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EDUCATION FOR LIBRARIANSHIP  
IN LATIN AMERICA:  
CONCLUSIONS OF THE STUDY MADE  
BY THE INTER-AMERICAN LIBRARY SCHOOL

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EDUCATION FOR LIBRARIANSHIP IN LATIN AMERICA:  
CONCLUSIONS OF THE STUDY MADE BY THE INTER-AMERICAN LIBRARY SCHOOL

by

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Of paramount importance to the improvement and extension of library services in Latin America is the availability of larger numbers of well prepared librarians. No meeting of Latin American librarians and bibliographers held since the first Assembly of Librarians of the Americas in 1947 has failed to concern itself with this troublesome matter. As recently as last October participants in the Round Table on International Cooperation for Library and Informational Services in Latin America gave top priority to this subject in discussing the problems faced by Latin American librarians which require outside international assistance.

Recognition of the importance of improving methods and conditions for the adequate training of vastly increased numbers of professionally prepared librarians led to the decision on the part of the Inter-American Library School in Medellín, Colombia, to engage in a study-in-depth of the situation prevailing in institutions presently offering courses in librarianship, of the historical development of library science courses, of probable future needs, and of the minimum requirements to satisfy these needs.

The objective of the study was to recommend specific action for improvements in library science teaching, to establish standards for the application of appropriate terms and content for various types of courses, to develop a publications program to provide necessary teaching materials in librarianship, and to recommend the means for improving the knowledge and skills of those teaching librarianship. This was to be accomplished by the accumulation of sufficient information on the present status of the profession and of library science teaching to permit an objective analysis of the situation and future needs. Plans for the study included the submission of national reports and the preparation of several working papers so as to provide the necessary documentation on which outstanding library school directors and professors meeting in three consecutive Study Groups might make cogent recommendations. 1)

With a grant from Rockefeller Foundation the school in Medellín, under the direction of Luis Florén, embarked upon this study of education for librarianship in Latin America more than three years ago. The first step was that of obtaining statistical and factual information from the countries of Latin America on various aspects of library school and courses, on in-service training programs, study abroad by librarians, resources and needs of library

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1) Full documentation of the Study, including the analysis of national reports, working papers, a compilation of library legislation, and recommendations of the Study Groups, will be issued by the Inter-American Library School.

schools, library legislation, salaries and conditions of employment of library personnel, the position of the librarian in society, and perspectives of the profession in the next 10 years. An analysis of these national reports, based on returns from an extensive questionnaire, was made by Srta. María Teresa Sanz, librarian of the Catholic University of Santiago de Chile, who served as a special assistant to Sr. Florén throughout the execution of the study.

The additional 23 working papers provided for consideration by the Study Groups included general discussions of the fundamentals of librarianship as a career in Latin America, basic factors in the planning of brief training courses and for preparing agricultural librarians, of the training of librarians in the United States, the training of school librarians, as well as bibliographies on professional education in general, on library science literature needed in Spanish and Portuguese for teaching purposes, and on library science teaching. In accordance with the recommendations of the First Study Group, working papers prepared for the following two meetings dealt with the course content and bibliography required for each different subject to be taught in a minimum professional course.

Altogether 22 library school directors and teachers, including 2 from the U. S. participated in the three Study Groups. The first "Mesa de Estudio", entitled "Formation of Librarians and Improvement of Librarians in Service in Latin America," took place from November 4 to 12, 1963, under the guidance of Carlos Víctor Penna, presently Chief of the Libraries Division of UNESCO. 2) The meeting studied the preliminary edition of the "Análisis de los informes nacionales sobre el estado de la enseñanza bibliotecológica en la América Latina y mejoramiento del personal en servicio," 3) the national reports themselves and the abovementioned working papers, and approved a series of "Suggestions" which aspired to be of extraordinary importance for the future of library science teaching. In addition to pointing out several conditions considered essential to good library schools, the first Study Group formulated a curriculum on which the Second and Third Study Groups based their studies.

