PROCEEDINGS

Future of Area Librarianship Conference

July 13-14, 1995

Indiana University, Indianapolis

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The Future of Area Librarianship Conference
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Foreword

The Future of Area Librarianship Project at Indiana University was initiated following the 1993 annual meeting of Title VI area studies center directors in Washington, D.C. Two major themes of that meeting were libraries and cooperation. Area studies librarians were invited to attend and join in discussions of library issues with area studies center directors. One of the major issues of concern was the future of area librarianship in relation to the impending retirement of many area librarians, the appropriate training of new area librarians who seem to be following different career paths from the first generation of area librarians, and the marginalization of area librarianship in libraries and library schools in the current environment of increased emphasis on common denominator electronic tools and decreased funding for area studies and other specialized fields. The expertise of area librarians was seen as essential for continuing to build and service strong foreign area research collections in the United States.

Nancy Schmidt, then Chair of the Africana Librarians Council and Librarian for African Studies at Indiana University, and Patrick O'Meara, then Director of Indiana University's African Studies Program, attended the 1993 Title VI area studies directors meeting, were pleased that national attention was being given to issues of concern at Indiana University, and interested in developing cooperative projects that might address some of these issues. The Africana Librarians Council and Indiana University African Studies Program both have a history of successful involvement in cooperative projects that encouraged us to develop cooperative projects which would contribute to the solution of some problems related to the future of area librarianship.

In cooperation with James Neal, then Dean of Indiana University Libraries, Patrick O'Meara convened several meetings of area studies, library, and library school personnel who developed two cooperative projects, one to put in place dual degree programs in area studies and library and information science at Indiana University, and the other to address nationally the recruitment and training of area librarians. The dual degree programs now exist at Indiana University. In the introduction to the conference James Neal outlines the other cooperative project of which the 1995 conference in Indianapolis was one part.

It has been a challenge to prepare the conference proceedings to provide a balance between the creative chaos of enthusiastic discussions and the practical concerns and plans that emerged from them. Transcribing the tapes of the discussions and publishing them would provide every detail of the conference and document every participant's contribution, but this would risk losing the larger picture in numerous and sometimes redundant details. Instead, summaries of the discussions have been prepared from the flip chart notes made by discussion group leaders and compiled after the conference by Hilary Jolly, from my notes on the discussions, and from listening to some of the tapes. The discussions have been summarized in relation to the questions and topics assigned to discussion groups. From the summaries it is clear that conference participants brought their own concerns to the conference, because in some instances they chose not to discuss the assigned topics, but ones they considered more important.
When we started the Future of Area Librarianship Project we hoped that Indiana University could help stimulate national attention to the issues surrounding the future of area librarianship. There are many suggestions in the "Action Plans" and "Next Steps" sections of the proceedings that library and area studies organizations and individuals can respond to. Hopefully the publication and distribution of the conference proceedings will lead to the coming together of interested individuals and groups who will publicize the issues at stake and move the agenda forward.

Nancy J. Schmidt
August 16, 1996
The Future of Area Librarianship Conference Program

Thursday, July 13, 1995

9:00 - 9:15 a.m. Welcome and Keynote Speaker Introduction

9:15 - 10:15 a.m. Patrick O'Meara, Dean of International Programs at Indiana University, will speak on current and future trends of international education and research at American Universities, and its impact on libraries

10:15 - 10:30 a.m. Break

10:30 - 11:30 a.m. Presentation of the results of the Indiana University National Survey on Area Librarianship

11:30 - 12:00 noon Open discussion of the survey results

12:00 - 1:30 p.m. LUNCH on your own

1:30 - 2:30 p.m. Small group discussions on the preparation, continuing education and development of area librarians

2:30 - 3:00 p.m. Small group reports

3:00 - 3:30 p.m. Break

3:30 - 4:30 p.m. Small group discussions on the role of technology and cooperative activities in building area collections and services

4:30 - 5:00 p.m. Small group reports

6:30 - 8:30 p.m. Conference-provided group DINNER, including talk from Patricia Oyler, Professor from The Graduate School of Library and Information Science at Simmons College
Friday, July 14, 1995

8:30 - 9:15 a.m.  Deborah Jakubs, Ibero-American Bibliographer and Head of International and Area Studies at Duke University Library will speak from the librarian's perspective

9:15 - 9:30 a.m.  Recap of Day 1

9:30 - 10:30 a.m.  Open discussion specifying an action plan

10:30 - 11:00 a.m.  Break

11:00 - 12:00 noon  Further discussion on the steps required to initiate the action plan

12:00 - 12:15 p.m.  Wrap-up

(We have the conference room for the rest of the afternoon.)
Introduction to Conference

James Neal

Good morning. My name is Jim Neal and I am currently Dean of University Libraries at Indiana University. I welcome you to IU, to our Indianapolis campus, and to this national conference on the future of area librarianship.

George Bernard Shaw was opening a new play in London and he decided to send a letter to Winston Churchill which said the following: "Dear Mr. Churchill, my new play is opening in London and I am enclosing two tickets to the opening night performance. One ticket is for you, and one ticket is for a friend, if you have one." Mr. Churchill quickly replied, "Dear Mr. Shaw, I am very pleased that you sent me the two tickets to the opening night performance of your new play in London, but unfortunately I have another commitment that night and I won’t be able to be there, but I would be most pleased if you could send me two tickets to the second night's performance, if there is one."

Area librarianship in the future: Will there be one?

This conference has its origins at the spring 1993 meeting of the Title VI National Resource Center Directors in Washington, where the topic of the preparation, development, and future of area librarians was raised. In response to this challenge, the five centers at Indiana, the IU Libraries, and the School of Library and Information Science came together and proposed to the Department of Education a project to investigate and promote area librarianship as a career, as well as an essential component for the future health and viability of university research libraries in this country. Three years of funding have been awarded. During this first year we have focused on gathering data and on the development of this national conference. I would like to introduce to you the members of the planning committee. They are Denise Gardiner, who is Assistant Director of the Russian and East European Institute at Indiana; Mary Krutulis who is Assistant Dean of the School of Library and Information Science; Nancy Schmidt, who is African Studies Area Specialist in the University Libraries; and Hilary Jolly, who is Project Coordinator. She has done a remarkable and outstanding job in managing the several survey investigations and organizing this conference. Quite a feat. And we thank you Hilary.

Funding and our goal to maximize opportunity for discussion limited to 50 the number that could be invited to this conference. Many people wanted to be here. You are predominately area librarians, but you are also center directors, library school faculty, research library administrators, and representatives of organizations who are interested in the future of area librarianship. You may recall that Lady Astor, an American born person, was a member of the House of Commons in England. She and Winston Churchill did not get along. One day on the floor of Parliament, she screamed at him. She said, "Mr. Churchill, if I were your wife, I would put poison in your coffee." To which Mr. Churchill quickly replied, "Yes, Lady Astor, and if I were your husband, I would drink it." Yes, there are tensions in our universities among the various groups represented here at this conference, but we think that this conference can forge a partnership that would be important in guaranteeing the strength and future development of our collections and services through our area librarians. You represent different world areas; you represent different types of library science; you represent different parts of the country; and you
represent very different types of institutions. You are a diverse group, and diversity was one of our goals.

Before I introduce our first speaker, I would like to offer some introductory remarks. This is a conference on the future of area librarianship. It is a commitment, I believe, on the part of the research library community to take a fresh look at the future of our world area collections and services and the people who have over many, many decades been responsible for the success of the collections and services that we have assembled. We have several objectives at this conference. First of all, we want to stimulate a national discussion on the future of area librarians across the communities interested in international education and research. You reflect that diversity and you represent the national interest in this. We want to present to you and discuss with you the results of four surveys that we have conducted over the past six months on the status and future of area librarianship. More specifically, we want to identify priority professional preparation and development needs of area librarians. We also want to assess the impact of technology and library cooperation on the future of area librarianship. Ultimately what we want to do is to draft a national action plan that will strengthen and advance area librarianship. How will we do this? Well, at least over the next day and a half, we will be involved in a series of presentations and discussions. We will have a keynote presentation on the current and future trends in international education and research. We will present to you the results of our four national surveys, and this afternoon we will proceed into small group discussions on education and continuing development of area librarians and the issues involved in technology and cooperative activities. This evening at our dinner presentation the focus will be on library education and its role in the future of area librarianship. Tomorrow morning we will start off with a discussion of area librarianship from the librarians' perspective, and then we will move into a general open discussion based on our presentations and the small group process on an action agenda and next steps.

As many of you know, the Association of Research Libraries and the Association of American Universities, have been working hard over the last several years focusing on the acquisition and distribution of foreign language and area studies materials in our libraries. To quote from the work of that group: "the goal is to develop a network based and distributed program for the coordinated collection and development of foreign language materials among North American research libraries." As I said at the Title VI Center Directors meeting in Washington last fall, this is not going to be achievable if we do not have the individuals working in professional positions in our libraries with the language, subject, professional, and technical expertise to advance this objective. Jutta Reed-Scott, knowing about the preparations we were making for this conference, went through the various reports; I believe there were 15 reports that have been prepared in conjunction with the AAU study, and she found two of those 15 reports that focused specifically on the issues that we are going to be talking about here. First, the report from the Africa Task Force mentions the following: "Attention needs to be paid to long range efforts to recruit and train the next generation of Africana librarians, as well as to provide support to new librarians with an interest in Africana." And secondly, the Committee on South Asian Libraries said the following in their report: "We need to encourage students in library and information science and in South Asian studies to consider a career as an area studies librarian. We need to explore ways to establish internships at major collections without library education
programs and we need to encourage more library education programs to offer flexibility that such training requires." Now none of these groups was charged to look at this issue, but the fact that two of them raised it I think is significant.

I think one of the most difficult things that we faced as we launched this project and as we began to try to communicate with those that we were working with in the survey process was what we meant by area librarian. This is what we have come up with, a generic definition. We are not sure it works, but I hope over the course of the next day and a half, we will flush this out and come to some common understanding of what we are talking about. For us, as we have proceeded with this project, an area librarian is that individual who is employed in a professional position in academic and research libraries with responsibility for the development, organization and the servicing of collections and resources in a world area. Generic? Too broad? It is all encompassing and I think it gives us a sense of direction as we move forward with this process.

The other thing we are recognizing is trends in library education. We have noted and protested and wrung our hands over the national phenomena of the closing and reorientation of many of our library and information science programs. We knew that there was a general decline in the number of new library science graduates being produced, although in recent years that has been modestly reversed. We also knew from data that we saw from POLE, the Professional Organization of Library Educators, that less than 5% of individuals who were receiving their first professional degrees had either a baccalaureate or graduate level training in modern languages, international relations, comparative literature--those area studies fields that would lead a person potentially to participate in this type of professional career assignment.

We also knew that librarians who had area assignments were carrying out a variety of activities and responsibilities. We tend to focus on the selection and acquisitions piece, but as we talked with area librarians and gathered information, we recognized that these librarians were involved in all kinds of professional assignments in the library ranging through cataloging and preservation, reference and teaching, involvement in cooperative programs, very much focused on new networking and technology developments, and certainly committed to their own professional development and service and the active role that they have played in their professional associations as well as their scholarly associations.

We felt that what we were trying to achieve here today was to bridge the separation that has existed among area librarian groups and create sort of an umbrella discussion that looks at area librarianship across world areas and not just focuses on area librarianship in one world area. The Indiana University project had a goal which we presented to the Department of Education, and that was to expand the number of individuals with the appropriate subject, language, and professional preparation working in American research libraries in area specialist positions. We were fearful -- we did not have the data, but our hypothesis was that we were facing a future in which we were not going to have sufficient numbers of educated and well-prepared individuals to step into these roles. We believe that these roles were going to be essential to our collective health scholarship and teaching at our universities. Our project brought together in partnership the national resource centers, the University Libraries and the School of Library and Information Science--a real coalescing project. And we set out several strategies. We wanted to implement dual degree graduate programs between the library school and area studies at Indiana University. We have already moved on that and several are in place and more are in development. We
wanted to carry out a national study—a needs assessment, and we will present the results here. We wanted to organize summer seminars for area librarians. We do have funding that we have received through our Title VI centers for 1996 and 1997 to hold at Indiana University continuing conversations and development opportunities for area librarians and individuals interested in this as a career. We also wanted to provide library work experience during study so that we can provide a sort of pre-professional internship opportunity as well as post graduate internship opportunity. In our national study there were several things we were interested in. We wanted to know what the projections were in terms of demographic and turnover patterns, what was the subject and language preparation of individuals working in this field, what was the experience of libraries in terms of recruiting individuals into these types of assignments, what were the career patterns of area librarians, what were library schools doing in terms of curriculum, recruitment and placement, what are some of the alternatives that are being employed by libraries when they cannot budget or recruit effectively individuals with the area librarian responsibilities, and what types of library assignments are individuals in area assignments really taking on. We received enormous amounts of input, not only in terms of responding to the questions that we raised, but hundreds of comments that people added to the survey tools as they returned them to us. Many wrote letters.

In concluding my opening remarks, I'd like to read from one of those letters. This is an individual who is a director of one of the ARL libraries, also an individual who I believe is one of our most important thinkers nationally on collection development in research libraries. This is a quote from his letter—"I believe that the golden age of area specialists was not in the 1960s or in the 1970s but has yet to come. The increasingly global interest combined with the expanding magnitude and ever more complex nature of our information universe will make the area librarian's job more evidently than ever before that of efficiently and effectively sifting through the information universe to tailor it to the individual's needs. Who other than the area librarian can do this? The thrust towards such specialization has declined in the US during the last fifteen years, because I can only surmise, academic research librarianship is plunging into a wrenching period of transition, surrounded by among other notions a profound questioning even of the role these libraries themselves will be expected to play in the future. I think some of this is being sorted out, and that the expectations will be as suggested above, and that we will need to ready ourselves as a profession to meet those expectations perhaps much sooner than we now anticipate."
I have the honor of introducing our opening speaker today. He is Patrick O'Meara, PhD, Indiana University Political Science. He is currently Dean of International Programs at Indiana University. He has served in that position since 1993; previously he was Director of the African Studies Program. He is also Professor of Political Science and Professor in our School of Public and Environmental Affairs. He has published extensively on the African continent. His books include, *African Independence: the First 25 Years*, edited with Gwendolen Carter, published by Hutchinson Press and IU Press in 1985. He also edited with Gwendolen Carter, *International Politics in Southern Africa*, and most recently he edited with Phyllis Martin, the third edition of the textbook, *Africa*; 1995 is the new edition. It has been adopted by more than 70 universities and colleges across the United States. He is called upon frequently to participate in nationwide television programs. He has appeared on the McNeil-Lehrer News Hour, CBS, the Voice of America, and National Public Radio among others. He has testified before the House Foreign Relations Committee of the US Congress on African affairs. He was the project director for the film, *Living Africa: A Village Experience*. This film about life in a Senegalese village was funded by NEH and was a finalist at the New York Film Festival. He also co-chaired my search committee. Dr. O'Meara is a distinguished international scholar. He is an outstanding academic administrator, and perhaps most importantly, he is a library friend and advocate. It is an honor to introduce and welcome my colleague and friend, Dean Patrick O'Meara.

Patrick O'Meara

I am delighted to present the opening address at this important meeting. Let me say at the outset that I am deeply committed to research libraries and that throughout my professional life I have been dependent on them. I specialize on contemporary politics in Southern Africa and hence, I have an ongoing need for up-to-date political and economic information. When I was the director of a Title VI Center, I worked closely with subject and area specialists. For several years I served on the IU Bloomington Faculty Council Library Advisory Committee, and I co-chaired the search that brought Jim Neal as Dean to Indiana University Libraries. I also serve on the advisory board of the IU Lilly Rare Book Library.

The intellectual changes that occur within the disciplines and patterns of national funding, directly impinge on libraries and collections. With this in mind, let me attempt an overview of patterns of funding for international activities.

The International Context

Since 1958, the National Defense Education Act (now Title VI of the Higher Education Act) has been a vital source of funding for universities with strong international interests. In the context of the Soviet Space Program and increasing East-West global political competition, Congress considered it in the strategic interest of the United States to develop resources and information on other societies and cultures, particularly those about which very little was known. The 1960s and the early 1970s were periods of promise, limited growth and consolidation, but also years of uncertainty. In the 1970s, the Nixon Administration attempted to eliminate Title VI funding but, then, as now, there was a great rallying by supporters of this important program. In the 1970s and 1980s, Title VI moved in new directions when special program initiatives were introduced. In the 1970s there was some resistance to policy directives calling for Title VI Centers to engage in what was then a relatively undefined notion of outreach. Today the purely practical wisdom of this move is evident. Important new constituencies are being served and, on another level, members of Congress see outreach as an important part of Title VI activities. Outreach itself has changed. Initially, area programs emphasized reaching out to K through 12, later this expanded to small colleges and most recently to national and local media have been emphasized. The introduction of Centers for International Business Education (CIBERS) was also resisted but today their centrality is no longer in question.

As I already mentioned, today Title VI funding is once again threatened. In a recent letter, Myles Brand, President of Indiana University reaffirmed the strategic importance of these programs -- an argument that continues to be convincing to Congress. He wrote: "I firmly believe also...that current efforts in the US House of Representatives to end funding for international higher education programs under Title VI are misguided. The slash-and-burn policy proposed by the House in this area will force the closure of more than 150 international centers on college campuses nationwide. Graduates of these programs-- many are IU graduates-- are an important part of the Department of State, our military forces, and sundry concerns relating to our national defense and global competitiveness. Our international programs also teach thousands of IU students the intricacies of foreign cultures and provide an understanding of our neighbors worldwide. We must all share the pain of balancing the budget, but gutting our
international programs is not the answer."

It is interesting that many of us who have lobbied for Title VI funding found that the new generation of Congressional representatives were frequently surprised to learn about the strategic importance of these programs. They also seemed unaware of the fact that funding would not be picked up by the private sector, the states, or by the universities themselves. I very much hope that Title VI funding will continue. In terms of libraries, Title VI funding has been important for collection development and staff salaries. Currently, according to recent statistics from the Center for International Education of the Department of Education, about an average 9% of Center budgets are devoted to Library acquisitions and Teaching materials: Africa 7.3%, East Asia 7.5%, Eastern Europe, Russia, and Central Asia 6.6%, Latin America 8.0%, Middle East 9.9%, South Asia 11%, Southeast Asia 9.4%, western Europe 1.7%. Many acquisitions for the latter world area are made from existing library budgets hence the low percentage.

Title VI has not been the only source of funding for international activities. The National Endowment for the Humanities has funded individual scholars and projects, and the United States Information Agency (USIA) has sponsored the Universities' Affiliation Program which has been an excellent bridge fostering ties between universities in the US with counterparts abroad. Bilateral agreements with universities abroad are important particularly since we need to be more sensitive to the needs of developing institutions abroad. Many have faculty who are grossly underpaid and libraries and facilities that are often rudimentary or at best inadequate.

An Africanist Perspective

I would like to use my experiences as co-editor of a book that has been used by more than 70 universities and colleges over the past 20 years to highlight the changing context in which area librarians work. Phyllis Martin and I recently completed the third edition of our edited volume Africa which first appeared in 1976. The shifts in the contributions sharply emphasize changes in perspective and scholarship and, in turn, the need for vigilance in terms of collections and in advising students and scholars. The first edition made limited references to the military, AIDS, gender issues, popular culture, structural adjustment or the environment -- to name only a few areas.

The 1960s were a period of fundamental change with the end of colonialism and the transition to independence for one African nation after another. This was a time of optimism without realistic references to limits, and research and teaching reflected this trend. Military coups, economic decline, and continuing social problems and disease were not major issues. By the 1980s a new “realism” was evident in the study and teaching of Africa. There was now greater emphasis on the roots of rural poverty, hunger, class differentiation, and on the weakness of political institutions. There was a movement away from macro studies to a concern with issues such as rural development, gender, AIDS, etc. In the humanities there has been less emphasis on broad continent-wide categorization and more attention devoted to context, popular culture, etc.

