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The goal of this paper is to create a profile of the future Latin American area studies librarian in the United States academic library. It does this by using content analysis to identify the experiences, skills, and duties required of the potential future area studies librarian as they appear in recent area studies librarian job advertisements in *American Libraries* and *SALALM Newsletter*. Additionally, this paper identifies and addresses the major trends and issues surrounding the future of area studies and area studies librarianship as expressed by current Latin American area studies librarians.

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THE FUTURE OF LATIN AMERICAN AREA STUDIES LIBRARIANSHIP

by
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Advisor

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TABLE OF CONTENTS

I.	Introduction.....	01
II.	Literature Review.....	04
	A. Latin American Area Studies.....	05
	B. Latin American Librarianship.....	12
	C. Contemporary Latin American Area Librarians.....	16
III.	Area Studies Librarian Job Study.....	25
IV.	Survey of Latin American Area Librarians.....	36
V.	Final Remarks.....	52
VI.	Appendix.....	54
VII.	Works Cited.....	55

TABLE OF TABLES

TABLE 1: Professional Development Needs as Surveyed by IU in 1995.....	21
TABLE 2: Area and Language-Related Librarian Positions.....	28
TABLE 3: Advertised Positions Distributed by Geographic Region.....	29
TABLE 4: Job Titles of Positions Advertised.....	30
TABLE 5: Required Job Duties/Skills.....	33
TABLE 6: Required Technology Duties/Skills.....	34
TABLE 7: Professional Development Requirements.....	34
TABLE 8: List of Survey Questions for Area Librarians.....	38

INTRODUCTION

The goal of this paper is to create a profile of the future Latin American area studies librarian in the United States academic library. It does this by using content analysis to identify the experiences, skills, and duties required of the potential future area studies librarian as they appear in recent area studies librarian job advertisements in *American Libraries* and *SALALM Newsletter*. Additionally, this paper identifies and addresses the major trends and issues surrounding the future of area studies and area studies librarianship as expressed by current Latin American area studies librarians.

Latin American area studies librarians, as with area studies librarians in general, are facing an indeterminate future due to both a changing academic attitude towards the usefulness of the area studies model and national trends in academic libraries that include declining acquisitions budgets and the increasing number and costs of scholarly publications. At the same time many Latin American area studies specialists are nearing retirement, academic libraries face small applicant pools with few candidates with the prerequisite language skills, academic preparation in the area, travel or living experience in the region, and experience using the latest electronic resources. This paper explores these issues in an attempt to bring this field to the attention of the next generation of scholars or librarians who currently are unaware of a field of scholarship and service in which they might excel.

DEFINITION OF TERMS

Of the myriad ways to refer to the Spanish and Portuguese-speaking countries of the Americas, the term “Latin America” appears to have become the most frequently used in academia, although it is not the only one currently in use. Hispania, the Roman territory that once consisted of the entire Iberian Peninsula (today’s modern states of Spain and Portugal), is the origin of the term “Hispanic” and originally referred to all the inhabitants of the peninsula. Today, however, many view the term “Hispanic America” as excluding the Portuguese-speaking country of Brazil. In any case, the choice of “Latin America” in this paper is not meant to be political.

Due to the analogous language requirements needed for effectively acquiring library materials from Spain and Portugal, it is quite common for the Latin American area studies librarian to also work with these countries of the Iberian Peninsula. Often, the job titles held by these individuals reflect this dual area of specialization. More precisely, many frequently hold titles that do not refer to a geographical region of expertise at all; instead, these titles reflect the language(s) of specialization. Nevertheless, they often perform the same duties as their area studies counterparts.

Area Studies is a field whose substance often escapes many non-area specialists. The interdisciplinary field of foreign-area studies is a common banner under which many academic disciplines are united by geographical region. Researchers in Latin American area studies often are social scientists or scholars of the arts or letters of the Spanish and Portuguese-speaking, as well as the French-speaking Caribbean.

Finally, this paper regularly employs the word “librarian” to incorporate the many varying job titles and duties found throughout the nation’s academic libraries. These

include: subject specialist, area specialist, language specialist, bibliographer, collection manager, collection developer and selector, among others. Despite a common region of expertise, Latin America - and, often, Iberia- these librarians rarely share a common job description. They do, however, routinely share the duty of, at least, part-time selection of area/language-specific materials. Additionally, they provide reference/research services/specialized reference, instruct library patrons (undergraduates, graduates and/or faculty) through bibliographic instruction sessions or research methods courses, and even catalog materials. Generally, only the libraries with the largest Latin American collections maintain staff with the official title of “bibliographer.” Nevertheless, even in the larger research libraries, these specialists currently perform additional tasks.

LITERATURE REVIEW

In comparison with other academic library positions, literature on the specialized field of foreign-area studies librarianship is not abundant or current; most publications date from early in the field's existence in the 1960's and 1970's. Most articles of the period were designed to justify the distinct role of the nascent field of area studies librarianship. In 1975 Cecil Hobbs, specialist in South-East Asia at the Library of Congress, summed up the requirements of the area specialist this way:

First of all, and foremost, and it cannot be waived under any condition – in my opinion – that he must have language qualifications ... be well-schooled in the knowledge of the area ... well-read in his field ... has read the books himself ... have demonstrated already his ability as a researcher ... [yet,] foremost among these requirements is language capability (447)

Hobbs, however, is careful to distinguish his role from that of librarians, a label that he positively does not apply to the area specialist. He emphasizes that the area specialist is, technically, “not a librarian,” although, over the years, he or she may absorb the practices of librarianship “like a sponge” (455).

The contemporary area studies librarian differs from that of Hobbs' day. Therefore, this literature review is divided into three distinct sections that provide the reader with a foundation in the history and nature of area studies librarianship. These sections are dedicated to 1) area studies, 2) Latin American area librarianship, and 3) contemporary Latin American area librarians.

A. LATIN AMERICAN AREA STUDIES

1. HISTORY OF LATIN AMERICAN AREA STUDIES

The development of foreign-area studies, including Latin American studies, as a distinct academic field of higher education is inextricably tied to the United States' foreign policy and military involvement in international affairs during the first half of the twentieth century. At first glance, a connection between the two seems odd, at best. In spite of the ostensibly unrelated nature of these two realities, it is precisely the military and intelligence involvement of the United States in World War I and II that motivated the creation of the interdisciplinary field of foreign-area studies in the United States.

As the country prepared itself for involvement in these conflicts, military leaders realized that the United States was sorely lacking in scholars and linguists with expert knowledge on particular regions of national interest. At once, these skills became highly prized as a matter of national defense; as a result, considerable research funds became immediately available to remedy the situation. Gilbert W. Merkx, the editor of the *Latin American Research Review*, writes, "Episodes of national crisis, such as the two world wars, led to rediscovery of the importance of foreign languages and societies and to the promotion of programs for their study. When the lessons of war receded, interest in the rest of the world fell off and resulted in the withdrawal of support for foreign area studies" ("Foreword" iii).