The Second and Third Study Groups, meeting also in Medellín from August 20 to 31, 1964 and from November 1 to 15, 1965, respectively, studied and arrived at certain conclusions regarding the detailed course content of each subject recommended by the First Study Group, its essential bibliography, and other elements such as the objectives of the course, number of hours of class work, methodology recommended, desirable kind of examination, teaching materials existing and required, conditions of the teacher, etc.

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- 2) Penna, Carlos Víctor. Resultados de la Primera Mesa de Estudios sobre la Formación de Bibliotecarios y Mejoramiento de Bibliotecarios en Servicio en América Latina. Medellín, Escuela Interamericana de Bibliotecología, 1965, 36p.
  - 3) Sanz B.M., María Teresa. Análisis de los informes nacionales sobre el estado actual de la profesión bibliotecaria en América Latina. Medellín, Colombia, Escuela Interamericana de Bibliotecología, 1965, 276p.

The conclusions of the Third Study Group, resulting from the experience and judgment of all three, form the bases for a document on Standards for Library Schools in Latin America. A listing of the original works or translations and adaptations for Latin American purposes needed for library science teaching resulted from the detailed study of the content and existing bibliography for each course to serve for a future coordinated publishing program.

### Findings of the Study

Although the participants in the First Study Group believed that the modern library is an integral part of the educational process, they found that the proper relationship between the school and the library in the course of educational development was not clearly understood or established in Latin America. Nonetheless, they felt that the professional training of librarians was a key element in encouraging the needed development of adequate library services based on the cultural, social and economic conditions of the countries.

The population growth of the Latin American countries was found to be in the nature of 2.55% per year, the highest in any area of the world, with the school population representing 20% of the total population. However, the average length of school attendance for the population 15 years or over was found to be no more than 2.2 years per person, with illiteracy running well above 45% of the adult population. Between 1956 and 1961 there had been an increase in school population of 34% although in 1960 8 countries spent less than 2% of their national budget on education, 11 more than 2% and only one more than 3%.

A study of educational statistics revealed that 50% of those enrolled in school, about 28,000,000 in 1961, leave school between the first and third grades, and scarcely more than 20% of those who enter primary school complete its six grades. Primary school libraries are virtually nonexistent. The secondary school situation presents an equally dismal picture, even though there has been a remarkable recent increase in high school attendance. High school libraries are few and far between. The need is therefore apparent for vastly increased public library services to the lower educational levels of the population, with librarians especially trained to serve them.

Despite the fact that only 4 out of every 10,000 population obtains a degree from a university or institution of higher learning, with some 800,000 engaged in university study, the principal focus of library schools in Latin America has been directed toward the training of personnel for university and specialized libraries, with little regard for preparing personnel for the needs of school and public libraries. The Study Group considered this fact to reveal a serious imbalance in training for the varying professional levels which future library development in Latin America will demand. Nonetheless, it recognized the fact that increased attention being given to the improvement of university facilities and research institutions will for some time to come call for continued concentration on the adequate preparation of personnel for university and highly specialized libraries.

In reviewing the historical development of library science teaching in Latin America, it was found that it had its beginning half a century ago. The real impetus for systematized maintenance of library schools began in the late

1930's and early 1940's, although short elementary courses still prevail as the only means of instruction in some countries. At that time there was an almost total lack of understanding of what library service is, and professional practice was characterized by an absence of professional libraries and therefore of teachers. Textbooks in Spanish and Portuguese were equally nonexistent. Because of the lack of knowledge of the component parts of library service, an exaggerated emphasis was placed on its technical aspects, especially on cataloging and classification to the total exclusion of reference services.

In the early years, due to these factors, entrance requirements for library schools were minimal, for there was little demand for professional librarians, and the salaries offered were insufficient to attract persons with a broad educational background and professional training. Seldom was even high school graduation held necessary for entrance into the school which only occasionally offered as much as one year of professional subjects, generally of a technical nature.

As late as 1947 the Assembly of Librarians of the Americas dared not recommend more than 360 hours of classroom work as a minimum to obtain the certificate of "Librarian", with the proposed course to be distributed as follows: Introduction to librarianship, 30 hours; Book science, 60 hours; Cataloging and classification, 90 hours; Organization and administration of libraries, 90 hours; and Bibliography and Reference, 90 hours. Despite these recommendations, the urgent need for librarians with some degree of training made it necessary to offer many short courses of considerably less duration than the minimum established by the Assembly.