One of the basic assumptions of all area studies programs has been sound interdisciplinary training backed up with language competence. Doctoral programs continue to be solidly grounded in the disciplines based on the assumption that graduate students need to fully use the tools of their disciplines if they are to have legitimacy in their fields. On a practical level, this has proved to be a sound approach enabling those who have completed their doctorates to become fully fledged members of their departments. On a pedagogical level, the demands and rigors of language study, interdisciplinary course work and field work seem to be increasingly antithetical to the narrower contemporary goals in many disciplines. Area librarians have played
a vital and formative role in advising and assisting generations of graduate and undergraduate students and their importance is even greater because of the pressures that are now placed on students.

Fundamental changes that have occurred in so many societies have also had an impact on librarianship. In the 1960s scholars had considerably fewer resources on which to base their research. Over the years there has been a growing body of data through original field research for dissertations, official reports by governments, international agencies, and other sources. Countries that were previously off-bounds to US scholars have undergone fundamental transformations and, as a consequence, have become more accessible. All of these changes have placed new and differing demands on area specialists. At the same time, difficulties in obtaining affiliation and clearance, health problems, and political and economic instability continue to make field work challenging, if not impossible, in some parts of the world. And there are special needs that librarians must meet for students and researchers who work in these areas.

Archives that were closed are now available, and societies that discouraged or excluded research are now no longer so. All of these changes have directly affected how librarians acquire materials and how they advise students, faculty, and other users.

Future Area Study Trends

Recent policy shifts by the Mellon Foundation and the Social Science Research Council point towards a future that holds promise, but which may also be problematical. The Mellon Foundation has also recently tried to set an important new agenda: "...this change in the Foundation's programs will not, we hope, be misunderstood. We remain convinced that serious scholarly training is inevitably grounded in the disciplines and inevitably situated geographically and temporally. Students must continue to acquire mastery of the languages, history and cultures of a particular country or region as a necessary starting point for scholarly careers. We also believe that the best of the area studies centers will continue to find support from other sources in the future."

This new direction is laudable, but leaves several key questions unaddressed. While the move to interarea/interdisciplinary studies is important, it is not clear that the vital base of area programs will continue to find support directly from the universities or from other sources. While university administrators might be well-aware of the importance of the centers, they might be unwilling to allocate scarce resources to them. The danger is that the valuable resource base provided by area programs will be undermined in the process.

Paralleling these changes, foundations and donor agencies have increasingly moved their support to institution building in the countries themselves. The wisdom of doing so is indisputable. However, there has of necessity been a cost to area programs in the US. I am particularly delighted that the Ford Foundation is once again opening up opportunities for African Studies and Russian Studies in the US -- thus recognizing that this too is an important domain. The significance of the preparation of scholars and the building of resource bases in the US needs to be understood as important in and of itself.
Libraries and Area Librarians—Future Issues and Goals

Area Librarians have been key partners in these years of change. Many of the generation of Africanists trained in the 1950s, 1960s and 1970s have retired. Jobs exist in most disciplines, but graduates have also followed alternative careers in the public sector, in museums, or working for businesses and corporations. Only a few are seeking careers in area librarianship.

The domain of area programs has not been static, nor have the demands placed on area librarians. It is crucial that this partnership with faculty and students be sustained.

The place of area librarianship in libraries that are in the process of being transformed by technology must be reassessed. In what ways will area librarians advise advanced students, meet faculty needs, make decisions about acquisitions, and originate cataloguing? These questions cannot simply be addressed by technology.

What should be the qualifications of the area librarian in this changing context?

Where are areas programs moving and how should area librarians respond to these changes?

How should area librarians respond to the increasing emphasis on interdisciplinary and interarea programs?

Consortia and cooperative approaches have become important in the 1990s. How can these be fully utilized?

A recent report from the Center for International Education of the US Department of Education maintains that continuous library development must be a high priority to maintain center strength, and that the rising costs of acquisitions demand more interuniversity coordination. What funding strategies could be used effectively to encourage both rationalization and continued strengthening of library resources?

I hope that this conference will be able to address these and other issues.

Discussion

Much of the discussion focused on center-periphery issues. A number of participants questioned O'Meara's presentation of area studies as being synonymous with Title VI centers. Area studies are more diverse than that at Title VI centers. Area studies exist at colleges as well as research universities. At an increasing number of institutions, inter-area and global studies are being emphasized. More information is needed on area studies at institutions whose libraries do not belong to ARL. There is a widespread perception that area studies in libraries are peripheral to other library activities, and that area studies programs are peripheral to other academic programs at universities.
The need for more area studies outreach to business and professional schools and to smaller institutions whose libraries do not belong to ARL was discussed. The importance of undergraduate and high school language training for the future of area studies was mentioned, as well as the impact of the adoption of responsibility-centered management in an increasing number of higher education institutions.
ARL LIBRARY DIRECTOR SURVEY RESULTS

James Neal

We are now moving to that portion of the conference where we would like to share with you the results of the four surveys that we conducted on area librarianship. I want to emphasize that the data that we are going to be presenting represents gross level data, just some summary responses that we have drawn from the survey results that we have received. We believe that there is a great deal of additional analysis that can be done with the statistics. We have not moved to another layer of analysis, but we do plan to do that.

About a year and a half ago I had the opportunity to tour several of the libraries in Japan and participate in a conference there. I was very impressed with the continuing American preoccupation with the Japanese experience, which was evident by the large number of American groups of all different types and backgrounds that were moving around the country, and I became aware of one group that was touring Japanese farms. I heard the story of a Japanese farmer who was giving a tour of his farm to a Texas tycoon, and he noted that the farm extended from that fence all the way down to that railroad track from that hill all the way down to that line of palms. The Texas tycoon, after having had this tour, was very impressed, and he said yes, you have a wonderful farm here in Japan, just outside of Tokyo, but I want to tell you about my stead back in Texas. He said, in the morning, I jump into my Cadillac, and I drive and I drive and I drive all day, and by the time the sun is coming down, I still haven't reached the end of my property. The Japanese farmer looked at him very quizzically and he said, "You know, I once had a car like that too and I had the same problem." Different perspectives; different hearing of the same facts.

What we are going to try to present to you today are four perspectives on the issue of the future of area librarianship. We conducted surveys of library directors at ARL institutions, the deans of American library schools, the directors of area centers, Title VI and non-Title VI, and area librarians themselves. We initially surveyed the library directors and I will present those data to you, and then Mary, Denise, and Nancy will proceed with presenting the three other surveys. When those surveys have been presented, we are going to open it up for general questions on what we have learned.

The reason we started with the library directors' survey was because we used that as the source of information for the names and assignments of area librarians in those libraries, as well as for the names of the area centers on that campus. That became the database for the two follow up surveys. The library director surveys were sent to 104 institutions. This represented the membership of ARL based in the United States; we did not include Canadian institutions. We received surveys from 90 institutions, for a return rate of about 86%. We have been in touch with the fourteen institutions that have not replied, and verbally we have verified that 12 of those 14 institutions do not have individuals who are area librarians by our definition. And the two that have area librarians will provide the data prior to the finalization of our results. So you see that we did have a very healthy and very substantive response from the directors of the North American research libraries. It took some harassment, but we did get a good response.
In those 90 institutions, 65, or 72% of the institutions have individuals with area librarian assignments. Twenty-five, 28%, do not. Nancy Schmidt will go into more detail about the area librarians themselves, but in those 65 institutions we were able to identify 564 positions that meet the general definition of area librarians. Fourteen of those positions were vacant; 92 of them were part-time. The data from Harvard and LC are incomplete because of the complexity of the area librarian assignments that cut across those two institutions. We will be working with them hopefully to get some more detailed information.

We are very interested in what the recent experience had been in recruiting librarians to area assignments in these libraries. We asked whether they had in fact conducted a search in the last five years to fill an area librarian position. Forty-three libraries, about half the institutions, 48%, in fact had conducted a search in the last five years. We then were interested in how many searches and here you can see the breakdown:

<table>
<thead>
<tr>
<th>Positions</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

Fifteen institutions had one search during that period, up to one institution that had nine searches during that period. We do not know if they were filling the same position over and over again, which my experience tells me might be the case, and I won't tell you which institution that was—I think it's represented in this room—or it may be nine different area librarian positions at that institution. So you see, there is some significant activity. I would like to do some turnover analysis, which is one of my research areas, on this data which will give us a little more insight as to the actual phenomenon of movement.

We were also interested in what the experience of these institutions had been with their most recent recruitment in this area. Fifty institutions did respond to this question, so I thought we had an appreciable set of information to work with. 88% of those recruitments in fact had taken place between 1990 and the present; 58% in the last two years, so there has been a significant level of activity in ARL institutions in terms of recruiting area librarians. And here you can see the breakout of the world areas in which those recruitments took place—East Asian being the largest number of positions being recruited down to South Asian with two. The other is a multiple category where individuals had assignments which cut across those world areas.
Again I think this is very interesting, but very gross level data, which opens itself to more detailed analysis. But you can begin to get a picture of the most recent activity in terms of the world areas that are focused on in terms of these recruitment activities.

We also were interested in what the results of that most recent recruitment have been. We asked about applications per position, and you can see that in most cases, at least in the cluster that had the largest representation, was 10 or fewer applicants for a position--which were fifteen of the fifty searches that I indicated, and here you can see the range.

<table>
<thead>
<tr>
<th>Applicants Per Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
</tr>
<tr>
<td>11-20</td>
</tr>
<tr>
<td>21-30</td>
</tr>
<tr>
<td>Over 30</td>
</tr>
<tr>
<td>Unknown</td>
</tr>
</tbody>
</table>

One of the things I would like to look at is the comparison between these recruitment data and general recruitment data for academic library positions.

They also provided us information about the number of applicants interviewed. Here you can see that in the majority of cases, one to four individuals were in fact selected for interviews.

<table>
<thead>
<tr>
<th>Applicants Interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>Unknown</td>
</tr>
</tbody>
</table>
I was intrigued by the institutions that were able to select one individual for an interview. That is not something we can get away with at Indiana University, but in this case we may only have one qualified applicant for these types of positions.

We then asked the directors, or in some cases the associate directors who completed the survey, to tell us what they felt about this whole phenomena of area librarianship and whether they felt there was a need for a larger pool of area librarians. In this case, 61 of the individuals did respond to this question and by a very significant majority, 48 or 78%, there was a feeling that there is a need to expand the pool of individuals with the subject/language, professional, and technical expertise to step up to these type of assignments.

Do the institutions plan to increase the number of area librarians? By an overwhelming majority, no.

<table>
<thead>
<tr>
<th>Plans to Increase Area Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Unsure</td>
</tr>
</tbody>
</table>

I think the commentary that followed this question spoke, as you would suspect, to the budgetary situations that were in place in many of these institutions. In retrospect, I think we probably should have asked a question regarding plans to decrease the number of area librarians, but I think out of fear we chose not to. We should probably know that, but maybe did not want to know. That is something that maybe we could pursue in a follow up.

Finally we asked these directors or their designates to tell us where they felt the highest priority should be assigned in terms of development activities or training activities in support of area librarianship. As you will see, and as others will report, this becomes an important theme--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. There were other items mentioned, but these consistently were the most important items cited by the library director respondents to the survey. Remember this is 90 institutions, nearly 90 percent of the ARL research libraries in the United States. So I think it is a significant body of data to begin to work with as we plot out a strategy. This represents the responses of the library directors. We will now move to a discussion of the results of the library school survey.
The survey which was sent to the 49 American Library Association accredited library and information science programs in the United States and Canada was designed to determine the interest level of administration, faculty, and students toward area librarianship. For the most part very general information was sought with more specifics hopefully to be addressed by the participants in this conference.

One major flaw in the survey which quickly became evident was that the term "area librarianship" was not adequately defined as geographic area specialization. Responses indicated that the term was sometimes confused with subject specialization and sometimes completely unfamiliar. Following inquiries, an attempt was made to clarify the terminology. Some surveys may have been completed and returned prior to that clarification, and, therefore, may reflect a misconception.

Thirty-five of the 49 programs surveyed responded for a high 71% response rate. Of those responding, however, only 26 expressed interest in the survey results. It was disheartening to discover that some library educators could remain uninterested in a significant potential career track for librarians.

Summary of major information obtained from LIS Program Surveys

Six of the 35 respondents (17%) currently offer course work primarily focused on education for area librarianship. This is one question which may have been misinterpreted because of the terminology. However, we believe that clarification would result in a lower number, since those answering in the positive for subject area librarianship would be eliminated, and there would not be an increase in those involved in education for geographic area librarianship. Two of the respondents (6%) offer dual programs in area studies and library science, while six have discussed a need for such a program. Ten programs have had students express an interest in area librarianship within the last year, so there is a gap between those where interest has been expressed and those who have discussed the matter of education for area librarianship at all. This may indicate that programs are not taking cues provided by their students or potential students, but may also indicate that the numbers of inquiries are not sufficient to prompt major interest on the part of faculty or administrators. Four respondents indicated that they have recruited faculty in the last five years who have a research interest in area librarianship.

Question 1: Does your school or program offer course work that is primarily focused on education for area librarian/specialist programs? was designed to determine whether, if students were not aware of geographic area specialization as a possible career path, it might be brought to their attention by a specific class or classes. The responses possibly were tainted by incomplete understanding of "area librarianship".

The six positive responses to this query were from the University of Hawaii, the University of Illinois, Indiana University, Pratt Institute, Simmons College, and the University of Texas at Austin. The remaining 29 respondents replied in the negative. Examples of courses offered include: "Southeast Asian Bibliography," "Pacific Islands Information Sources," and "Seminar in Latin American Library Studies."
Questions 2a: Is area librarianship covered in an academic librarianship or research libraries course? and 2b: Is it covered in any other course? were intended to determine whether, in the absence of an actual course devoted to geographic area librarianship, this career track is being brought to the attention of students in another course or courses.

Answering these questions required knowledge of curriculum or perhaps consultation with other faculty by the primary respondent to determine course content. Fifteen respondents answered 2a in the affirmative with qualifying remarks such as, "to some extent, regarding collection development," "briefly," and "as a minor part." There were 16 negative answers, and four surveys had no response. Question 2b had 11 positive answers with qualifications such as, "the Organizational Context of Library and Information Science allows attention to specific environments while learning about similarities among all of them," "a course entitled International Librarianship covers area specialization," and "International and Comparative Librarianship." There were 16 negative answers, two were not sure about coverage in other courses, and six respondents left the answer blank.

Question 3a: Do you currently offer a dual degree program in area studies and library science? (yes, answer questions b and c; no, answer question d.) Two programs, the University of Hawaii and Indiana University, answered in the affirmative concerning dual degrees. The remaining 33 respondents gave negative answers. 3b: In what world areas? The University of Hawaii offers a dual program in the "Asian/Pacific Area," while Indiana University has a "Specialization in African Studies Librarianship which is not a dual degree program since African Studies does not offer a graduate degree. Approved for 1996-97 is a dual degree program with Russian and East European Studies, and under discussion/development are dual programs with the following IU centers: West European, Central Eurasian, East Asian, and Latin American & Caribbean." 3c: How many of your total graduates from the last ten years have received such a degree? elicited from the University of Hawaii, "two students," and from Indiana University, "new program, so no graduates yet." 3d: Has the need for such a program been discussed? garnered six positive responses, 23 negatives and four blanks.

Question 4: In the last year, have any students mentioned to you an interest in, or had questions about, becoming an area librarian/specialist? was designed to gauge student interest level. Again, accuracy here may be affected by confusion about term "area librarianship." Here, as mentioned earlier, there were ten positive responses, 22 negatives, and three blanks. It is difficult to reconcile almost one third of the respondents having interested students with fewer than half discussing the possibility/necessity of training in area librarianship.

Question 5: Are you currently posting any openings for area specialist internships? resulted in 11 yes responses, 21 no, and three blanks. Again, almost one third of the respondents have current internship openings in area librarianship which is difficult to reconcile with no discussion of potential in the field within their programs.

Question 6: About how many position listings per year for area librarians/specialists does your placement office receive? received answers ranging from none to 200, with all but the largest answer being less than 20. Some of these responses may also be skewed by
misconceptions of the "area librarianship" designation. Probably the number actually is relatively small because these positions do not tend to be entry level, and, therefore, may be advertised in other venues which are perceived to be more appropriate than schools of library and information science with their preponderance of entry level job seekers.

**Question 7a: Have you recruited any faculty in the last five years who have a research interest in area librarianship?** elicited four positive responses and 31 negative responses, one accompanied by the comment, "have three faculty already from non-American countries who address issues of non-Western librarianship." **7b: In what world areas?** brought news of specialists in Latin American librarianship, international librarianship, Africa, and Scandinavia/Northern Europe.

The low number of faculty interested in area librarianship who have been recruited within the last five years, seems to correlate with the low number of courses in area librarianship. A lack exists in that the number of faculty with program(s) longer than five years and having interest in area librarianship was not covered by a specific survey question. As a side note, the most recent ALISE directory lists only two faculty members who number "Area Studies" (#51) among their top five research/teaching areas.

The Comments included in the survey indicate the wide range of reactions concerning geographic area librarianship--from "foreign concept" (no pun intended) to relating the concept strictly to International Librarianship, to which it is undeniably but far from exclusively linked. The comments included:

"We do very little with this currently, although we often discuss the need for a program in Latin American Librarianship."

"Area librarianship (in the sense of geographic areas) is such a foreign concept to me I had no idea what you were talking about until the middle of the second page."

"Have just placed a student in Kazakhstan. He is unusual."

"The student body at . . . includes representatives from more than thirty nations. Study of specific areas is arranged on an individual basis. Typically students enroll in a practicum and in the Research or Special Studies course. There are many opportunities for internships in (this) area."

"This is not a high priority for our program. Some interest does exist, largely from area librarians in our area."

"We are interested in Africa South of the Sahara."

The second-to-last comment would seem to hold the key to further discussion about area librarianship and library and information science education programs. It is the area librarians themselves who most clearly recognize the need to educate professionals in area librarianship, and who responded most enthusiastically to the survey and to this conference. It is from them that library education will need to take its cues. Their cooperation and input are absolutely necessary in developing the proper format for recruiting and educating professionals in area librarianship.
AREA CENTER SURVEY RESULTS

Denise Gardiner

The third part of the Indiana University National Survey on Area Librarianship: “Area Centers Version” was conducted in April and May of 1995.

The area centers' version of the survey was three pages long and asked five questions. The purpose of the area centers survey was fourfold: 1) to determine the number of area studies graduates pursuing a career in library science; 2) to determine the amount and type of cooperative activities between area studies programs and schools of library and information science; 3) to determine the character of working relationships between the area studies center and the library; and 4) to determine the three highest priority needs for the future of area librarianship according to area studies programs’ priorities.

Indiana University sent the survey to 263 area studies centers representing all world areas. All of the Title VI funded national resource and FLAS centers were sent a survey, as well as any other non-Title VI funded center that was identified by a library administrator completing their version of the Indiana University survey prior to April. Indiana University received responses from 58 centers for a response rate of 22%, prior to the conference. Although this response rate was the lowest of the four survey groups, that result is not unexpected given the small staff and tight budget situations of most area studies centers. The breakdown of the 58 responses by world area is as follows:

<table>
<thead>
<tr>
<th>World Area</th>
<th>Total Sent</th>
<th>Total Responses</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Centers</td>
<td>263</td>
<td>58</td>
<td>22%</td>
</tr>
<tr>
<td>Africa</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asia</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australia &amp; New Zealand</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Asia</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inner Asia</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Studies</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin America</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle East</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islands</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russia/East Europe</td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The 58 centers responding were representative in three ways. First, Indiana University received responses from almost all world areas as grouped by the US Department of Education for the Title VI program. No area was missing except for Inner Asia. The two areas with the highest number of responses were Latin America and Russia/East Europe. Second, Indiana University received responses from Title VI centers (47) as well as non-federally funded area studies programs (11). Third, the responses represent a nationwide sample.

The first survey question asked the number of total center graduates for different degree levels and certificate programs since 1990, and then the total number of these graduates who were known to have pursued a career in library science.

