

## Feast or Famine

### 図書館学教育に対する財団の援助

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#### 要 旨

本稿は、カーネギー、ロックフェラー、フォード3財団が図書館学教育に対して与えた援助を詳細に記述したものである。

1881年以来公共図書館の建設に5600万ドルを投じたカーネギー財団は、Alvin S. Johnsonの調査により、所謂カーネギー図書館における専門職員の不足がサービスの質を低下させている事実を知り、Charles C. Williamsonを招いて図書館員養成に関する調査を依頼した。この調査がかの有名なウィリアムソン報告書を生むことになったが、財団はその勧告に従い、1920年代前半に図書館サービス10年計画を立て、500万ドルを投じた。それ以来同財団は図書館学教育の分野で多種多様な援助を与えている。

カーネギー財団の援助の対象が主として米国内に限られていたのに対して、後進国の援助を特色とするロックフェラー財団は、ALAのInternational Relations Officeを通じ、海外の図書館活動や図書館学教育の振興に多額の援助を与えてきた。

カーネギー、ロックフェラー両財団に較べて、図書館学教育に対するフォード財団の直接的な援助は少ないが、Council on Library Resourcesを通じて、多くの図書館学教育関係者が研究の面で少なからぬ恩恵に浴している。

(I. A.)

#### Introduction

The role played by foundations in library education is a significant one. J. George Harrar, President, Rockefeller Foundation, expressed his concept of the *raison d'être* of foundations when he wrote:

Foundations fulfill their highest purpose only when they support innovation and experimentation. Since they are free to act without the restraints of either profit-making or official

policy, they can assume the risks and controversy involved in working on the growing edge of things. Today and in the years ahead, the tried and true will eventually be supported by the public purse, but the untried and new will continue to require venture capital and venture-some people.<sup>1)</sup>

Forty years earlier, in the foreword of Charles C. Williamson's now famous report, *Training for Library Service*, Henry S. Pritchett, Acting President, Carnegie Corporation

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of New York, referred to library education as "possessing an intrinsic importance that is as yet but little appreciated in this country." He concluded: "It is believed that Dr. Williamson's report will prove to be of decisive value in clarifying a situation which was not so difficult as it was neglected."<sup>2</sup>

Trained in political science, an experienced librarian, and Director of Information Service for the Rockefeller Foundation, Dr. Williamson's scholarly and professional competence have long been recognized. It may not be remembered, however, that the Carnegie Corporation Advisory Committee for the Williamson study consisted of Herbert Putnam, Librarian of Congress, James H. Kirkland, Chancellor of Vanderbilt University, and Wilson Farrand, Principal of Newark Academy. Such is the calibre of people that Foundations have invited to address themselves to the needs and problems of library education.

Underlying the work of the great foundations is the common belief that advancement and diffusion of knowledge are essential to the human way of life. Once the decision to undertake a project is made, frequently a foundation's *modus operandi* is to assemble an interdisciplinary team made up of distinguished leaders such as those associated with the Williamson survey, to give them a carefully conceived frame of reference, and to wish them well in the conduct of their enterprise. Some of the ways in which foundations have assisted library education dramatically are the support of the American Library Association's library education programs, the contributions made to library schools, the provision of scholarships and other means of financial aid for both pre-professional and continuing library education, and the sponsorship of a number of landmark studies. Among the foundations which have given support to library education on an international scale are Carnegie, Rockefeller, Ford, and Asia Foundations. Earliest on the scene with major financial support was Carnegie Corporation of New York.

### Carnegie Library Programs

In his *Autobiography* Carnegie wrote of Col. James Anderson of Pittsburgh, who opened his personal library for the use of working boys, as follows: "To him I owe a taste for literature which I would not exchange for all the millions that were ever amassed by man."<sup>3</sup> Andrew Carnegie's belief in the importance of making books accessible to people interested in self-improvement was combined with wisdom in trusting his directors to make good use of his money and a talent for choosing able people to implement his library programs. The vision, expertise, and devotion to furthering human knowledge and understanding which have characterized the officers and trustees of the Carnegie Corporation are reflected in the calibre of the programs supported by the Foundation.

"Starting in 1881 with a gift of a library to his birthplace, Dunfermline, Scotland, Mr. Carnegie and later the Corporation gave some \$56 million to build 2,509 public libraries.... In 1915 the trustees of the Corporation had commissioned Alvin S. Johnson to survey selected Carnegie libraries. When he found that many of them were not providing good service because they lacked trained librarians, he recommended that the Corporation, before giving more money for buildings, do something about the preparation of librarians and the establishment of central services for book selection, cataloging, and other operations."<sup>4</sup> As a basis for deciding upon appropriate action to improve the condition of library education, the Carnegie trustees in 1919 invited Charles C. Williamson to survey *Training for Library Service*,<sup>5</sup> to report his findings, and to make recommendations.

### Carnegie Sponsored Studies

Because it was to provide the design for Carnegie grants which achieved the first major library education renaissance, the Williamson report is perhaps the most important document in the history of library education. In it he

singled out the critical changes required to transform practice-oriented vocational courses into a discipline concerned with the philosophy, theory, and materials of librarianship as well as with its practices and technology. He recommended that library schools be attached to universities rather than to libraries; that a baccalaureate degree be required for admission; that faculty, curricula, budgets, teaching materials and methods be upgraded to insure quality graduate education; that fellowships and scholarships be established to attract able students; that advanced specialized education be introduced; and that plans be developed for the certification and the standardization of library schools. In the opinion of Louis R. Wilson, who during the critical years from 1932 to 1942 was dean of the University of the Chicago's Graduate Library School: "Here was a bold, penetrating analysis that... in a very real sense, charted the possible course for a sound development within the field.<sup>6)</sup> As a result, in the first half of the 1920's the Carnegie Corporation developed the "Ten-Year Program of Library Service." This program involved a total of more than \$5 million involving over \$2 million for support of library education.<sup>7)</sup>

In 1936 the Corporation issued a progress report on the program of training for library service adopted by the Trustees in 1926. Prepared by Ralph Munn, then Director of the Carnegie Library of Pittsburgh, this was a discussion of some of the *Conditions and Trends in Education for Librarianship*. As Munn pointed out, he was endeavoring to identify problems and suggest solutions, not to put forth "a thorough and comprehensive survey of the whole field of education for librarianship."<sup>8)</sup>

In 1946, twenty years after the adoption of library service, a second progress report on the state of education for librarianship appeared. In his memorandum entitled *Progress and Problems in Education for Librarianship*,<sup>9)</sup> Joseph L. Wheeler, Librarian, Enoch Pratt Free Library, 1926-1945, called for a major study of the library profession and education

for librarianship, for fewer and better library schools, for the various schools to specialize in different areas, for more attention to library administration and bookmanship, and for vigorous recruitment of able students. Unfortunately, Carnegie money was not forthcoming to implement the Wheeler recommendations.

As the basis for one of a number of field studies supported by grants from the Carnegie Corporation, Sarah C. N. Bogle, Secretary of the Board of Education for Librarianship, 1924-1932, assisted by Tommie Dora Barker, Librarian of Atlanta Public Library, and Director of that library's Carnegie Library School, in 1930 surveyed the institutions giving library instruction in thirteen southern states. They pointed out strengths and weaknesses of the programs and made recommendations for their development.<sup>10)</sup>

During the mid-1920's the ALA Board of Education for Librarianship received Carnegie support to sponsor a Library Curriculum Study for the purpose of producing a series of seven basic textbooks for library schools. Under the direction of Professor W. W. Charters of the University of Chicago, the following authors, each assisted by an advisory team of experts, developed texts based upon analyses of the respective library activities, visits libraries, and experimentation with drafts of the texts in library schools: Jannie M. Flexner (*Circulation Work in Public Libraries*, 1927), James I. Wyer (*Reference Work*, 1930), Margaret Mann (*Introduction to Cataloging and the Classification of Books*, 1930), Lucile F. Fargo (*Library in the School*, 1930), F. K. W. Drury (*Book Selection*, 1930, *Order Work for Libraries*, 1930), Effie L. Power (*Library Service for Children*, 1930).