Serious consequences in the development of the profession have occurred as the result of the characteristics of the curriculum of the early library schools and courses, of the disregard for adequate entrance requirements, and of the diversity of professional titles which were awarded without any degree of uniformity in respect to academic requirements. Professional leaders in sufficient quantity to stimulate professional growth and accelerated library development have not been prepared. There is an over-emphasis on the part of working librarians merely on the organization of the collections through the cataloging and classification of books. The relatively low level in the academic scale of the trained librarians has resulted in a lack of esteem of librarianship as a profession among other professions and specializations.

Library schools in Latin America have endeavored to adjust to the rising demands for personnel more adequately prepared to cope with both the informational and the population explosion. They have consistently asked for assistance in improving their facilities and opportunities for staff improvement.

Some 40 library schools exist today in Latin America. In some countries such as Brazil there are several, in others none. One school is of a regional character. In spite of the contributions of international agencies and local efforts, they can be described as possessing varying degrees of excellence. Some are maintained by dint of great personal sacrifice on the part of the faculty which serves without remuneration, in extra-office hours, and under depressing conditions. Although many of the teachers are excellent librarians with good background and experience, they frequently possess little knowledge of pedagogical principles and methods.

There is still a dearth of textbooks and other teaching materials in Spanish and Portuguese, despite the accomplishments of international agencies and certain individuals. Few of the schools were found paradoxically to possess anything approximating an adequate library. Most of the courses are given in the late afternoon and evening hours primarily for personnel working in libraries. Full-time teachers or even directors are few and far between. Physical facilities were frequently unsatisfactory for a professional school.

As for the curriculum, there has been a gradual increase from the one-year post-secondary course, to a two, three, or four-year university-level course including from 25% to 50% in the field of general studies or cultural subjects, leading to a university degree. Some schools have offered a few advanced specialized courses and workshops for graduates. Library schools now tend to become the equivalent of other professional schools or departments of faculties of philosophy and letters rather than extension services of the university or of the national library. Library school graduates with university degrees are in ever-increasing demand, and their salaries in many instances compare favorably with other professions based on the humanities. In some countries librarians employed by the government are covered by regular civil service regulations and enjoy the benefits of classification and pay plan provisions at the level of other professions.

The First Study Group, on the basis of these and other findings, made a number of suggestions regarding library schools and a minimum curriculum in terms of class hours and course content. The Second and Third Study Groups gave serious study to each subject proposed by the First Study Group and elaborated the detailed content of the course and its bibliography. It fell to the Third Study Group to incorporate the conclusions of all three groups into a set of minimum standards proposed for professional library schools. It left aside the consideration of possible training of library assistants or aides on a technical basis, and agreed with the participants in the first group that it would be preferable to draft a special training course for them. Consideration was given by the Third Study Group to the elements of library legislation which require further study and development.

#### Minimum Standards for Professional Library Schools

The conclusions of the three Study Groups cover not only the study program recommended for professional library schools at the university level, but other factors and conditions under which such schools should operate for at least minimum satisfaction. In light of the fact that librarianship is a new profession in Latin America and there is little awareness on the part of university administrators of what must go into their academic background and professional education, it was considered necessary to spell out in detail in the conclusions some of the elements which for older professions may be better understood.

These conclusions of the three study groups have been brought together in the form of Standards for Library Schools in Latin America, considered by the participants to be minimum standards for present-day needs in most of Latin America. Some countries because of the more advanced development of

their libraries will require higher qualifications for their librarians, especially in respect to their academic background. The Standards call for from three to four years of post-secondary school study, according to the realities and needs of the various countries. Justification for the decisions of the participants will be found in the documentation of the Study itself.

It was recognized that some of the existing schools in Latin America may not be able to apply the Standards immediately, but it is hoped that they will be applied in the creation of new schools. At any rate, the Study Groups wished to emphasize that planning for library schools should be done as carefully and accorded the same importance as the planning for any other university career.