Table II: Degrees Awarded since January 1990

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Total Center Graduates</th>
<th>Total Center Graduates pursuing a career in Library Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>3350</td>
<td>6</td>
</tr>
<tr>
<td>Master’s</td>
<td>2243</td>
<td>38</td>
</tr>
<tr>
<td>Doctorates</td>
<td>757</td>
<td>12</td>
</tr>
<tr>
<td>Undergraduate Certificate</td>
<td>608</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>228</td>
<td>1</td>
</tr>
</tbody>
</table>

While many of the responses indicated that figures for graduates as well as those pursuing library science careers are not accurately maintained by the centers, their estimates still suggest that some new area studies graduates, particularly at the Master’s level, are entering area librarianship positions.

Indiana University was able to compare these figures with more accurate data maintained by the US Department of Education. Their records indicate that of all Title VI centers submitting annual performance reports over the last three years the following number of graduates pursued a career in library science: Bachelor’s 7, Master’s 98, and PhD 1. There were three Foreign Language and Area Studies fellowships awarded to Library Science students nationwide over the last three years by these programs. Department of Education statistics again indicate that a number of the individuals entering positions in area librarianship are coming from the area centers’ degree programs, particularly at the M.A. level.

The second objective of the area centers' survey was to determine the number and type of cooperative programs between area studies centers and schools of library and information science. While most respondents indicated either that there was no formal cooperation or that their institution did not have a library school (39 responses), some cooperative activities are taking place. Seven institutions offer a course in area bibliography, and some of the area studies
centers even require this course for Master’s degree students. Three of the centers indicated that they encourage Foreign Language and Area Studies fellowship applications from library science students. Two institutions have M.A./M.L.S. dual degrees available (Indiana and Hawaii). Two institutions have internship possibilities for students to work in area librarianship.

Toward the third goal, determining the working relationship between area studies programs and libraries, responses were split into two categories: first, the role of the centers in this relationship, and second, the role of the area librarian. Area studies centers provide significant support for their university libraries in a number of ways. The first three types of support were financial including acquisitions support (40 responses), staff support (25 responses), and area librarian travel support (12 responses). This level of financial support is indicative of the importance of the library collection to the area studies program, particularly through the Title VI program. The other method of support, mentioned by 14 respondents, was that the area studies center facilitated communication between the area librarian and the faculty. Only three of the respondents indicated that the center was excluded from collection development decisions and that faculty/librarian communication took place entirely through the faculties’ home departments.

A strong working relationship between area studies centers and area librarians was also indicated. This relationship was characterized in a number of ways. The area librarian serves on the center advisory board (15 respondents), conducts special library tours or assistance for center students and visitors (8 respondents), works on joint conferences/programs (6 respondents), works with the center on grant proposals (6 respondents), and works with the center on joint publications (2 respondents).

The fourth purpose of the area centers’ survey was to determine the area studies programs’ priorities for the future of area librarianship. For this question we received a widely varied response with many individual comments. However, the four main responses mirrored closely the responses from the other three survey groups. The first priority was greater expertise in the use of online resources (19 respondents). Second, area centers indicated a need for developing cooperative collections with other libraries (16 respondents). Cooperative collection development is also a Title VI priority and therefore is important to center competitiveness in this competition. Third, area centers identified a priority of language training for area librarians (11 respondents). And finally, reflecting the greater competitiveness and diminishing possibilities for center funding for library acquisitions, the area studies centers saw a need for expertise in grant-writing/fundraising among future area librarians (10 respondents).
AREA LIBRARIAN SURVEY RESULTS

Nancy J. Schmidt

ARL Library Directors were asked to identify the area librarians in their libraries. 564 librarians were identified by name, of whom 94 were part-time, and 14 vacant positions were identified. The total of 578 area librarians is not all area librarians in the US, since only ARL libraries were surveyed.

Questionnaires were sent to 418 area librarians. Since Harvard University and the Library of Congress sent the ARL director's questionnaire to selected area librarians, we decided not to send them the area librarian's questionnaire. 44%, 187 area librarians, responded to the questionnaires. However, since not all librarians answered every question, the responses may not always total 187 in the report which follows.

The area librarians' questionnaire had 11 content questions, five of which had several parts, as well as space for comments. A large amount of data was collected which can be the subject of sophisticated analysis. The data which I will present today represent a preliminary analysis at a general level. Fine-tuning of the data will be needed before it is published. Much more analysis of the data is possible than can be presented here.

The data collected are rich, complex, and diverse. Categorization was essential for analysis, but categorization masks diversity. For example, the ARL Library Directors identified the following positions which could be classified, at least in part as West European:

French
French/Italian
French/Italian/British Area/Fine Arts
Germanic Studies/Germanic Language
Germanic/Slavic
German/Dutch
German/European/Africa
Hellenic Studies
Iberia/Italy/Greece
Italian/Portuguese
Romance Studies
Spanish
Spanish/Portuguese
Spanish/Portuguese/Latin American
Spain/Portugal/Pacific/Latin America/Africa
West Europe

These job titles include positions with both a language and an area focus. The job titles do not make distinctions between collection development and cataloging positions, for example. Nor do they indicate anything about the larger library context or institutional environment in which the positions exist. So this example serves as a warning that nothing is as simple and straightforward as it appears in the data summaries which follow.
The geographic areas of the librarians who responded are:

<table>
<thead>
<tr>
<th>Geographic area</th>
<th>Number of librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>African</td>
<td>23</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
</tr>
<tr>
<td>Canadian</td>
<td>1</td>
</tr>
<tr>
<td>Chinese</td>
<td>8</td>
</tr>
<tr>
<td>East Asian</td>
<td>20</td>
</tr>
<tr>
<td>Icelandic</td>
<td>1</td>
</tr>
<tr>
<td>International</td>
<td>8</td>
</tr>
<tr>
<td>Japanese</td>
<td>4</td>
</tr>
<tr>
<td>Korean</td>
<td>2</td>
</tr>
<tr>
<td>Latin American</td>
<td>26</td>
</tr>
<tr>
<td>Middle Eastern/Near Eastern</td>
<td>20</td>
</tr>
<tr>
<td>including Judaica</td>
<td>20</td>
</tr>
<tr>
<td>Pacific</td>
<td>3</td>
</tr>
<tr>
<td>Slavic/East European</td>
<td>30</td>
</tr>
<tr>
<td>South Asian</td>
<td>5</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>9</td>
</tr>
<tr>
<td>West European</td>
<td>15</td>
</tr>
</tbody>
</table>

For Icelandic the total universe responded. Pacific and African area librarians are overrepresented relative to the total number, in the latter case, probably because of my encouragement of colleagues to respond.

Area librarians were invited to attend this conference to represent all of these geographic areas. All are represented here except for the Pacific and Iceland. Area librarians also were invited to the conference to represent different sizes and types of institutions, and the range of characteristics found in replies to the questionnaires.

The percentage of time spent on area studies activities by respondents is:

<table>
<thead>
<tr>
<th>Percent of time spent</th>
<th>Number of librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>74</td>
</tr>
<tr>
<td>50-99%</td>
<td>75</td>
</tr>
<tr>
<td>20-49%</td>
<td>11</td>
</tr>
<tr>
<td>less than 20%</td>
<td>21</td>
</tr>
</tbody>
</table>

More than 80% of the librarians spend half-time or more in area librarian activities. Those who spend less than half-time on area librarian activities do some selection of materials.

The area librarians were asked how much time they spend on different library functions. These data can be tabulated in many ways. The averages for each function tabulated below on 161 complete responses provide an overview of the distribution of the functions nationally.
<table>
<thead>
<tr>
<th>Function</th>
<th>Percent of time spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection development</td>
<td>41.5</td>
</tr>
<tr>
<td>Technical services</td>
<td>22.4</td>
</tr>
<tr>
<td>Public services</td>
<td>14.2</td>
</tr>
<tr>
<td>Administration</td>
<td>9.9</td>
</tr>
<tr>
<td>Bibliographic instruction</td>
<td>5.1</td>
</tr>
<tr>
<td>Fund raising/grant writing</td>
<td>2.7</td>
</tr>
<tr>
<td>Other: teaching</td>
<td>4.2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>It should be noted that technical services activities were primarily cataloging. If teaching, research, cooperative projects, and committee service had been listed on the questionnaire, rather than being written in by respondents under Other, it is possible that different responses would have been given.</td>
<td></td>
</tr>
</tbody>
</table>

Area librarians are a highly educated group. The degrees they hold are:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number of librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A./B.S.</td>
<td>187</td>
</tr>
<tr>
<td>MLS</td>
<td>161</td>
</tr>
<tr>
<td>Other MA</td>
<td>131</td>
</tr>
<tr>
<td>PhD</td>
<td>65</td>
</tr>
</tbody>
</table>

It is notable that over 70% hold a subject masters in addition to the MLS, and nearly 35% hold a doctorate. The importance of education was reinforced by write-in comments on the importance of area studies knowledge and the need to keep up with it.

It also is notable that history was the most frequent major for all degrees. At the bachelors level librarians majored in 41 fields. The most common majors are:

<table>
<thead>
<tr>
<th>Major</th>
<th>Number of librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>40</td>
</tr>
<tr>
<td>English</td>
<td>15</td>
</tr>
<tr>
<td>Russian</td>
<td>14</td>
</tr>
<tr>
<td>German</td>
<td>12</td>
</tr>
<tr>
<td>Chinese</td>
<td>8</td>
</tr>
<tr>
<td>French</td>
<td>8</td>
</tr>
</tbody>
</table>

At the masters level librarians majored in 46 fields. This may represent more narrow specialization than at the bachelors level or it may be an artifact of how the question was answered. The most common majors at the masters level were history 24 and Latin American
Studies 10. At the doctoral level librarians majored in 20 fields, with history being most common 21, followed by library science 8.

All of the geographic areas in which area librarians work, except Canadian Studies, require expertise in several foreign languages. The range of languages a librarian needs to know varies considerably among geographic areas. Area librarians reported on their language expertise at 3 levels: fluency, reading knowledge, and bibliographic knowledge. Collectively the librarians know 95 languages, which are listed in Appendix III A. As impressive as this number may sound, the linguistic universe with which area librarians deal is vast. At Indiana University, for example, the collection includes materials in over 700 African languages. Despite the large number of languages that area librarians know, language training was one of the three most important areas for professional development identified by area librarians.

Over 63%, 119 area librarians have held positions in addition to that of area librarian. The majority of these positions have been in academic libraries, in order of frequency in: collection development, administration, public services, technical services, and documents. Only a few librarians have worked in other libraries including public, school, and special libraries, archives, a USIS library, and as an ALA book fellow.

Over 37%, 70 area librarians have held academic positions either before becoming an area librarian or concurrently with being an area librarian. The overwhelming majority of these positions have been in colleges and universities teaching, in order of frequency: subjects, foreign languages, and librarianship. Only a few area librarians have held positions as a research assistant/fellow, editor, grants program officer, and area program director.

Nearly one third of the area librarians have worked in libraries outside the US; 61 reported having overseas experience, 125 reported having no overseas experience. The 61 librarians have held 71 positions overseas, since some librarians have held more than one position. A few of the librarians worked in a library overseas before coming to the US, but for most librarians overseas experience was temporary. The 61 librarians have worked in 43 countries: 10 worked in the UK/England, 4 in Germany, and 3 each in India, Iran, Israel, Japan, and Taiwan. (See Appendix III B for a complete list of where librarians have worked.) The length of time that area librarians have spent overseas ranged from 3 weeks to 20 years:

<table>
<thead>
<tr>
<th>Length of time worked</th>
<th>Number of librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 1 year</td>
<td></td>
</tr>
<tr>
<td>(3 weeks to 10 months)</td>
<td>18</td>
</tr>
<tr>
<td>1 to 5 years</td>
<td></td>
</tr>
<tr>
<td>(2 years most common)</td>
<td>40</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td></td>
</tr>
<tr>
<td>more than 10 years</td>
<td>9</td>
</tr>
<tr>
<td>(13 to 20 years)</td>
<td>4</td>
</tr>
</tbody>
</table>

Although not all ARL libraries are at institutions which also have a library school, 63 librarians reported that they have been mentors to library science students who have become area librarians. One hundred twenty one librarians reported that they had not served as mentors to library science students. Write-in comments reinforce the importance of on-the-job experience in the education of area librarians.
Area librarians are active professionally in library organizations and their committees. Collectively, the area librarians belong to more than 80 library organizations and committees and more than 80 area studies organizations and their committees. (See Appendix III C for a complete list.) Most of the organizations to which area librarians belong are US based, but some of them are foreign organizations.

Seventy-nine librarians reported being members of the American Library Association, but analysis of individual responses also indicates membership in many ALA subgroups such as the Black Caucus and CCAAM (Committee on Cataloging Asian and African Materials). While 19 librarians reported being members of ACRL, 33 librarians reported being members of 4 ACRL sections: the Anthropology and Sociology Section, Slavic and East European Section, West European Section, and Women's Section.

The area studies associations in which more than 20 librarians reported membership are the Association for Asian Studies 48, American Association for the Advancement of Slavic Studies 26, and Seminar on the Acquisition of Latin American Library Materials 26. On the other hand, there were a large number of area studies associations to which only a few librarians belong such as the American Oriental Society, German Studies Association, and Slovene Studies Society.

Clearly the descriptive data on professional membership are far more important than the quantitative data, since they show the wide range of associations to which area librarians belong, as well as multiple memberships by individual librarians. Area librarians maintain wide and diverse professional networks that provide support for their work.

The future of area librarianship is related in part to the continuing service of area librarians and their replacement upon retirement. The questions area librarians were asked complement those the ARL directors were asked about recruitment of area librarians. The area librarians reported years of services as follows:

<table>
<thead>
<tr>
<th>Years of service</th>
<th>Number of librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>2</td>
</tr>
<tr>
<td>1 to 5 years</td>
<td>40</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>42</td>
</tr>
<tr>
<td>11 to 15 years</td>
<td>23</td>
</tr>
<tr>
<td>16 to 20 years</td>
<td>21</td>
</tr>
<tr>
<td>more than 20 years</td>
<td>48</td>
</tr>
</tbody>
</table>

The area librarians also reported the number of years they plan to continue serving as area librarians as follows:

<table>
<thead>
<tr>
<th>Years of service</th>
<th>Number of librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>2</td>
</tr>
<tr>
<td>1 to 5 years</td>
<td>23</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>24</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>76</td>
</tr>
<tr>
<td>Not sure</td>
<td>51</td>
</tr>
</tbody>
</table>
One of the most significant findings regarding expectation for continued service as area librarians is that 27% were uncertain about the length of continued service. The reasons given were uncertainty about the future of area studies in general and about area librarian positions as they are currently constituted.

In the last five years, 106 librarians attended more than 30 different conferences where the future of area librarianship was discussed. The conferences with the largest attendance, each attended by 22 librarians, were the Association for Asian Studies, Committee on East Asian Libraries and Seminar on the Acquisition of Latin American Library Materials. Most of the conferences were library conferences, a few were area studies conferences, and one was the US Department of Education Title VI Area Center Directors' annual meeting which provided the stimulation for our future of area librarianship project (See Appendix III D for the list of conferences).

The areas of greatest need for professional development identified by area librarians are similar to those expressed by ARL library directors and area center directors. These needs are:

<table>
<thead>
<tr>
<th>Professional development need</th>
<th>Number of librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic resources</td>
<td>132</td>
</tr>
<tr>
<td>Language expertise</td>
<td>38</td>
</tr>
<tr>
<td>Grant writing/fund raising</td>
<td>26</td>
</tr>
</tbody>
</table>

The area of professional development in electronic resources covers a range of activities. Most librarians expressed a general interest in learning about new technologies or in learning about the Internet, World Wide Web and CD-ROMS, or in acquiring computer skills. Often this was coupled with a statement about change being frequent and there being more to do, but insufficient time to learn about new resources and acquire new computer skills. Other people expressed an interest in learning about electronic resources about specific geographic areas, or located in specific countries outside the US, or about specific types of resources, such as government publications. Others wanted to learn specific computer skills, for example, to develop a Web home page, develop user friendly systems for patrons, improve technical services in area studies, and improve job performance. (See Appendix III E for other professional development needs.)

In their comments on professional development needs librarians also raised some broader issues about electronic resources including the development of quality control of electronic resources in area studies, the impact of the electronic environment on cooperative collection development, and the role of area librarians in the new electronic environment.

This has been a quick overview of responses to the area librarians' questionnaire at a high level of generalization. From our discussions during the next two days I assume that we will receive guidance regarding what further analysis of the questionnaires would be useful for the action plan that we develop, and which data will be useful for us to refine, publish, and distribute to a wider audience. (Appendix III F includes additional comments about the future of area librarianship taken from the questionnaires which were not formally presented at the Conference.)
Discussion: Survey Results

Participants responded with a variety of questions, suggestions, and observations regarding the survey results. While there was general consensus that the data collected represent an important first step and contain valuable information, many expressed the desire for a more detailed interpretation of the data and the collection of some additional data. Specifically, participants were interested in a more thorough breakdown of job responsibilities and duties among area librarians. How many area librarians are involved in bibliography, acquisitions, cataloging, etc.? Are area librarians responsible for materials on a geographic area or only from a geographic area? Some expressed interest in seeing correlative data among librarians, faculty, and scholars. Questions also were raised regarding the structural positions of area librarians within libraries and the expanding responsibilities of area librarians. Some participants described jobs where the responsibilities had expanded exponentially over the last decade. Others told of area positions in which other positions had been folded into the original. Participants noted that restructuring of some positions had been so drastic that collecting accurate information concerning job responsibilities may be difficult. Nonetheless, interest in obtaining more data ran very high.

The subject of job responsibilities led to a discussion of career paths. Participants noted the diverse and sometimes unpredictable turns that had resulted in their eventual arrival as area librarians. Some expressed interest in further data on what life decisions, job experiences, and other factors culminated in choosing this profession. Many participants noted the time gap between area training and receiving the MLS. The two are seldom earned simultaneously. This may change somewhat with the advent of dual degree programs. It also was noted that some area librarians receive their area training outside of traditional area programs, specifically in literature and linguistics. There was interest in finding out if library schools which had closed had offered courses on area librarianship. The need for encouraging students to prepare for a career in area librarianship from the time they first entered library school also was noted.

There was consensus on the importance of language training and maintenance. Nearly everyone agreed that language proficiency needed to precede library science training. Participants noted that for many area specialists continually expanding language maintenance was necessary. Interest was expressed in collecting data on which institutions provide language maintenance support and how these programs are implemented. The issue of English language proficiency was raised for those librarians who had received their initial training overseas.

The revolution in computer technology and information resources was the focus of many comments. At least one participant felt that the emphasis on computer technology was replacing traditional area librarian strengths, specifically, knowledge of the literature and the area. It was observed that recently the library science profession has begun attracting a larger percentage of students with a background in the sciences. However, the majority of students still come from the social sciences and humanities.

In general, participants felt that the future would demand increased cooperation across disciplines, departments, and institutions. Many spoke of the broad diversity simply among the size of the libraries with international collections. Others noted the need to instill in educators a
broader international perspective in order to facilitate a more thorough understanding of the librarians' problems and contributions. Cooperative collection development was suggested as a possible solution to some problems.
Reports on Small Group Discussions

Education and Preparation of Librarians

1. How can we encourage interest in area librarianship among library and information science students, few of whom are aware of the existence of such positions (particularly in view of the fact that such positions are not ordinarily entry level)?

This question generated quite extensive discussion of exactly what constitutes area librarianship, the fact that area librarianship is not monolithic, the need for a list of basic competencies for area librarians, whether area librarianship as we know it would continue if there were no Title VI centers, the need for more information about career paths so we know why people become area librarians, the financial and other rewards of area librarianship, and the need for a market survey. There was considerable disagreement among participants about the present and future needs for area librarians and the kinds of roles they will fill.

