,092	14,780	229,355	557,449	22,004,805
Guatemala	13,386	100	46	25,756	39,288	2,969,848 ^b
Honduras	7,227	2,000	300	17,700	27,227	1,911,412
Nicaragua	23,750	6,000		110,100	139,850	6,834,465
El Salvador	30,650	11,500	5,625	89,640	137,415	6,200,000 ^b
<u>In Dollars</u>						
Costa Rica	44,747	2,582	2,233	34,631	84,193	3,323,989
Guatemala	13,386	100	46	25,756	39,288	2,969,848 ^b
Honduras	3,614	1,000	150	8,850	13,614	955,706
Nicaragua	3,326	840	21	15,420	19,607	957,208
El Salvador	<u>12,260</u>	<u>4,600</u>	<u>2,250</u>	<u>35,856</u>	<u>54,966</u>	<u>2,480,000^b</u>
Total	77,333	9,122	4,700	120,513	211,668	10,686,751

^aCapital expenditures excluded whenever they could be identified

^b1965 budget

^c1964 enrollment

^dTotal enrollment including those enrolled in San Pedro Sula

^eOf these 748 are in León

^fBook expenditures = Books, periodicals, binding

Currency Conversion

Costa Rica - 6.62 Colones = \$1.00 U.S.
 Guatemala - 1.00 Quetzales = \$1.00 U.S.
 Honduras - 2.00 Lempiras = \$1.00 U.S.
 Nicaragua - 7.14 Córdobas = \$1.00 U.S.
 El Salvador - 2.50 Colones = \$1.00 U.S.

TABLE 5 (Cont'd)
LIBRARY BUDGET AND EXPENDITURES

<u>Library Budget as Per Cent of Univ. Budget</u>	<u>Total Enrollment</u>	<u>Total Library Expenditures per Student</u>	<u>Book Expendi- ture per Student^f</u>	<u>University</u>
<u>In National Currency</u>				
2.53	5,762	96.75	51.41	Costa Rica
1.32 ^b	7,014 ^c	5.60	1.91	Guatemala
1.43	1,842 ^d	14.77	3.92	Honduras
2.05	2,348 ^e	59.57	10.11	Nicaragua
2.22 ^b	3,469	39.66	8.84	El Salvador
<u>In Dollars</u>				
2.53	5,762	14.77	7.77	Costa Rica
1.32 ^b	7,014 ^c	5.60	1.91	Guatemala
1.43	1,842 ^d	7.39	1.96	Honduras
2.05	2,348 ^e	8.35	1.36	Nicaragua
<u>2.22^b</u>	<u>3,469</u>	<u>14.61</u>	<u>3.53</u>	El Salvador
1.98%	20,435	10.36	3.78	

Rica purchases about two volumes annually per student, and El Salvador one volume. The other three institutions are adding approximately one book for every two students. It is apparent that expenditures of around \$3,500 can lead to no substantial improvement in resources in the libraries in Honduras and Nicaragua. On the other hand, it would be unwise to embark suddenly on drastic increases in book purchases, without acquisitions programs that are planned, staff able to make good selections for the libraries' needs, and sufficient catalogers to make the acquisitions available to readers promptly. In other words, the massive strengthening of resources must be coordinated with securing adequate personnel.

✓ Although the average percentage of total library expenditures allotted for salaries is about 57 per cent, present salaries are so low as to stand as a serious barrier to the entrance of newly trained and well-qualified persons into university library work. This is evident in each of the institutions and is borne out by the fact that the average salary of the fifty-eight staff members performing professional and the thirty-one persons having clerical duties would barely exceed \$100 per month.

It is simple to conclude that the present total financial support for library services in the five Central American universities is grossly inadequate. However, given the complexity of the library situation, the mere addition of funds will not guarantee a ready correction of present deficiencies.

Administration

Although none of the universities possess a completely coordinated library system, the situation in Costa Rica (a single library plus a few small office collections) most nearly approaches this. Nicaragua has a central library for its main campus in León, but units in Managua at present have no relation either with each other or with the León operation. At San Carlos in Guatemala the establishment of a new unit to serve basic studies and engineering represents the first significant step toward centralizing the administration of the most complex of the five library situations. Plans in El Salvador call for a coordinated system, with a central library serving the humanities and social sciences and three branches (medicine-dentistry, sciences, and agriculture) to meet the special needs in the sciences. Only in Honduras has little been done to form a library system.

(The lack of coordination is also illustrated by the fact that librarians in the various units do not know each other, that there has been little exchange of information about technical and public services and that it is almost impossible to obtain financial and other statistics for all libraries that the university is supporting.

All of this leads not only to duplication of effort but also to limiting, in effect, the access of students and faculty to the library of their own faculty.

RECOMMENDATIONS FOR THE IMPROVEMENT OF LIBRARIES IN EACH UNIVERSITY

Most university libraries in Central America, and elsewhere for that matter, have developed without relationship to a coordinated plan or to established criteria for the selection and organization of needed and useful materials. A single Institution (or more generally a single faculty such as medicine) has occasionally received outside assistance to improve its teaching and research material and to enable one person to study library science abroad.