Librarianship, it was stated, is a "liberal" profession at the university level. Although basically humanistic and social, it is a profession closely related to all the levels and manifestations of teaching and research. Although an independent profession, its function as a service and aid to all other professions and to research is not to be overlooked.

Various factors enter into the total professional preparation of the librarian, according to the study groups, some related to the underlying principles governing the profession and preparation for it, to the scholastic background of the individual throughout primary and secondary school, to his characteristics of thought and work, others to the minimum experience which formal university and professional training can give him.

#### a. Basic Factors in Planning Library Schools

Professional library schools should be attached to universities. It was recommended that those which exist now under other auspices make an effort to become incorporated into the university complex. Library schools whether attached to the university or not should have the same entrance requirements as those established by the university for other careers, as a minimum secondary school completion.

University library schools should give the titles of Librarian, "Licenciado en Bibliotecología" (Bachelor in Library Science), and in the future when conditions justify it, the doctorate in library science. (In many countries the only post-graduate degree is the doctorate frequently requiring more or less the equivalent preparation as for the Master's in the United States.) Library schools not connected with universities should give the title of Librarian only when they are given at the university level and fulfill other minimum requirements for university-level schools. The Study Group inclined toward the bachelor's degree, with all the academic requirements connected with it, as minimum professional preparation to meet library needs today.

Various teaching methods were suggested for application to different kinds of courses, group discussion in addition to the lecture method, case studies, seminars especially for advanced courses, with audiovisual materials to be used whenever feasible. The study of textbooks as well as supplementary readings will be required of the students. Individual written assignments



including the consultation of a wide variety of sources will be necessary in some courses, observation of certain activities and services of well organized libraries in others. In general the methods used should require the student to have close contact with the concept or the technique. Theory should be combined with practice and with laboratory work in some subjects. Generous opportunities should be given for visits to libraries, documentation centers and library-related institutions.

Examination of the students will vary in accordance with the nature of each course, although in some universities written examinations may be required. Written or oral exams, essay type or tests may be used successfully, and in some instances individual assignments may take the place of exams altogether. Final grades in each course should include all daily work and assignments as well as final examinations.

As for teaching materials, students should be required to possess the basic textbooks used in each course. Inasmuch as most courses also demand supplementary readings, an adequate number of copies of books and journals so required should be provided by the school's library.

Teachers will prepare and use other teaching materials for daily work, and for that reason duplicating machines are necessary. Audiovisual materials and apparatus should also be available in each school. For practice rooms and laboratories a certain number of tools will be required such as classification tables, cataloging codes, subject heading lists, etc. If the school does not have access to a good collection of reference and bibliographical works, the library school library must provide them, or samples and examples must be made available.

Although many works in the field of library science necessary for teaching purposes now exist in Spanish and Portuguese, the major portion of library literature is available only in English. For that reason, the library science student must possess an ample reading ability in English. The final report on the Study on Education for Librarianship in Latin America includes a minimum list of works in Spanish and Portuguese needed for each course, a list of titles in English which should be translated, a list of manuals, syllabi and other works which are needed for teaching purposes in Latin America, and a comprehensive bibliography on each subject required.

In order to assure a qualified teaching staff, the Study Groups believe that library school teachers should possess the same qualities as those of other schools. They also should have had good general pedagogical training. Library school professors should be assisted by one or more instructors who may be advanced students. They should have secretarial assistance and essential office and filing equipment.

The teaching staff of library schools should be employed on a full-time basis although for certain advanced subjects it may be convenient to have working librarians on a part-time basis. The class load for a full-time professor should not exceed 12 hours a week to permit work with individual students, the preparation and revision of classwork, and for research in the library field so badly needed in Latin America.

The minimum number of full-time professors which a library school should have, therefore, would be three, the director and two teachers, for the basic courses. Additional teachers for advanced and specialized courses can be employed on a full-time basis, or on a visiting basis.

Whenever possible the selection of teachers should be on a competitive basis, taking into account the background and experience of the candidates. Salaries for the teaching and administrative staff should be the equivalent of other university personnel with the same background and experience, and in accordance with existing job and classification plans.