There was consensus that area librarians need to market themselves by making their activities more visible on campus. They also need to make area and research librarianship a legitimate academic career path, and publicize it starting at the undergraduate level. Undergraduate job fairs could be held and student employees in libraries could be encouraged to become area librarians. Area studies programs will probably be more appropriate for recruiting area librarians than library schools, which currently focus more on theoretical background than content. Mentoring is very important.

There was concern that the trend toward less funding at the national level for students will have a negative impact on recruitment of area librarians. Scholarships and fellowships are important: FLAS fellowships could be given and universities could develop programs based on LC's junior fellows program. Area studies and library associations can promote area librarianship by providing funding as well as information.

It also was suggested that talented para-professionals be encouraged to become area librarians.

2. How can we encourage interest in area librarianship among library and information science educators, few of whom are familiar with the requirements of such positions? (Of all educators listed in the most recent ALISE (Association for Library and Information Science Education) Directory, only two list area studies among their top five areas of expertise/interest -- one a Senior Fellow at Rosary; one an Associate Professor at Western Ontario).

A speakers' bureau of area librarians to meet with and provide outreach to library educators was seen as the primary means of communicating about area librarian positions. Trying to develop teaching partnerships with SLIS faculty to provide hands-on experience in area librarianship would be possible in those institutions with library schools.

On a more general level by more effectively projecting what they do, area librarians can make SLIS faculty, as well as others, more aware of area librarianship. If there were more required area studies bibliography courses for graduate students, and possibly undergraduates, this also would raise awareness of area librarianship.
3. In which LIS courses could/should area librarianship be presented and discussed? (Collection Development and Management, Basic Reference, Advanced Reference, Academic Libraries, etc.)

The marginal role of area librarianship in library schools was widely acknowledged and felt to be becoming worse with the increasing emphasis on information science in library schools.

This question stimulated a general discussion of skills needed by area librarians in the changing and increasingly electronic environment, rather than specific answers to the question. For example, what skills do bibliographers need when vendors and approval plans are being more widely used? What is the reference role of the area librarian when more questions are being managed by electronic tools? What roles will area librarians have in processing with the increased use of outsourcing?

4. Are dual masters (MLS/Area Studies) or specialization programs at the Master's level the best preparation for area librarianship (again taking into account that most such positions are not entry level)? If so, what elements should be present in such programs? If not, what other options are there?

It was generally agreed that area studies training is more important for area librarians than library training. The library degree helps one apply knowledge, area studies provides the knowledge. Distance education is a possibility as part of and as a supplement to the dual degree program. This would address the problems of critical mass and physical proximity for viable dual degree programs. Because area librarian positions are multi-faceted and diverse, there will not be one kind of degree program that will fill all needs. Summer institutes, senior fellows programs, and other forms of continuing education will be necessary.

Continuing Education and Professional Development

1. What are the topics requiring priority attention in continuing education programs for area librarians?

There are many areas in which continuing education and professional development are needed. One of the most important is language training, including the maintenance of language skills and the expansion of language skills to meet multi-lingual needs and basic vocabulary in areas other than the social sciences and humanities.
Area librarians need to maintain and expand knowledge of area studies as traditionally defined, and become familiar with other fields including law, business, the applied sciences, and interdisciplinary areas. They also need to become computer literate at a general level, familiar with the content of online databases, be able to navigate the Internet and create Web tools, understand the impact of electronic resources on publishing, and apply new technologies in collection development, technical, and public services. The acquisition of grant-writing and fund-raising skills also are high priority. For some area librarians management and cross-cultural communication skills are needed.

2. How should continuing education programs for area librarians be organized and delivered? Should general programs for all area librarians be the priority or should the focus be on activities in world area specializations?

There was consensus that individuals and library and area studies organizations share responsibility for continuing education and professional development, and that library schools are not providing and will not provide relevant programs. A variety of approaches were discussed and need to be utilized, including summer workshops, pre- and post-conferences, on-campus library and area studies association programs, a senior fellows program, internships, foreign travel, teleconferencing, and independent study. In general, basic technology training can be provided on campus, while content-oriented training needs to be provided by library and area studies associations. ALA, ARL, ACRL, and area studies associations were mentioned as appropriate for providing programs.

3. What continuing education opportunities would enable a librarian to prepare for a move to an area specialist position from another assignment?

There was agreement that more data are needed to answer this question. Skills associated with existing area studies positions and their impact need to be enumerated. A market survey of area librarian positions is needed. The focus of discussion was on the first and second questions, rather than this one.

4. What incentives should be implemented to encourage participation in professional development activities by area studies librarians?

There was consensus that the primary incentives include released time, funding to support professional development, professional advancement, such as promotion and tenure, professional recognition, and support from area studies centers. There also was consensus that the current organizational culture in research libraries does not provide these incentives.
Area Programs and Funding Issues

1. What are the main priorities for future cooperation between area programs and libraries? What steps can be taken to meet these priorities?

Since most of those who participated in the discussion were librarians, the library perspective is dominant in the ideas presented. There is need for more discussion of these questions with area program faculty. There was considerable overlap in the discussions of the four questions, but ideas have not been repeated in the summaries.

It was acknowledged that area studies programs and libraries have different agendas, so we need to find common interests and work together on these. Funding, strong collections, and effective communication and working relationships between area programs and libraries are high priorities.

Librarians need to be willing to become involved in the administration of area programs by participating in the writing of grant proposals, planning program activities, and discussing the curriculum. Librarians need to be involved in and informed about new directions planned by area programs. Librarians should support area studies programs by teaching bibliography and area studies courses, and helping interns in the library. Area studies programs need to approach business and the sciences and libraries need to provide parallel support. Libraries and area studies programs need to work with disciplines to increase the visibility of area studies in the curriculum, extra-curricular activities, and library collections.

2. How can area programs, libraries and area librarians work together to most effectively build cooperative collections for both local and national consumption?

Area studies faculty need to understand that cooperative collection development is a part of the current academic environment. Good communication between libraries and area studies is essential for cooperative collection development. Faculty can help identify subjects and collections for cooperative collection development, and identify "outreach" communities that can benefit from cooperative collection development. An official liaison between an area program and the library would facilitate working together.

3. What strategies can area studies programs, libraries, and area librarians adopt in anticipation of future changes in federal funding for international education and research?

Existing library funding needs to be formalized at an administrative level and area programs need to support area librarians in obtaining library funding. Area programs need to work more closely with library development officers. Area centers and libraries need to work together to identify corporate sources of funding and private foundations at the local and national level which can be approached for ongoing and project funding.

More collaboration across areas and institutions for such activities as outreach and cooperative collection development need to be explored.

4. If shrinking budgets necessitate a further streamlining of programs and collection across institutions (for instance, consolidating the study of a particular world area to only one of a group of regional universities), how can both academic priorities and collection development
Library impact statements are needed as a basis for decision-making. Sunset protocols may be necessary. Including smaller libraries in cooperative projects should be explored in order to share costs more widely. Multiple strategies should be used rather than a single strategy. Many ideas mentioned for the previous questions also are relevant for this one.

**Cooperative Efforts and Technology Issues**

1. How can area librarians share knowledge of and build on existing cooperative arrangements to: a) acquire/deliver electronic resources b) build monograph collections c) coordinate serials cancellations and new subscriptions?

One of the discussion groups focused on general issues pertaining to cooperation that are relevant for all of the questions discussed in this session. Primary motives for cooperation are usually budgetary and to gain access to materials. Trust is basic to all successful cooperative programs. Commitment to cooperation should be obtained by thoroughly exploring possibilities for cooperation and obtaining ongoing administrative support so that projects can be carried out.

Successful projects are ones that start small, rather than being "massive" in scope, and which are integrated to include the acquisition, cataloging, and delivery of materials. Ultimately the success of cooperative projects depends on the people involved in each project.

There was consensus that a white paper on cooperative activities that surveys current and past cooperative projects would be useful, so that successful ones could be used as models for future cooperation. Cooperative projects have existed on the national and regional levels.

When developing cooperative programs international organizations should be taken into consideration and good working relationships should be maintained with the traditional disciplines. It was suggested that a rolling plan rather than one plan for the future might be more appropriate.

It was pointed out that existing library consortia do not coincide with area studies. There is a basic infrastructure for cooperative area studies programs at the Center for Research Libraries in CAMP, SAMP, SEAM and the other cooperative microform projects. Can this infrastructure provide the basis for additional cooperation? Can the area studies projects at CRL cooperate with each other?

To acquire materials overseas the use of in-country staff to identify and acquire materials and the use of one area librarian to acquire materials on behalf of several institutions which would then be centrally stored should be considered. Individual libraries need to be willing to change collection development priorities in order to participate in cooperative collection development projects.

Digitizing materials at the source needs to be explored, keeping in mind the great differences in technology in different world areas. Cultural restrictions in source countries and copyright restrictions need to be explored. There needs to be a cost assessment of sharing resources electronically and an assessment of institutional changes that will be required. To share materials electronically major changes in attitudes will be necessary regarding access and ownership.
2. What strategies can area librarians use to cooperatively select materials for preservation in hard copy, microform, digital, and other forms, and how can arrangements be made to cooperatively share preservation copies?

There was consensus that the mechanisms for cooperative preservation projects are already in place. As with the acquisition of print materials, there is the need to move beyond an institution-by-institution approach. There is a need to preserve rare endangered collections abroad and unique collections not in libraries in the US and abroad. International projects, such as the European Microform project, should be considered. It was noted that commercial preservation projects tend to be prohibitively expensive and that possible reductions in NEH funding may jeopardize existing preservation projects. It was suggested that microform be reconsidered as the preferred means of preservation now that electronic access facilitates distribution of digitized materials. The need for developing a framework for handling digitized materials was acknowledged.

3. How can area studies librarians and area studies faculty establish a cooperative forum for evaluating Internet resources for area studies and disseminating critical evaluation of these resources?

A number of different approaches were discussed but there was not consensus on which were the most appropriate. Some suggestions were laissez-faire: let people do their own evaluations or rely on the eventual "shakeout" from the proliferation of websites. There was considerable discussion of area-by-area and university-by-university approaches to evaluation. The development of home pages that evaluate Internet resources would be appropriate.

There was consensus that area librarians should provide workshops and instruction for faculty and students in the use of Internet resources. Making faculty and students aware of electronic access to the catalogs of peer institutions will facilitate sharing resources institutionally and cooperatively acquiring materials.

4. What should be the role of the World Wide Web in disseminating information about cataloged and uncataloged area studies collections?

There was consensus that there is a need for more publicity about library collections in general, and that Web pages are appropriate for this. Since there is increasing interest by users in electronic information and some users reject print finding aids, providing information about uncataloged collections on Web pages might be especially appropriate. It was noted that there may be some local opposition to publicizing uncataloged special collections. Providing guidelines for Web page development to publicize uncataloged collections, or for other specific purposes, would be helpful.
Other Issues

In the discussion of these four questions, some general issues were raised regarding how area librarians' positions are being reshaped by technology, the need to deal with both print and electronic cultures, the need to deal with new attitudes toward information as a commodity, and the importance of developing "impact statements" on how technology has influenced the acquisition and processing of area studies materials and the reference roles of area librarians.
I stand up here tonight with apprehension, for two reasons. One, I'm a novice in area studies speaking to a number of experts with a great deal of very specialized knowledge. Although I've had a lot of exposure to international librarianship and worked and taught in several countries around the world, I do not have in any way the depth of specialized knowledge and understanding that each of you has. Therefore how can I hope to tell you anything about an area that you have spent a great deal of time and energy thinking about and working with? What I hope I can do is to put our discussion into another context - that of library education. I'm also apprehensive about speaking as an after dinner speaker. When Jim Neal called me and asked me to speak tonight, my concern was a very personal one - I'm going to Vietnam next week to teach the final master's degree course to six Vietnamese librarians who have been part of the Harvard-Yenching-Simmons Library School library education project and I was not sure how I would do it all. However, my interest in learning more about area librarianship and your needs, and Jim's persuasive request motivated me to accept. At the time I did not give any thought to the fact that it was an after dinner speech. When I did think about it, I became concerned because those people who know me well know that I can get quite passionate and intense about topics that concern and interest me. An after dinner speech is supposed to be light and entertaining and, unfortunately, that's not my style. So, I began the research that all people making speeches and presentations do, the search for that joke or entertaining quote. But the appropriate story or quote was not to be found. Knowing that Jim Neal is a storyteller par excellence, I thought maybe I could con him into telling a few opening jokes, since after all he did ask me to make this presentation. But I could not talk him into that. Then I thought maybe I could tell stories on myself, relating to my international teaching experiences, but that did not seem quite fitting, because I know that many of you have had many more interesting, enlightening, or bizarre experiences in your travel than I have. So here I am to talk in my intense, concerned style about the role of library and information science programs in the future of area librarianship.

When Jim called and asked me to speak at this conference on the future of area librarianship I realized that, in spite of my interest in international librarianship, my work with international library school students, and my teaching abroad that I had not heard or thought of the terms area librarianship or area studies in a long time. Consequently I did the usual thing and did a literature search on area studies to see what had been written lately. As I am sure you know, there has not been a great deal written on this topic that is indexed in library literature. And I'm also sure that you know that area librarianship has not been a topic of concern among library educators. However, our world of rapidly changing political boundaries and concerns for cultural diversity require that we at least examine why we are not addressing area librarianship in library schools. Before I begin to address this specific topic, I would like to bring up another concern - that is the concern for terminology. I've been around long enough to have seen the discussions of interlibrary cooperation move to resource sharing, to access versus ownership, and the study of library administration become the study of library management. The Library of Congress subject headings still use area studies, but I've also heard people talk about the term and use the term international studies. And although it may not be politically correct, I'm going to use the concept of area studies to mean the study of several social sciences, such as history,
anthropology, geography, economics, political science, and sociology in a multi-disciplinary approach, to bring about understanding of contemporary society in some specific geographic area. I'm also going to consider area studies as paying particular attention to language competence. To address my topic of the role of library and information science programs in the future of area librarianship, I would like to discuss the topics of students, faculty and area librarianship, the schools themselves, and the access to area studies collections to support courses or programs in librarianship, and to look at them in the context of the past, the present, and the future role of library and information science programs and area librarianship.

Thirty years ago, on May 20-22, 1965, the graduate library school of the University of Chicago sponsored a conference on area studies and the library. The introduction to the proceedings of this conference includes a statement that I feel is as true today as it was 30 years ago: "The building up and maintenance of these area collections needs special personnel with both language competence and area background. The traditional programs in library schools, or the language area centers, are not oriented for training students to handle such materials. These area library positions require special knowledge of bibliography, the book trade, and the physical books of the area, in addition to a thorough understanding of its language, literature, history, and culture. Thus the personnel requirements for service in area collections present needs for a special training program." The papers at this conference highlighted the problems of recruiting students into area librarianship, because of the need for language competence and the area background. There were three kinds of students identified as possible candidates for area librarianship: the American students who had gone through area studies programs and who would then take a library degree, American students who had library degrees and who would then go through area studies programs, and immigrants who had the language and area backgrounds from their home countries and who would take library degrees. Recruiting these people into the profession and then into our libraries raised questions of salary and status. If people had spent the time and money to receive master's degrees in both library science and area studies, they certainly deserved remuneration for that background knowledge and expertise. Thirty years ago there were few full-time faculty in library schools with the background that could enable them to teach specialized bibliography and materials courses for area librarianship. Consequently, there were few courses available in library schools that could prepare librarians for area librarianship. The few courses that were offered were usually taught by adjunct faculty who were the librarians or bibliographers for the area collection located at the university of the library school, or at a nearby university. Access to collections of area studies materials supporting the area being studied was another issue. It is difficult to teach the selection, acquisition, cataloging, and processing of specific materials if you do not have access to the materials which you are studying and discussing. The library school thirty years ago was pretty traditional. Students studied the usual reference, cataloging, literature, bibliography, technical services, administration, and children's librarianship courses. A few of the library schools were just beginning to teach automation courses, and the MARC format and OCLC were just beginning to be talked about. Thirty years ago many of the topics we are discussing in this conference were seen as possible solutions to the shortage of trained area librarians. Automation and technology as well were seen as ways to deal with some of the problems in area librarianship.

Today I see the problems of area librarianship as even more difficult and serious than thirty years ago. To begin with, schools of library and information science are reexamining their missions and are trying to determine the best way to educate librarians and information scientists
for the future. We are seeing and feeling this turmoil as schools close, change their focus, change their names by dropping "library," and change their relationships to their parent institutions. Study of what library and information education should be in the future is being supported by several grants at the University of Michigan and at Drexel University. The discussion on the Cristal-Ed listserve at the University of Michigan shows that there is no agreement as to what library and information science is or should be. This leaves many schools of library and information studies trying to meet the needs of two groups: the library group and the information science group. These schools must have one foot in each camp: the library camp, and the information science camp. The library camp says that there are still a lot of libraries that are collecting print materials and that the people they hire must know how to select, acquire, catalog, process, and use print materials. And they also must know how to select, acquire, catalog, process, and use electronic materials. The information science camp is providing electronic access to materials and is looking for people who are adept at handling electronic journals, databases, computer hardware, software, networks, and telecommunications. Library schools are grappling with positioning themselves to preserve their existence and their future. Now I am sure that you are aware, as I am, that it should not be an either library or information science program, but a combination of both. Print materials are not going to disappear. We will at least have a retrospective print collection for a long time. And someone needs to be able to continue to acquire, catalog, process, and use print materials as well as electronic materials. However, in terms of planning, budgeting, and providing courses in both areas, it is a difficult time for library schools. It is very expensive to offer all of the necessary courses to meet the needs both of the library group and the information science group and, at the same time, maintain class size. Library schools and their parent institutions are becoming more rigid about class size, and are canceling and removing courses from the curriculum which cannot attract sufficient numbers to make them viable economically. And, unfortunately, many of the special area bibliography courses are of interest to only a small number of students. A library school rarely has a sufficient number of students interested in a course such as Slavic bibliography, to be able to offer it on a regular basis. For example, Simmons has offered a Southeast Asia bibliography course taught by Judith Henchy of the University of Washington for the past two years for Vietnamese and Thai librarians. However, the course will probably be dropped once the Harvard-Yenching program ends. So the number of students interested in a course plays a very important defining role in what is offered in our library schools. The current students still come from the same academic disciplines as in the past. The majority of their undergraduate degrees are in the humanities, with history and English literature being predominant. However, very few of them have language courses or area backgrounds. The students are coming into librarianship because of the opportunities offered by automation. They see their future careers based in technology. Yes, there are students with international work experience and interest, but we are much more likely to deal with international students from abroad and recent immigrants than the American student with an area studies background. In addition, the students do not have strong backgrounds in the liberal arts. Their undergraduate courses are of a much more eclectic array. This, combined with the increasing interest in information science, means we are moving away from the scholar-librarian who was a knowledgeable "book person." The faculty member in the library school of today is much more likely to have an information science background. The number of faculty with library backgrounds is diminishing as people retire and the people being hired are coming not out of the traditional library backgrounds and library PhD programs, but rather from the information science side. The faculty that are being hired today have a much
stronger interest in the information science area. In fact, I recently had a junior faculty member say to me, "I'm trying to decide whether I should pursue my interest in the library side or in the information side. I've made the hard decision that if something should happen my future will lie in the information side, and so I am going to move to that side of the house." And it is often a split house with two very disparate interests. In order to offer the area studies bibliography courses, or courses of interest to area studies librarians, we would continue to use adjuncts from area studies programs; our library school faculty simply do not usually have the strong area backgrounds. We still would continue to need access to area collections in order to orient students to the types of materials to select, acquire, catalog, and process.