Recommendations in the following paragraphs emphasize the responsibility of each university to take steps to improve its own libraries. The principles set forth are as applicable to universities and their libraries in other countries as to those in Central America. Certain measures and principles of an administrative nature are mentioned as basic to the provision of library services to satisfy new teaching and research demands.

If the universities of Central America will undertake individually a "bootstrap operation" in accordance with these observations, the later recommendations on coordinated external assistance will be valid and fruitful.

Principles of Relationship of the University to Its Library System

1. Library Service: Each university must recognize its responsibility for the adequate maintenance of library service as an integral and essential function of the educational and research process.
2. Teaching Methods, Research, and the Library: As improvements are made by each university in its teaching methods, in the development of basic studies programs aimed at promoting individual study rather than mass learning, and an increased emphasis on both elementary and advanced research by professors and students, there will be an increased demand for better library service. This calls for immediate attention to the improvement of library collections, service, and personnel to be able to respond to these demands and to be a vital force in the university complex.
3. Distinction between Libraries and Textbook Collections: There must be a recognition of the distinction between a library and a textbook collection. Maintenance of the latter is not a function of a university library. In the light of the high cost of textbooks in Central America, a plan should be developed to provide the necessary textbooks to students at minimum cost (See Recommendation 55).
4. Budget: Universities should budget a minimum of 5 per cent of their total operation budget for current library expenditures after the library has reached standard levels of collections, personnel, and service. At the regional meeting in Mendoza (p. 1) both United States and Latin American libraries established this percentage as a minimum.

The figure of 5 per cent is, however, predicated on the provision of extra-ordinary funds for the purchase of new materials needed to meet standards, to train personnel, to purchase new equipment and to construct library buildings. For instance, to strengthen resources some United States libraries have found that they must spend from 7 to 9 per cent, or even more, of their current operating budget on libraries.

For practical purposes it is suggested that most Central American universities make a gradual increase in library expenditures, especially because the training of personnel to carry out necessary changes and improvements will itself require time. At the beginning of the second year of a library improvement plan, the budget should be increased to 3.5 per cent and at the fourth year to 5 per cent.

There should be one budget for all libraries of the university for economy and efficiency of operations. Expenditures authorized by faculty deans for faculty libraries should be reviewed and approved by the Director of Library Services. The university financial office will probably need to adjust its procedures to make it possible to obtain full information on library expenditures.

5. Centralization of Library Administration: Each university should centralize the administration of its library services. As new university cities are built and faculties incorporated into them and as basic study programs evolve, it will become more feasible to reduce the number of library units. A central library should be established to satisfy the major portion of the library needs of the university. For efficiency and economy, centralized technical processing should take place for acquisition and exchange, cataloging and classification, photoduplication, etc., even though some specialized faculty libraries continue to exist. However, no new units should be created without the approval of the Director of Library Services.
6. Director of Department of Library Services: A Director of the Department of Library Services is recommended for the administration of all university libraries. He should have status equivalent to that of a dean, be responsible directly to the Rector and be empowered to plan and maintain the library system. He must be supported by a minimum of two librarians with full professional training, one for public services, and one for technical processes. (See also Recommendation 11.)
7. Central Library Building: In planning for the construction of a central library building, it is suggested that library building consultants be utilized to work with the librarians, university authorities, and university architects.
8. Planning Library Improvement: A long-range plan for the improvement of each university library system should be developed by the Director of Library Services in collaboration with the faculty and related personnel whenever possible to a regional plan for improved library services. It should include such elements as recruitment and training of personnel, strengthening of the collection, construction of new and rehabilitation of old facilities,

reorientation of library activities toward services to readers, improved analysis and control of holdings, and more fruitful relations with outside libraries and institutions. Outside consultants may be found useful both in planning and executing certain specific projects.

9. Selection and Training of Personnel: The services of the university library system will never be better than its personnel. Even a first-class collection with less than first-class librarians will not make a first-class library. For this reason, each university must recruit the best staff possible and assure the adequate training of its personnel already in service by planning for a training program using national, regional or international training facilities. Librarianship is a scholarly profession at the university level requiring a broad academic background. The continued employment of personnel with file-clerk background will never produce the library services which university functions require.

The University Library System

10. Department of Library Services: A Department of Library Services will serve for the administrative centralization and coordination of the university library system. The department will be divided into three principal units: administration, technical processes, and public services.
11. Director of Library Services: The Director of the Department should have the same stature, standing and remuneration as the dean of a faculty. In order to merit such a position, he must of course be a university graduate and should also have special training (preferably at the post-graduate level) in library science. He should take part in faculty meetings and be a member of the university council.