In 1935 and 1936, the staff of the Board of Education for Librarianship with funds from a special Carnegie grant conducted a field survey of library courses offered by teacher training agencies and in the following year issued a report entitled *The Preparation of Teacher-Librarians*.<sup>11)</sup> This study supported the Board's work on library education standards and also supplied needed information to

accrediting agencies and state departments of education.

In 1943 upon the occasion of the University of Illinois Library School's fiftieth anniversary the theoretical section of a two-year study of the School prepared by Keyes D. Metcalf, John Dale Russell, and Andrew D. Osborn appeared under the title *The Program of Instruction in Library Schools*.<sup>12)</sup> Financed by the Carnegie Corporation it is a state of the art report with major attention to library school teaching methods and materials and suggestions for their improvement.

In 1948 under the aegis of the Council of National Library Associations and funded by the Carnegie Corporation, a Conference on Library Education was held at Princeton University to discuss *Issues in Library Education*.<sup>13)</sup> At the closing session the delegates approved nine recommendations that might expedite the exchange of information and ideas between library schools and professional groups and improve the quality of the programs.

In addition to studies problem areas and trends in library education, the Carnegie Corporation also contributed to many other library projects of major import for the study of librarianship. Among these are William S. Learned's *The American Public Library and Diffusion of Knowledge* (New York: Harcourt, 1924), Alvin S. Johnson's *The Public Library—A People's University* (New York: American Association for Adult Education, 1938), B. Lamar Johnson's *Vitalizing a College Library* (Chicago: ALA, 1939), Wilhelm Munthe's *American Librarianship from a European Angle: An Attempt at Evaluation of Policies and Activities* (Chicago: ALA, 1939), Harvie Branscomb's *Teaching with Books: A Study of College Libraries* (Chicago: Association of American Colleges and ALA, 1940), and Joseph L. Wheeler and Alfred M. Githens' *The American Public Library Building: Its Planning and Design with Special Reference to Its Administration and Service* (New York: Scribner's 1941). *The Library Quarterly* and various other University of Chicago publications re-

lated to study and research in librarianship, the Public Library Inquiry directed by Robert D. Leigh, and Massachusetts Institute of Technology's Project Intrex are still other examples of significant contributions to librarianship made possible by Carnegie Corporation funding.

### Carnegie and the Board of Education for Librarianship (the B.E.L.)

"Founded in 1876 to improve and extend library services, the ALA received its initial endowment—\$100,000—from Andrew Carnegie in 1902. Between 1924 and 1926 the Corporation provided \$549,500 toward its general support, and in 1929 the Trustees approved gifts of \$2 million in endowment for the Association....

"Between 1926 and 1941 the ALA and the Corporation worked together to identify needs in library service and to develop programs to meet them. Special recognition should be given to Carl Milam, the devoted and imaginative executive secretary of the ALA from 1920 to 1948 who not only built the organization but also contributed significantly to the whole field."<sup>14)</sup>

Certainly a tribute should go also to the superb contributions of Anita Hostetter, who served library education as an official of the B.E.L. from 1925 until her retirement in 1955. She succeeded the dynamic Sarah C. N. Bogle as Board Secretary in 1932. One has only to read Miss Hostetter's excellent reports to appreciate the intelligent insight and the admixture of idealism and practicality reflected in the dedicated leadership she brought to education for librarianship.

During the period that the Carnegie Corporation was endeavoring to implement the library education segment of its Ten-Year Program, most of ALA's library education activities were under the direction of the Board of Education for Librarianship, which in 1956 was replaced in part by the Committee on Accreditation. Some Board projects were supported from general ALA funds; others received

special Carnegie funding, usually entailing grants up to \$10,000.

During the 1920's and as late as the early 1930's the Carnegie Corporation grants did much to make possible the implementation of the recommendations of the Williamson Report and of the B.E.L. During this time, the B.E.L. conducted field surveys, developed and implemented library education standards, served as liaison with various groups concerned with higher education, consulted with representatives from library schools or from institutions interested in establishing such a program, encouraged the development of library school textbooks, advised in the allocation of Carnegie Corporation funds to library schools, and scholarships for library education.

In the "Thirteenth Annual Report of the Board of Education for Librarianship,"<sup>15)</sup> for example, the Secretary indicated that grants from the Carnegie Corporation in 1935 and 1936 had enabled the Board to make official visits to the accredited library schools and to send two representatives to inspect four other schools. In that same year Board Chairman, Keyes D. Metcalf, and Secretary, Anita Hostetter, visited the four library schools in California and interviewed ninety librarians and educators in the state to determine the success of the schools in meeting the state's library personnel needs. Board findings were discussed at a meeting of representatives of the schools, organizations, libraries, and other institutions directly concerned, and a written report was filed with them at a later date. This is just one example of the leadership role that Carnegie Corporation money enabled the B.E.L. to assume. Through its special investigations and its program of continuing review of library schools, the B.E.L. made a marked impact on the quality of professional library education.

### Carnegie Grants to Library Schools

From the Johnson and Williamson Reports and various working conferences of educators and librarians, the Carnegie Trustees soon

learned that grants for library buildings were not enough to produce satisfactory programs of library service, that there was little likelihood of securing effective library development until a corps of competent librarians became available. Thus they ordered a major attack upon the limitations which were crippling the nation's library schools. Under the able direction of such men as Frederick P. Keppel, President of the Carnegie Corporation from 1923 to 1941, and Robert M. Lester, Secretary from 1934 until 1954, there emerged two major library education thrusts. In his Report to the Carnegie Corporation of New York in 1926 President Keppel outlined the Corporation's Ten-Year Program in Library Service.<sup>16)</sup> This included \$2,825,000 for library education—\$1,440,000 for the continuing support and endowment in part of the 17 existing library schools; \$1,385,000 for the establishment, support, and endowment to the extent of \$1 million of a new type of library school at the University of Chicago. He wrote as follows: "The usefulness of the library depends in such large measure on the librarian, and the usefulness of the librarian in such large measure on professional training, that it is a pleasure to record not only the establishment of the new school at Chicago, but also the merger of the New York State Library School at Albany and the Library School of the New York Public Library as the School of Library Service of Columbia University, and in addition the establishment of a library course at the University of Michigan, where, as at Columbia, the environment and personnel are particularly favorable for service of the highest type."<sup>17)</sup>

As was indicated earlier, the B.E.L. recommended the schedule of allocations of Carnegie grants to library schools. In making such recommendations its priorities were: "(1) to aid established schools until they are on a self-sustaining basis; (2) to stimulate the establishment of new schools where needed; and (3) to provide for the holding special institutes."<sup>18)</sup>

Florence Anderson, who in 1954 succeeded

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Robert M. Lester as Corporation Secretary, has reported that prior to 1926 the Corporation awarded \$579,000 to library schools as follows:<sup>19)</sup>

Atlanta Carnegie Library, Library School.....	\$100,500
Carnegie Library School, Pittsburgh.....	40,000
Hampton Institute.....	37,500
New York Public Library, Library School.....	255,000
Western Reserve University, Library School....	146,000