Where are library schools going? I suspect that there will be those that are moving very quickly to the information science side. There will be those who, in order to continue to meet the needs of their constituencies, will try to maintain a foot in each camp. There are, as we say when we talk about the New England region, many small public, academic, and school libraries that are going to be print-based and print-oriented for a time to come. However, if we do not continue to move quickly to the information science side, we see our existence diminishing over time, and this is certainly a discussion that the faculty has had. We, like other programs in academic institutions, must be able to draw and keep the students necessary to maintain our existence. Therefore, in order to interest library schools in offering courses to meet the area studies needs, we are going to have to convince library schools that there is a need and that it is a viable course offering. Another way that we can meet the need for area librarianship is definitely through joint degree programs. Joint degree programs actually have a lot to offer. They are certainly a sales type of thing, because in a joint degree you are allowed to use several courses from each of the degrees toward the other, which means that you do not have to take as many courses in each degree. It therefore cuts down on the cost of the degrees, and it cuts down on the time of study. We have recently started a joint history/archives program, and I am absolutely amazed at the number of people who are coming into it. The first year I think we have something like 15 students and given the cost of Simmons tuition and the commitment to close to 60 credits, the students have made a large financial and time commitment, so I think that there is a strong interest in joint degrees. For those library schools that have access to area studies programs - this seems to me a very attractive way to meet the need in the field.

Another way to meet the need would be through summer school courses or institutes. The library schools certainly could offer courses in the special subject areas, perhaps attracting enrollment as continuing education courses, therefore making them viable for master's degree people as well as for people out in the profession. Another way is that library schools could cooperate. That means that some could specialize in certain area studies and make that course available to the students at other library schools. Now, certainly you could do that by moving the students physically for a period of time from one school to another, accepting the credits for that particular course. But, technology and developments in the area of technology are offering a lot of opportunities for us. Library schools are just beginning to move into the areas of distance education, but the opportunities certainly are there. Library schools, because most of them are very regional, are looking at this as a way to expand their geographic area of coverage to recruit students, and this also could be a way to meet the needs for some of the area studies courses. Ways that I could envision are, for example, through interactive video or interactive television, where you have a faculty member in one location, students in a variety of library schools around the country who could interact with that faculty member, giving students the opportunity to speak, talk, work with that person. That type of education does raise the issue of collections
because the collections are not always available in the different locations - but I'm sure that if we wanted to work at this to make it work we could come up with some way to do it. Another way is simply to have a course offered in one location, have it videotaped, use as some of the educational institutions are already doing - by offering video classes or putting the course up on one of the satellites, such as Mind University. The University of Arizona offers its library degree via video using the Mind University Satellite. This certainly is a way this specialized type of knowledge may be able to be shared and to make it viable. Another way is through the use of Internet email courses. Syracuse University has just recently started an information science program where the majority of the work is done over the Internet through email. The students must go to campus, I believe for a week each semester, to orient themselves to the courses and the faculty and the program, and then the remainder of the program is being conducted over the Internet and through email. We do shake our head, raise our eyebrows. Yes, those of us that believe that there is an exchange of knowledge, an interchange, a learning experience between the faculty member and the student, wonder about this as an educational methodology. Certainly you wonder if the exchange of information between the students, the socialization of the interaction between the students is being lost, and yet this is the way that a number of the library programs are experimenting with moving, and it may be a way that we will have to consider, if we cannot meet the needs and the courses for area studies and area librarians in other ways. What about the students for these programs of the future? If the students coming into library schools continue to see the library and information science profession as one growing in the use of automation and technology, will they have the language backgrounds, the area studies backgrounds? Will they see the career possibilities? Will the salaries affect their decisions? What about the status? These are all issues that we will have to think about as we look at recruiting students. They are not however, different, than any of the other recruitment issues that we are dealing with for librarians. These are a number of the areas that continue to come up.

I think, like the students, the faculty will continue to be based in the information science areas. That means that we probably, just as we have done historically, will in fact have to depend on you as adjunct faculty to teach these courses and to, in fact, perhaps make the overtures to the library schools, make the recommendations as to what should be taught as part of these courses. The full-time faculty, the faculty of our library schools of today do not have this knowledge and background, this expertise. I look at myself very honestly, and as I thought back on this area I realized that when I went to the library school at the University of Pittsburgh, area studies was a big topic, it was a growing area, it had a lot of interest. And I realized that in spite of my involvement in an international arena over all of my years in library education, area studies and area librarianship had slipped from the picture. And it does mean that you are going to have to work to educate the library schools and the library school faculty to your role and the importance of your programs. That, perhaps, as we look to the future, may be one of the action agenda items that you are really going to have to work on. You are going to have to have someone in the library schools who talks about this as a career possibility, who encourages students to think about it, who as the students express interest in international work, international librarianship, expertise in areas, point out that this is a career path for them. I will admit that as the students come to me and talk about job possibilities, this is an area that was not at the forefront of my mind. It was something that did not stay there to make me think to offer it to students as a possibility. This conference certainly has brought it to the forefront and certainly will help me to look at the possibilities of how we can encourage students to study in these areas and to look at the career possibilities. But I am only one person in a large array of library school faculties, so it
does set up an agenda item for you. Therefore, I think that we need to look very strongly at the recruitment issues. We need to look at the marketing and public relations issues as we meet and speak with library schools, with library school faculty, with other librarians, with students, with college students in area studies course, and, as people mentioned this afternoon, even with high school students interested in an international arena - to encourage them as possibilities. Thank you, and I hope that this has elicited some ideas and that we can have a discussion of some of these possibilities or even suggestions as to what you think library schools should do. Thank you.
Modernizing Mycroft: The Future of the Area Librarian

Deborah Jakubs, Duke University

It is a pleasure and an honor to have the opportunity to address such a distinguished group. I have given a number of talks on related topics, though never on this particular subject, which is of special and enduring interest to me. What makes this opportunity even more welcome is the fact that my audience is largely composed of experienced, well-informed, intelligent, overworked, overcommitted, bruised, and embattled fellow area librarians. In these remarks I wish to share with you some perceptions that derive from my own experience in a variety of spheres -- as bibliographer, as department head or "team leader," and as a Title VI center director. I hope they will assist us in designing a strategy to clarify, redefine, and advance the role of the area librarian. I look forward to the discussion that will follow.

During the 1960s and 1970s, when the idea of hiring subject specialists in academic libraries in response to the growth of area studies programs within universities was still new, the topic generated a modest body of literature. As attention has turned in the 1980s toward more general collection management issues, writing on subject librarians has dwindled. There are a few potentially relevant articles here and there, which fall fairly neatly into several groups, covering the standard topics: the full-time/part-time bibliographer dilemma; the question of credentials, i.e., whether bibliographers need a second master's degree or a PhD; academic status and publishing or perishing among librarians; self-image and leadership qualities. There is an as-yet unpublished article co-authored by my Latin Americanist colleague Mark Grover from Brigham Young University, with Susan Fales and Larry Ostler, on "Reference and Collection Development: Are They Compatible?" which takes head-on yet another of "the issues" for bibliographers; namely, whether or not collection development and reference work blend naturally and should be combined in the same positions, and analyzes the personality differences between bibliographers and reference librarians. There is an excellent article by Allen Veaner, entitled "Paradigm Lost, Paradigm Regained? A Persistent Personnel Issue in Academic Librarianship, II," in which the author contends, among many other things, that librarians' intellectual and programmatic responsibilities are undelgatable, and, hence, that research librarians like us are indispensable. This is a rather different view from that expressed in 1978 at a meeting of the Association of College and Research Libraries (ACRL) by Dennis Dickinson, who presented a paper entitled, "Subject Specialists in Academic Libraries: The Once and Future Dinosaurs," claiming that the prevailing economic conditions in research libraries have "rendered obsolete" many of the original justifications for the subject specialist: "It may very well be, then, that subject specialists are, at this point, at least as much a part of the problem as they are the solution, insofar as they require, in order to be effective, very substantial book funds on which to draw, and their relatively high salaries come from money which could otherwise be used directly for acquisitions, restoration, preservation, etc."

What does the scarcity of contemporary publications about area librarians indicate? That it is not an interesting topic? That it is a hot potato? That it is perceived as tangential? It certainly is a good time to address it. Universities are rapidly "internationalizing," area studies faculty are radically shifting their approaches to scholarship, turning to more cross-national analysis, and foundations and other funding agencies are changing the way they support "area studies." Although the Department of Education, under Title VI, continues to define programs strictly in regional terms, other funding sources have blurred or erased those firm "area" lines as scholarly
work moves freely across them. In addition, the "bag of tricks" that librarians must manage has
grown increasingly larger and heavier with the advent and rapid expansion of access worldwide
to resources in new formats. Budgets have been shrinking, or remaining static at best, with the
concomitant implications for acquisitions, especially of foreign-language materials, with which
we are all painfully familiar. Library issues have been highlighted in plenary and discussion
sessions at the last two Title VI Center Directors' meetings in Washington, demonstrating
heightened awareness of the complexity of the role of the area librarian. Area librarians are not
dinosaurs; they are evolving, and entering a new phase.

The importance of this topic also has been underscored by the work of the Task Force on
the Acquisition and Distribution of Foreign Language and Area Studies Materials, jointly
sponsored by the Association of American Universities (AAU) and the Association of Research
Libraries (ARL). The Task Force concluded its work last year and issued a report which, along
with those of the other two task forces (on intellectual property rights in an electronic
environment, and managing scientific and technological information), has now defined the
direction for much of ARL's present and future activity. The most significant feature of that
activity is a set of three pilot projects -- on Germany, Japan, and Latin America -- that will
establish new, cooperative, and distributed models for acquiring and making accessible area
studies collections. Paradoxically, at a time when many indicators would lead us to conclude that
librarians with language and area expertise are more necessary than ever, in some circles such
bibliographers are perceived as merely a luxury for libraries. Is specialization a luxury? Or is
specialization a necessity?

In this presentation I would like first to focus on the image of the area librarian and to
suggest some ways to change that image, before moving into a more specific discussion of the
four areas of emphasis of this conference: training, continuing education, and the impact of
electronic resources and cooperative programs on area librarianship. I am convinced that at the
root of the "endangered" status of area librarians is a misconception about what they do, what
they are capable of doing, and what they should be doing in the modern research library.

The area librarian does not enjoy a positive image in all circles. One important reason for
this is that the work of the area librarian is not widely understood, or easily quantifiable in these
days of justifying FTEs based on their productivity. Let's face it: the terms that come to some
minds within libraries, in connection with area bibliographers, are far from complimentary:
"pompous," "privileged," "prima donna," "traditional." "What do they do all day?" "They must
have a lot of time on their hands." "Can't we put them on the reference desk?" And yet, this view
is unfair, and destructive. It is, ironically, precisely the successful fulfillment of the most
positive requirements of the area librarian's job -- the rapport with faculty, the close association
with and dedication to academic programs, part and parcel of the job, the broad subject
knowledge and an intensity of engagement with the field -- that create the paradox. Doing these
things well both allows the librarian to support the mission of the institution, to satisfy "the
customers," enjoying personal satisfaction and intellectual stimulation along the way, and yet
also provokes the development or the perpetuation of the negative image. Why this paradox?

I began to give this topic some serious thought when, several years ago, a library
administrator commented to me offhandedly, as if stating a basic, objective fact, "You know,
you'll always be suspect among other librarians because you have an academic PhD." "What a
liability!" I thought at the time. "What an interesting choice of words; 'suspected' of what?"
Later, as I reflected on the conversation, and on what would make me -- and others in my
situation -- "suspect" among library colleagues (after all, some of my best friends are suspect!). I tried to determine how things have come to this, and how we can move beyond the combination of professional insecurity and professional envy that must be to blame. How we can change our image. The flames may even be fed by some librarians with doctorates who, due perhaps to their own insecurities (at not being regular faculty, for example), behave in ways that exacerbate the tensions. Some are prima donnas. The bibliographer's job, did, after all, start out, at least in part, as a faculty job, back when faculty were responsible for book selection. Bibliographers do want to serve as communication channels between the library and the faculty; after all, we do seek to understand their resource needs; we do want them to alert us to new trends in their work and in their fields; all this is written into our job descriptions. Isn't it a goal of every librarian to serve the faculty well, to help students, and to be respected and valued for that service? But if we do it too well, we run the risk of being perceived as colluding, as identifying with them too much. We become "suspect."

This "us and them" mentality is unsettling at best. All librarians are critical resources, partners with faculty. We need faculty and they need us. We do not want to be them; we want to facilitate their work, and that of their students. We want to build deep, coherent collections. In many cases, because of area librarians' working partnerships with faculty, we are in the best position to explain the library to them, and to solicit their input on a wide variety of library issues that may affect them, in other words, to serve as a conduit for information in both directions. The area librarian, PhD or not, can play a wide variety of roles within the university, and thus achieve a higher profile than many others. This fact, though positive, can unfortunately become misconstrued as negative.

The job of the area librarian is not well understood largely because it has evolved as a highly independent role, and is not always well-defined. Area librarians are often left alone to define and fulfill their duties, and evaluation may be difficult (as is evaluation of bibliographers in general) precisely because of the highly subjective nature of the work. Who knows if I am ordering the right books? We may spend X thousands of dollars in a given fiscal year, or order X hundreds of books, and manage ten approval plans, but those are just numbers. What do they tell us? They certainly don't give an accurate picture of the value of the area librarian. Ours is essentially work that must be evaluated qualitatively. I believe that it is time to move from relative isolation into a new role that still recognizes the value of specialization. The future of area librarians depends on our adapting and modernizing, integrating our skills into the library in new ways, and therefore changing our image. Unless we do so, redefining our core responsibilities, we will continue to be misperceived and undervalued, and hence, endangered.

For example, many libraries are now scurrying to hire "electronic access librarians," whose sole responsibility will be to assist users in satisfying their information needs electronically. Does this really make sense? Should we not all be electronic access librarians? Area librarians should certainly be responsible for managing access to electronic resources that are relevant to their fields, many of which are increasingly originating outside the US. If we are to change the image of the area librarian, we must break the format barrier. We should be as comfortable with electronic resources as with print sources. The users do not differentiate; why should we? We should work more closely with other departments within the library, especially reference, special collections, and public documents, and with branch and independent libraries, such as law and business (especially becoming involved in the programs of the CIBERs, the Centers for International Business Education and Research), to develop and share our knowledge and skills, and simply to learn more about what they offer. Other collaborative activities -- team-
taught classes, jointly developed bibliographic tools, shared committee work, and proposal writing -- these are all logical possibilities for the better integration of area librarians. Far from suggesting that we all become generic public service librarians, I am advocating our interdependence. We should seek, in Veaneer's words, not to build a "team" but "to develop a style of cooperative independence uniting diverse interests into the achievement of common goals...."

At Duke the area librarians have been organized since 1991 into the International and Area Studies Team. We chose this structure, which is similar to that in some other libraries, because it makes sense, given the peculiarities of collection development for our areas, and because it has been a very useful mechanism for involving the library as a player in the university's internationalization efforts. We also have "affiliated" members, whose home base is in another team but who have collecting responsibilities with some international focus, e.g., the art and music librarians. We have recently created the Center for International Library Programs (a concept, not a place) as an umbrella to foster collaboration in program development and to encourage closer coordination of efforts between IAS and the professional school libraries. This also has raised the library's visibility within the university, allowing us, for example, to emphasize the importance of including a library component in grant proposals that will have an impact on collections and services. IAS bibliographers are regular members of our respective area faculty committees, and of subcommittees as well (such as those responsible for allocating Foreign Language and Area Studies, or FLAS, fellowships). This helps us move from the traditional image of the isolated scholar-bibliographer into the realm of fund raising, collaborative projects, teaching, format-indifferent public service, and enhanced participation in university affairs. This increased versatility and visibility, and the development of complementary relationships within the library, will also go far to enhance the image of the area librarian and, in fact, of the library itself. It helps keep the university from taking us for granted.

Appropriate training for area specialists, beyond the obvious need for language skills, was much discussed in the '60s and '70s. The participants at the 30th Annual Conference of the Graduate Library School at the University of Chicago, held in 1965 and devoted to the theme of "Area Studies and the Library," complained about the lack of qualified people to fill the newly created positions of bibliographers. According to one participant, in 1964 there were 74 open positions but only 28 could be filled (Winger 1965, p. 362). Another speaker said: "We compete with each other scandalously for such people, and we import them from the remote areas of the world." (Wagman 1965, p. 351) According to a 1994 study on the demographics of research librarianship conducted at ARL, librarians are, as a group and on average, considerably older than individuals in other professions: 53.3% of subject specialists in ARL libraries are age 50 or older; 12.8% are 65 or older. The study showed dramatically the need to refresh the pool, to bring in new, young blood; there is every reason to believe that this is as true of area librarians (included in the category of "subject specialists") as it is of academic librarians in general.

Area librarians are a hybrid. They require a layer of specialized skills in addition to a basic understanding of the functioning of research libraries. The kind of knowledge that distinguishes area specialists from other librarians is not imparted in library school, nor is the core of library expertise they need taught in disciplinary graduate school programs. Library school courses on collection development tend to be general and theoretical, in part because, like the broader curriculum, they must address public, school, and special libraries in addition to college and university libraries. By necessity, given the language and subject skills the job requires, the area librarian has had other training or experience prior to becoming a librarian.
Many area librarians entered libraries through the academic door, by earning a graduate degree in a subject first, and later finding research librarianship to be a satisfying and stimulating outlet for their talents. Some have library degrees, some do not. Some area librarians have had previous incarnations as Peace Corps volunteers. Others may have been raised abroad, within families engaged in international business, education, or missionary work. Some people think that an academic graduate degree and having done one's own research is prerequisite enough to become a librarian; I believe that some additional training is necessary. I also believe that the solid core of area skills is the heavier component of the area librarian's expertise, and that library knowledge must be built upon that core, not the other way around.

What skills should the new area librarian have, in addition to area and disciplinary knowledge and language ability? A preliminary list would include: an engagement with issues for research libraries on the national level; a basic understanding of the internal functioning of the library, and the interrelationships among departments; how the collections budget is allocated and managed; interpersonal skills; a basic understanding of technical services (What is an authority record? What is a uniform title?); an understanding of the book trade; and very strong writing skills. Provided that potential employers will accept "equivalent experience" to take the place of the ALA-accredited MLS, future area librarians might acquire this knowledge through alternative means, for example, in an internship or apprenticeship program.

In the 1960s and 1970s, the idea of close cooperation between library schools and university departments was advocated. At Chicago and the University of Texas, for a relatively brief period, joint programs were offered between the library school and the area studies centers. The number of students enrolling in those programs was, however, small. Other models that have been successful over the years include a Mellon program at Stanford University Libraries that assigned "graduate student bibliographers" from various disciplines serious projects of collection analysis. This was helpful to both the students and the library. Participating in that program was an important formative experience for me. Another possibility is for the library to strike up an agreement with the graduate school, for example, as at Duke, where a graduate student in History receives a fellowship to work in the Special Collections Library.

Several other creative new approaches to the training of area librarians that combine "basic training" in librarianship with the area studies "layer" have recently emerged. One of them is Indiana's joint degree between area studies programs and the library school. Another is a new post-doctoral program through Duke University's Center for International Library Programs, which recently received funding for three years from the Andrew W. Mellon Foundation. The program will bring two recent Latin Americanist PhDs to Duke for a one-year, hands-on internship, in collaboration with UNC-Chapel Hill, which is our partner in a Title VI Latin American program and has an excellent library school. Mentoring will be a critical element of this program, and the fellows will spend time in other libraries on campus, including those of the professional schools. There is a program at the University of Illinois, the Visiting Research Associate in the Slavic and East European Library, designed to introduce young librarians to reference work in Slavic librarianship. It is often very difficult for new librarians to move into area librarian positions, since most require some experience. The Illinois program addresses that problem, at least for the Slavic field. These programs, though different in approach, share a goal: to make research librarianship 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. I have counseled graduate students from a variety of areas who sheepishly admit to being inclined toward a career in area librarianship, and are fearful...
of confessing this apparent "failure" to their advisors. This is unfortunate, since area librarianship can be at least as intellectually rewarding as a career in teaching, and even broader, in fact. That's what I tell them.

Area librarians should be confident that they play a critical role. For those who come from an academic background, and have been steeped in that environment, their first-hand understanding of the academic culture can help as they form relationships with faculty. But we must keep it in perspective; when I discussed with a History faculty member what elements should go into the Latin Americanist post-doctoral research library fellowship just described, he suggested, absolutely seriously, that a course of psychoanalysis might be in order to "re-socialize" an individual to counteract the negatives of the academic environment. A drastic approach to re-tooling indeed!