Ample opportunity should be given to the library school teachers for improvement in their pedagogical as well as professional knowledge, through participation in meetings, advanced courses, library visits, and fellowships for study, observation and research.

Adequate space should be provided for classrooms, offices and other needs for the teaching, research, extension, and administrative functions of the library school. A wide variety of equipment for duplicating, the use of audio-visual materials, etc. should be available.

The library school should be maintained on the same budgetary concept as any other university school, with a regular budget provided, based on the modern program-budget concept, with funds for salaries, administration and maintenance costs, and faculty participation in conferences.

Similarly, the library of the library school should be budgeted for on a regular basis. It is recommended that library school libraries in Latin America possess a minimum collection of 2,000 monographic titles, most of them published since World War II, and complete runs for the post-war period of a selected list of some 40 periodical titles.

Until this minimum has been reached it is recommended that 10% of the school's budget be spent on acquisitions and binding to build up the collection. From that point on a minimum of 8% of the library school budget should be allocated for the maintenance of the library. From time to time it will be necessary to provide additional funds for special purchases of works for new courses, seminars, etc., which the school may offer. Provision should be made for membership affiliation with national and international organizations and institutions in the field of libraries and documentation.

The minimum personnel for the library school library is one professional librarian and one assistant. If the library is responsible for the processing of its materials, this will not be sufficient. The Librarian should be considered a member of the faculty of the school. The library should provide seating space for at least 25% of the student body. Laboratory and practice collections may or may not be maintained as part of the library's function.

b. The Curriculum

Because of the function of the librarian in the preservation, transmission, and development of culture, science and technology, it is agreed that his academic background should be as broad as possible in the arts and sciences. The fact that most of library literature needed for library education in Latin America exists in languages other than those of Latin America, and predominantly in English, requires that the library school student read English easily. An understanding of the philosophy of modern library services is as essential as a knowledge of the techniques of library organization. It is recognized that the heavy concentration on techniques which has existed in Latin American library schools in the past must be changed to provide greater opportunity for the study of other aspects of library administration, especially those of a service nature.

The professional preparation of the librarian, therefore, is academic, professional and linguistic, at the university level. It should be composed of cultural courses and general studies, both required and elective courses in library science, and language study. This represents a break with the past when library schools operated at a lower academic level. Cultural and general studies, no less than half of the total courses to be taken at the university level, constitute a new group of subjects to be included in the full library school curriculum. Among the professional courses, students should be given the opportunity to select those of special interest to them after they have fulfilled the required courses.

In addition to the courses traditionally considered essential to the basic training of librarians for libraries of all kinds, the minimum course proposed will include others reflecting the present-day obligations of Latin American libraries. Introductory courses on library services and technical services are recommended so as to give the beginning student a panoramic view of the profession and the libraries and communities it serves, as well as the interrelation between the technical processes and library service. New courses representing new orientations in library functions are to be given as required courses on the reader and the library dealing with the socio-educational function of the library, on research methods, and documentation. Elective courses permit selection from among courses on public, school, children, and university and specialized libraries, as well as on special materials.

Candidates for the bachelor's degree will select from courses or seminars offered on the special problems of different types of libraries and advanced studies of many of the subjects required in the basic course. In addition, new courses should be offered as a means of aiding in the development of the leaders of the profession covering such topics as planning for library services, comparative librarianship, pathology of the book, and the teaching of library science.

The absolute minimum study plan for training librarians for supervised library work has been set at three years of study, with a total of 1,800 hours of class and additional hours for practice and individual study and reading. For the training of supervisors and library directors, a minimum study plan is four years or a total of 2,160 class hours, plus a thesis. The number of class hours above is calculated on the basis of 30 weeks a year, with 20 class hours each week.