Of the geographic studies programs, Latin America is the "oldest established area studies program in American higher education," chiefly due to the close geographic proximity of the region to the United States (Hallewell 1593). The United States

government's involvement in World War I brought about a clear awareness of the need for practical, informed, area-specific knowledge and research. This impetus prompted the creation of the first disciplinary journal devoted to Latin America, the *Hispanic American Historical Review*. Unfortunately, financial support waned quickly after peace returned; the journal ceased publication in 1921. However, as tensions increased in Europe once again in the years prior to what would become World War II, Franklin Roosevelt's administration reached "beyond diplomacy into cultural affairs" in order to gain Latin America's support (Merkx "Foreword" iii-iv). Roosevelt's policies – the "Good Neighbor Policy," the signing of the Montevideo convention and the annulment of the Platt Amendment – all served the United States' goal of fostering confidence and good will in the governments of the nation's closest neighbors, the countries of Latin America.

In 1935 an organized US-based scholarly interest in Latin America emerged for the first time. The newly inaugurated group of "Latin Americanists" – specialists from diverse disciplines who had special research interest in one or more countries of Latin America – meet to "suggest steps to achieve close coordination of research on Latin American culture" (Stern 204). The following year, 1936, the Library of Congress first published the *Handbook of Latin American Studies*, which, to this day, remains a central resource on Latin America. In 1939 this organization founded the forerunner to the Hispanic Division of the Library of Congress. This division continues to dedicate itself to the Spanish and Portuguese languages and the cultures of Latin America (Merkx "Foreword" iv).

Despite these strides to develop area specialists after the Great War, World War II "caught the federal government woefully unprepared in a number of fields, not the least

of which was intelligence” (Stern 204). No central intelligence agency existed at that time in the United States; for this reason, the government turned to colleges and universities for foreign language specialists and area experts. This government interest and money provided “a tremendous stimulus to the development of what was already the prototype of the Latin American studies program” (Stern 205). This was the beginning of the “boom time for area studies” (Heilbrunn 51). Government sponsored research began in earnest; in fact, the majority of Latin American studies centers were founded during this time because of this partnership with the US government. Twenty major Latin American studies centers were founded between 1940 and 1963.

The years following World War II witnessed American universities and colleges adjusting research to reflect the new emphasis on the applied research in area studies that the financial support demanded (Stern 208). This new area-based research emphasized practical applications that addressed current and future problems of society. It led to improvements in “understanding nations, regions and international realities” while fostering “expertise in world languages and [generating] libraries of information about foreign lands and peoples” (Bentley).

Ironically, the very same Latin American research centers that owed their existence to US government funding often led protests against US involvement in Latin America (Stern 207-208). Often, because the data was gathered by non-governmental organizations, the scholarly conclusions contradicted “American foreign policy in one form or another” (Merkx “Competitive” 24). Some charge that much of the research was, and still is, overtly political (Heilbrunn 52).

The primary source of funding for Latin American studies in US universities was, and continues to be, from various government agencies such as the State and Defense Departments, and the Central Intelligence Agency, as well as private support from foundations such as Ford and Rockefeller.¹ In direct competition with the Soviet Union for technological superiority, Sputnik's flight over the continent in 1956 fueled the US's resolve. The National Defense Education Act (NDEA) of 1958 decreed that an "educational emergency exists [that] requires action by the federal government." It declared that "the defense and security of the nation were inseparably bound with education" and was designed to create United States citizens who possessed the much-needed language skills and area expertise sought by the US government (Scarfo 23). In 1959, the first year of support, Title VI of the NDEA destined \$6 million to develop area and language centers and research and language fellowships. The six "critical" languages in 1959 were Chinese, Japanese, Arabic, Hindi-Urdu, *Portuguese*, and Russian; eighteen other languages, including *Spanish*, received secondary priority. In 1960, Latin American studies became eligible for funding, which increased each year for ten years until the early 1970s when half of the centers were cut. In 1980, a new focus provided for "business and international education programs." Now, Title VI addresses "economic productivity and international economic competition as well as foreign policy and national security interests" (Scarfo 25).

During the Cold War period "any country in Europe, Asia, Africa, or Latin America [was] viewed as a potentially vital pawn on the Cold War chessboard

¹ The Ford Foundation's donations alone averaged \$27 million a year for area and international studies support during much of the 1960's (Merkx "Competitive" 24)

(Heilbrunn 52). Although already simmering on the backburner, Latin American studies abruptly took the spotlight in the early 1960's due to the success of the Cuban Revolution, the Alliance for Progress, and the Cuban missile crisis (Merx "Foreword" v). The ensuing economic, ideological, and military concerns that characterized the Cold War period were reflected in the "unfolding drama of social and political development in Latin America, which served as one of the principal arenas of competition between the Soviet Union and the United States" (Merx "Foreword" vii).

Through the present era, Latin America has remained an explosive region due to political and economic tension, controversy, war, dictatorships, civil unrest, and US interventions while, at the same time, it has greatly expanded itself economically. More recently, however, the negative aspects of the region – violence in Colombia, international drug trafficking, illegal immigration into the United States, the antipathy between Latin American leaders (i.e. Fidel Castro and Hugo Chavez) and the US government, and the current Argentine economic crisis that has deflated much of the economic growth of the entire region, have all served to heighten interest in Latin America from both US researchers and the government. Together, all of these activities serve to inspire much research interest in the United States' academic communities. Merx writes, "As a result of this vitality, Latin American studies has helped set the intellectual agenda for other foreign-area studies fields for several decades" ("Foreword" viii).

2. FUTURE OF LATIN AMERICAN AREA STUDIES

The future of the area studies model remains a subject of active debate in the wake of the end of the Cold War and the wave of new theories based on the concept of globalization. In 1997 Stern acknowledged the universality of change when he wrote, “Area studies, like all disciplines, are subject to the whims of the intellectual market place and the vagaries of political developments” (219-220). Other scholars, on the other hand, passionately contend that the area studies model should not only change, it should simply disappear because it is now obsolete in the post Cold War world (Heilbrunn 50). No matter which focus eventually prevails, the strong US interest in Latin America is highly unlikely to fade in the near future.

Much of contemporary scholarship now focuses on “efforts to move beyond traditional ‘area studies’” (Bentley). Much of the criticism of the area studies model revolves around the attention given to individual regions in expense of the greater global and trans-regional processes that influence both individual societies, as well as the world itself (Bentley). Bentley writes that a globalized approach, on the other hand, offers “promising ways to understand the larger world by taking a more global approach to the past;” a global past that area studies has overlooked: large-scale processes like “climatic changes, mass migrations, campaigns of imperial expansion, cross-cultural trade, biological exchanges, transfers of technology, the spread of ideas and ideals, and the expansion of religious faiths and cultural traditions.”

For many, the emphasis on the area studies model served to create “artificial units” like the Middle East and Latin America when the reality is that there is no true unity to these regions (Heilbrunn 54). Many scholars assume that this model encourages

people to think that “the people inhabiting these regions [share] a unified culture” (Heilbrunn 54). In defense of area studies, the new emphasis on global studies often ignores distinct cultural differences. Additionally, area studies researchers possess enormous cultural knowledge and language abilities that allow them greater access to information and deeper understanding. According to Heilbrunn, the world is not becoming as global and interdependent as many believed; subtle cultural differences are still important (55).

Although the emphasis on globalization since the early 1990’s has affected area studies funding, the events of September 11, 2001 have already affected essential federal funding in a manner that suggests a return to the old model; it is too soon, however, to understand and predict the long-term effects. As a direct result of the events of 9-11, the United States government has drastically increased foreign-area funding, specifically for the study of the “Middle East, South Asia, and other regions of new strategic importance since the Sept. 11 attacks, an infusion that some compare to the education windfall after the launch of Sputnik during the Cold War” (Shadid). In effect, the US government has allotted an additional \$20.5 million for 2002 alone; this doubles the amount of fellowship money available. Although Title VI funding for Middle Eastern studies has priority, federal funding for other areas, including Latin America, have also increased. Through this example, it is clear that “the intellectual changes that occur within the disciplines and patterns of national funding directly impinge on libraries and collections” (O’Meara). The future area studies librarian will have to remain aware of the changes in local and national funding as well as in research trends.