The Library School, Carnegie Library of Atlanta, was established as the Southern Library School. Its original Carnegie grant was sufficient to mount a three-year experimental program. The name was changed in 1907, and for some years, beginning in 1908, the School received a Carnegie grant of \$4,500 annually. By 1927-28 its allocation had increased to \$25,000, as was true also for the schools at Pittsburgh, Drexel Institute, St. Louis Public Library, and Simmons College.<sup>20)</sup>

The Carnegie Library School, Pittsburgh, received support beginning in 1908. The establishment of a library school for Negroes at Hampton Institute was made possible by Carnegie support. During each of its first five years of operation, 1924-1929, it received \$7,500.<sup>21)</sup> The final allocation before the School was discontinued was \$15,000 for the 1937-1939 period.<sup>22)</sup>

The New York Public Library School, which opened in 1911, was supported by a grant from Mr. Carnegie of \$15,000 a year for five years, and thereafter by annual grants which in the year 1921, for example, amounted to \$20,000.<sup>23)</sup> Similarly Western Reserve University Library School was established in 1904 with the aid of a Carnegie endowment of \$100,000.<sup>24)</sup>

The \$3,359,550 in Carnegie grants for library education inaugurated under the Ten-Year Program in Library Service was allocated as follows:<sup>25)</sup>

Institution	Endowment	Support
Atlanta University	\$ 150,000	—
University of California	150,000	—
Carnegie Library of Atlanta	—	\$ 44,150
Carnegie Institute of Technology	—	12,100
University of Chicago	1,000,000	462,750
Columbia University	150,000	380,000
University of Denver	50,000	65,000
Drexel Institute of Technology	—	20,000
Emory University	100,000	42,000
Hampton Institute	—	95,500
University of Kentucky	—	5,400
McGill University	—	134,300
University of Michigan	200,000	—
University of North Carolina	100,000	100,000
Pratt Institute	50,000	—
St. Louis Library School (Public Library of St. Louis)	—	18,850
Simmons College	—	13,500
Western Reserve University	—	16,000
	\$1,950,000	\$1,409,550

An additional \$300,000 was made available to these schools for such special projects as publishing, conferences, and special studies.

In his 1946 report, Joseph L. Wheeler wrote as follows of the University of Chicago Graduate Library School: "The founding of the Graduate Library School through a Carnegie Corporation grant in May, 1926, of \$1,385,000 with supplemental grants of approximately \$250,000 may well turn out to be of even greater influence on library training and on librarianship than the publishing of the Williamson report in 1923, or the establishment of the Board of Education for Librarianship in 1924.

"It has been from the start a graduate school of a new type, unique in program and accomplishments, and unusually effective....If at first the courses, projects, and philosophy of the school seemed to librarians a bit long-haired and impractical, the school got into its stride with the coming of Louis R. Wilson and

later of Carleton B. Joeckel, successful administrators of university and public libraries.

"It has been also an asset to have on the faculty persons who have brought entirely new ideas from non-library fields....The profession needed to raise its own preparation to a graduate and scholarly level and to subject all its purposes and methods to the scrutiny of scientific investigation....Credit must be given the school for awakening the profession to such need."<sup>27)</sup>

If the contributions made by this first doctoral program to the field of librarianship were recounted through the accomplishments of its faculty and alumni, the record would be most impressive.

It is not unusual during the decade between 1926 and 1936 to find in the Reports of the Corporation entries amounting to several thousand dollars for special studies relating to library education and for conferences. In 1930, through the cooperation of the A.L.A. Committee on Extension, the Board of Education for Librarianship, and the Carnegie Corporation, which awarded \$2,000 for the project, librarians had an opportunity to attend a Rural Library Extension Institute at the University of Wisconsin. Planned in conjunction with that University's Rural Leadership Summer School, courses covering state and county library extension were offered in addition to the usual courses in rural sociology and adult education. Attendance at this Institute afforded participants the benefit of contact with other rural workers as well as access to resources of the Wisconsin Free Library Commission and the University of Wisconsin Library School.<sup>28)</sup>

In 1938 the Corporation reported payments totalling \$73,500 for investigations and seminars for library school teachers sponsored by the University of Chicago in successive summers: \$62,000 administered by the University of Chicago Graduate Library School; \$11,500 by the American Library Association. Among the latter were a report on library internships by Francis St. John, a study of post-professional education of librarians by

Helen F. Pierce, and a review of projects and experiments in education for librarianship by Anita Hostetter.<sup>29)</sup>

In 1942, the Graduate Library School of the University of Chicago received \$75,000 from Carnegie Corporation expendable over a period of five years "to offer a course of broad general training which would qualify graduates to enter library work" and thus "to serve its local constituency without prejudice to its original function."<sup>30)</sup>

In 1949 the Graduate Library School was awarded \$37,000 for the preparation of materials for library schools "which will provide students with a knowledge of literature in various fields, and with criteria for judging books and relating them to the problems of the readers."<sup>31)</sup> Out of this work emerged the excellent texts by Asheim and Hoselitz.<sup>32)</sup>

Atlanta University received \$5,000 in support of an Institute for Negro Librarians in Public Library Service in the South held in May of 1947<sup>33)</sup> and in 1950, another \$5,000 for development of the School of Library Service.<sup>34)</sup>

The Corporation allocated \$2,500 for an invitational seminar on international library work, held in June, 1948, in Williamstown, Massachusetts.<sup>35)</sup>

In 1951 the University of California School of Librarianship received \$28,000 for the training of librarians in dealing with audiovisual materials.<sup>36)</sup>

In 1956 a grant of \$50,000 went to Western Reserve University for research and experimentation on education for librarianship, a project under the direction of Jesse H. Shera.<sup>37)</sup>

In 1958 Rutgers University received \$20,000 to support the Carnegie Project in Advanced Library Administration directed by Keyes D. Metcalf. An executive training program for academic librarians, this field course consisted of three weeks of seminars, seven of field work, and two of field trips to participating libraries. For his field project, each participant was deployed to a cooperating library to study and report upon an assigned topic. The impact of this experimental endeavor has been

significant. It served as a prototype for some of the most valuable programs of continuing education undertaken in recent years.<sup>38)</sup>

In addition to financial support of library education in the United States, Carnegie funds were also made available for training library personnel in English-speaking countries abroad. In 1927, in response to requests from South Africa for assistance, the Carnegie Corporation commissioned S. A. Pitt from Glasgow and M. J. Ferguson from California to investigate the library situation in South Africa. Like C. C. Williamson before them, they reported that "there could be no progress in library field without trained librarians."<sup>39)</sup> In 1928, as a result of their study, a national library conference was called and, according to Immelman, this began "a new era in South African library development."<sup>40)</sup> In 1933, with the interest from a Carnegie Grant of \$125,000 made to the State Library in Pretoria for various library purposes including an annual summer vacation school for librarians, the first such school was sponsored by the South African Library Association in Durban.<sup>41)</sup>

In 1928 the Corporation awarded Natal and the Orange Free State each \$2,500 for school library demonstrations.<sup>42)</sup>

The fifth and final year of operation of the Paris Library School, an experimental international library school, was made possible by a substantial grant in 1928 by the Carnegie Endowment for International Peace. Founded by the Committee for Work in Devastated France in 1923 and administered by A.L.A. until its close for lack of financial support in 1928, the School, under the direction of Sarah C.N. Bogle, Assistant Secretary of A.L.A., and Mary P. Parsons, Resident Director, served as a source of library personnel for France and other European countries and also as a demonstration of American library developments.<sup>43)</sup>

A grant of 7,500 pounds by the Carnegie United Kingdom Trust made possible the formal opening by Sir F. G. Kenyon, Director and Principal Librarian of the British Museum, of a School of Librarianship at University

College, London, on October 1, 1919. The planning for this experimental three-term program was done by a joint committee of the Library Association and College authorities. The curriculum, based upon the Library Association Syllabus, was both theoretical and practical and culminated in Diploma of Librarianship. In addition to E. A. Baker, Director of the School, the first lecturers included Arundell Esdaile, W. R. B. Prideaux, W. C. Berwick Sayers, B. M. Headicar, R. W. Chambers.<sup>44)</sup> "For the first time in the history of education for librarianship in Britain, there were now to be found full-time students at a full-time professional school under a full-time director and all within the walls of an institution of university rank."<sup>45)</sup> Closed at the outbreak of World War II, the School reopened in 1945.