The following represents the breakdown of courses considered absolutely minimum for the candidate aspiring to the title of Librarian, based on three years of study and 1,800 hours of class:

a) Cultural courses: all subjects required	420 hours
b) Basic library science courses: all subjects required	1,020 "
c) Elective courses in library science: 2 subjects to be selected by the student	120 "
d) Languages: English and French	240 "

More flexibility is considered useful for those aspiring to the bachelor's degree in library science, which in general would require a fourth year of study. Some schools may prefer not to give the title of Librarian but only offer the degree after the successful completion of the four years of study, developed as follows:

a) Cultural courses: all subjects required	420 hours
b) Basic library science courses: all subjects required	1,020 "
c) Elective library science courses: 2 subjects to be selected by the student	120 "
d) Special courses or seminars: PLANNING FOR LIBRARY SERVICES and COMPARATIVE LIBRARIANSHIP as required courses, and 4 additional subjects to be selected by the student	360 "
e) Languages: English and French	240 "
f) Thesis	

Students who enter the library school with their general studies completed in another faculty or another university may begin immediately their professional courses.

The minimum curriculum recommended for library schools, in accordance with the foregoing paragraphs, is as follows: 4)

#### CULTURAL COURSES AND LANGUAGES

It is preferred that these courses be given prior to the beginning of professional courses so as to give the student a broader cultural background. It is urged that stress be given in the cultural courses to the literature of the subject. Each course will consist of 60 hours of class work as a minimum:

PHILOSOPHY  
HISTORY  
LITERATURE  
ART  
SCIENCE AND TECHNOLOGY  
SOCIAL SCIENCES  
EDUCATIONAL PRINCIPLES

4) A brief statement on the content of each course is given in Conclusions of the First Study Group on Education for Librarianship in Latin America: Provisional Text. Washington, D.C., Pan American Union, 1964. 14p. (Cuadernos Bibliotecológicos no. 1). The detailed outline of each course and its bibliography as well as recommendations on other related matters will form part of the final report of the study to be issued by the Inter-American Library School.

The teaching of languages will prepare students to read and understand texts written in foreign languages and give them some knowledge of the vocabulary of librarianship.

Languages courses will be given over a period of 120 hours as a minimum:

ENGLISH  
FRENCH

#### BASIC LIBRARY SCIENCE COURSES

It is understood that some schools may prefer to combine two or more of the courses into a single course with broader scope, such as a course in REFERENCE AND BIBLIOGRAPHY, or divide CATALOGING AND CLASSIFICATION into two separate courses. The following represent the minimum number of class hours needed to cover the course content.

INSTRUCTION TO LIBRARY SCIENCE	60	hours
INTRODUCTION TO LIBRARY TECHNIQUES	30	"
HISTORY OF BOOKS AND LIBRARIES	60	"
LIBRARY ADMINISTRATION	120	"
SELECTION	45	"
REFERENCE	120	"
BIBLIOGRAPHY	150	"
CATALOGING AND CLASSIFICATION	300	"
THE LIBRARY AND ITS SOCIO-EDUCATIONAL FUNCTION (THE READER AND THE LIBRARY)	45	"
RESEARCH METHODS	30	"
DOCUMENTATION	60	"

#### ELECTIVE COURSES

These courses should consist of at least 60 hours each.

PUBLIC LIBRARIES  
UNIVERSITY AND RESEARCH LIBRARIES  
SCHOOL LIBRARIES (including primary and secondary schools, and support to literacy campaigns)  
LIBRARIES FOR CHILDREN AND YOUNG PEOPLE  
SPECIAL LIBRARIES (including libraries for the blind, prison libraries, hospital libraries, etc.)  
SPECIAL MATERIALS

#### SPECIALIZED COURSES OR SEMINARS

The following courses are offered on a higher level and only for candidates for the bachelor's degree. Each course or seminar will have a 60-hour duration.