B. LATIN AMERICAN LIBRARIANSHIP

HISTORY

Paralleling our nation's long-standing interest in Latin America, academic libraries in the United States began collecting Latin American materials at an early date. More often than not, the first major Latin American collections held by what would later become the major research libraries were donations of private collections; this is the case of the Latin American collections at Harvard, Yale, Stanford, the University of California, and the University of Miami, among others. Because of these beginnings, these early library collections strongly reflected the interests and biases of the contributors. Often, these collections were extremely strong in one area while extremely weak in another. Peter Stern, past president and executive board member of the Seminar on the Acquisition of Latin American Library Materials writes, "Every noteworthy Latin American collection in the United States began in a similar fashion; decades before the emergence of an organized structure of book dealers, profiles, approval plans, and standing orders, collecting and acquisitions proceeded in an almost serendipitous fashion" (199).

These collections were also expressions of a time when a strong sense of cultural superiority ubiquitous in Europe and the United States reflected itself in the academic research on Latin America. Moreover, that research was also still "divided and segregated by traditional academic disciplines" (Stern 202). Latin American library collections expanded greatly and the selection of materials became less haphazard and more systematic with the development of the field of collection management, including

cooperation, and the new position of area specialist or bibliographer brought on by the surge in area studies programs nationwide. In fact, the 1960's "marked the apex of professional interest in area librarianship" in terms of scholarly publications on the topic (Block 54).²

In order to best serve the research needs of Latin American scholars, cooperative collection development began in earnest during the 1960's as well. The first attempt at a national material cooperative strategy occurred in 1947 with the initiation of the Association of Research Libraries' Farmington Plan. This was a federally funded "voluntary agreement under which 60 American libraries accepted special responsibility to collect foreign published materials as a means to increase the nation's total research resources" (Stern 209). This national plan to acquire one copy of every important foreign book eventually ended, due to conflicts between local and national needs.

SALALM

The organization most responsible for developing US academic libraries' systems for acquiring and cataloging materials from Latin America is the Seminar on the Acquisition of Latin American Library Materials (SALALM). SALALM was founded in 1956 to aid in locating, acquiring and cataloguing library materials related to Latin America. Originally only a one-day seminar held in Florida in June of 1956, it is now an international organization composed of librarians, book dealers, and scholars (Hallewell

² For a detailed historical review of the role of subject bibliographers in US academic libraries consult Malgorzata Hueckel's 1990 MSLS paper entitled "The Duties, Educational Backgrounds, and Intellectual Profiles of Slavic Bibliographers in Academic Libraries in the United States."

1594). SALALM's first forum focused exclusively on collection development and services in libraries with Latin American collections. Now, its primary missions are "the control and dissemination of bibliographic information about all types of Latin American publications and the development of library collections of Latin Americana in support of educational research" (SALALM "Organization"). These efforts are complemented by organizational support for cooperative collection efforts and attempts to serve Spanish and Portuguese-speaking residents of the United States (SALALM "Organization").

LATIN AMERICAN BOOK TRADE

Perhaps the most acknowledged and unanimously agreed upon aptitude needed by the Latin American area librarian and the "greatest asset [he or she] can bring to [his or her] tasks is probably a basic understanding of the Latin American book trade" (Hallewell 1595). The lack of bibliographic control and organized means acquisition of Latin American materials is precisely what prompted the creation of SALALM. Stern writes that "collecting materials from Latin America has always been a haphazard affair; titles frequently go out of print very quickly, small presses do not have the budgets to advertise their publications widely, and economic upheavals frequently wreak havoc on materials prices" (212). This situation, although much improved from the 1950's, exists through the present day.

The financial support that prompted the creation of many Latin American area centers beginning in the 1940's was designed to facilitate the diffusion of practical scholarship on Latin American topics of national security interest. Interestingly, since the early 1960's, the trading with the enemy statutes of the US government has continually

complicated the acquisition of Cuban materials. To date, although monographic and serial exchanges are now very common, libraries in the United States cannot purchase materials directly from Cuba; instead, they have to rely on vendors from a third country. This situation greatly increases the price, as well as the speed of delivery of these materials.

Despite key differences with the US book trade, “Latin American librarianship has entered an age of maturity” (Stern 219). Through the efforts of SALALM and the development of professional librarianship in Latin America, a regular book trade and increased bibliographic control have served to stabilize the collecting of these materials in the US. Because of the strides made in the last fifty years, “library collections that support research on Latin America have never been as intensively developed and professionally administered as they are at present” (Stern 220). Nevertheless, in order to maintain or improve the quality and efficacy of the book trade, a new generation of well-trained specialists needs to stand ready to replace these experts that are now beginning to retire.

C. CONTEMPORARY LATIN AMERICAN AREA LIBRARIANS

Duke University's Deborah Jakubs offers some keen insights into the future of area librarianship in her article, "Modernizing Mycroft." Jakubs states that area studies librarians should modernize their skills and image to keep up with changes in academic libraries. All area specialists should redefine their core values so that area studies librarianship can become a "respectable and attractive alternative career path, rather than a second choice, merely a consolation prize for having suffered the vicissitudes of the academic job market."

Jakubs is a strong advocate for encouraging area experts to begin careers in librarianship. Area skills are "the heavier component of the area librarian's expertise, and that library knowledge must be built upon that core, not the other way around." She advocates changing the perception that a career in area librarianship represents a failure or a secondary choice for aspiring scholars when, instead, it "can be at least as intellectually rewarding as a career in teaching, and even broader, in fact."

Jakubs campaigns for greater emphasis in internship possibilities, such as the recent post-doctoral program at Duke University. This program produced seven area experts who are now working in libraries. This one-year, non-degree, internship used mentoring, hands-on-training, and the resources of Duke's cooperative partner, the University of North Carolina and its School of Information and Library Science, to introduce these scholars to the field.

Finally, Jakubs creates a list of skills that every new area librarian should possess. She takes, as a given, that these new librarians should possess extensive area knowledge

and language ability. In addition she emphasizes “a basic understanding of the internal functioning of the library, and the interrelationships among departments,” strong “interpersonal skills,” “a basic understanding of technical services,” “an understanding of the book trade,” and “very strong writing skills.” Finally, at odds with some area librarians, Jakubs believes that an internship or apprenticeship program can take the place of a degree in Library Science.

Based on his impressions of the Future of Area Librarianship in 1995, David Block paints a bleak future for area studies librarianship if nothing is done to address the recruitment and training of future area specialists. Despite the recent growth of East Asian and Latin American area librarianship, both report a small candidate pool for advertised positions. Priorities for training should be “information technologies, language, book trade/acquisitions strategies, and grants/fund raising” (53). Title VI directors report that there are “minuscule rates of area studies training for students identifying themselves as librarians” although Title VI budget support for libraries is widespread.

Block writes that the current and future trend is for area specialists to develop their language and area skills before entering library school or working in a library. The majority will continue to receive their training in these areas outside of the library school program but “niche courses” in the library program are viable alternatives or additions. Finally, graduate students in languages and area studies programs need to be encouraged to see “librarianship as a natural progression from their academic training” (Block 53).