No hard and fast rule can be proposed at this time as to how each institution should select the Director of Library Services. In some institutions in Latin America, where personnel with these qualifications was lacking, a faculty member with recognized administrative ability and understanding of the need for improved library services was sent for post-graduate study, observation and work in universities in the United States for a period varying from six months to two years. In some instances a United States librarian has been contracted to initiate the reorganization process while the future director is receiving training.

The Director of the Department of Library Services will be responsible directly to the Rector. He will prepare the budget, authorize expenditures, maintain statistics and prepare reports, plan and administer the library system, supervise the technical processes and public services of the libraries and, in general, care for all matters concerning the relationship of the library to the university administration.

12. Other Librarians: The Director of Library Services should be supported by a minimum of two key professional librarians in the central library, one for technical processes and one for public services, and by additional

professional and administrative personnel required for adequate maintenance of the central library and other libraries in the system. "Professional librarians" as here employed means those with university degrees and a minimum of a full one-year course in library science taken either at the undergraduate or graduate level.

A salary scale commensurate with the salaries of university faculty with equivalent preparation and experience should be developed and applied to the entire university library staff.

13. Training of Staff: Each institution should strive to improve the quality of present and future library personnel. Opportunity should be given for the advanced training of present staff engaged in professional work. Each university should take measures to assure that the professional staff have the minimum of a university degree, including or in addition to a full one-year course in library science. For the immediate present, at least full use should be made of the Inter-American Library School at the University of Antioquia in Medellín, Colombia, which offers the Licenciatura en Bibliotecología to those with two years of general studies and two of library science. Students from other countries with two years of general studies in the university may enter at the third year and complete the Licenciatura with two years of professional studies. The cost per student per year is between \$1,000 and \$1,200, including fees at the university, living expenses, and travel from Central America.

Steps should be taken immediately to register one or two students or librarians with two years of university studies from each Central American university in the next academic year at the Inter-American Library School, beginning in February, 1966.

Some Central American universities may wish to offer a four-course "core curriculum" in basic library technical subjects for auxiliary personnel. (For further recommendations on training, see Recommendations 30-34.)

Services to Readers

14. Emphasis on Service: Each institution should study measures necessary to emphasize the service function of the library rather than the traditional organization and storage function. The centralization of technical process will tend to make this more possible by freeing some personnel for reference service and aid to users.
15. Availability of Books: Books and periodicals should be made as accessible as possible, subject only to control measures that minimize losses. This means giving readers access to the shelves for at least large portions of the collections.
16. Reference Service: Adequate reference service should be provided. This requires a trained reference librarian in charge of a collection of well selected reference and bibliographic material.

17. Lending Policies: The principal portion of the collection--exclusive of reference material, special collections and rare books, and books on reserve--should be freely available for home loan to students and faculty. All students and faculty in each university should have borrowing privileges in all library units of that university. The central library should maintain inter-library loan service between the university library (probably handled by the central library) and other libraries in the country and, when feasible, in all of Central America. To some extent photoduplication service may replace actual lending of material, especially from one country to another.

Technical Processes

18. Centralization: Technical processes should be centralized in the central library for all library units in the system. These will include acquisition and exchange of publications, cataloging and classification, duplication of catalog cards, maintenance of the catalog of the central library, a union catalog of holdings of all university libraries, and providing photoduplication service. The central library will process material received by both it and faculty libraries. Special equipment for processing and photocopying will be required.
19. Cataloging: A manual of cataloging and classification procedures for use in a regional centralized cataloging system should be applied in each institution for its cataloging maintenance as well as for processing of material in individual units in systems not yet having centralized processing. (See Recommendation 46.)
20. Union Catalog: Each central library should maintain a union catalog, comprising holdings in all library units. This will be a means of determining what is available in the library system and how it can better be utilized.

Improvement of Library Resources

21. Selection Aids: Standard buying lists and specialized bibliographies should be used in the selection of all types of material.
22. Journal subscriptions: Regular budgetary provision must be made for journal subscriptions in order to assure complete runs.
23. Scope of Collection: Although the demands of existing faculties and subjects covered by present courses will have top priority, the library will wish to assure an ample representation of all of human knowledge in its holdings, both for the general knowledge of its students and for possible curriculum changes in the future. Each university library system should maintain as complete a collection as possible of books published in the country.

24. Bibliographic Tools: While not every university will find it possible to assemble a large collection, each should acquire such tools (library and printed book catalogs, bibliographies, indexes, abstracts, etc.) as will furnish students and faculty with nearly all bibliographic information they need..
25. Coordination of Resources: Within the library system, especially with the use of the union catalog, it should be possible to redistribute total holdings in accordance with the subject interests of each unit. For instance, the reference collection requires a complete run of the Handbook of Latin American Studies, and occasional copies located in faculty libraries are generally useless.
26. Gifts: In the receipt of gifts, a rigid selection should be made of those items actually needed by or useful to the university library system, so as to avoid needless expenditures of funds for processing and maintenance. Materials received by gift and exchange not appropriate for the university library should be segregated for exchange purposes.
27. Exchange: Exchange possibilities should be exploited to the maximum, including the services offered by the U. S. Book Exchange.