The next generation of area librarians will not face the same exaggerated dichotomy between print and other formats that we do, nor will they suffer from the negative image discussed earlier. Among job descriptions for collection development librarians, those solid area curatorships that tended to emphasize the "pure" selection of materials have been giving way steadily to creative combinations of responsibilities. Most of us would agree that general reference duties do not lend themselves well to combination with area specialization; in fact, this seems to be one of the great fears of area specialists: that they will be put on the reference desk. It does require a different kind of broad knowledge than most area librarians possess. But what about specialized public service, much more broadly conceived? User education, bibliographic and research methods instruction, service on university committees, orientation sessions on Internet and World Wide Web resources for specialized clienteles of faculty, graduate students, and visiting international scholars -- all of these are components of the job of the area librarian. To become more than conversant with these tools, i.e., to become true area resource/research librarians, a solid course of continuing education may be necessary, depending on the institution. In some libraries, cross-training between departments and with branch libraries may be the appropriate approach; for others, a more formal curriculum may be in order.

Buying trips abroad -- now not as common as they once were -- are of course a valuable means of keeping up with the field. Travel to conferences and, when relevant, pre-conferences, is a form of staff development, and for the area librarian it is critical. It is a way both to learn about trends in the field and to find out how other libraries are confronting change. It is also a way, increasingly, for bibliographers to get together to work out details of cooperative and consortial relationships, so it can serve a very practical purpose. When possible, sabbaticals and externally funded fellowships are another way for area librarians to renew their skills.

Not long ago, it was possible for many area librarians to tune out talk about digitizing and producing electronic resources for "our" countries. I am myself guilty, I confess, as recently as about five years ago, of stating with absolute confidence that, "books from Bolivia aren't going to be available in CD-ROM anytime soon," only to have to eat my words as I have watched, through SALALM, efforts to carry out such projects. The Bolivian case may not be too advanced yet, but many other countries of Latin America certainly are in the vanguard in this area. UT-LANIC, the University of Texas Latin American Networked Information Center, is in the top ten of most-accessed Web pages, and much of that access comes from Latin America itself. This is clearly one of the areas in which area librarians will be developing familiarity and more sophisticated skills -- in evaluating electronic products and assisting library patrons in their use.

It has become very clear to me through my work on the AAU/ARL Task Force on the Acquisition and Distribution of Foreign Language and Area Studies Materials and as chair of the
advisory committee of ARL's Latin Americanist Research Resources Pilot Project that cooperative, distributed models for developing and managing area studies collections are likely to continue to be the most productive approach to the crisis we face. Far from obviating the need for area librarians, these models will depend for their success on our knowledge of each region and its publishing, our familiarity with our respective universities' academic programs, and our ability to communicate well with faculty. In the initial phase of the three pilots, for example, they rely heavily on both clerical support and an intellectual framework. For the Latin American project, which is currently the most advanced (thanks in large part to a funding from the participating libraries and the Andrew W. Mellon Foundation), the former is provided by a project coordinator and the latter is supplied by the bibliographers of the 31 participating institutions.

The goal of these pilots, which will soon, we hope, evolve from "special projects" into a way of life for many areas of foreign acquisitions, is to expand the availability of foreign materials on our campuses, to make accessible to faculty and students more research materials, many of which are presently simply not being acquired. To do this will mean, in many areas, changing our acquisition patterns. Like any cooperative approach, it will mean fostering interdependencies among institutions, and providing expedited access to the materials needed by researchers. This will require crafting organic collection development policies, coordinating the expansion of the model over time, and publicizing widely among faculty its advantages. Responsibility for this will rest firmly on the shoulders of the area librarians. Specialization will be a necessity.

When I talked with my fellow area bibliographers at Duke about this conference, and about our future, the Slavic studies bibliographer referred me to a lesser-known character in the literature of Sherlock Holmes. In The Adventure of the Bruce-Partington Plans, it is November of 1895 and Holmes is restless. He asks Watson if he has seen anything of criminal interest in his perusal of the newspaper. He hasn't. But soon the maid arrives with a telegram, which brings some news: Holmes's brother Mycroft is coming to visit. Holmes is astonished, since his brother is such a creature of habit, to whom change does not come easily.

"It is as if you met a tram-car coming down a country lane. Mycroft has his rails and he runs on them. His Pall Mall lodgings, the Diogenes Club, Whitehall -- that is his cycle...What upheaval can possibly have derailed him?... A planet might as well leave its orbit. By the way," he says to Watson, "do you know what Mycroft is?"

..."You told me that he had some small office under the British government." Holmes chuckled. "You are right in thinking that he is under the British government. You would also be right in a sense if you said that occasionally he is the British government."

"My dear Holmes!"

"I thought I might surprise you. Mycroft draws four hundred and fifty pounds a year, remains a subordinate, has no ambitions of any kind, will receive neither honour nor title, but remains the most indispensable man in the country."

"But how?"

"Well, his position is unique. He has made it for himself. There has never been anything like it before, nor will be again. He has the tidiest and most orderly brain, with the greatest capacity for storing facts, of any man living. The same great powers which I have turned to the detection of crime he has used for this particular business. The conclusions of every department
are passed to him, and he is the central exchange, the clearing-house, which makes out the balance. All other men are specialists, but his specialism is omniscience. We will suppose that a minister needs information as to a point which involves the Navy, India, Canada, and the bimetallic question; he could get his separate advices from various departments upon each but only Mycroft can focus them all, and say offhand how each factor would affect the other. They began by using him as a short-cut, a convenience; now he has made himself an essential. In that great brain of his everything is pigeon-holed and can be handed out in an instant...."

Area librarians have always had one of the most rewarding jobs within libraries, and the conditions are propitious for our corner of the profession to play an expanded role within the library, within the university, nationally and internationally. I believe that the "golden age of area librarianship" to which Jim Neal referred in his opening remarks will be a reality. We are not the dinosaurs that Dickinson criticized; we're like Mycroft, in many ways, but with a more modern face: an essential resource.


Reports on Action Plans

The second day of the conference focused on discussing action plans related to the topics discussed on the first day of the conference. Jim Neal introduced the discussion with remarks as follows:

Some urgency and defensiveness in terms of the future of area librarianship are symptomatic of economic budget challenges we are facing in our universities. Under times of stress and economic duress, ugly things sometimes come to the fore, but also opportunities present themselves, and that is what we are embracing. In this current crisis there are options to create a golden age of area librarianship, which I believe many library directors around the country think is appropriate, relevant, and necessary. We have developed over many years what is clearly one of the world's richest sets of research collections. In many cases, the best collections in a particular language or about a particular geographic area are in the United States rather than in that country or geographic area itself.

With the rapidly expanding volume and diversity of research information which is being produced on a worldwide basis and the sustained extraordinary and increasing cost of that information, we have experienced and face a future of erosion in our collective abilities to develop collections of research breadth and depth. What we’ve been talking about here is the need to re-think our collection building and resource access strategies and forge more rigorous coordination across our universities. We must coordinate our applications of technology and seek partnerships to define a creative approach to cooperation. Our efforts in this task will be influenced by several critical assumptions:

1. Print-base collections will remain dominant, at least over the next decade, particularly for most of the world areas in which we are involved.
2. Price increases for scholarly information will continue to grow significantly above standard inflation rates.
3. Print collection investment through preservation programs will remain essential.
4. Digital applications will become more relevant and important.
5. More resources will be allocated to electronic information and access services, but this will vary significantly by discipline and by world area.
6. Virtuality will become more relevant.

There is an ongoing need for investment in local collection development, because we cannot lend to or share with other libraries what we have not identified, acquired, and preserved. I call this the “virtuoso” library, and you are the virtuosos in that library environment. There will also be a rapid growth in resource-sharing activity requiring new levels of commitment and capability to identify the availability of and to deliver documents. I call this the “virtuous” library. Virtuality demands virtuosity and virtuousness. Collection development decisions will continue to be driven by institutional priorities and faculty research interests. This blocks in some ways our ability to cooperate, but we need to recognize that our vitality, our success, our survival is very much influenced by our ability to support the needs of our local programs and the needs of our own faculty and students. We will need to become more focused on the coordination of our collective programs. Future planning and success will depend on our ability to address three issues:
1. Will campus academic dynamics permit planned rather than ad hoc assignment of research collection responsibilities across our libraries? Can we, in fact, create a planned approach to coordinated collection development?

2. Can we invest at institutional and cooperative levels in technology and staff support needed to permit identification and easy movement of materials across and between our libraries? If we do not make investments in technology and staff infrastructure, all cooperation becomes moot.

3. Can intellectual property right and copyright laws and interpretations be shaped to permit the free flow of information needed by faculty and students across universities? We are going to confront later this summer, I believe, a systematic erosion in the fair use capabilities that were built into the 1976 copyright legislation. We, as a library community, are not well-prepared to respond to these challenges. I think it will be couched in the electronic information rhetoric, but ultimately it will undermine our ability to move materials and to support the type of cooperative efforts that we are talking about.

As background for the discussion of action plans, Mary Krutulis and Jim Neal then provided a brief recap of the discussions held on the first day of the conference. They also stated basic assumptions drawn from the first day's discussions, as background for developing action plans:

1. Area studies programs and international research will continue to be priorities at American universities.

2. Educational programs and research will continue to require access to international resources.

3. Area expertise and experience will continue to be essential for collection development, organization, and servicing of area studies resources.

The ability of area librarians to successfully support high quality teaching and research needs will depend on:

   a. an adequate stream of well-prepared new professionals,
   b. the continuing development of current staff,
   c. the effective application of electronic and network technologies,
   d. creative approaches to cooperation and partnerships,
   e. the identification of new funding sources.

Conference participants were divided into four groups to develop action plans for:

1. education/preparation for area librarianship,
2. continuing education/professional development,
3. effective application of electronic and network technologies, and
4. cooperation/partnerships. The four groups were asked to present actions and strategies that: 1) address area librarian-specific issues, not general library issues, 2) are measurable, 3) assign responsibility, and 4) assign priority on achievability and impact.
Education/Preparation of Area Librarians

It is assumed that area studies will provide the primary source of recruitment for area librarians and that library schools will not be a primary source of recruitment. It is further assumed that the visibility of area studies on campuses needs to be increased. A labor market survey, more demographic data, and information on the career paths of area librarians need to be collected to expand the survey data collected by Indiana University. ARL could coordinate this.

1. A list of basic skills and competencies of area librarians needs to be compiled. This can be done by area librarians' organizations.
2. Existing dual degree programs and courses on area librarianship need to be investigated in detail, in order to determine how to expand them by electronic means.
3. More internships are needed for students. The LC fellows program might be expanded; foundations could be approached to support internships.
4. Liaison between area studies associations and library schools is needed. A speakers' bureau of area librarians could be established.
5. University libraries need to develop outreach programs for area studies.
6. A national conference on the education of area librarians with wide participation could be held by ARL or ACRL.
7. Area studies associations could provide their own education programs.
8. A listserv could be developed to communicate with prospective area studies librarians.
9. An ALISE program on area librarianship could be developed.

Continuing Education/Professional Development
1. Language skills development could be provided by intensive summer language programs.
2. Foreign travel support should be provided and international exchanges promoted.
3. Summer workshops could be held which focus on new technologies. Successful workshops should be used as models and tailored to the needs of area librarians.
4. Collaborative collection development institutes that include multiple areas could be held by ALA/CMDS and library schools.
5. Released time is needed to attend courses and sabbatical leaves are needed to develop skills. These can be provided locally.
6. Regional library organizations can provide senior fellow programs with an area studies focus.
7. Grants could be provided for area librarians from smaller institutions to visit larger institutions. These might be provided by Title VI institutions.
8. Special issues of national journals could focus on area librarianship.

Effective Application of Electronic and Network Technologies
1. Area based information fairs should be held at area studies meetings.
2. Criteria for evaluating electronic resources in area studies should be developed. Generic criteria can be used and specifically adapted to area studies resources.
3. Technology-based workshops should be held in countries overseas. USIA and UNESCO are possible sources of support.
4. Electronically distributed descriptions of uncataloged resources should be developed.
5. Area librarians should make an inventory of available area studies electronic resources.
and distribute it nationally.
6. User friendly area studies home pages should be developed. Sharing home pages should be encouraged.
7. Digitization should be used as a preservation tool.
8. A status report on the development of Roman scripts for OCLC and RLIN is needed.
9. Status reports on the use of technologies in foreign countries are needed. Area librarians' associations can compile them.
10. There is a need to preserve electronic materials.

Cooperation/Partnerships
1. An assessment of the three ARL demonstration projects on German, Japanese and Latin American materials, their cost, and benefits should be made.
2. A white paper is needed on cooperative collection development projects. Successful projects should be widely publicized and funding sources made aware of the importance of cooperative collection development.
3. The Center for Research Libraries should catalog all of their collections. The area studies microform projects can encourage this.
4. Electronic resources should be shared through natural alliances.
5. Cooperative projects should be developed that focus on specific kinds of resources such as government documents.

Next Steps
Following the presentation of the four subject specific action plans by the facilitator for each discussion group, Jim Neal summarized the next steps for the area librarianship project:

1. Indiana University needs to refine the data collected for the project, publish it, and publicize it by various means including discussion in focus groups with faculty.
2. There is need for interview data with area directors and area librarians to supplement the data collected by Indiana University.
3. Data collected in the project should be used to redefine the positions of area specialists. This redefinition should be brought to the attention of library administrators. The discussion of the redefinition of area specialists' positions should be on a listserve. Someone needs to be found to moderate the listserve.
4. The primary responsibility for disseminating information from the conference lies with area librarians, not library administrators, through communication with their area librarian associations and locally in their institutions. Indiana will send information on the conference by e-mail to participants that can be communicated to appropriate constituencies.
5. A structure is needed for continuing communication among conference participants. Who will be responsible for this?
6. There needs to be future discussion of area studies librarianship within contemporary library environments.
7. There needs to be a meeting of the officers of area librarian organizations to discuss common issues.
APPENDIX I

The Future of Area Librarianship Conference Participant List
July 13 - 14, 1995

The Andrew W. Mellon Foundation
Richard Ekman, Secretary

Association of Research Libraries and Brigham Young University
Mark L. Grover, Special Project Coordinator

Association of Research Libraries
Jutta Reed-Scott, Senior Program Officer for Preservation and Collections Services

University of California, Berkeley
Phyllis B. Bischof, Librarian for African Collections

University of California, Los Angeles
James Cheng, Head of the East Asian Library

University of California, Los Angeles, James S. Coleman African Studies Center
Alice Nabalamba, Assistant Director

University of Chicago
Sandra Levy, Assistant Slavic Librarian

University of Chicago
James Nye, Bibliographer for Southern Asia

University of Chicago
Barbara Van Deventer, Assistant Director for Collection Development

Columbia University
David Magier, Director of Area Studies

Cornell University
David Block, Ibero-American Bibliographer

Duke University
Deborah Jakubs, Ibero-American Bibliographer and Head of International and Area Studies in Duke University Libraries
Duke University
Lauren B. Sapp, International Documents Librarian; Department
Head, Public Documents

University of Georgia
Gayle Williams, Bibliographer for Latin America, Spain and Portugal

Harvard University
Dan C. Hazen, Librarian for Latin America, Spain and Portugal

University of Hawaii
Hisami Konishi Springer, Japanese Cataloger

University of Illinois at Urbana-Champaign
Fung-yin K. Simpson, East Asian Cataloger

Indiana University, Russian & East European Institute
Denise Gardiner, Assistant Director

Indiana University
Mary Krutulis, Assistant Dean of the School of Library and Information Science

Indiana University, East Asian Studies Center
Jason Lewis, Associate Director

Indiana University
James Neal, Dean of Libraries

Indiana University
Patrick O'Meara, Dean of International Programs

Indiana University
Nancy Schmidt, African Studies Area Specialist

Indiana University, African Studies Program
N. Brian Winchester, Director

University of Iowa
John Bruce Howell, International Studies Bibliographer

University of Kansas, Center for Russian & East European Studies
Bradley Schaffner, Acting Associate Director and Slavic Head of KU Libraries
Library of Congress
Winston Tabb, Associate Librarian for Collections Services

Michigan State University
Leena Siegelbaum, European Bibliographer

Michigan State University
Michael E. Unsworth, Canadian Studies Bibliographer

University of Minnesota
Yuan Zhou, Head of the East Asian Library

New York Public Library
Edward Kasinec, Slavic and Baltic Division Chief

Northwestern University
Elizabeth Plantz, Africana Cataloger

Ohio State University
Gay N. Dannelly, Collection Development Officer

Ohio State University
Jared Ingersoll, Slavic Bibliographer

Ohio State University
Dona S. Straley, Middle East Studies Librarian

University of Pittsburgh
Phil Wilkin, West European Studies Bibliographer

Pratt Institute
Inez L. Sperr Brisfjord, Assistant Dean of the School of Information and Library Science/Chair of Continuing Education

Rutgers University
Nelson Chou, East Asian Studies Librarian/Professor

Simmons College
Patricia Oyler, Associate Professor for the School of Library and Information Science

University of Southern California
Barbara J. Robinson, Curator, Iberian and Latin American Studies

Stanford University
Anthony M. Angiletta, Associate University Librarian for Collections

Stanford University
Roberto G. Trujillo, Curator for Latin American, Iberian, and Mexican American Collections

University of Texas at Austin
Merry Burlingham, South Asia Librarian

Tulane University
Guillermo Nanez-Falcon, Director of Latin American Library

University of Washington
A. Gerald Anderson, Scandinavian Area Librarian and Liaison for Western European Studies Center

University of Washington
Fawzi Khoury, Head of the Near East Section

University of Wisconsin
John Dillon, European Humanities Bibliographer

University of Wisconsin
Carol L. Mitchell, Southeast Asian Bibliographic Services Librarian

University of Wisconsin
Louis A. Pitschmann, Associate Director for Collection Development and Preservation

Yale University
Tatjana Lorkovic, Curator, Slavic and East European Collections
Please answer all questions. If an exact figure is unavailable, use "U/A." If a question is not applicable to you or your institution, use "N/A." If the appropriate answer is zero or none, use "0".

Reporting Institution_______________________________________________________________

Questionnaire Completed by

(Name)_________________________________________________________________________

E-mail__________________________________________________________________________

Position__________________________________________________________________________

Phone____________________________________________________________________________

1. List the names, titles (including world area of specialization), and status for the area librarians/specialists currently employed at your institution. (Area librarian/specialist positions include those individuals who, on a part-time or full-time basis, perform collection development, public or technical services pertaining to area studies. Part-time includes any position which is less than 40 hours a week).

If you have no area librarians/specialists at your institution, please place a "N/A" under Name, and skip to Question 5.

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<th>Name</th>
<th>Title(and world area)</th>
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2. How many area librarian/specialist positions has your institution filled since January 1, 1990?
______________________________________________________________________________

3. Please tell us about the last time you recruited for an area specialist:
   a. What was the year? _________________________________________________________
   b. What was the position? ____________________________________________________
   c. Where did you advertise for this position?
      _______________________________________________________________________
      _______________________________________________________________________
      _______________________________________________________________________
   d. Approximately how many total applicants were there?___________________________
   e. How many applicants did you interview? ______________________________________
   f. What was the previous position and institution of the person that you hired?
      _______________________________________________________________________

4. Do you see a need for a larger pool of qualified area librarians/specialists for American research libraries?
   Yes ________________ No ________________

5. Do you plan to increase the number of area librarians/specialists at your institution in the next five years?
   Yes ________________ No ________________

6.a. Do you see a need for inservice training for librarians/specialists at your institution who currently hold area studies positions, or who might be promoted to area studies positions, were such training available?
   Yes ________________ No ________________

   b. If yes, what should be the focus of this training?
      _______________________________________________________________________
      _______________________________________________________________________
      _______________________________________________________________________

  65
7. List the U.S. Department of Education Title VI funded National Resource Centers at your institution:

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8. What other area centers are there at your institution?