Two ALA-accredited library schools have sensed the need for active recruitment of area specialists. Both the University of California at Los Angeles (UCLA) and Indiana

University now offer a three-year, dual degree program in Latin American studies and library science, While UCLA also offers an area studies library course entitled “Latino History and Culture,” Indiana University offers no Latin American-specific courses as part of the School of Library and Information Science curriculum. Nevertheless, Indiana’s program does include an internship with the Latin American Bibliographer that allows an excellent opportunity for mentorship (Indiana “Latin”).

Two other ALA-accredited library schools, Southern Connecticut State University and the University of Wisconsin-Milwaukee, offer dual degrees in library science and foreign languages. UW-Milwaukee’s program offers a three-year Master's of Arts in Foreign Language and Literature and Master's of Information Studies designed to “prepare students for positions as librarians in a variety of libraries” (UWM).

Finally, at least one other school of library science now offers area studies-related coursework. The University of Texas at Austin offers three distinct Latin American area specific courses: “Information Resources on, and Services for, Hispanic Americans,” a “Seminar in Latin American Information Sources and Services” (requires proficiency in Spanish or Portuguese), and “Latin American Information Resources.” The latter is a historical survey of the bibliographical literature and US libraries with strong Latin American holdings” (University of Texas).

INDIANA UNIVERSITY NATIONAL LIBRARY SURVEYS

The most recent major survey of area studies librarianship, the “Indiana University National Survey of Area Librarianship” was presented at the Future of Area Librarianship Conference held at Indiana University Libraries on July 13-14, 1995. This national survey consists of distinct surveys directed at four discrete groups: directors of Association of Research Libraries (ARL) member libraries, area librarians (all areas were surveyed), deans/directors of schools of library and information science, and the directors of area centers, both Title VI and non-Title VI institutions (Neal). The purpose of these surveys was to gauge both institutional and professional attitudes on the present and future status of area librarianship; create a professional profile of current area librarians; and project the future needs of area librarians, including identifying, recruiting, and training future area librarians by reevaluating the requisite skills set. The literature review for this section has been divided into four sections that address each part of the IU survey.

1. ARL DIRECTORS SURVEY

Of the 90 institutions (nearly 90% of all ARL institutions) that participated in the survey, 65 of them, 72%, have librarians whose duties meet the general definition for area librarian. Of the 564 total positions, 14 were vacant at the time the survey was completed, and 92 were part-time appointments (Neal). While 72% of the libraries surveyed do currently have area librarians, 74% of these did not have plans to expand the number currently employed at their institution.

When asked about the quality of the applicant pool, a full 78% felt that it should include more “individuals with the subject/language, professional, and technical expertise [needed] to step up to these type of assignments” (Neal). Finally, they strongly desired that area librarians on the job market possess skills in “information technologies, language training and preparation, knowledge of the book trade and acquisition strategies in different world areas, and the ability to participate in grants and fund-raising activities” (Neal).

2. AREA LIBRARIANS SURVEY

Of the 564 area positions identified in the ARL Directors survey, Nancy Schmidt reports that 187 librarians participated in the second survey; 26 of these worked with Latin America. Of the total number, more than 80% spent at least half their time working in their capacity as an area librarian, primarily in collection management (Schmidt).

Due to the requirements of the profession, foreign-area librarians tend to be highly educated. The IU surveyed revealed that the majority majored in history as an undergraduate and that over 70% of respondents held a subject masters degree in addition to the MLS while nearly 35% held a doctorate. Fourteen percent did not hold a MLS degree. This is due to an established emphasis on extensive subject knowledge over formal library training.

Over 63% held non-area positions in academic libraries before becoming area librarians. These positions included “collection development, administration, public services, technical services, and documents” (Schmidt).

Reflecting the general “graying” trend of librarians in the United States, eighty percent of all area librarians surveyed in 1995 had over five years of service while a full 26% have more than 20 years of service. This data suggests a “large number of impending vacancies” (Block 52).

In the area of professional development, those area studies librarians surveyed expressed a strong desire for further training in electronic resources (71%), language training (20%), and grant writing/fundraising (14%), among other concerns, when asked to identify three areas of greatest need. Most were interested in training on the use of the Internet and the World Wide Web, using CD-ROMS, developing more computer skills, learning electronic searching skills (especially those relating to their geographic area), and developing web pages (Schmidt).³ Finally, 33% of area librarians acted as mentors to students who later became area studies librarians.

**TABLE 1: Professional Development Needs as Surveyed by IU in 1995
(Indiana “Appendix III E”)**

PROFESSIONAL DEVELOPMENT NEEDS	NUMBER OF LIBRARIANS
Electronic resources	130
Language expertise	37
Grant writing/fund raising	26
Administration/Management	19
Area expertise	18
Collection development continuing education courses	18
Cooperative acquisitions	13
Keeping up with changing circumstances	12

³ It is important to note that the Indiana University National Survey of Area Librarianship occurred in 1995, a time when much of these technologies were comparatively new.

3. LIBRARY AND INFORMATION SCIENCE PROGRAM SURVEY

The third portion of the survey polled “49 American Library Association accredited library and information science programs in the United States and Canada [and] was designed to determine the interest level of administration, faculty, and students toward area librarianship” (Krutulis). Of the 35 directors/deans that responded, there was “very little awareness or interest in area studies; few courses in the curriculum, few potential students, even fewer known graduates” (Block 53).

A few schools offered course work focused on education for area librarians; these include the University of Hawaii, the University of Illinois, Indiana University, Pratt Institute, Simmons College, and the University of Texas at Austin. A dual degree program at Indiana University in library science and Latin American and the Caribbean had just begun at the time of the survey but had not yet graduated any students from the program.

4. AREA CENTER SURVEY

In the fourth and final survey, Indiana University chose to examine area centers to identify relationships between them and their corresponding schools of library science and libraries. In addition, the survey was intended “to determine the number of area studies graduates pursuing a career in library science,” as well as “determine the three highest priority needs for the future of area librarianship according to area studies programs” (Gardiner).

Indiana sent surveys to 263 area centers and received 58 responses, 12 of those came from Latin American area centers. The results suggest, “some new area studies

graduates, particularly at the Master's level, are entering area librarianship positions” (Gardiner).

The survey showed that area centers cooperated with libraries by providing financial support for acquisitions, staff, and travel using Title VI funds (Gardiner). On average, Title VI centers use 8% of their allocations to support the library (O'Meara). Echoing earlier expressed sentiments, area centers want future area librarians to possess “greater expertise in the use of online resources,” knowledge in “developing cooperative collections with other libraries,” language ability, and “expertise in grant-writing/fundraising” (Gardiner).

CONCLUDING REMARKS

The literature on area studies suggests that, although threatened during the 1990's, the field of area studies will continue to exist as a valid and necessary academic discipline. Latin America, primarily because of its close geographic proximity and ever-growing economic relations with the United States will not fade from governmental or academic interest. Additionally, the vast area knowledge and language abilities that area studies researchers possess overshadow a more global approach. Nevertheless, globalization studies will, most likely, affect many aspects of area studies research so that it casts a wider net to look beyond one culture at a time.