RECOMMENDATIONS FOR THE IMPROVEMENT OF LIBRARIES ON A REGIONAL BASIS

Although it is imperative that each individual university apply itself to improving its library services, there are certain elements necessary for their improvement on a regional basis which can come only from external sources of activity and assistance, both financial and technical.

Basic to the improvement of library services throughout the region of Central America is planning and coordination. Special attention must be given to a planned program for the training of personnel on all levels to organize and maintain improved library services and resources. The development of a plan for the betterment of library resources should coincide with CSUCA planning for regional training facilities.

The existence of excellent library collections, however, is necessary only if they are going to be used. It is suggested, therefore, that concerted efforts be made to introduce improved research methods in Central American universities by encouraging greater use of books and libraries through both local and regional courses.

Building planning has reached a high level of specialization. As each university reaches the point of building a new central library building or rehabilitating faculty library space, outside experts may be required.

In order to achieve the maximum benefit of professional library experience for the university libraries of the region, the formation of a Central American Library Association is recommended, with national and local associations serving as chapters. Certain projects can be carried out by special standing or ad hoc committees of benefit to all university libraries. An Advisory Committee can be appointed to advise CSUCA on library matters and potential collaboration.

over The "textbook problem" is one of special concern to university libraries in Central America. If true library services are to be created in the region, attention must be given to relieving the university libraries of providing essential texts for daily study by students. This will result in better use of funds and staff.

The following recommendations, therefore, are made in the interest of setting forth the problems of Central American university libraries which can be resolved by financial and technical assistance from outside agencies such as ROCAP, AID missions in the various countries, philanthropic foundations, international organizations, and even private interests and business concerns.

In carrying out a planned program for university library improvement, an essential element will be the coordinator recommended herein for service to CSUCA, and for the coordination of the program with the activities of the proposed Central American Library Association with ROCAP, and with other philanthropic and developmental agencies.

Administration of Program

28. Five-year Program: A five-year program should be developed and executed as a joint project of CSUCA/ROCAP, with the assistance of other agencies. Funds will be needed for the expenses of the CSUCA/ROCAP advisory team, personnel for specific projects, and for the administration of the program.
29. Employment of Coordinator: Successful execution of a multi-faceted program like the one proposed depends on employment of a coordinator on a full-time basis with headquarters at either CSUCA or ROCAP. The coordinator would be assisted by specialists for shorter periods to plan and supervise certain aspects of the program such as training of personnel and improvement of collections. He would be aided, furthermore, by the CSUCA/ROCAP Advisory Team, as well as by the Advisory Committee of the Central American Library Association. (See Recommendation 54.)

Training of Personnel

The most urgent need for the improvement of Central American university libraries is the adequate academic and professional preparation of personnel. Because of the varying backgrounds and staff requirements, it is recommended that a series of measures be undertaken to provide training on different levels, with future salaries commensurate with the new level of training.

30. Fellowships for Directors of Departments of Library Services: The Directors of Departments of Library Services with university degrees should be given an opportunity to study present-day trends in university libraries, through study-observation-work programs in the United States for periods varying from six months to two years, depending on the background of each and the back-stopping personnel presently available in libraries. A review should be made in each case to determine whether United States library experts are needed at each institution during the absence of the Director.
31. Workshops for Administrative Personnel: Workshops of six or eight-weeks duration should be offered for chiefs of faculty libraries, heads of technical processes and of public services, and others with administrative responsibility, in an area in the United States which permits formal study in special courses in a library school and in planned visits to libraries, centralized cataloging centers, etc.
32. Special Training Courses: Workshops and/or courses in such fields as cataloging, exchange, reference materials and services can be made available in Central America. Librarians of special libraries and collections (e.g., medicine) should be sent to the special courses offered at the Inter-American Library School at the University of Antioquia in Medellín.
33. Core Curriculum: Elementary training for personnel with limited educational and technical backgrounds can be given locally with available personnel serving as teachers. This core curriculum embraces the four areas of library administration, cataloging and classification, reference services, and the history of books and libraries. Standard course content and number of class hours have been developed at the Inter-American Library School in a special study of the library profession in Latin America to which some thirty leaders in

librarianship are contributing; consequently, core curricula in Central America should rely on this evaluation and should be coordinated for the entire region.

34. Training for Professional Staff and Library Science Teachers: Younger personnel-in-service and university students with two years of general studies should complete their two years of professional study terminating in the Licenciatura en Bibliotecología at the Inter-American Library School. Those with university degrees and proficiency in English may be encouraged to continue with advanced library training at the graduate level in the United States. In both cases this will require funds for scholarships.
35. Central American Library School: The time does not seem ripe to establish such a school. The creation of a professional library school offering a full program of courses requires careful planning, adequate teaching staff, and an ample supply of funds. The present cost for staff, supplies and equipment, maintenance of a professional library, scholarships for Colombian students, etc. at the Inter-American Library School now amounts to about \$100,000 per year. The problems of securing a good teaching staff have been legion. The advantages of having a regional library school for Central America and the cost of adequate support from the parent institution and the region must be weighed against the feasibility of using the Inter-American Library School, where the annual cost for Central American students would be from \$1,000 to \$1,200.