In 1940 the Australian Council for Educational Research received \$10,000 for grants-in-aid to students of library work, and Anderson indicates that the Council used other Carnegie grant funding to support correspondence and various short courses.<sup>46)</sup> Also in 1940 the Carnegie Corporation awarded \$23,242 for training librarians in Ghana.<sup>47)</sup>

In August of 1941, McGill University Library School with the help of a Carnegie grant of \$2,250, sponsored a three-week Summer Library Institute at Banff for persons engaged with some library experience and for teachers interested in learning about school libraries. The teaching staff included Gerhard R. Lomer, Director of the McGill University Library School and Librarian, Vernon Ross from the McGill faculty, and Jack E. Brown, Reference Librarian, Edmonton Public Library. Prominent librarians from Western Canada were invited as special lecturers.<sup>48)</sup>

In 1947, Potchefstroom University received \$3,250 for the training of librarians.<sup>49)</sup>

In 1949-50, the Corporation awarded the State Library of Tasmania \$2,000 for an American librarian to conduct in-service training in librarianship.<sup>50)</sup>

In 1957, the University of Hong Kong received a grant of \$39,000 for the training of



librarians and the purchase of books.<sup>51)</sup>

According to Carnegie Corporation President John W. Gardner, "Among the fields in which the shortage of professional leaders has been sorely felt in new nations is librarianship. The demand runs concurrently with expanding educational facilities. Harold Lancour of the University of Illinois Library School, in a 1958 report to the Corporation on Libraries in British West Africa, focused attention on personnel as the key to library development and pointed out the inadequacy of present methods of recruitment and training of African librarians. His recommendation for the establishment of a university-centered school in West Africa led to a proposal by the University College, Ibadan, to inaugurate a two-year library training course."<sup>52)</sup> In 1959 the Corporation granted \$88,000 to support the new course over a five-year period. "This program, which will be largely post-graduate and related to the special problems of the area, will be the first of its kind in tropical Africa."<sup>53)</sup>

### Carnegie Fellowships and Grants-in-Aid

Florence Anderson reported recently that over \$100,000 has been provided from Carnegie funds for fellowships for Americans attending library schools and that, in addition, grants have been made to enable librarians in other countries to continue their education.<sup>54)</sup>

In 1943 Carnegie Corporation President Walter A. Jessup indicated that in the previous twenty years, 137 grants had been made for attendance at library schools and that the Corporation had made possible an internship program at the Library of Congress.<sup>55)</sup>

Depending upon the qualifications and needs of the recipient, the Carnegie Corporation grant stipend varied from \$750 to \$1,500 or more.<sup>56)</sup> From 1929 through 1933, the applications were screened by the Corporation's advisory group. Thereafter the fund was administered by an A.L.A. Committee on Fellowships and Scholarships.<sup>57)</sup> The purpose of

these grants was to develop library leader and to encourage significant contributions to the body of library literature.

From 1929 to 1942 there were 1,110 applicants of which about 10 percent received grants. Of the latter slightly more than half were women.<sup>58)</sup> Prior to receiving the grants, recipients had published 171 items. By 1943, that total had increased to 671 items.<sup>59)</sup> Eighteen of ninety-six were members of library school faculties; twenty-two others were chief librarians. The Chairman of the A.L.A. Committee concluded that through these grants the Carnegie Corporation of New York made "a lasting contribution to librarianship."<sup>60)</sup> After almost thirty years, a quick perusal of the names of recipients discloses the heads of major research libraries, prominent library school faculty members, former presidents of national library associations, and other outstanding librarians—surely a distinguished company.

Perhaps a few examples of grants made to librarians from foreign countries to help them update their professional education will suffice to indicate the significance of Carnegie support to individuals, both outright and in conjunction with projects for which proper preparation of library personnel was considered essential. In South Africa, for example, Immelman feels that "the South African Library Association owes the Carnegie Corporation of New York a tremendous debt of gratitude for providing so many travel grants to South African librarians to enable them to visit, for periods of three to six months, the libraries in the U.S.A. and Canada, as well as in Britain and on the Continent."<sup>61)</sup> There are also instances of support for librarians to attend major conferences abroad and thus familiarize themselves with library developments in other parts of the world.

Examples of the latter kind of funding are a grant of \$3,600 to English librarians to attend the A.L.A. convention in Montreal in 1934;<sup>62)</sup> \$1,400 to Canadian librarians to attend the Milwaukee convention in 1942;<sup>63)</sup> and \$1,400 to the New Zealand Library Association

to enable New Zealand librarians to participate in a seminar in Australia in 1959.<sup>64)</sup> A quick check of a dozen Corporation reports beginning with the year 1953 disclosed that at least fifty librarians, primarily from Australia, New Zealand, Nigeria, and South Africa, received grants to study abroad. In 1963, for example, Rennie C. Jones, Deputy Lending Librarian, State Library of Victoria, Melbourne; A. G. T. Ofori, Deputy Director, Ghana Library Board; Lai Bing Kan, Assistant Librarian in charge of Chinese Collections, University Hong Kong; Catherine Bishop, Head of Circulation Library, Victoria University of Wellington; and Angelina Kamba, Assistant Librarian, University College of Rhodesia and Nyasaland, were all in the United States on Carnegie grants.<sup>65)</sup>

Following are examples of some special purpose grants: fellowships for library training for Puerto Rico (1935-37, \$6,000);<sup>66)</sup> fellowships for library training of Negroes (1939-40, \$20,000)<sup>67)</sup> grants-in-aid to students of library work, Australian Council for Educational Research (1940, \$10,000);<sup>68)</sup> and New Zealand Library Association for travel and study (1948-49, \$40,000).<sup>69)</sup>

Of 793 travel grants awarded under the Carnegie Corporation Commonwealth Program between 1947 and 1963, 51 were in the field of librarianship.<sup>70)</sup>

It is difficult indeed to see how anyone could disagree with Wheeler when he commented as follows upon the significance of the Carnegie fellowships: "A review of the recipients suggests that this investment was unusually fruitful in bringing in and supporting a considerable number of persons who have won or are on their way to leadership."<sup>71)</sup>

### The Rockefeller Foundation

In his essay "The Gospel of Wealth" Andrew Carnegie wrote: "The man who dies thus rich dies disgraced."<sup>72)</sup> In response to this statement, John D. Rockefeller replied: "Your example will bear fruit, and the time will come when men of wealth will more

generally be willing to use it for the good of others."<sup>73)</sup> Andrew Carnegie's social commitment burned brightly during his lifetime; John D. Rockefeller was able to pass his sense of responsibility for the use of family wealth for the betterment of his fellowmen on to his fellowmen on to his children and his grandchildren. "To promote the well-being of mankind throughout the world," Rockefeller gave away between \$530 and \$600 million.<sup>74)</sup>

As Chairman of the Board of the Rockefeller Foundation, John D. Rockefeller III surveyed his stewardship and reaffirmed its role thus: "We who have cast our lot with private philanthropy can be proud of what we have accomplished so far. But, looking ahead, we see a world torn by many and difficult problems. We must not be deterred by them, rather, look on them as an opportunity greater than any we have yet had for service to man's well being. Certainly our help is sorely needed. Certainly the stakes are high. And the prospect is one that should challenge our best and most imaginative effort."<sup>75)</sup>

Within the Rockefeller credo is the belief that economic, social, and cultural development is not the prerogative of any one country, that therefore aid to underdeveloped countries is essential, and that such aid is related to the dissemination of needed information. Not infrequently this process has involved the Foundation in the support of library projects including the education of librarians.