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66
9. We want to identify a pool of possible participants for our conference on July 13-14, 1995. Would you be interested in attending?
Yes _______________ No _______________
Please answer all questions. If an exact figure is unavailable use "U/A." If a question is not applicable to you or your institution, use "N/A." If the appropriate answer is zero or none, use "0".

Reporting Institution

Questionnaire Completed by

(Name)

E-mail

Position

Phone

1.a. Does your School or Program offer coursework that is primarily focused on education for area librarian/specialist positions?

Yes _______________ No _______________

b. If yes, please specify the titles of these courses:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2.a. Is area librarianship covered in an academic librarianship or research libraries course?

Yes _______________ No _______________
b. Is it covered in any other courses?

Yes _______________ No _______________

If yes, please list the titles of the other course(s) below:

______________________________________________________________________________

3.a. Do you currently offer a dual degree program in area studies and library science?

Yes _______________ (answer questions b and c)

No _______________ (answer question d)

b. In what world areas?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3.b. How many of your total graduates from the last ten years have received such a degree?

______________________________________________________________________________

4. In the last year, have any students mentioned to you an interest in, or had questions about, becoming an area librarian/specialist?

Yes _______________ No _______________

5. Are you currently posting any openings for area specialist internships?

Yes _______________ No _______________

6. Approximately how many position listings per year for area librarians/specialists does your placement office receive?

______________________________________________________________________________
7.a. Have you recruited any faculty in the last five years who have a research interest in area librarianship?

   Yes _______________ No _______________

b. If yes, please list names and world areas:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

8. We want to identify a pool of possible participants for our conference on July 13-14, 1995. Would you be interested in attending?

   Yes _______________ No _______________

9. Would you be willing to answer further questions on the phone regarding this study?

   Yes _______________ No _______________

Contact Person(if different) _______________________________________________________

Position_______________________________________________________________________

E-mail________________________________________________________________________

Phone_________________________________________________________________________

Comments?____________________________________________________________________

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

THANK YOU FOR YOUR INPUT!
The information you have provided will be treated confidentially.
The results of the study will be made available to participants.
Do you want to receive a copy?

   Yes _______________ No _______________
APPENDIX II C

1995 SURVEY: THE FUTURE OF AREA LIBRARIANSHIP
Conducted by Indiana University
Area Study Center Director's Version

Please answer all questions. If an exact figure is unavailable, use "U/A." If a question is not applicable to you or your institution, use "N/A." If the appropriate answer is zero or none, use "0". Use the last page if you need extra space.

Your Institution_________________________________________________________________

Questionnaire Completed by:

Name_________________________________________________________________________

Position_______________________________________________________________________

E-mail________________________________________________________________________

Phone_________________________________________________________________________

1. Since January 1990, how many individuals have received the following degrees or certificates from your area studies program?

   Bachelor's  _____________

   Master's  _____________

   Doctorates  _____________

   Undergraduate Certificates  _____________

   Graduate Certificates  _____________

2. To your knowledge, how many of these graduates have also pursued graduate degrees in library science?

   Bachelor's  _____________

   Master's  _____________

   Doctorates  _____________

   Undergraduate Certificates  _____________
3. If there is a Library and Information Science School at your institution, please describe any cooperative programs:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. Please describe the working relationship between your area studies center and the library on your campus (for example, financial support, joint programs, etc...):

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________
5. What do you see as the three highest priority needs for area librarianship in the future?

1. __________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
2. __________________________________________________________________________
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3. __________________________________________________________________________
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6. We want to identify a pool of possible participants for our conference on July 13 - 14, 1995. Would you be interested in attending?
   yes ______ no _______

7. The results of the survey will be made available to survey respondents. Would you like to receive a copy?
   yes ______ no _______

Other comments?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

THANK YOU FOR YOUR INPUT!
The information that you have provided will be treated confidentially.
APPENDIX II D

THE FUTURE OF AREA LIBRARIANSHIP SURVEY, 1995
Conducted by Indiana University
Area Librarian/Specialist's Version

Please answer all questions. If an exact figure is unavailable, use "U/A." If a question is not applicable to you or your institution, use "N/A." If the appropriate answer is zero or none, use "0". Use the last page if you need extra space.

Your Institution______________________________________________________________

Your Name______________________________________________________________

Position______________________________________________________________

Phone______________________________________________________________

E-mail______________________________________________________________

What % of your time is spent on area studies activities? _________________________

What % of your time is spent on other activities? ________________________________

Please list these activities:

____________________________________________________________________________

____________________________________________________________________________

How long have you been in your current position? ________________________________

1. a.List the languages in which you are fluent:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

b.List the languages for which you have reading knowledge:

____________________________________________________________________________

____________________________________________________________________________
c. List the other languages for which you have a bibliographic working knowledge:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. What educational degrees do you hold (please include baccalaureate, graduate and major)?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. a. Do you have experience working in libraries outside of the United States?

   yes __________ no __________

   b. If yes, where? __________________________________________________________

   c. For how long? __________________________________________________________

4. For how many years have you been an area studies librarian?

   1 - 5 years __________
   6 - 10 years __________
   11 - 15 years __________
   16 - 20 years __________
   over 20 years __________

5. a. How many years do you plan to continue as an area studies librarian?

   1 - 5 years __________
   6 - 10 years __________
   over 10 years __________
   not sure __________

   b. What is this decision based on?

      retirement __________
      change in career ______
      other (specify) ______
6. What percentage of time do you spend performing the following functions for area studies?

Collection development __________
Technical services __________
Public services __________
Administration __________
Bibliographic instruction __________
Fund-raising, including grant-writing __________
Other (please specify) __________

7. a. If you have held other library positions in addition to that of an area studies librarian, list the positions below and how long you held them:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

b. If you have held academic positions in addition to that of an area studies librarian, list the positions below and how long you held them:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

8. Have you attended any conferences within the last five years which discussed the future of area librarianship?

yes __________ no __________

If so, please name:
______________________________________________________________________________
______________________________________________________________________________
9. Have you ever been a mentor to a library school student who then became an area librarian?
   yes __________ no __________

10. Please identify the three areas where you feel the greatest need for your professional development:
    1.____________________________________________________________________________
    2.____________________________________________________________________________
    3.____________________________________________________________________________

11. List the librarian and area studies organizations to which you belong:
    ______________________________________________________________________________
    ______________________________________________________________________________
    ______________________________________________________________________________
    ______________________________________________________________________________
    ______________________________________________________________________________

12. We want to identify a pool of possible participants for our conference on July 13 - 14, 1995. Would you be interested in attending?
    yes __________ no __________

13. The results of the survey will be made available to participants. Would you like to receive a copy?
    yes __________ no __________

Comments? ________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

THANK YOU FOR YOUR INPUT! The information that you have provided will be treated confidentially.
APPENDIX III A

LANGUAGES KNOWN BY AREA LIBRARIANS

<table>
<thead>
<tr>
<th>Afrikaans</th>
<th>Hebrew</th>
<th>Quechua</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amharic</td>
<td>Hindi</td>
<td>Romance (Alpine Romance)</td>
</tr>
<tr>
<td>Arabic</td>
<td>Icelandic</td>
<td>Russian</td>
</tr>
<tr>
<td>Aramaic</td>
<td>Igbo</td>
<td>Sanskrit</td>
</tr>
<tr>
<td>Armenian</td>
<td>Indonesian</td>
<td>Sardinian</td>
</tr>
<tr>
<td>Assamese</td>
<td>Irish</td>
<td>Scandinavian</td>
</tr>
<tr>
<td>Azari</td>
<td>Italian</td>
<td>Serbo-Croatian</td>
</tr>
<tr>
<td>Azerbaijani</td>
<td>Japanese</td>
<td>Slavic (Old Church Slavic)</td>
</tr>
<tr>
<td>Belorussian</td>
<td>Korean</td>
<td>Slovak</td>
</tr>
<tr>
<td>Bengali</td>
<td>Kurdish</td>
<td>Slovenian</td>
</tr>
<tr>
<td>Bulgarian</td>
<td>Ladino</td>
<td>Southern Bantu</td>
</tr>
<tr>
<td>Catalan</td>
<td>Latin</td>
<td>Sotho</td>
</tr>
<tr>
<td>Cebuano</td>
<td>Latvian</td>
<td>Spanish</td>
</tr>
<tr>
<td>Chinese (Cantonese, Classical, Mandarin)</td>
<td>Lithuanian</td>
<td>Sundanese</td>
</tr>
<tr>
<td></td>
<td>Lusatian</td>
<td>Swahili</td>
</tr>
<tr>
<td>Coptic</td>
<td>Macedonian</td>
<td>Swedish</td>
</tr>
<tr>
<td>Czech</td>
<td>Malay</td>
<td>Tagalog</td>
</tr>
<tr>
<td>Danish</td>
<td>Marathi</td>
<td>Taiwanese</td>
</tr>
<tr>
<td>Dari</td>
<td>Norwegian</td>
<td>Thai</td>
</tr>
<tr>
<td>Dogri</td>
<td>Ottoman</td>
<td></td>
</tr>
<tr>
<td>Dutch</td>
<td>Oriya</td>
<td></td>
</tr>
<tr>
<td>Finnish</td>
<td>Pali</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>Perda</td>
<td></td>
</tr>
<tr>
<td>Frisian</td>
<td>Persian</td>
<td></td>
</tr>
<tr>
<td>Gallego</td>
<td>Polish</td>
<td></td>
</tr>
<tr>
<td>Georgian</td>
<td>Polynesian</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>Portuguese</td>
<td></td>
</tr>
<tr>
<td>Greek (Ancient, Modern)</td>
<td>Prakrit</td>
<td></td>
</tr>
<tr>
<td>Gujarati</td>
<td>Provencal</td>
<td></td>
</tr>
<tr>
<td>Hausa</td>
<td>Punjabi</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX III B

### COUNTRIES WHERE AREA LIBRARIANS WORKED OUTSIDE US

<table>
<thead>
<tr>
<th>Country</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>England/UK</td>
<td>10</td>
</tr>
<tr>
<td>Germany</td>
<td>4</td>
</tr>
<tr>
<td>India</td>
<td>3</td>
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<td>Iran</td>
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<td>Israel</td>
<td>3</td>
</tr>
<tr>
<td>Japan</td>
<td>3</td>
</tr>
<tr>
<td>Taiwan</td>
<td>3</td>
</tr>
<tr>
<td>Bolivia</td>
<td>2</td>
</tr>
<tr>
<td>Brazil</td>
<td>2</td>
</tr>
<tr>
<td>Canada</td>
<td>2</td>
</tr>
<tr>
<td>China</td>
<td>2</td>
</tr>
<tr>
<td>Denmark</td>
<td>2</td>
</tr>
<tr>
<td>France</td>
<td>2</td>
</tr>
<tr>
<td>Malaysia</td>
<td>2</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>2</td>
</tr>
<tr>
<td>Australia</td>
<td>1</td>
</tr>
<tr>
<td>Columbia</td>
<td>1</td>
</tr>
<tr>
<td>Croatia</td>
<td>1</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>1</td>
</tr>
<tr>
<td>Ecuador</td>
<td>1</td>
</tr>
<tr>
<td>Fiji</td>
<td>1</td>
</tr>
<tr>
<td>Finland</td>
<td>1</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>1</td>
</tr>
<tr>
<td>Indonesia</td>
<td>1</td>
</tr>
<tr>
<td>Kuwait</td>
<td>1</td>
</tr>
<tr>
<td>Malta</td>
<td>1</td>
</tr>
<tr>
<td>Mauritius</td>
<td>1</td>
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<tr>
<td>Mexico</td>
<td>1</td>
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<tr>
<td>New Zealand</td>
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<td>Peru</td>
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<tr>
<td>Philippines</td>
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<tr>
<td>Poland</td>
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<tr>
<td>Saudi Arabia</td>
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<tr>
<td>Singapore</td>
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<tr>
<td>South Africa</td>
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<td>Spain</td>
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<td>Tanzania</td>
<td>1</td>
</tr>
<tr>
<td>Thailand</td>
<td>1</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>1</td>
</tr>
<tr>
<td>Uganda</td>
<td>1</td>
</tr>
<tr>
<td>Vietnam</td>
<td>1</td>
</tr>
</tbody>
</table>
APPENDIX III C

LIBRARY AND AREA STUDIES ORGANIZATIONS TO WHICH AREA LIBRARIANS
BELONG

LIBRARY ORGANIZATIONS:

Since library organizations and their committees and subgroups were usually listed separately by
respondents, they are listed separately in this list.

AAS National Coordinating Committee for Japanese Library Resources
ACRL Slavic and East European Studies (SEES)
ACRL Western European Studies Section (WESS)
ACRL Women's Section
ACURIL Association of Caribbean University, Research and Institutional Libraries
Advisory Committee on East Asian Materials
Africana Librarians Council
American Library Association (ALA)
American Society for Information Science
ANSS Anthropology and Sociology Section ACRL
Arizona Library Association
Asian, African, and Middle East Section, ACRL
Asian Librarians' Liaison Committee (AAS)
Association of College and Research Libraries (ACRL)
Association for Library Collections and Technical Services (ALCTS)
Asian-Pacific Librarians Association (APALA)
ASIS American Society for Information Science
Association of Jewish Libraries (AJL)
Black Caucus of ALA
BIS Bibliographic Instruction Section (ACRL)
California Academic and Research Librarians (CARL)
California Library Association
Canadian Librarians Association
Center for Research Libraries Board of Directors
Chinese American Librarians Association (CALA)
Colorado Library Association
Committee for East Asian Libraries (CEAL)
Committee on Cataloging: Asian and African Materials, Association of
Library Collections and Services, ALA
Committee on Research Materials for Southeast Asia (CORMOSEA)
Committee on South Asian Libraries
Conference on Latin American History (CLAH)
CONSALD Committee on South Asia Libraries and Documentation (LC)
Cooperative Africana Microform Project (CAMP)
District of Columbia Library Association (DCLA)
East Asian Library Resources Group of Australia (EALRGA)
East Coast Consortium of Slavic Collections
European Association of Sinological Libraries
Florida Library Association
Friends of Gest Oriental Library (Princeton University)
GODORT Government Documents Round Table
Hawaii Library Association
IFLA International Federation of Library Associations and Institutions
Illinois Library Association
Indiana University Librarians Association (InULA)
International Association of Orientalist Librarians
International Relations Committee, ALA
International Responsibilities Roundtable (IRRT)
Jewish Library Association (JLA)
Korean-American Librarians Association
LA ([U.K.] Library Association)
LAMA Library Administration and Management Association
LAMP Latin American Microform Project
Library Association of Japan
Library Information and Technology Association (LITA)
Librarians Association of the University of California, Irvine
MEMP Middle East Microform Project
Michigan Library Association
Mid-Atlantic Regional Archives Conference
Middle East Librarians Committee International
Middle Eastern Librarians Association (MELA)
Mountain Plains Library Association (MPLA)
New Mexico Library Association (NMLA)
New Zealand L.I.A.
North Carolina Librarians' Association (NCLA)
NYTSL New York Technical Services Librarians
OCLC CJK Users Group
Pacific Islands Association of Libraries and Archives
RASD Reference and Adult Services Division, ALA
RBMS Rare Books and Manuscripts Section, ACRL
Research Libraries Group
SAMP South Asian Microform Project
SEAM Southeast Asia Microform Project
Seminar on the Acquisition of Latin American Library Materials (SALALM)
Special Libraries Association (SLA)
Society of American Archivists (SAA)
Southeastern Library Association
SSIRT Support Staff Interests Round Table
Standing Conference on Library Materials on Africa (SCOLMA)
Tennessee Library Association

81
University of California, Stanford, East Asian Librarians Group
University of Florida Librarians Association (UFLA)
Utah Library Association (ULA)
Washington Library Association/Washington Association of Library Employees
Wisconsin Library Association

**AREA STUDIES ORGANIZATIONS:**

Some scholarly associations in addition to area studies associations were listed, so they have been included.

African Literature Association
African Studies Association
American Academy of Religion (AAR)
American Association for Australian Literary Studies
American Association for Neo-Latin Studies
American Association for the Advancement of Slavic Studies (AAASS)
American Association of Teachers of Slavic and East European Languages
American Comparative Literature Association
American Historical Association (AHA)
American Oriental Society
American Society of Church History
American Society of 18th Century Studies - Midwest
American Studies Association
American Teachers of Slavic and East European Languages (ATSEEL)
American Translators Association
Asia Society
Association for Asian Studies (AAS)
Association for the Bibliography of History
Association for Jewish Studies
Association for Social Anthropology in Oceania
Association for the Teaching of Slavic and East European Languages
Association of Caribbean Studies
Association of Concerned Africa Scholars
Association pour l'étude des littératures africaines
Australian Studies Association of North America
Brazilian Studies Association
Bulgarian Studies Association
Center for Chinese Research Materials
Chicago Consortium for Slavic Studies
Chinese Historical Society, Taiwan
College Language Association
Columbia University Modern China Seminar
Council for European Studies
Council on Russian and East European Studies, Pierson College
Czechoslovak Academy of Sciences Abroad
Czechoslovak Society of Arts and Sciences
Early Slavic Studies Association
European Community Studies Association
German Studies Association
Gesellschaft fur die Erforschung des 18 Jahrhunderts
Historians of British Art
History of Science Society
Hungarian Cultural Association
Indiana Historical Society
Indonesian Studies Committee
International African Institute
International Association for Neo-Latin Studies
International Conference Group on Portugal
International Society for Azerbaijan Studies
International Studies Association
Latin American Jewish Studies Association
Latin American Studies Association (LASA)
Linguistic Association of Hungary
Medieval Association of the Pacific
Mid-America Network for African Studies
The Middle East Institute
Middle Eastern Studies Association (MESA)
MLA Modern Language Association
MLA International Bibliography Committee
Mormon History Association
National Association of Professors of Hebrew
Northeastern Association of Brazilianists
Organization of American Historians
Pacific Arts Association
Pacific Coast Council on Latin American Studies
Pacific History Association
Pacific Science Association
Philippine Studies Group
Polish Institute of Arts and Sciences
Polish Studies Association
Renaissance Society of America
Rocky Mountain Council on Latin American Studies (RMCLAS)
San Diego Chinese Historical Society
SLAS [UK] Society for Latin America Studies
Slovene Studies Society
Societe francaise des traducteurs
Society for History of Authorship, Readership and Printing
Society for International Development
Society for Iranian Studies
Society for Military History
Society for Spanish and Portuguese Historical Studies
Society for Scholarly Publishing
Society for the History of Technology
South Eastern Council on Latin American Studies
Southern American MLA
Southern California Consortium on International Studies Latin American Committee (SOCCIS)
Southern Conference on Slavic Studies
Southern Historical Society
Southern Slavic Conference Association
Texas Association of Middle East Scholars
Third World Studies Association
United Nations Association
Western Slavic Association
APPENDIX III D

CONFERENCES AT WHICH THE FUTURE OF AREA LIBRARIANSHIP WAS DISCUSSED

American Association for the Advancement of Slavic Studies
ACRL Slavic and East European Studies Section
ACRL Western European Studies Section
Africana Librarians Council of African Studies Association
ALA
ALA Asian, African and Middle Eastern Section (AAMES)
ALA International Responsibilities Roundtable
ALA Slavic and East European Section
ALA West European Studies Section
Annual Slavic Librarians' Workshops
Association for Asian Studies, Committee on East Asian Libraries
Association for Asian Studies Conference: CORMOSEA (Committee on Research Materials on Southeast Asia)
Association of Jewish Libraries Annual Conference
CES (Council on European Studies) Conference, 1991
Conference at Harvard, 1993, "Documenting Israel"
CONALD (Committee on South Asian Libraries and Documentation)
Cooperation among Slavic Specialists in Big 10, CIC Libraries
ECSA (European Communities Studies Association) Conference, 1992
First and Second African American Librarians Conference
Harvard Judaica Conference
Hoover Conference on Japanese Libraries, Fall 1991
International Association of Orientalist Librarians, 1993
Kyoto Conference on Japanese Studies
LASA (Latin American Studies Association)
Librarians' Association of University of North Carolina- Chapel Hill
Madison Conference on South Asia
MESA (Middle Eastern Studies Association)
Midwest Slavic Conference
National Coordinating Committee for Japanese Library Resources
SALALM (Seminar on Acquisition of Latin American Library Materials)
Schomberg Conference on African Librarianship in Online World, 1995
US Department of Education/Title VI Directors Conference, April 1993
World Congress of Slavic Librarians 1990
# APPENDIX III E