SPECIAL PROBLEMS OF DIFFERENT TYPES OF LIBRARIES  
ADVANCED STUDIES IN ADMINISTRATION  
ADVANCED STUDIES IN CATALOGING AND CLASSIFICATION  
ADVANCED STUDIES IN BIBLIOGRAPHY  
ADVANCED STUDIES IN HISTORY OF BOOKS AND LIBRARIES  
ADVANCED STUDIES IN DOCUMENTATION  
PLANNING OF LIBRARY SERVICES (including development and extension of library services at the international, national, and regional level, and also advanced problems in statistics and socio-economic research.)  
COMPARATIVE LIBRARIANSHIP  
PATHOLOGY OF THE BOOK  
TEACHING OF LIBRARY SCIENCE (including methods of teaching library subjects, curricula and course programs)  
PERIODICALS AND SERIALS

### Library School Planning and Application of the Standards

The decisions of the Study Groups in the form of minimum Standards can be of inexorable importance in the improvement of library science teaching in Latin America. If the existing schools will reorient their teaching in accordance with these suggestions, the profession may be expected in the next few years to have the leaders it requires for the new demands being placed upon libraries by the rapid advance of new knowledge as well as by educational needs of the countries.

The acceptance of these Standards and their application in existing schools and new ones will call for careful planning. It would be impractical to try to list all of the matters which must be kept in mind in such planning, but some elements merit special attention.

The creation of new schools gives rise to a series of problems which must be resolved before the school is opened to avoid detriment to the teaching process and prevent the appearance of improvisation. It is therefore recommended that from one to two years be spent in prior planning and development of a new school before the first class is offered, with attention to be concentrated on the following steps in planning:

1. Contracting of the teaching staff
2. Development of the curriculum after the teachers are on the job
3. Acquisition and organization of a collection of works and teaching materials needed.
4. Enrollment of the student after the teachers are on the job, the curriculum developed, the library and teaching materials obtained as well as necessary equipment, and not before this time.

A library school requires the same careful planning as any other professional school, including the regular provision of adequate operating funds. Library science teachers should have the same qualifications as those of other professions, receive the same salaries, and be employed on a full-time basis. Teachers should give no more than 12 hours of classwork a week, permitting

time to aid students and for their own research. The maximum number of students per course is considered to be the following:

1. For fundamental courses: 25 students
2. For introductory subjects: 35 students
3. For laboratory and practice work: 10 students
4. In specialized courses and seminars: 12 students

Therefore, the school should restrict its enrollment to the number recommended or double or triple the number of teachers of each subject or the number of different groups of students, always maintaining the maximum number of students recommended for each class and the weekly teaching load of the professors.

Although students will be expected to have their own copies of required textbooks, and in view of the fact that many textbooks are published in small editions and go out of print quickly, it is recommended that library school libraries possess 3 copies of textbooks for each 25 students. If a bookstore offering textbooks at reasonable prices is not available to the students, the school should give thought to the creation of a cooperative or revolving fund for the purchase of professional publications for the students.

Provision must be made either within the school or in reasonable access for copying equipment for teaching materials and for the use of audiovisual materials in classrooms.

A good library collection must be developed before courses begin. The regular budget, as stated before, must provide for additions to the basic library of new works, new editions of library science classics, and current issues of periodicals. Certain subjects such as cataloging and classification will require laboratory collections. A good library reference collection, as stated previously, must be available either as a part of the school library, or in a nearby library. Plans must be made for the satisfactory use of adequate space.

Planning and improved communication among the library schools of Latin America and other parts of the world merits attention. The exchange of teaching materials, courses of study, audiovisual materials, and other elements which form part of the library school is encouraged. Cooperation among library schools is at this point in library development in Latin America perhaps more important even than cooperation among libraries. At the international level plans must be evolved for the preparation and publication of the textbooks and other publications needed for teaching purposes as well as for daily library work.

#### Topics Related to Library Schools

The library profession cannot remain static especially in view of the rapid changes being made in every aspect of modern day living. Library science teachers must keep up-to-date in respect to the changes and advances in their profession.

It is incumbent upon library schools to collaborate actively in three special projects proposed for the benefit of library science teaching:

1) the assembling of information on teaching materials used in the various schools; 2) the development of a publications plan for works needed for teaching purposes as well as daily library work; and 3) the preparation of audio-visual materials needed for library schools.

Finally, it is considered to be the duty of library schools to affiliate themselves with national library associations so as to contribute to adequate library legislation and to the planning for national library services required for the social and economic, scientific, and cultural progress of the people of America.