The literature on area studies librarianship suggests that the field will continue to support the area studies model but will face a large number of impending retirements in the near future. Many believe that numerous positions will be restructured to include more reference/public service and instruction duties, in addition to collection

development. At the same time, there is a fear that some positions will be eliminated at universities with smaller area collections. New area studies librarians will still need to possess strong area and language skills. Additionally, they will need skills or experience in electronic resources such as HTML authoring, online searching of electronic indexes, databases, and web sites.

AREA STUDIES LIBRARIAN JOB STUDY

GOAL

The goal of this study is to record the experiences, skills, and duties required of the competitive candidate for a position in an area studies librarian position. To accomplish this goal, an analysis of recent (January 2001 through May 2002) advertisements for academic library area studies or language-specific library positions was carried out. The results of this study provide a list of the universal, requisite skills requested of viable applicants for area studies librarian positions as reflected in recent academic library job advertisements.

METHODOLOGY

This study focuses on academic area studies-related library positions advertised over a 16-month period, between January 2001 and May 2002, in *American Libraries* and *SALALM Newsletter*. As the official publication of the American Library Association, the monthly *American Libraries* is a primary source for academic library job postings. Additionally, the bi-monthly *SALALM Newsletter*, the official publication of the Seminar on the Acquisition of Latin American Library Materials, regularly posts job advertisements that expressly relate to Latin American librarianship. Job postings are often duplicated between the two publications and, frequently, reposted (or reopened) in

later issues of the same publication. For the purpose of this study, each announced position was counted only once.

The study analyzed the content of all academic positions in the United States as advertised in *SALALM Newsletter* and the “Academic Library” section of the classified advertisements in *American Libraries*. Due to the small number of job announcements specifically related to Latin American studies (including Iberian studies where applicable), this study includes other foreign-area studies sections, as well. Positions that were classified as cataloging positions in the job title were not analyzed in this study because the skills needed for these positions have different technical requirements that would have skewed the results of this study. Additionally, high-level positions such as library head or director were similarly omitted, as the skill-set is different, or, in the very least, more administrative. Moreover, the area studies librarian just entering this field will likely not qualify for these positions.

The study, therefore, did include all permanent and temporary area-studies librarian positions that were not excluded by the above criteria. Additionally, advertisements for language specialists, librarians whose primary duties involve collecting material according to one or more foreign languages and not by geographical area, were included since the skill set is practically identical; moreover, these jobs are also employment options for those applicants who would, otherwise, seek an area-studies position.

A data collection sheet was created for each job posting (see appendix). The study gathered information on both required and preferred qualifications in the following areas: education, library and subject experience, foreign language(s), and library and

information technology duties and skills. Additionally, it tallied the professional development requirements of these positions.

FINDINGS

The content analysis of the job advertisements revealed that academic libraries are looking for librarians who possess Master's degrees in Library Science, have an academic background in a field relating to area studies (including history, culture and literature), and preferably hold an additional advanced degree relating to the area. Additionally, these librarians will all perform reference or public service duties and many will instruct library patrons and perform collection development/management tasks.

The initial identification of job advertisements revealed that a total of 28 foreign-area studies and language-specific librarian positions were advertised between January 2001 and May 2002. Five of those positions were for administrative level positions as head or director of an area studies library or section, 6 were cataloger positions, 2 advertised language-specific specialists, one sought an Asian systems specialist, and 14 advertised area librarian positions. Of these 28, only 4 were for Latin American (and Iberian) area studies positions and one was for a Spanish language specialist position. For the purposes of this study, only 16 of the original 28 jobs advertised met the requirements set forth in the methodology section of this paper.

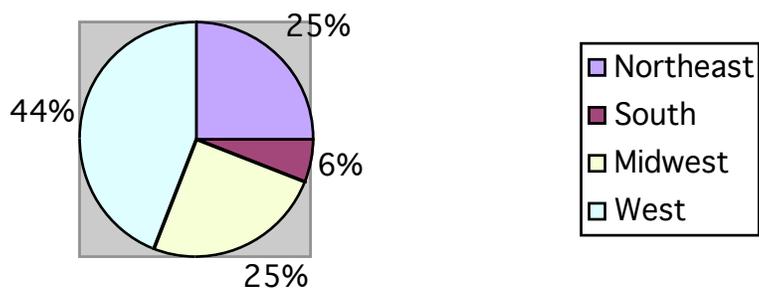
TABLE 2: Area and Language-Related Librarian Positions

POSITION	NUMBER
AREA LIBRARIAN	
Asia (East Asia, Southeast Asia, Pacific Studies)	9
Africa	3
Latin America / Iberia	4
Middle East	2
Slavic and East Europe	1
LANGUAGE/SUBJECT SPECIALIST	
Germanic Languages	1
Spanish and Portuguese	1
CATALOGER	
Germanic languages	1
Japanese	2
Spanish / Portuguese	2
Slavic languages	1
SYSTEMS SPECIALIST	
East Asian	1
TOTAL	28

GEOGRAPHIC DISTRIBUTION

Advertised positions represented all geographic areas of the continental United States. The Library and Information Technology Association (LITA), a division of the American Library Association, uses a regional classification system on their website (www.lita.org/jobs/postings.html) to classify job locations. They divide the locations into four geographic areas: the Northeast, the South, the Midwest, and the West. In this distribution, a total of 12 states from all four regions were represented.

TABLE 3: Advertised Positions Distributed by Geographic Region



The four Latin American area studies positions and the one Spanish language specialist position were all located in different states; three of those are located in the Western region, and one in the South. Of all the positions, institutions in California advertised for the most, a total of four, which is 25% of the jobs sampled.

JOB TITLES

The job titles analyzed in this study were divided according to the primary focus of the position: foreign-area studies librarianship or language-specific librarianship. In the first classification, (Area) Studies Librarian or Librarian for (Area), are the most common titles at 62.5% of the sample. The others positions were classified by language of interest and composed 37.5% of the positions.

TABLE 4: Job Titles of Positions Advertised

JOB TITLE	NUMBER
(Area) Studies Librarian	6
Librarian for (Area)	3
(Area) Studies Librarian/Bibliographer-Cataloger	1
Reference Librarian/ (Area) Specialist	1
Humanities Reference/Instruction Librarian: (Language) Specialist	1
Reference/(Language) Librarian	1
(Language) Studies Librarian	3
TOTAL	16

EDUCATION

A full 87.5% of these positions required a Master's in Library Science degree from an ALA-accredited or equivalent library science program. Only two stated explicitly that an advanced degree in the area was acceptable instead of the library science degree. Nevertheless, 37.5% of the advertisements clearly expressed a preference for an

advanced degree related to the area, in addition to the MLS degree that was already required. None of the positions explicitly required a PhD in the subject.

EXPERIENCE

Despite many advertisements that implied that the applicant possess a familiarity with library operations, only two announcements expressly required experience working in a library; one stated this as a preference. Of the requirements, the two asked for 2 and 3 years, respectively, of experience in reference, instruction or cataloging. On the other hand, 87.5% of the advertisements distinctly articulated a preference for experience in at least one branch of the subject area.

DUTIES

Reference/public service, specific foreign language ability (speaking, reading, and writing), collection development/management, faculty liaison, and instruction were the most required job duties or skills listed in the positions analyzed for this study.

Reference/public service, including specialized/advanced reference or research services appeared in 100% of the sample. At the same time, however, only 25% of the ads expressed a stated preference for previous experience in this area.