Nevertheless, the question of a Central American Library School has received most serious consideration. It is recommended that a final decision on this important matter be postponed for three years, when it will be possible to evaluate the need in the light of improvements which hopefully will have taken place. It would be folly to suggest a school at present when there is a lack of personnel adequately prepared for library science teaching in the region and elsewhere in Latin America, as well as Spanish-speaking librarians in the United States. This, too, should change within the next three years.

If it is decided three years hence to establish a Central American Library School, planning for its operations should be carried out over the following two-year period. A director would be appointed at the beginning of the fourth year for full-time planning and for the development of curriculum, recruitment of personnel, procurement of space and equipment, and assembling a professional library. During the fifth year one full-time professor would be added for curriculum development and recruitment of students. At the opening of the school in the sixth year a second full-time teacher and auxiliary teaching and administrative staff would be employed. In the meantime, an advisor would be provided for brief periods.

36. Consultant on Library Education: The importance of adequately trained personnel to the successful operation of university libraries cannot be emphasized enough. For this reason it is urged that a part-time consultant aid CSUCA and ROCAP on all matters relating to education for librarianship.

Resources and Technical Services

In view of the efforts to establish regional training centers in the Central American universities and of the need to obtain maximum utilization of limited library resources, a centralized system of recording holdings and cataloging materials for all universities in the region should prove most useful. This would embrace such tools as recommended below.

37. Union Catalog: A union catalog of the monographic holdings of all research libraries in Central America should be undertaken, to be located at CSUCA or in a location determined by CSUCA. A first step to initiate the project would be to copy the author cards in the university libraries and subsequently those in all other research collections. Given the small extent of collections at present, this can easily be accomplished by sending a technician to microfilm the cards in each library and subsequently enlarging the film to card size or by providing copying facilities at each university to copy several cards on a page for cutting to standard size. Cards would then be interfiled to form the union catalog. Arrangements would later be made for recataloging entries that do not follow standard cataloging practice.
38. Union List of Serials: As an adjunct to the union catalog, a union list of serial holdings of all research libraries in Central America should be undertaken, to be located at CSUCA or in a location determined by CSUCA. Several partial union lists of serial holdings already exist. A more comprehensive listing might begin with current receipts of the universities, then of other research libraries and subsequently extended to include statements of full holdings. The experience of Costa Rica and INCAP⁶ will prove very useful.
39. Automation of Union Catalog and Union List of Serials: As a means of making the content of collections of all the university libraries more available to all professors and students, careful consideration should be given to the ultimate mechanization of the bibliographic data from the union catalog and union list of serials, so that the print-out could form the basis for printed book catalogs, copies of which could be widely distributed throughout the region.
40. Guide to Resources: No thorough qualitative review of present resources in the university libraries exists; most surveys have examined only the extent of holdings and made a few observations on their quality. An evaluation of and guide to these collections should be made by an expert in library resources in order to determine more accurately the strengths and weaknesses of existing holdings; this might well be combined with a survey of the resources of other research libraries in the region. Such a guide will complement the union catalog and the union list of serials.

⁶Institución de Nutrición de Centro América y Panamá, Lista de Publicaciones Periódicas Técnicas y Científicas Existentes en Algunas Bibliotecas de Centro América y Panamá, comp. por Raquel Flores y Adelina Corado (/Guatemala/ 1965).

41. Improvement of Resources: The libraries have in general acquired their present holdings by gift and exchange with little thought to the utility of each title. In addition to funds which each university must provide for current acquisitions in support of its teaching and research program, there must be supplementary funds for the improvement of resources on the basis of predetermined criteria. In view of the inadequacies of present holdings it is not unwise to think of the expenditures of over \$1,000,000 over a five-year period.
42. Criteria for Selection: Standard lists of publications suitable for university libraries, standard bibliographies for special subject fields and lists of periodicals regularly analyzed in indexing and abstracting services should constitute the primary sources for determining new acquisitions. In this connection the universities and CSUCA should support the efforts of the Pan American Union to secure the compilation of a standard buying list of books and periodicals for university libraries in Latin America; such a list would consist of three priority groups of 25,000 titles each. Efforts should also be made to have additional lists of recommended titles in individual subjects compiled.
43. Reference and Bibliographical Tools: One of the chief weaknesses noted in the libraries is the lack of reference service and assistance to readers, due in part to the lack of proper reference sources and in part to the lack of personnel trained in reference work. Each university's central library needs to obtain an adequate collection of reference and bibliographical tools.
44. Exchange Service: The Central American university libraries could benefit considerably from the services of the U. S. Book Exchange in completing their periodical collections. Efforts should be made to revive the suspended exchange service with USBE through a regional contract with AID/ROCAP.
45. Centralized Cataloging: A centralized processing center at one of the universities or at CSUCA to catalog and classify all new materials received that are not Central American in origin would save much duplication of effort. Later it could also undertake to recatalog older materials already in the libraries. The university library in each country would catalog and classify works issued in that country and forward copies of cards to the centralized processing center. The processing center would provide sets of catalog cards either to all university libraries or to those which actually hold the book. In spite of the obvious efficiency of such a move, there are many problems that would need to be solved, such as the ordering of books and shipment over national borders from the processing center to other countries. The speed with which the center could supply both services and the need to determine whether all copies of the books would go to the processing center or only one copy for cataloging purposes offer additional problems. At this point, therefore, a feasibility study is called for; a philanthropic foundation might be asked to supply funds for this purpose.
46. Cataloging and Classification Manual: The publication in 1966 of the standard list of subject headings in Spanish being compiled by the Pan American Union and the translation of the new cataloging rules, together with the use of