As a matter of fact, library education in the United States has been aided by a number of the benefactions to which Rockefeller gave more than \$600 million during his lifetime. In 1889 with a gift of \$600,000, John D. Rockefeller made possible the founding of the University of Chicago, the eventual site of the first doctoral program in library science. Rockefeller donations to this University alone have totalled over \$80 million. In 1903 he gave \$129 million for the establishment of the General Education Board; in 1913, \$183 million for the establishment of the Rockefeller Foundation, which in 1929 was consolidated with the Laura Spelman Rockefeller

Memorial, created in 1918 with a gift of \$74 million in memory of his wife. In 1923 John D. Rockefeller, Jr., established the International Education Board to which he gave \$20 million.<sup>76)</sup> One estimate of Rockefeller benefactions down to 1965 is \$4 billion.<sup>77)</sup>

### **The Rockefeller Foundation and the ALA International Relations Office (I.R.O.)**

In keeping with farflung Rockefeller Foundation interests, the American Library Association has administered various Foundation grants to encourage library development abroad.

During 1939 Rockefeller grants to aid libraries and library projects in this country and abroad totalled \$198,000. The largest, \$60,000, went to the ALA Committee on International Relations to "facilitate the acquisition and circulation of American books by European libraries and so give the people of many countries freer access to American thought."<sup>78)</sup> In that same year the Foundation awarded ALA \$30,000 to undertake studies of library cooperation with Latin America.<sup>79)</sup>

Established in 1942, the ALA International Relations Board provided direction for the Association's international library programs formerly administered by a number of committees. In 1943 Harry Miller Lydenberg organized the International Relations Office as a secretariat for the Board, "a middleman for libraries throughout the world in conducting many international projects, planning future activities, and helping individuals, national bodies, and government officials who have sought its professional advice on library matters."<sup>80)</sup> Up to 1947 the Rockefeller Foundation had contributed more than \$800,000 of the \$1,800,000 budgeted for I.R.O. activities.<sup>81)</sup> In 1947, the Rockefeller award to further the work of this Office was \$25,000, which brought its Rockefeller total support to more than \$800,000.<sup>82)</sup>

In 1956 the Foundation awarded ALA a three-year grant of \$111,600 for overseas

library planning and development. Of this project Charles B. Fahs, Foundation Director for the Humanities, wrote: "The function of the new unit, which is to be based in this country but to have a traveling director, will be on-the-spot study of library conditions abroad and the recommendation of special projects for execution by the association either alone or in combination with other groups."<sup>83)</sup>

David H. Clift, Executive Director of the American Library Association, predicted: "We can now look forward to renewed American activity in this area...This new International Relations Office will study and investigate the state of library development and the need for library education in various parts of the world. The director of the office (Jack Dalton) will spend much time in foreign travel for first-hand observation and study, working closely with university officials, government officials, and library leaders. In this country, he will draw heavily upon the experience that American librarians have had with the library problems of other countries. Upon the basis of these experiences and activities, he will develop projects to be submitted to foundations and government agencies for the establishment of library schools and other forms of library education in countries where this is needed and desired."<sup>84)</sup>

In reporting a 1958 Foundation grant of \$130,000 for a three-year period ending in 1962, Fahs described I.R.O.'s purpose as "to provide better professional education for foreign libraries, to enable librarians to study the practices and resources of other countries, to improve international exchanges of information on library procedures and to strengthen library collections in the United States and other countries."<sup>85)</sup> During this period three outstanding men served as Directors of the Office: Raynard C. Swank succeeded Jack Dalton in 1959; Lester Asheim headed the Office from 1961 until 1966, when he accepted the position of Director of the ALA Office for Library Education.

In 1961 the Foundation continued its support of I.R.O. with a grant of \$175,560 to run until

the fall of 1966.<sup>86)</sup>

Asheim has expressed as follows his appreciation for foundation support of the work of I.R.O. and for the leniency of the grant structure: "An important asset which I.R.O. brings to its activities in the field of international library development is its independent character. The two foundation grants which support this Office are liberal, not only in the amount of support they make available, but in the freedom they permit to the Office to operate in any way that seems suitable to the Director and his advisors on the International Relations Committee. The Director plans his own itineraries and decides when he shall make his trips....He may visit any overseas projects in operation, whether or not they are supported by the Rockefeller Foundation or the Council on Library Resources. His reporting to the foundations—and he reports to any foundation and not just those supporting the Office—is voluntary and not mandatory, and the selection of matter on which he reports is left to his discretion...."

"The only axe that the International Relations Office has to grind is its conviction that libraries are a good thing and that the promotion of librarianship anywhere in the world is a laudable objective."<sup>87)</sup>

### Rockefeller Grants to Schools

In keeping with the Rockefeller philosophy of international development, funds have been made available for support of a number of library education programs abroad. A Rockefeller grant of \$37,500 made possible the operation by ALA of the Paris Library School for the year 1926-27.<sup>88)</sup>

### Latin America

In 1942 the Foundation awarded \$9,250 for a six-week summer school for 79 librarians in Bogota under the direction of Dr. Enrique Uribe-White, Director of the National Library of Colombia, and Rudolph H. Gjelsness, Chairman of the Department of Library Science,

University of Michigan. Sponsored by the Colombia government and the American Library Association, the course was intended to give librarians insight into modern library techniques and methods of library administration.<sup>89)</sup>

A similar short course was offered in Quito in 1944 with a grant of \$2,350 from the Rockefeller Foundation. Sponsored by the Centennial University and the American Association, the course was under the direction of Alfred Chavez, Director of the Central University Library, and Mrs. Dorcas Worsley Reid, Librarian of the Centro Ecuatoriano-Norteamericano. Miss Marietta Daniels, Librarian, Escuela Normal, Santiago-Veraguas, Panama, was the third member of the faculty. In addition public lectures presented by prominent visiting lecturers were scheduled two evenings a week.<sup>90)</sup>

From 1943 to 1948 the ALA administered a five-year Rockefeller Foundation grant of \$27,500 for salaries, scholarships, and materials for the library school associated with the Escola de Sociologia e Política de São Paulo.<sup>91)</sup> About this same time also the Foundation allocated a considerably larger amount to the University of Buenos Aires towards the establishment of a bibliographical center and an institute of library practice. According to Jackson, this program operates within the Bibliographic Department of the Faculty of Philosophy and Letters and the head librarian serves as director.<sup>92)</sup>

The Library School of the National Library of Peru began in 1944 as a six-month course designed to train a professional staff for the Library, which had been almost destroyed by fire the previous year. It was established with Raymond L. Kilgour as director after a committee appointed by the U.S. Secretary of State Cordell Hull had sent emissaries to find out what the Peruvians felt might be of help to them in the face of their irreparable loss. A number of U.S. agencies helped with the support necessary to launch the new school. The Rockefeller Foundation contributed through ALA the salary of Dr. Jorge Aguayo, sub-

director of the University of Havana, who joined the faculty to teach cataloging and classification.<sup>93)</sup>