Eighty-seven percent of advertisements stated that the ability to read, write, and speak the main language of the foreign area was essential. Only 19% required, at least, working/reading knowledge of a second major area language; 31% of advertisements preferred this ability. In Latin American studies, that second language was Portuguese while French was a more distant third.

Collection development/management was a clear job duty for 81.3% of the advertisements and 37.5% stated a clear preference for previous experience. Twenty-five percent of advertised jobs expressly identified budget responsibility as a distinct duty apart from collection development. Both weeding and preservation were also included as separate responsibilities in 19% of the ads, while monitoring of approval plans appeared only once.

Being a library liaison with area department faculty appeared as often as collection development; it was required for 81.3% of the positions. Finally, instruction, including bibliographic sessions and, occasionally, for-credit courses were part of 63% of the advertised positions.

TABLE 5: Required Job Duties/Skills

REQUIRED DUTY/SKILL	NO. OF ADS	% OF ADS
Reference/Public Service	16	100
Foreign Language	14	87.5
Collection Development/Management	13	81.25
Faculty Liaison	13	81.25
Instruction	10	62.5
Technical Services	7	43.75
Cataloging*	7	43.75
Knowledge of Book Trade	6	37.5
Supervising	6	37.5
Excellent Oral and Written Communication Skills	6	37.5

*Cataloging was primarily (94% of sample) a requirement for Asian Studies and Middle East Studies Librarians.

TECHNOLOGY

The study revealed that a stated technological requirement or preference were present less than expected by the researcher. Working with electronic reference and knowledge of online databases and indexes were the most required duties at 31.25%. Nearly nineteen percent explicitly stated that creating and managing “digital projects” were also required. Stated preferences for these skills resulted in even lower percentages than those required in the job description. Of these, creating web pages and HTML authoring was preferred in 12.5% of the advertisements.

TABLE 6: Required Technology Duties/Skills

REQUIRED TECHNOLOGY DUTIES/SKILLS	NO. OF ADS	% OF ADS
Electronic Reference	5	31.25
Library Databases/Systems	5	31.25
Internet/Online Searching	3	18.85
Creating Web Pages/HTML Authoring	3	18.85
Creating/Managing “Digital Projects”	3	18.85

PROFESSIONAL DEVELOPMENT

In the same vein, the advertisements infrequently expressed a desire for professional development. Of the stated requirements, publishing, membership in professional associations, and participation in library or university committees were the most prevalent.

TABLE 7: Professional Development Requirements

PROFESSIONAL DEVELOPMENT REQUIREMENTS	NO. OF ADS	% OF ADS
Publishing	5	31.25
Membership in Professional/Area Associations and Organizations	4	25
Participation in Library/University Committees	2	12.5

CONCLUSIONS

The results of this study show a continued emphasis on strong academic preparation and experience, including language experience, in the geographical area of the position. Although technological skills are important, they were not explicitly stated as often in these advertisements as the results of the Indiana University national survey would suggest.

Additionally, in the Indiana University survey from 1995, area studies librarians stressed the importance of direct knowledge of the book trade of the region; this emphasis was also not reflected in the advertisements. Also, the low numbers of positions advertised during the period of this study clearly indicates that this field of librarianship is an extremely small segment of all academic library positions. Given the consensus that many area studies positions will open up in the future due to retirements and the current difficulties in identifying qualified applicants for these positions, this survey shows that there is much to be done to recruit the next generation of area studies librarians to avoid a crisis in the field. This survey, therefore, hopefully, will help potential candidates become familiar with the required duties of the field and the necessary skills they should obtain in order to become a qualified candidate for a position as an area studies librarian.

SURVEY OF LATIN AMERICAN AREA LIBRARIANS

GOAL

The goal of this survey of Latin American area librarians is to gather further evidence to substantiate the conclusions reached through the content analysis of the foreign-area related job advertisements. Specifically, this survey gauges the opinions of Latin American area specialists as to the future status of area studies and area studies librarianship. What will most likely be the duties of future area studies librarians? Where will these future librarians come from and how can they be encouraged to enter this area of librarianship? The results of this survey will provide an expanded list of the universal, requisite skills requested of viable applicants for area studies librarian positions. Additionally, these results will serve as a source of information for individuals seeking a career in this area of librarianship.

PROFILE OF LIBRARIANS SURVEYED

For this survey, twenty librarians who currently work as Latin American (and Iberian) area studies librarians in ARL member libraries in the continental United States were contacted by email and asked to participate in a phone interview or answer the questions by email. The individuals chosen to participate represent a diverse professional population with a wide range of characteristics such as varying years of service in this field of librarianship, possession of a MLS degree from an ALA-accredited library

school, as well as those who do not, possession of an advanced degree or PhD in an area of Latin American studies and those who do not, and, finally, individuals working in different geographical regions of the continental United States.

GEOGRAPHIC DISTRIBUTION

Of the twenty librarians contacted, eleven participated in the survey. Eight people were interviewed by telephone and three responded by email. The librarians who responded to this survey represent all four geographic areas of the continental United States according to the Library and Information Technology Association's regional classification system. Ten different states were represented. Fifty-four percent were from the Southern region; only one of these states was represented twice. The next highest representation was from the Midwestern states at 27% of the survey.

QUESTIONS

All librarians were asked to answer a set of six open-ended questions that address the future of area studies librarianship. These questions were based on themes and topics of discussion from the 1995 Indiana University Conference on the Future of Area Librarianship.

TABLE 8: List of Survey Questions for Area Librarians

QUESTIONS
<ol style="list-style-type: none"><li data-bbox="349 462 998 493">1. What is the future of area studies librarianship?<li data-bbox="349 535 1356 567">2. What are the duties and responsibilities of the future area studies librarian?<li data-bbox="349 609 1356 714">3. What skills or qualifications should the future area studies librarian possess before entering the profession?<li data-bbox="349 756 1372 861">4. Where will new area librarians come from and how can they be identified or encouraged?<li data-bbox="349 903 1380 934">5. What are the major issues facing the area studies librarian in the 21st century?<li data-bbox="349 976 1323 1081">6. What professional development activities will most benefit the new area studies librarian?

FINDINGS

1. WHAT IS THE FUTURE OF AREA STUDIES LIBRARIANSHIP?

In contrast with the pessimistic outlook expressed at the 1995 Indiana University conference, the respondents were, by and large, very positive about the future of area studies librarianship. Specifically, many librarians acknowledged that the past predictions for a departure from the area studies model have been proven wrong. In this new survey, these librarians spoke of a bright future for the area studies model of scholarship, especially Latin American area studies, since interest and scholarship in this particular region is stronger than ever. One respondent suggested that the accelerated diversification of the US population to include more people from Latin America as a prime cause of this increased interest. Others directly attributed the renewed financial backing of the area studies model to the political climate resulting from the events of September 11, 2001. As a direct result of these events, the US government has allocated more federal money to international areas, including Latin America, because of security issues directly relating to lack of foreign-area and language knowledge.

Several librarians addressed the perceived threat that globalization studies pose for area studies. Instead of the former eliminating the latter, the majority of the librarians surveyed now believe that a global focus actually requires more language and area experts than ever before. According to the respondents, the focus of area studies research will probably change to address this new trend, but the model itself will not disappear.