the Spanish edition of the Decimal Classification and the new 17th edition in English, will make it possible to apply uniform rules and procedures in cataloging and classification. A manual of procedures should be compiled to serve as the basis for cataloging and classification in each university library, for cooperative cataloging of national publications and for the work of the centralized processing center.

Use of Libraries

47. Articulation Between the Library and Teaching and Research Programs: The changes in teaching methods pointed out on page 15 clearly call for greater articulation between the library and the universities' teaching and research programs. The library must be prepared to assume its responsibility for providing the resources and the services for individualized study and for research.
48. Manual on the Use of the Library: No adequate manual on the use of the library for first-year students exists (there are some partial guides and some extensive manuals for more advanced research). Such a manual should be developed for use in all universities in Central America (it would also prove useful in other Spanish-speaking countries).
49. Workshops on Research Methods: Meeting the need for instruction in the use of the library at a more advanced level calls for special workshops on research methods. These might be offered in each country for general research procedures and in the region for research in special fields. Until a more satisfactory general manual becomes available, Alexander and Burke's Métodos de Investigación (Washington, Unión Panamericana, 1962) can serve as a text. Participants should undertake individual research projects in the fields of their interest. (For special courses on reference materials and services for librarians see Recommendation 32.)

Buildings and Equipment

50. Endorsement of Construction of Library Buildings: Since no university library in the region now has adequate housing, moral support should be given to financing the construction of central libraries; in Costa Rica and El Salvador building plans are already well along. Adequate facilities not only contribute to more efficient service, but also lead to greater use of the library. Provision of local funds by the private as well as the public sector contributes considerably to favorable consideration by such organizations as the Inter-American Development Bank.
51. Building Consultants: Planning new library buildings and rehabilitating existing facilities calls for imagination and understanding library functions as well as technical competence. Architects, working with librarians and possibly faculty and student representatives also, must create buildings that

are functional yet esthetically pleasing within budgetary limitations; to do so is difficult in any case, but more so in regions like Central America where architects and librarians have had little experience with library construction and where examples of good buildings are practically non-existent. For this reason building consultants from the United States should be provided to work with local librarians, architects, and others. A number of United States librarians have had experience in planning libraries in Latin America.

52. Provision of Equipment: Modern library practice calls for the utilization of various types of machines, but limited budgets have prevented the university libraries from acquiring such items as machines for catalog card reproduction, photocopying equipment, microfilm readers, and machines for the enlarged print-out of microforms. Such equipment should be provided for each library system and should be located in the central library.

Other Matters Related to Libraries

53. Central American Library Association: From time to time efforts to organize the librarians of the Central American countries on a national basis have taken place, but only in Costa Rica has a library association been consistently active. However, a regional association (perhaps with national chapters) would stimulate professional activity in ways not now possible on a national basis for various reasons. It would also serve as a means of unifying the librarians of the five countries and provide a mechanism for permanent cooperation. Support for the formation of a Central American Library Association should have very high priority in any program for improving libraries.
54. Library Advisory Committee for CSUCA: One of the first contributions a Central American Library Association could make would be to provide CSUCA with a Library Advisory Committee. Such a committee could be invaluable in planning cooperative activities, in assembling and reporting statistically and qualitatively on progress and in calling attention to the problems facing the region's university libraries.
55. Improvement of Textbook Situation: The first step in book-oriented teaching methods consists of using textbooks, but little is presently known about the availability of textbooks in Spanish or the extent to which they are used. The Pan American Union is now assembling information on this.

However, it is generally recognized that textbook costs are prohibitive for most students. There are various possibilities for reducing this. The Asociación Colombiana de Universidades maintains a program for purchase of texts at cost; the "Economato" of the University of Santa Domingo purchases with university funds textbooks which are sold to students at cost. Textbook cooperatives have been established in some institutions, and rental collections in others. A unified system for purchase and provision of texts could be initiated for Central America. Support should be given for a study by CSUCA of how a plan for the rental or purchase of textbooks can be made effective.