Reporting on "A.L.A. International Activities" for 1946, Keyes D. Metcalf, Chairman of the International Relations Board, wrote as follows: "Thanks to a grant from the Rockefeller Foundation, a library school is to be opened in the University of Chile. Edward M. Heiliger, relieved of his post as librarian at Managua, left in the spring of 1946 to organize and administer the school at Santiago."<sup>94)</sup>

Founded in 1956 with the assistance of \$58,000 from the Rockefeller Foundation, the Inter-American School of Library Science of the University of Antioquia, Medellin, received a total of \$557,690 from the Foundation up to 1970.<sup>95)</sup> Under the direction of Luis Floren and a faculty of seventeen full-time instructors from various Latin American countries and the United States, this school offers a four-year program of study and short courses. "The program for the first and second years is planned to provide the intellectual basis for further professional studies, and consists of survey courses in the history of civilization, philosophy, universal literature, social sciences, natural and physical sciences, fine arts, and English, with only introductory courses in library science... The third year offers a basic "core" curriculum...and advanced English study. It is expected that those who complete this phase of the program will be capable of administering small general libraries or serve satisfactorily as assistants in larger ones. The fourth year of advanced study provides an opportunity for those who wish to specialize...German is offered during the third year and a thesis is required for completion of the course."<sup>96)</sup>

The importance of providing library education in the students' language, at lower costs, and geared to the library needs of their own country has always been recognized by the Organization of American States. Fortunately, when Rockefeller Funds ended it was possible for OAS beginning in January, 1971, to assume the responsibility for the international

financing from funds from a new program for school development at all levels.<sup>97)</sup>

From 1959 to 1965, Rockefeller funding was available for an annual meeting of the School's International Executive Council and for one or two scholarships annually for outstanding Medellin graduates to attend library schools in the United States.<sup>98)</sup> A three-year grant totalling \$30,000 resulted in the publication in 1966 of the "Medellin Standards" for library schools.<sup>99)</sup>

### Japan

In 1956, the Rockefeller Foundation reported as follows concerning the Japan Library School at Keio University founded in 1951 through the joint efforts of the American Library Association and the United States Department of Defense: "The leadership of its first director, Robert Gitler, and the encouragement of the Keio University administration helped it develop rapidly into a national center for the training of librarians, and it is now known and supported by library leaders throughout Japan."

"The school was partially staffed by Americans at first but, following a gradual transference of their duties to Japanese personnel, the last of the full-time group, Mr. Gitler, has returned to this country, and the school is now entering a new phase of its development. Toward its further growth during this second period, the Foundation has made a five-year grant of \$60,000. A previous appropriation of \$142,800 assisted the school from 1952 through 1956."

"Each year the new appropriation will make possible the appointment of a visiting professor for approximately three months, and study in the United States by a Japanese professor. It will also finance scholarships to the Japan Library School for Japanese students of library science."<sup>100)</sup>

Preparation for this school was done meticulously. Robert B. Downs did a feasibility study in 1950. Once the decision was made to establish the school, Robert L. Gitler visited Japan to

determine where the new school should be located. The continuity achieved by the first director's remaining with the program for the full five-year period and then keeping in close touch with its development was important. In fact, Mr. Gitler returned to Keio during the School's tenth anniversary year for several months as a visiting professor. On the ALA/Rockefeller advisory committee were Verner W. Clapp, Mae Graham, Richard H. Logsdon, Fern Long, and Robert B. Downs, Chairman.

Through cooperative endeavor and with support from the University, workshops for forty to fifty librarians were held each summer. Faculty recruitment and development were given top priority. Book funds were secured, and the faculty worked to establish needed scholarships.

Among the Americans who served as visiting professors were Frances Neel Cheney, Helen Focke, Bertha Frick, Hannah Hunt, Edgar Larson, Georgia Sealoff, Ruth French Strout, Phyllis Taylor, Richard Blanchard, Estelle Brodman, and Thomas P. Fleming.<sup>101)</sup>

Speaking before the Conference on Library Education and Training in Developing Countries held in Hawaii in 1966, Takahisa Sawamoto, now Director of the School of Library and Information Science, formerly the Japan Library School, concluded as follows: "Despite the problems, tremendous progress has been made since the war as evidenced in the founding of the Japan Library school, the setting of standards for library education, the efforts of professional associations and other agencies in sponsoring training institutes, and coming Master's degree program. ...Our American mentors had much influence on these developments. In what lies ahead, the Japanese themselves must solve the problems and achieve new heights in education for librarianship."<sup>102)</sup>

## Indonesia

The rapid spread of literacy in Indonesia created a need for new schools at the various levels. This led to a need for libraries, which

was recognized by the Library Bureau of the Ministry of Education. "As part of the general effort to build up a larger library system for the entire country, the bureau is also setting up central libraries at the state universities and arranging to send librarians abroad for training."<sup>103)</sup>

In 1952, a two-year library school program was established as an institute within the Bureau of Public Libraries of the Ministry of Education. Later it was expanded to three-years and transferred to the Faculty of Letters of the University of Djakarta.<sup>104)</sup>

In 1958 Rockefeller Foundation announced a grant of \$95,620 to Columbia University will help finance the training program for Indonesian librarians during a four-year period.<sup>105)</sup>

## Philippines

The need to improve professional library education in the Philippines led to a study of post-war conditions in 1946 by Prof. Gabriel Bernardo, a study supported by a Rockefeller Foundation grant. As a result several actions were taken. "A Rockefeller Fellowship for faculty advanced training was obtained in 1949. In 1952-53 the first three graduate courses in library science were instituted; in 1954-55, four more were added."<sup>106)</sup>

In 1961 with the help of a Foundation grant of \$56,795,<sup>107)</sup> the Department of Library Science of the University of the Philippines, established in 1922, was reorganized as the Institute of Library Science under the direction of Miss Consuelo Damaso. ALA/Rockefeller Project Advisory Committee responsible for guiding project policy was chaired by Lewis Stieg, a Fulbright Lecturer at the University of the Philippines in 1953-54 and a Consultant for the Stanford AID Project there in 1954-55.

The major achievements of the ALA/Rockefeller Project were the introduction of a new graduate program at the Master's level, approved April 12, 1962; emphasis upon full-time students; the introduction of a series of op-

portunities for continuing education; and the upgrading of faculty by providing support for advanced study in the United States.

The three visiting professors and counsellors seconded to the University under ALA/Rockefeller sponsorship were Sarah K. Vann (1961-62), Marie Grieco (1962), and James C. Marvin (1964-65).<sup>108)</sup>

### India

In 1961 the Rockefeller Foundation made a five-year grant of about \$190,000 to be administered by ALA to help the University of Delhi Department of Library Science strengthen its program, and make it possible for the Delhi faculty to become familiar with American librarianship.<sup>109)</sup> The postgraduate program established in 1947 led to the Master's degree at the end of the second year. The new plan included allowing members of the Delhi faculty to study in the United States, securing librarians from the United States to help develop the course offerings, building a library science collection to support the teaching program, 15 scholarships for the one-year diploma course, and 5 research scholarships for work toward the doctoral degree. Of the five young men who attended library schools in the United States, four earned Master's degree. Three are still on the faculty; two have joined the staff of the University library.<sup>110)</sup>

On the ALA/Rockefeller project advisory committee were Alberta Letts, Jack Dalton, and Laurence J. Kipp, Chairman. American advisers were Raynard C. Swank, Morris Gelfand, who made a study of the Department late in 1966, and George S. Bonn, who has been teaching and advising there since August, 1967.