There was a consensus that research libraries that already possess large Latin American area collections would remain shielded from future funding cuts due to budget

issues in public universities. Nevertheless, smaller, lower-profile collections still risk losing funding for foreign area positions or area-related acquisitions due to the continuing belief among non-specialists that these materials are not part of the core collection and, therefore, are not essential. Many respondents predicted fewer full-time experts for these institutions while “first tier” institutions would likely retain these positions. Several voiced concern that area studies programs and librarians need to enlighten others as to the purpose and value of this model in order to avoid future cuts in the area and increase support for the collection of these materials.

2. WHAT ARE THE DUTIES AND RESPONSIBILITIES OF THE FUTURE AREA STUDIES LIBRARIAN?

As predicted in the Indiana survey, most of the librarians who participated in this survey forecasted that area studies librarian positions would include more split duties. Several, however, clarified that first tier institutions, those with very large and visible Latin American collections, will probably continue to retain area librarians who dedicate a majority of their time to collection development. For the majority of universities, however, area specialists will perform many different duties that primarily include collection development, specialized reference, and instruction. In other words, there will be a greater overlap between public service and technical service duties. Finally, the current area studies librarians polled for this survey further acknowledged that future area studies librarians will need to be proficient in the use of the latest electronic resources and must remain aware of the latest technological developments.

The area studies librarian of the future will increasingly be involved in many different types of instruction. He or she will provide bibliographic instruction to undergraduates and graduate students in seminars and for-credit courses; both of these will have a strong emphasis on identifying and accessing area-related materials electronically. A third of the respondents already teach a research methods course that is a prerequisite for a Masters degree in Latin American studies. Furthermore, the role of the area studies librarian as a faculty liaison will continue to be fundamental. However, in addition to regular contact with faculty in the area of collection development and reference, the area studies librarian will also likely provide instruction to university faculty, most likely on the use of electronic resources. Many respondents noted that the

increased emphasis on the librarian as educator greatly enhances the visibility of the position and the collection.

The area studies librarian's primary public service duty will be to assist patrons with accessing information wherever it resides. As more material become accessible in electronic format, the area studies librarian will need to gather, organize, and present this information effectively to the library patron. In this capacity, he or she will most likely need to possess strong technical skills such as effective online searching and HTML encoding.

Aside from the changing duties of the area studies librarian, he or she will still need to assure the integrity of the local established collection. This requires a strong sense of the history of the local collection, a desire to enhance local strengths and a commitment to addressing weaknesses. Unique resources will distinguish a collection; therefore, the area studies librarian will need to increase the visibility of the local collection through displays, online descriptions, and, in certain cases, digitization of rare or unique items. In this capacity, he or she will need to possess the abilities to make full use of new and future technologies.

3. WHAT SKILLS OR QUALIFICATIONS SHOULD THE FUTURE AREA STUDIES LIBRARIAN POSSESS BEFORE ENTERING THE PROFESSION?

All respondents agreed that strong language skills and advanced area knowledge would remain essential qualifications for the future area studies librarian. For the Latin American area studies librarian, very strong reading, writing, and speaking knowledge of Spanish will also continue to be indispensable. Reading knowledge of Portuguese will likely remain preferable but not required for all positions. For collections that are strong in Caribbean materials, knowledge of French will also continue to be significant. Many respondents agreed that direct knowledge of the region, acquired through travel, study abroad, work, or other experiences, is obligatory beyond mere knowledge of the language itself. Additionally, subject knowledge of the region will remain a significant prerequisite.

The future area studies librarian, in the very least, should have completed undergraduate coursework in the social sciences or the humanities, including literature, culture, and history of the region. Nevertheless, all respondents stated that an advanced degree related to the region is ideal. Furthermore, many expressed interest in recruiting more candidates with a Ph.D. in an area of Latin American studies to the field of area studies librarianship. Nevertheless, a couple of respondents view this degree as being too narrow in focus to be especially useful in this field. On the other hand, most concurred that an awareness of research trends is vital. Area studies librarians who have research experience of their own are also especially desired.

Perhaps the most polemical qualification discussed is whether area studies librarians should possess a Masters degree in Library Science/Information Science. For

the majority of respondents, the degree is valuable; yet, only one-third stated that the degree should be obligatory for obtaining a position as area studies librarians. Those who view the degree as important cited the skills acquired in library school coursework – web and database development, cataloging, reference interview skills, and grant writing – as very useful. Other skills cited include public service and collection development. According to one respondent, the candidate with a library science degree commands an important understanding of how library divisions work as a whole and an awareness and respect for the duties of other librarians, especially catalogers, that those without the degree do not possess.

Nevertheless, one-third of respondents believe these skills can be acquired through on the job experience and that the degree should not be required. A third of those polled cited the Duke University Post-Doctoral Fellowship, which provided a one-year internship program for those who already possessed a Ph.D. in an area related to the region, as an excellent model for the active recruitment of future area studies librarians, despite the fact that the program did not confer a library science degree to its participants. Nevertheless, there was one very strong objection to the internship program model because it lacked the MLS degree component.

Finally, other skills that the future area studies librarian should possess before entering the profession include knowledge of the book trade, familiarity with book vendors, and awareness of the business attitudes of the countries of the region. There was also a general consensus that these individuals should be team players and also should possess skills or experience in the area of fundraising.

4. WHERE WILL NEW AREA LIBRARIANS COME FROM AND HOW CAN THEY BE IDENTIFIED OR ENCOURAGED?

The majority of respondents felt that active recruitment endeavors are sorely needed to encourage more qualified candidates to area studies positions. They lamented that applicant pools are already shallow in a field that expects a significant increase in vacancies in the next ten years.

Primarily, these librarians are looking for applicants who possess an affinity for library work and the mission of libraries beyond just possessing a strong academic background in the geographical area. Because of the advanced nature of the field, these positions will still tend to attract older, more experienced applicants who might already possess work experience in other library capacities. Additionally, individuals with close cultural or family ties to the region should also be encouraged to consider librarianship as a profession.

Perhaps the most important influence for expanding the visibility and image of librarianship will need to come from area studies librarians themselves. Over half of the respondents cited mentorship efforts as key to recruitment. The changing nature of area studies librarianship to include more instruction and visibility outside the library will provide many opportunities for librarians to develop a relationship with area studies students and language and literature students. It will likely be the area studies librarian's responsibility to counter the stereotyped image of the librarian to interest qualified candidates who would otherwise not even consider the profession as an option.

The majority of area studies librarians of the future will still likely come from area studies or language and literature departments. Half of those polled believe that

Ph.D. students are not the only ones who should be encouraged to consider librarianship as a profession. Through their contact with undergraduates and Masters students, area studies librarians should begin to encourage librarianship as an option early in these students' careers. This way, area librarians can begin to change preconceptions earlier and mentor students as to how to best prepare themselves for the position.

Most respondents also agreed that schools of information and library science do not do enough to encourage students to seek careers in area librarianship. In addition to area-related course offerings, more dual degree programs in library science and an area related or language field, like the one offered at the University of California-Los Angeles, are needed. Library students who possess strong language skills should be identified early and encouraged through scholarships, work-study opportunities, and internships with area studies librarians. Most agreed that SALALM should be more proactive by offering more grants, fellowships, scholarships, and internship opportunities as well.