56. Cooperation with University Presses: It is hoped that the Pan American Union study of textbooks will point out those types most seriously needed in Spanish. In accordance with the teaching programs of Central American universities a plan can then be evolved for the production of those most seriously needed in the region on a priority basis; the university presses would be logical instruments for this program.

The Centro Interamericano de Libros Académicos (CILA) was recently created in Mexico for the purpose of promoting the wider distribution of university press books. If a program for Central America is feasible, it should be worked out in coordination with CILA.

If the Central American university presses lack the necessary production facilities, efforts should be made to provide the necessary capital, on a grant or loan basis, for the purchase of new or additional equipment for producing textbooks and other teaching materials.

APPENDIX I

CALENDAR FOR COORDINATED PROGRAM FOR CENTRAL AMERICAN
UNIVERSITY LIBRARIES

	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>
<u>Planning and Administration of Program</u>						
Report of CSUCA Advisory Team to ROCAP & CSUCA	x					
Appointment of Coordinator of the Program		x	x	x	x	x
<u>Training of Personnel</u>						
Selection and Training of Directors of Libraries	x	x				
Workshops for Senior Administrative Personnel		x		x		
Specialized Courses for Specialized Services and Libraries			x		x	
Elementary Training of Auxiliary Personnel	x	x	x	x	x	x
Professional Education of Future Professionals						
Selection and Enrollment at EIBM	x					
Regular Training at EIBM		x	x	x	x	x
Employment of Part-time Consultant on Library Education to Effect Total Training Program		x	x			
<u>Resources</u>						
Compilation of Union Catalog		x				
Compilation of Union Serials List			x			
Central Cataloging for All Libraries				x	x	x
Development of Manual of Procedures for Cataloging		x				
Provision of Printed Catalog Cards				x	x	x

APPENDIX I (Cont'd)

CALENDAR FOR COORDINATION PROGRAM FOR CENTRAL AMERICAN
UNIVERSITY LIBRARIES

	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>
<u>Resources (Cont'd)</u>						
Conversion of Union Catalog to IBM cards and Print-outs				x	x	x
Plan for Coordinated Acquisitions Program			x	x	x	x
Evaluation of Resources		x				
Improvement of Reference Collection		x				
Improvement of Regular Collection			x	x		
<u>Use of Library</u>						
Manual on Use of Books and Libraries - Elementary		x				
Workshops on Advanced Methods of Research			x	x		
<u>Buildings and Equipment</u>						
Consultants		x	x			
Equipment Needed		x				
<u>Library Related Problems</u>						
Support for Association of Central American Librarians		x	x	x	x	x
Support of Advisory Committee of Association to CSUCA		x	x	x	x	x
Plan for Rental or Purchase of Textbooks		x	x	x	x	x

APPENDIX II
RESOURCES BY LIBRARY UNIT

<u>University and Library</u>	<u>Volumes in Library</u>	<u>Serials Currently Received</u>
COSTA RICA		
Biblioteca Central	69,475	1,411
GUATEMALA (San Carlos)		
Agronomía	3,288	225
Arquitectura	925	16
Ciencias Económicas	4,936	23
Ciencias Jurídicas y Sociales	10,500	200
Ciencias Médicas	5,545	366
Ciencias Químicas y Farmacia	3,663	32
Humanidades	22,961	145
Ingeniería	4,975	30
Odontología	1,600	21
Medicina Veterinaria y Zootécnia	366	N.A.
Total	58,759 ^a	1,078 ^a
HONDURAS		
Biblioteca Central	1,000 ^b	N.A.
Ciencias Médicas	1,446	225
Ciencias Jurídicas y Sociales	3,150	18
Ciencias Económicas	4,000	N.A.
Ciencias Químicas y Farmacia	251	3
Odontología	1,017	N.A.
Ingeniería	1,000 ^b	15
Total	11,864 ^c	261 ^c
NICARAGUA		
Biblioteca Central (León)	13,600	700
Ingeniería	2,800	N.A.
Educación	2,300	10
Ciencias Económicas	900	N.A.
Total	19,600	710
EL SALVADOR		
Biblioteca Central	2,520	389
Ciencias	2,653	154
Medicina	5,000	343
Odontología	1,730	60
Ingeniería y Arquitectura	2,950	28
Ciencias Químicas	3,910	34
Jurisprudencia y Ciencias Sociales	9,300	125
Economía	N.A.	N.A.
Total	28,063	1,133

N.A. - Not available

^aExcludes libraries in Quezaltenango

^bEstimate

^cExcludes library in San Pedro Sula

APPENDIX III

LIBRARY BUDGETS AND EXPENDITURES BY LIBRARY UNIT
(In National Currencies)