### China

"The Boone Library School, normally in Wuchang, now a refugee in Chungking, is historically an international institution. Its story goes back to the days when Mary Elizabeth Wood, a young librarian from Batavia, New York, went out to visit her brother, the

Reverend Robert E. Wood, in Wuchang, in the 1890's. Intending to stay a few weeks, Miss Wood stayed more than thirty-years, teaching through revolution, civil war, and World War I. She launched the modern library movement in China, built up the Boone College Library, opened in Wuchang the first free public reading room, persuaded the United States to use a large share of the Boxer Indemnity Fund for library work in China, and, with the help of specialists sent out from the United States, founded China's first library school. Though classes in library work are given in a few colleges, this is still the only library school in China.

"One of Miss Wood's first students and assistants was Samuel T. Y. Seng, who graduated from the New York Library School and later succeeded Miss Wood as director of the Boone School. Since 1938 he has been carrying on in temporary headquarters with inexhaustible enthusiasm. The School has been able to keep most of its teachers, maintain fairly stable enrollments, and meet new requests from the Ministry of Education for the training of custodians of public records.

"A grant of \$15,000 was given by the Foundation in 1944 toward general support of the School for three-years."<sup>111)</sup>

In 1962 the Rockefeller Foundation granted ALA \$38,850 to assist the National Taiwan University develop its program of library education. On the Advisory Committee for the National Taiwan University Library School Project were William A. FitzGerald, Mrs. Dorothea Scott, and Neal Harlow, Chairman. This policymaking committee operated as a subcommittee of the ALA International Relations Committee. As Library Consultant to the Republic of China from 1956 to 1958, Dr. FitzGerald had worked directly with two Chinese agencies, the Ministry of Education and the Overseas Chinese Affairs Commission. He was able to lay the groundwork for a library school through discussions and reports with Chinese officials and with Jack Dalton, Director of the International Relations Office. In preparation for the establishment of a school in

Taiwan, Dr. FitzGerald arranged for three prominent and promising Chinese librarians to attend library school in the United States. Professor Yung-hsiang Lai, Head of the Library Science Department, National Taiwan University, was one of these three.

Dr. FitzGerald also planned a series of three summer Library Workshops sponsored by the Ministry of Education and administered by the Library Association of China. These Workshops were offered for two purposes: to provide in-service training for library workers, and to build up concepts of the role of library education.<sup>112)</sup>

The person who helped with the initial planning of the present program, the organization of the first faculty, and the development of a curriculum and teaching materials, was David K. Berninghausen, on leave from his position as Director of the University of Minnesota Library School for a ten-month period beginning in August, 1962.

### **Rockefeller Fellowships and Grants-in-Aid**

Rockefeller officialdom, like that of Carnegie, believes that the success of any enterprise rests primarily upon the calibre of the people involved. Raymond B. Fosdick, President of the Rockefeller Foundation from 1936 to 1948, stressed this as follows: "Promising men and creative ideas are basic and fundamental; and they are far more important than money."<sup>113)</sup> Small wonder that the Foundation viewed its fellowship program for the discovery and development of talent as vital to its goals. Fosdick described fellowships in library administration as embracing "nineteen countries, not only in Europe, but in Latin America and the Far East. The purpose of the appointments, forty-eight in number, was to give to younger librarians, marked for early promotion to key positions in libraries important for international service, training in methods, bibliography, and book purchasing in countries other than their own."<sup>114)</sup>

Examples of special grants for particular

people or groups to study and travel to increase their knowledge of library developments can be cited. In 1939, ALA administered two grants of \$1,000 each to permit Joseph Eche of the National Library of Damascus and Borba de Moraes, Director of the Municipal Library, São Paulo, Brazil, to study American library methods.<sup>115)</sup>

In 1942 President Fosdick reported that a third grant of \$25,000 had been given to the American Library Association to facilitate the exchange of library personnel between North and South America. Under this grant librarians from important libraries in Latin America were to visit the United States and specialists in library matters here to go to Latin American countries.<sup>116)</sup>

In 1946, another \$30,000 was earmarked to continue this exchange and to expand the program to include other sections of the world. These grants, varying from \$200.00 to \$7,500.00, were used to bring European librarians to the United States, to survey the libraries of India, and to establish contacts with the librarians of the Soviet Union.<sup>117)</sup>

In 1949 and again in 1950 the Foundation awarded \$10,000 to the Medical Library Association for travelling fellowships for Latin American medical librarians to become acquainted with new medical library procedures and to exchange ideas and materials. The grants were used to bring three or four librarians each year to the United States to visit the country's outstanding medical library centers.<sup>118)</sup>

In 1958 the Foundation allocated \$15,500 for special training programs in the United States to be arranged by ALA for two staff members of the Central Secretariat Library in Delhi.<sup>119)</sup>

In 1959 nine Japanese librarians participated in a two-month Field Seminar on Library Reference Services supported by a grant of ALA from the Rockefeller Foundation and sponsored by the ALA International Relations Committee and a Joint Committee of the IRC and the ALA Reference Services Division. Serving on the Joint Committee were people



who had been connected with the development of the Japan Library School: Robert L. Gitler, John M. Cory, Everett Moore, and Frances Neel Cheney. In each of the cities visited, participants had an opportunity to visit libraries, talk with librarians, and discuss their findings in their special seminar.<sup>120)</sup>

In 1960 the Foundation gave \$10,000 to support a program of exchange visits by librarians from the Soviet Union and the United States.<sup>121)</sup> On April 5, 1961, the delegation of four Russian librarians arrived for visits to libraries and related agencies in New York, Washington, Cleveland, Chicago, and Boston. In May and early June of that same year a group of seven American librarians visited more than forty libraries and related agencies in the Soviet Union.<sup>122)</sup>

In 1961 Dr. Gaston Litton, Director of Courses, Inter-American School of Library Science, was awarded \$2,450 to attend the Inter-American Archival Seminar held in Washington, D. C., and to visit selected library schools in the United States.<sup>123)</sup>

Frances Lander Spain, a Fulbright grantee to Thailand in 1951-52 and one of the first lecturers in the library education program begun at Chulalongkorn University in 1951, returned there in 1964-65 as a Rockefeller Foundation grantee to work on the school's new graduate program.

In 1966 the Foundation provided \$10,000 in financial assistance for the working Conference on Library Education and Training in Developing Countries held in Honolulu, May 2-6 of that year.<sup>125)</sup>

Finally, the fellowship program of the China Medical Board created in 1914 as a division of Rockefeller Foundation to care for the Foundation's efforts in China to encourage functional buildings, substantial collections, and qualified librarians, deserves mention. Of 166 travel fellowships awarded prior to June, 1966, 4 were held by medical librarians, 3 from Japan and 1 from Thailand. The Board's policy is to award these grants to established professional staff members to update their education. Similarly, of 17 study grants

awarded during this same period, 2 went to medical record librarians; the other 15 to library school applicants from the following countries: Japan, 4; Thailand, 4; Taiwan, 2; Philippines, 2; Ceylon, 1; Malaya, 1; and Singapore 1. Intended for young people wishing to study medical librarianship in the United States the study grants vary from 4 to 12 months, though some are extended to permit completion of the degree.<sup>126)</sup>

### Ford Foundation

Less closely associated with library education programming than either Carnegie or Rockefeller, the Ford Foundation has nonetheless made contributions which have affected library educators both indirectly and directly. Through the Council on Library Resources and the kind offices of Verner Clapp, CLR President from the founding of the Council until 1967, library educators have had opportunities to participate in research programming and have greatly benefitted from the work supported by the Council in the areas of library technology and techniques. The other person who helped to tap the assets of the largest private philanthropic institution in the world, which is reported to have assets of more than \$3 billion, is Carl M. White, Program Specialist in Library Administration for the Foundation from 1962 to 1967.<sup>127)</sup>