Another opportunity for recruitment lies with academics who are looking for alternate job opportunities either at the start of their career or mid-career. A few respondents mentioned that the presence of area studies librarians at subject or area meetings, like the annual meetings of the Latin American Studies Association and the Modern Language Association, also serves to increase visibility of the field. More sessions that provide information on alternative job opportunities like librarianship at future MLA meetings were suggested. Finally, as previously earlier in this paper, more internships and post-doctoral fellowships, like the one offered at Duke University, were viewed as especially effective in recruiting qualified individuals to the field

Several of those polled expressed concern over the lack of qualified catalogers who possess the prerequisite language skills to work with area-related materials. Searches for these positions frequently are reopened to expand the candidate pool. One expressed concern that this lack of qualified catalogers would, eventually, affect the quality of access to foreign language collections.

Although it is simple to identify where these individuals will come from, it will be much harder to make the job attractive and dynamic enough to attract enough high-quality candidates for area studies positions. Area studies librarians will need to demonstrate that, in these positions, they still can do research, teach, travel, and use language and area skills in many of the same ways that professors or researchers do. The image of librarianship needs to be addressed effectively to facilitate recruitment.

5. WHAT ARE THE MAJOR ISSUES FACING THE AREA STUDIES LIBRARIAN IN THE 21ST CENTURY?

Responses to this question echoed many of the issues raised in responses to earlier questions and included, especially, concerns about recruitment to the field. Three other issues addressed by the majority of respondents were the ongoing budgetary concerns that affect most institutions, the need for resource sharing among institutions, and the increased emphasis on technology.

First, many institutions across the country are facing shrinking acquisitions budgets. At the same, an increase in expensive electronic resources can also threaten the ability to acquire materials. Unfortunately, the predominant view among non-area studies librarians is that area studies materials are an “exotic” luxury and, therefore, are often the first to lose funding. Although this is not a new trend, the respondents believe that it is imperative for area studies librarians be ready to defend their “territory” effectively and knowledgeably in order to change this marginalized role. The majority of respondents agree that area studies librarians have to make the case that what they do is valid and learn to emphasize the area to create a higher profile of the collection.

Second, increased resource sharing and cooperation is required to continue to meet the growing need for access to global information. There is now, more than ever, an increasing amount of quality publications from and about world regions. Cooperative programs like those developed by LASER and ARL/AAU are excellent examples of ways to pull resources without compromising local needs. Since one university cannot collect everything anymore, this cooperative digital structure will help to fight the “vanilla” effect.

The third, and final, trend in area studies librarianship is the increasing emphasis on technological skills. As the academic library begins to serve an international audience in addition to local patrons, area studies librarians will need to extend services to these people via an online presence. Area studies librarians will need to acquire the appropriate skills to provide services to patrons who will access the library from their computer.

6. WHAT PROFESSIONAL DEVELOPMENT ACTIVITIES WILL MOST BENEFIT THE NEW AREA STUDIES LIBRARIAN?

The respondents were unanimous in replies to this question. The new area studies librarian needs to actively participate in international associations; specifically, he or she should participate in SALALM and LASA. He or she should attend the annual meetings, participate in committees, and cultivate working relationships with colleagues at other institutions. Through SALALM, the new area studies librarian should also cultivate relationships with book vendors; this is essential. By extension, he or she should also follow book-publishing trends and continue to make buying trips.

Additionally, the new area studies librarian should also be active in other subject-oriented meetings dedicated to topics like literature, history, and anthropology by attending local, regional and international conferences. Financial support for attending conferences should be available from his or her institution.

New area studies librarians will need to keep up-to-date on the latest research trends locally, nationally, and internationally. Several respondents recommend that the new librarian meet with graduate students to see what they are working on. New librarians should also engage in some type of research of their own; ideally, their library will free them from their other duties to engage in research full-time at different points in their career.

CONCLUSIONS

The results of this survey clearly show that the area studies librarians surveyed are very confident about the future of area studies librarianship, despite changes in the area studies model. Changes in academic librarianship itself will cause area specialists to perform many different duties in the future; they will develop collections, provide specialized research assistance, instruct, develop a digital presence, fundraise, and recruit and train future area studies specialists, among other duties. They will provide both technical and public service to local and international patrons.

Future area studies librarians will still be required to possess strong language and area skills. They will also still need a strong background in the social sciences or humanities. However, as more area studies librarians retire, their positions are likely to be filled with area or language experts who may or may not possess an MLS degree in library science/information science. It appears unlikely that this degree will be a requirement while applicant pools for these positions offer few qualified candidates. Most respondents agree that those already in this field need to help recruit quality applicants through courses in schools of library science, more dual Masters programs, scholarships and internships, active recruiting of professionals to librarianship, and individual mentoring of undergraduate and graduate students. Once in the profession, these new librarians will need to work fully with their national and international colleagues to develop diverse collections that serve local and global needs through the use of shared resources and cooperative collecting.

FINAL REMARKS

Research trends show that area studies librarianship, especially Latin American area librarianship, will remain a vital part of academic librarianship into the future. Nevertheless, current Latin American area studies librarians will need to actively recruit new area specialists to the field in order to avoid a staffing crisis. This is due to a large number of area studies vacancies predicted for the near future coupled with an already shallow applicant pool of qualified candidates. Therefore, existing area studies librarians should aggressively reach out to undergraduate students, graduate students, and current area studies professionals to address preconceptions about the field, increase awareness of the actual duties involved, and encourage area librarianship as a career choice.

Once these prospective candidates are identified, they must understand and acquire the requisite skill set to be an area studies librarian. These future librarians will need to possess excellent language skills, first-hand knowledge of the region, knowledge of the book trade, strong electronic skills such as online searching, and a strong desire to work in an academic library, among other skills identified in this paper.

Effective staffing of qualified area specialists to the field of librarianship will require aggressive recruitment by current librarians, increased area-related coursework in library schools, and the creation of more fellowships to facilitate mid-career job changes for area specialists' who are not currently librarians. Although the MSLS degree was required for 85% of the positions analyzed for this paper, the majority of librarians surveyed did not view the degree as essential for employment. Those surveyed did agree,

however, that the MS in Library Science/Information Science degree is very useful for being a successful area studies librarian. Due to the increasingly technical nature of library work, in all likelihood the already high percentage of job advertisements requiring the library degree will increase despite shallow applicant pools.

APPENDIX**DATA COLLECTION FORM FOR JOB ANNOUNCEMENTS**

JOB # _____ TITLE _____ STATE: _____ GEO. CODE: _____

EDUCATION

MLS	REQ.	PREF.
OR EQUIV.	Experience	Adv. Degree
PHD:	REQ.	PREF.

EXPERIENCE

LIBRARY	REQ.	PREF.	Years _____
AREA	REQ.	PREF.	

DUTIES/SKILLS

<i>REQUIRED</i>	<i>PREF./PREV. EXPERIENCE</i>
Y Instruction	Y
Y Fund Raising/Grant Writing:	Y
Y Oral and Written Communication	Y
Y Foreign Language	Y
Y Second	Y
Y Third	Y
Y Supervising	Y
Y Book Trade	Y
Y Coll. Dev./Management	Y
Y Gifts/Exchange	Y
Y Reference/Public Service	Y
Y Tech. Services	Y
Y Cataloging	Y
Y Faculty Liaison	Y
Y Resource Sharing/Cooperation	Y

TECHNOLOGY

Y Internet / Online Searching
Y Electronic Reference
Y Creating Web Pages/HTML Authoring
Y Library Databases/Systems
Y Digital Projects
Y Other _____

PROFESSIONAL DEVELOPMENT

Y N Library/University Committees
Y N Association/Organization
Y N Publishing

NOTES: _____

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