<u>University</u>	<u>Books, Periodicals and Bindings</u>	<u>Library Equipment</u>	<u>Other Expenditures</u>	<u>Salaries</u>
COSTA RICA^a				
Biblioteca	296,222	17,092	14,780	229,335
GUATEMALA				
Agronomía	600			1,980
Arquitectura	1,088	100	46	840
Ciencias Jurídicas y Sociales	315			3,252
Ciencias Económicas	1,500			2,800
Ciencias Químicas y Farmacia	1,080			1,608
Humanidades	2,940			5,316
Humanidades de Occidente ^c	625			240
Ingeniería	2,000			2,640
Ciencias Médicas	2,200			4,080
Medicina Veterinaria y Zootecnia				1,800
Odontología	1,038			1,200
Total	13,386	100	46	25,756
HONDURAS				
Departamento de ^f Archivo y Biblioteca	5,276		43	5,400
Biblioteca Central ^g				
Ciencias Jurídicas y Sociales	1,000			3,600
Ciencias Médicas	1,431	2,000	300	3,000
Ciencias Químicas y Farmacia	2,000			2,100
Economía	1,000			3,300
Ingeniería	996			3,600
Odontología	800			2,100
Total	7,227	2,000	300	17,700
NICARAGUA				
Medicina, Odontología, Ciencias Químicas, Ciencias Jurídicas y Sociales, Escuela de Ciencias y Letras (León)	21,550	5,000		98,100
Humanidades (Escuela de Ciencias de la Educación)	2,200	1,000		12,000
Total	23,750	6,000		110,100

<u>Total Library Budget</u>	<u>Total Faculty Budget</u>	<u>Per Cent Faculty Budget to Library</u>	<u>Total Enrollment</u>	<u>Total Library Expenditure per Student</u>
557,448	22,004,805	2,53	5,762	96,75
2,580	113,507	2,27	103	25,05
2,074	55,325	3,75	196 ^b	10,59
3,567	133,247	2,68	1,296	2,75
4,300	85,058	5,05	1,062	4,05
2,688	33,448	8,04	152	17,68
8,256	176,337	4,68	472	17,49
865	24,744	3,49	61 ^d	14,18
4,640	166,880	2,78	739	6,28
6,280	252,933	2,54	542	40,27
1,800	184,027	1,00	85	20,59
2,238	167,421	1,34	148	15,13
39,288	1,392,927	2,82	4,856 ^e	8,09
10,719	----- Not an Instructional Unit -----			
4,600	93,141	4,93	250	18,40
6,731	200,908	3,85	288	26,84
4,100	169,040	2,42	61	67,21
4,300	116,417	3,69	211	20,38
4,596	127,537	3,60	234	19,41
2,900	103,454	2,80	76	38,15
27,227	810,497	3,36	1,120 ^h	24,31
124,650			684 ⁱ	188,67
15,200			809	18,79
139,850			1,493	93,67

APPENDIX III (Cont'd)

LIBRARY BUDGETS AND EXPENDITURES BY LIBRARY UNIT
(In National Currencies)

<u>University</u>	<u>Books, Periodicals and Bindings</u>	<u>Library Equipment</u>	<u>Other Expenditures</u>	<u>Salaries</u>
EL SALVADOR				
Biblioteca Central	7,700	3,000	1,000	25,800
Departamento de				
Ciencias	4,050	1,000	1,600	12,600
Ciencias Químicas	1,000	5,000	720	5,200
Ingeniería y				
Arquitectura	2,900	2,500	880	8,400
Jurisprudencia y				
Ciencias Sociales				17,720
Medicina	10,000		600	16,920
Odontología	5,000		825	3,000
Total	30,650	11,500	5,625	89,640

NOTE: Blanks indicate figures not available

^aThis is a centralized library system not reporting data for individual faculties.

^bFigure reported on the questionnaire is the number of readers rather than total enrollment.

^cThree other small collections in Quezaltenango not reported.

^dFrom Boletín Estadístico Universitario, 1964.

^eExcludes students enrolled in Estudios Basicos, EE.EE. Occidente, CC.JJ. y Soc. Occ., and Escuela SS.SS. Rural.

^fIncludes materials and personnel serving a basic library function. Since it is not a teaching faculty, these figures are not included in totals of this table.

^gProjected but not yet operating.

^hExcludes enrollment in Estudios Basicos as well as Economía in San Pedro Sula.

ⁱ1964 enrollment.

^jEstimated.

<u>Total Library Budget</u>	<u>Total Faculty Budget</u>	<u>Per Cent Faculty Budget to Library</u>	<u>Total Enrollment</u>	<u>Total Library Expenditure per Student</u>
37,500	----- Not An Instructional Unit -----			
19,250	496,910	3,87	704	27,34
11,920	492,720	2,41	645	18,48
14,680	492,720	2,98	580	25,31
17,720	456,960	3,88	1,076	16,47
27,520	1,379,470	1,99	339	81.18
8,825	460,000	1,92	125	70.60
<u>137,415</u>	<u>3,778,780</u>	<u>3,64</u>	<u>3,469</u>	<u>39.66</u>