### Ford Grants to Schools

#### Turkey

According to Professor Hamit Dereli, Dean of the Faculty of Letters of Ankara University, "There were two reasons why the university could not launch a program of library education on its own: lack of specialists in library science to found a faculty (and of money to send potential staff members abroad for education), and lack of a collection of literature in library science strong enough to support instruction and research."<sup>128)</sup>

Years of preparation preceded the joint project of the University of Ankara, the Ford

Foundation, and the American Library Association to establish the first formal library education program in Turkey. For several years previous to this undertaking Adnan Otügen, Director of the National Library, had given lectures in librarianship in the University's Faculty of Letters. Both Mrs. Emily Dean of the United States Information Service Library in Ankara and Lawrence S. Thompson, when he was in Turkey in 1951-1952, had encouraged Turkish efforts toward establishing a library school.<sup>129)</sup>

When the decision was made to support the development of a program of library education at the University of Ankara, the Ford Foundation enlisted the help of the American Library Association in administering the grant. President Quincy Mumford named as the ALA Advisory Committee for the Project Douglas W. Bryant, representing the International Relations Board; Jack Dalton, representing the Board on Education for Librarianship; and Flora B. Ludington, representing the Executive Board. In September of 1954 Bryant visited Lebanon and Turkey to consult with university and government officials and Ford Foundation officers on curriculum, staff, admissions policy, and matters relating to general library development in the area.<sup>130)</sup>

The Foundation investment of approximately \$350,000 was given as an original five-year grant ending in 1959 with a second two-year extension, which served to cushion the shock of transition to University sponsorship.<sup>131)</sup>

Organized as an Institute for Librarianship, the program, under the Turkish code, had no assurance of continuity. In the 1960-61 academic year, the final year of Foundation support, Carl White was able to secure the authorization of a Chair of Library Science, i.e., a permanently supported academic department. In charge of the Chair now is Professor and Director, Osman Ersoy. Dr. Ersoy and other members of his present faculty were supported by the Ford grant for advanced study in the United States. Thus specialists to found a faculty of library science were

recruited. A library science library was also created.

The Turkish school was exceedingly fortunate in the calibre of the United States counsellors and teachers who participated in the project. Among these were: Robert B. Downs, who organized the project during the first half of 1955; Elmer Grieder, Director, 1955-1957; Lewis Stieg, Director, 1957-1959; and Carl White, Director, 1959-1961. American faculty member included Norris McClellan, Nance O'Neill, Ralph Hopp, and Arthur McAnally. Together they achieved what Downs had pointed out as essential: "In the long run, one of the most essential groups with whom to develop cordial relations are the library and educational leaders of the country. The national and university librarians, ministers of education, university presidents, and similar key persons need to be made aware as early as possible of the existence and purpose of the library school. Their cooperation, support, and sympathetic understanding can be invaluable in establishing a firm foundation for the school and obtaining for it full acceptance by the library profession."<sup>132)</sup>

## Indonesia

According to W. L. Williamson, who visited Indonesia in 1970 as a Consultant for the American Library Association, "American foundations have been involved with the Library School in Djakarta only in peripheral ways.... Some people who had studied abroad under Ford Foundation auspices have lectured from time to time at the Library School.

"Recently, two programs for training paraprofessionals have been established under the leadership of Indonesians who graduated from American library schools under Ford Foundation study grants. Miss Sawitri-Soeharto, who attended the University of Wisconsin Library School in connection with the Ford-funded Wisconsin Economics Project, has led in the establishment of a 'Library Science Up-Grading Course' at Gadjah Mada University in Jogjakarta. Mr. Soejono Trimo, who attended

the Geneseo Library School under the State University of New York Teachers College Project, has established a similar program at the Institute of Teachers Education in Bandung.<sup>133)</sup>

Williamson concluded that "All over Indonesia, university education is being attempted in the absence of access to the published scholarship of the world....Many...faculties literally receive no publications that could acquaint the teaching staff, much less the students, with new discoveries in their fields of study...One of the major difficulties in the way of...rationalized library service is the lack of sufficient well-educated librarians and the long delay in many universities.

"My major recommendations for helping to solve this unfortunate problem are, first, to strengthen the Library school at the Faculty of Indonesia in order to provide the capable librarians who are needed."<sup>134)</sup>

#### Ford Fellowships and Grants-in-Aid

Though information is incomplete on Ford fellowships awarded for the study of library science, there is an indication that, in addition to the grantees from Turkey and Indonesia mentioned above, there have been other recipients. Francis L. Kent, University Librarian, American University of Beirut, reported that "In co-operation with a Ford Foundation mission to the library of the Iraq College of Agriculture in 1957, the American University of Beirut received an Iraq special librarian for a short course of study and training...and some of its own library staff have been sent to the United States with Ford or other fellowships to obtain experience and qualifications."<sup>135)</sup>

In the Ford Foundation *Annual Report, October 1, 1962, to September 30, 1963*, there is a report of an allocation of \$70,000 to the University of Singapore for the purpose of training of library staff abroad.<sup>136)</sup>

In 1965 with the aid of a Ford Foundation grant, J. McRee Elrod, Head of the Catalogue Divisions, University of British Columbia

Library, revisited the library project at Yonsei University, where in 1955 he was "the first professional librarian working in a Korean library."<sup>137)</sup> During his five-years as Associate Librarian, Yonsei University, Elrod also taught the cataloguing course offered there.

#### The Asia Foundation

With its excellent contacts with institutions engaged in strengthening Asian educational and social development and its emphasis on human resources, Asia Foundation has assisted scores of Asian librarians to further their education both formally and informally.<sup>138)</sup>

For more than ten-years the Asia Foundation has sponsored an excellent program to enable Asian students enrolled in library schools in the United States to attend state, regional, and national library meetings. These grants, administered by the ALA Library Education Division, have afforded these young people opportunities to hear outstanding speakers, to meet many distinguished librarians, to tour libraries, and to discuss library problems and programming with other students interested in learning about the implications of United States library development for their respective countries.<sup>139)</sup>

The Foundation has also helped to introduce programs of library education in such countries as Pakistan, Ceylon, Burma, and Taiwan.<sup>140)</sup> Keio University too has enjoyed Asia Foundation assistance.<sup>141)</sup>

#### Conclusion

Although this statement is only a beginning in the compilation of the story of the role Foundations have played in the development of library education, it does attest to the significance of foundation contributions. They made possible much of the work that the Board of Education for Librarianship and the International Relations Office did in developing professional library education both at home and abroad. They provided "seed" money for many programs that otherwise

might not have obtained support. They attracted a calibre of leadership which has advanced the Stature of librarianship generally. Certainly they resulted in the recruitment of many more able people into the field of librarianship, people who have created new dimensions of library service for entire nations.

Is there a future role for the private foundation in the development of library education? The Report on *University Library Development for Indonesia* by W. L. Williamson leaves little room for doubt on this score. And Indonesia is only one of the developing countries where the collection of library materials and the provision of library services must wait upon the recruitment and education of a corps of competent librarians. In this regard, it would be interesting to know what kind of recommendation a team of distinguished people who have been directly involved in the development of library education in various parts of the world might make concerning regional planning for library education. In terms of today's jet service, what are the appropriate regional centers for an international program of professional library education? What would be the special emphasis of each centre? How could effective teaching materials be developed to support each new experimental program? Could there be a consortium supported by one or more interested foundations for the purpose of exploring the development of an international library education network? With their commitment to peace, understanding, and human betterment, what could be more appropriate than foundation sponsorship of the development, through a system of quality library education, of an international corps of idea consultants educated to serve the library needs of the peoples of the world?

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