## PROFESSIONAL DEVELOPMENT NEEDS STATED BY AREA LIBRARIANS

Area librarians were asked to identify three areas of greatest need for professional development, although not all listed three. The responses have been grouped by general topics, wherever possible. Needs specific to geographic areas are listed at the end.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic resources</td>
<td>130</td>
</tr>
<tr>
<td>Language expertise</td>
<td>37</td>
</tr>
<tr>
<td>Grant writing/fund raising</td>
<td>26</td>
</tr>
<tr>
<td>Administration/Management</td>
<td>19</td>
</tr>
<tr>
<td>Better knowledge of library as a whole</td>
<td>2</td>
</tr>
<tr>
<td>Bringing paraprofessionals to the fore</td>
<td>1</td>
</tr>
<tr>
<td>Institutional policies/procedures</td>
<td>1</td>
</tr>
<tr>
<td>Organizational planning</td>
<td>1</td>
</tr>
<tr>
<td>Political skills</td>
<td>1</td>
</tr>
<tr>
<td>Area expertise</td>
<td>18</td>
</tr>
<tr>
<td>Advanced degree/further study in area studies</td>
<td>11</td>
</tr>
<tr>
<td>Workshops and training</td>
<td>11</td>
</tr>
<tr>
<td>Internships/residency programs in academic libraries</td>
<td>2</td>
</tr>
<tr>
<td>More training in subjects such as literature, history, political science</td>
<td>2</td>
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<tr>
<td>More exposure to cultural studies theory</td>
<td>1</td>
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<tr>
<td>Collection development continuing education courses</td>
<td>18</td>
</tr>
<tr>
<td>Cooperative acquisitions</td>
<td>13</td>
</tr>
<tr>
<td>Interdisciplinary areas collection development</td>
<td>2</td>
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<tr>
<td>Organization of limited resources for collection maintenance</td>
<td>1</td>
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<tr>
<td>Finding &quot;grey&quot; literature</td>
<td>1</td>
</tr>
<tr>
<td>Keeping up with changing circumstances</td>
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<tr>
<td>Topic</td>
<td>Count</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Better knowledge of librarianship</td>
<td>4</td>
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<tr>
<td>Cataloging training</td>
<td>11</td>
</tr>
<tr>
<td>Multimedia cataloging</td>
<td>1</td>
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<tr>
<td>Bibliographic instruction</td>
<td>9</td>
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<td>Reference services</td>
<td>6</td>
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<td>Conservation</td>
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<td>Digital imaging preservation</td>
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<td>Working with papyri</td>
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<tr>
<td>Descriptive statistics</td>
<td>1</td>
</tr>
<tr>
<td>More programmatic knowledge for computer software for statistics and databases</td>
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<tr>
<td>Development of encoding sets</td>
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<td>Library automation</td>
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<td>Foreign government documents</td>
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<tr>
<td>Indexing skills</td>
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<td>Technical services</td>
<td>1</td>
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<tr>
<td>Time and money for research</td>
<td>8</td>
</tr>
<tr>
<td>Publish more</td>
<td>4</td>
</tr>
<tr>
<td>Publication and printing techniques</td>
<td>4</td>
</tr>
<tr>
<td>Field work</td>
<td>2</td>
</tr>
<tr>
<td>Keeping up with research interests of faculty and students</td>
<td>7</td>
</tr>
<tr>
<td>Wider professional organization participation</td>
<td>6</td>
</tr>
<tr>
<td>Funding to attend conferences</td>
<td>2</td>
</tr>
<tr>
<td>More interactive communication among area librarians</td>
<td>7</td>
</tr>
<tr>
<td>Incorporate area studies libraries into the mainstream</td>
<td>6</td>
</tr>
<tr>
<td>Incorporate area studies issues and concerns into library school curricula</td>
<td>1</td>
</tr>
<tr>
<td>Direct contact of publishers, book vendors in target country</td>
<td>8</td>
</tr>
<tr>
<td>Awareness of current library and publishing developments in my geographic area</td>
<td>5</td>
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<tr>
<td>Travel to area not previously visited to see libraries, archives, and universities</td>
<td>3</td>
</tr>
<tr>
<td>Topic</td>
<td>Rank</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>------</td>
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<tr>
<td>Library technology in East Asian libraries</td>
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<tr>
<td>Keeping up with trends in South and Southeast Asian studies</td>
<td>2</td>
</tr>
<tr>
<td>Build better relations with book vendors in China</td>
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</tr>
<tr>
<td>Keeping up with library technology in Japan</td>
<td>1</td>
</tr>
<tr>
<td>Learn more about Japan Studies in the US</td>
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</tr>
<tr>
<td>More experience in Africa</td>
<td>2</td>
</tr>
<tr>
<td>More grounding in African history</td>
<td>1</td>
</tr>
<tr>
<td>Visit Canadian libraries</td>
<td>1</td>
</tr>
<tr>
<td>Librarianship in Latin America</td>
<td>3</td>
</tr>
<tr>
<td>Increase contact with European librarians and archivists</td>
<td>2</td>
</tr>
<tr>
<td>Travel to Eastern Europe to acquire materials More</td>
<td>1</td>
</tr>
<tr>
<td>Balkan experience</td>
<td>1</td>
</tr>
<tr>
<td>Continuing education in Slavic Studies</td>
<td>2</td>
</tr>
<tr>
<td>Keeping up with book trade development in Russia</td>
<td>2</td>
</tr>
<tr>
<td>Familiarization with vernacular reference tools (Armenian, Kurdish, Persian, Turkish)</td>
<td>3</td>
</tr>
</tbody>
</table>
APPENDIX III F

SELECTED COMMENTS BY AREA LIBRARIANS

At the end of the area librarians' questionnaire half a page was left for comments. Responses ranged from none at all to two typed pages. Some comments were directly related to the questions on the questionnaire, others were on the future of area librarianship. The comments below related to the future of area librarianship have been selected to illustrate the range of opinion and topics, some of which were not addressed directly in the questionnaire. The respondents are identified by the geographic area of their position.

"It's high time that somebody realized that there is a need to discuss issues in relation to succeeding generations. I also recommend that a discussion on other extra work we do for the library not pertaining to area programs should be recognized."

Southeast Asia

"We can't afford the luxury of dedicated area studies librarians here. Everyone must fill multiple roles. Computer literacy for public service is more important in hiring than language needs for collection development."

Social Science

"This is an extremely important and timely assessment. Area librarians are being pulled farther and farther away from still legitimate concerns, including in-depth knowledge of the field and disciplines, while being over-loaded with rapidly developing information in their areas of concern. Administratively area librarians are expected to know less, but navigate through more information. Organization over substance is taking precedence. Area librarians need to redefine themselves without losing the subject expertise."

Latin America

"Many area studies positions require skills that are, for many, expensive to obtain. The monetary rewards of librarianship often do not justify the expenditure. This can lead to academics/non-librarians who have the area skills but not the library training to be given positions. I feel that often -- and more so in the future -- this will be a detriment to the user. But they also need people with subject skills. To have both seems to be imperative, but I have a hard time envisioning how such training will be paid for."

Africa

"As for the future of area librarianship, most of us feel it is behind us. One almost feels guilty about mentoring. The public and therefore Congress and academic administrators no
longer wish to underwrite area studies. We know what to do about recruitment, training, etc. But the money is not going to be there to do it. Why train people for positions that are not going to be there?"

Slavic-East Europe

"With the globalization of library resources in the information age, area studies librarianship is taking on added importance. I hope ALA will pay more attention to this effort, and more efforts and resources will be made available to preserve valuable area studies resources in North America."

China

"The main problem for me with area programs in libraries in the US is marginalization. We are continually trying to get support and budget recognition from more traditional library service departments such as reference and collection development."

Southeast Asia

"Other problems I would like to see addressed: the problem of being a `one-person show' -- many area studies librarians have to perform or oversee all aspects of a mini-library, from checking in serials to cataloging books to answering in-depth reference questions. How do we keep our heads above water? How do we keep from getting into a rut because of all the routine work?"

Middle East

"While the concept of area studies may be fading in academia in this country that does not mean that research and other concerns for the countries covered by area programs has diminished."

South Asia

"This is a particularly propitious time for strengthening area studies librarianship, as we see a `graying' of the current generation of experts in Latin American area studies, and with the generation of early founders in retirement or having passed on. Recent interest in internationalization of education, as well as free trade, growth of immigrant communities within our borders, and global communications provide justification for renewed interest in area studies. ... the area specialist position was and is often multi-faceted, misunderstood, marginalized, and seriously overburdened with additional duties and expectations, inadequate support or backup, and usually, given the myriad of duties, underpaid. For many of us there is little time or opportunity for professional development such as research projects, professional leaves, or book buying trips."

Latin America
"In the environment where multiculturalism is a way of life, there is no reason to maintain an isolated entity such as an East Asian library. For the benefit to all users, collections with different languages should be integrated into one, librarians with special expertise should work together, serving clientele with diversity, stimulate their appetite to study different cultures. We are heading for an integrated library where difference can be appreciated and promoted."

East Asia

"The future of area studies is very important. I think it is still vital to have specialized programs outside the core Euro-American curriculum. It is equally important to have librarians who are familiar with other parts of the world and have language skills necessary to obtain materials to support academic programs."

South Asia

"... there are four area studies librarians. While we are grouped together for administrative purposes, the four of us share not much more than the fact that we handle foreign language materials. The majority of our professional activities and the problems we face in our respective fields have much less commonality among the 'area studies librarians,' as a rule, than with many of our colleagues in the general library departments. My 25 years of experience as an East Asian Librarian makes me somewhat skeptical of any effort to further define my work under the confines of the 'area studies' label which enables compartmentalization of a variety of unique problems under a convenient rubric which can be benignly neglected as 'their' problems by those in the mainstream. Despite the fact that we suffer the common fate of ghettoization within the library, I am not convinced that there is a common 'future of area studies librarianship'."

East Asia

"Some research libraries seem to resist the notion that having foreign language materials is necessarily critical to curricula or faculty research needs because these materials are not as easy to acquire, process or use as English language items. The recent access over ownership debate is even worse of a threat since in some environments it's heretical not to think that any item can be supplied with good document delivery. That option works for sci-tech materials but the vendors haven't shown much interest in also providing Bolivian or Paraguayan articles. Finally, book budgets are shifting more and more to support a growing army of electronic products which again don't fully cover foreign language/area study needs. ... The Internet/WWW world out there isn't 100% English and area studies librarians can play as important a role as reference librarians in exploring our new information resources."

Latin America

"It is my sense that most future area studies librarians will need competencies which are unrelated to their geographic areas, except for those languages where cataloging is completed in original scripts. If the trend toward downsizing staff generally continues, though, the East Asian
and Middle Eastern staffs will find it difficult to maintain the traditional lines in duties when 'mainstream' units are understaffed but more heavily used by the university population at large."

South Asia

"You would do well to examine the paraprofessional side of the equation. We are out here doing cataloging and enhancing the databases. You see our work online and we are taking up a lot of slack as librarians move toward management. I suspect that there is a paraprofessional somewhere who does collection development."

East Europe

"The future of area studies librarianship is challenged by some important factors in academic instruction, eg. 1) the language requirement for undergraduate students, 2) the interdisciplinary nature of many courses, eg. women's studies, 3) the future of ethnic studies in places like California. I am inclined to think that in the immediate future, these areas (ethnic studies, interdisciplinary fields and area studies) will begin to redefine their scope to accommodate their overlaps."

Africa
APPENDIX IV A

Discussion Groups for Session 1, Thursday Aft. 1:30 - 2:30 p.m.

**Facilitator**
**Reporter**

**Group 1: Education/Preparation**

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<tr>
<th>Name</th>
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<tr>
<td>Barbara Van Deventer</td>
<td>Univ. of Chicago</td>
<td>Asst. Dir.</td>
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<td>Louis Pitschmann</td>
<td>Univ. of Wisconsin</td>
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**Group 2: Education/Preparation**

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**Group 3: Education/Preparation**

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**Group 4: Cont. Education/Prof. Development**

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**Group 5: Cont. Education/Prof. Development**

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Discussion Groups for Session 2, Thursday Aft. 3:30 - 4:30 p.m.

**Facilitator**

**Reporter**

**Group 1: Technology/Cooperation**

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### Group 4: Area Programs/Funding

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APPENDIX IV B

Discussion Session 1

Questions for Groups One, Two, and Three on Education and Preparation of Area Librarians:

1. How can we encourage interest in area librarianship among library and information science students, few of whom are aware of the existence of such positions (particularly in view of the fact that such positions are not ordinarily entry level)?

2. How can we encourage interest in area librarianship among library and information science educators, few of whom are familiar with the requirements of such positions? [Of all educators listed in the most recent ALISE (Association for Library and Information Science Education) Directory, only two list Area Studies among their top five areas of expertise/interest -- one a Senior Fellow at Rosary; one an Associate Professor at Western Ontario.]

3. In which L.I.S. courses could/should area librarianship be presented and discussed? (Collection Development and Management, Basic Reference, Advanced Reference, Academic Libraries, etc.)

4. Are dual degrees (M.L.S./Area Studies) or specialization programs at the Master's level the best preparation for area librarianship (again, taking into account that most such positions are not entry level)? If so, what elements should be present in such programs? If not, what other options are there?

Questions for Groups Four and Five on Continuing Education and Professional Development:

1. What are the topics requiring priority attention in continuing education programs for area librarians?

2. How should continuing education programs for area librarians be organized and delivered? Should general programs for all area librarians be the priority or should the focus be on activities in world area specializations?

3. What continuing education opportunities would enable a librarian to prepare for a move to an area specialist position from another assignment?

4. What incentives should be implemented to encourage participation in professional development activities by area librarians?
Discussion Session 2

Questions for Groups One, Two, and Three on Cooperative Efforts and Technology Issues:

1. How can area librarians share knowledge of and build on existing cooperative arrangements to: a) acquire/deliver electronic resources b) build monograph collections c) coordinate serials cancellations and new subscriptions?

2. What strategies can area librarians use to cooperatively select materials for preservation in hard copy, microform, digital and other forms, and how can arrangements be made to cooperatively store preservation copies?

3. How can area studies librarians and area studies faculty establish a cooperative forum for evaluating Internet resources for area studies and disseminating critical evaluations of these resources?

4. What should be the role of the World Wide Web in disseminating information about cataloged and uncataloged area studies collections?

Questions for Groups Four and Five on Area Programs and Funding Issues:

1. What are the main priorities for future cooperation between area programs and libraries? What steps can be taken to meet these priorities?

2. How can area studies programs, libraries, and area librarians work together to most effectively build cooperative collections for both local and national consumption?

3. What strategies can area studies programs, libraries, and area librarians adopt in anticipation of future changes in federal funding for international education and research?

4. If shrinking budgets necessitate a further streamlining of programs and collections across institutions (for instance, consolidating the study of a particular world area to only one of a group of regional universities), how can both academic priorities and collection development priorities be met? Should steps be taken now in preparation for this possibility?
Name (optional) ________________________________________________________________

We are very interested in your assessment of this conference and request that you share your reactions and ideas. This will be very helpful as we plan future meetings on this topic. Thank you.

A. CONFERENCE OBJECTIVES
   What were your primary objectives for attending this conference?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

How well were your objectives met?

Excellent       Very Good       Fair       Poor

_________   __________     _________    _________

Comments:

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### B. CONFERENCE ACTIVITIES

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Comments:

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### C. ARRANGEMENTS AND FACILITIES

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Comments:

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D. We are interested in your suggestions for further research and activities on area librarianship, including the content of professional development workshops at Indiana during the summers of 1996 and 1997.
APPENDIX V B
SUMMARY OF THE EVALUATION FORMS

A. Conference Objectives:

"To take part in developing a strategy for the future of area librarianship, and to learn from colleagues from other areas."

"Promote area librarianship and area studies; expand the framework of discussion beyond "traditional" ARL/Title VI Center members; ensure a continued supply of area resources in my field."

"To participate in and contribute to discussion of issues of area librarianship."

"Information about particular fields."

"Getting ideas for education and training. How can my institution participate, encourage, etc.. Acquire information that will get institution to act."

"To talk about issues of librarianship and area studies."

"To help to highlight the importance of area studies librarianship and collections and indeed international education generally. To develop ways to educate and train the next generation of area studies librarians."

"Overview of issues in area librarianship. Collaborative collection management in area studies."

"Obtain overview of issues and challenges confronting area studies librarianship; contribute to this overview from a West European perspective."

"To promote area studies librarianship and to share the concerns with colleagues for future of area librarianship. To learn the current status, the vision and plans regarding area librarianship at a national level."

"To participate in the discussion on the status and future of area librarianship. To hear other people's views."

"Concern for future of area librarianship. Need for increased, shared, international collection responsibilities."

"I primarily attended the conference to represent our area bibliographer, and to understand the needs of the libraries. I hoped to take notes to brief them about the general discussion and to be able to identify the major areas of need."
"For information on the current status of area librarianship and on skills and knowledge related to the specialty together with curriculum implications."

"To discuss the needs for area librarians in the future."

"To listen to what other people felt were the important issues facing area librarianship and to help formulate ideas for the future."

"To learn from other area/subject specialist/librarians in academic/research libraries and assess the current status and the future of area librarianship."

"Participate in national discussion on area studies issues to assist in shaping the future direction."

"Not sure what I wanted, information on the questions involved -- ideas to take to other area studies specialists."

"Acquire better understanding of state of area librarianship; discuss problems and possible solutions to them."

"To assess common concerns among variety of area studies bibliographers."

"To learn more about national trends in area librarianship, and try to participate in creation of an advocacy network."

"Changing role of the area studies bibliographer; and relevance of online/internet advances."

"Develop action plan for area studies librarianship generally and examine own area needs."

"To find out the role and responsibilities that an area librarian should perform."

"Learning about continuing education and training in area librarianship and report back to other area specialists at my institution."

"To assess conditions/prospects in area studies librarianship beyond my own institutional area focus."

"To be involved with planning and development of area librarianship and cooperative development of national level collections."

"To learn more about problems faced by area specialists and to develop a plan to work in a coordinated manner in areas of common interest."

"To investigate methods by which we would be able to encourage library schools and students to offer area studies courses and take classes."
"To discuss and learn from colleagues of other institutions about the issues of area studies librarianship."

"To discuss issues pertaining to area studies librarianship."

"To see what could be done next, nationally."

**How well were your objectives met?**

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**Comments:**

"This was an excellent starting point and a way to identify common goals. I am anxious to see (and help with) what comes next."

"Some concern over ensuring a broad and inclusive context/focus for area studies discussions."

"Lack of library directors and other non-area specialists was a problem. Do not feel closer to figuring out how to convince non-area specialists."

"My interests were not concerning education and preparation."

"This conference provided a valuable forum for discussion, networking, and an addressing of centrally important professional interests."

"Rich, diverse and challenging discussions."

"As an area studies administrator, I'm grateful to have had the opportunity to meet and be involved in discussions with librarians, and to understand how they struggle to meet our needs (area studies). As an administrator it is important for me to understand the needs of one of our most vital aspects of area studies existence -- the library. I feel that this objective was met very well."

"Looking forward to the written report of the conference."

"For once, someone showed some interest in this subject -- many of us have felt isolated for so long that it was intellectually stimulating to be able to discuss concerns and ideas."
"We work in the middle of Pacific. Although communication is much easier via electronic media, nothing can serve better than person to person contacts. I will share all the findings with my colleagues."

"Very good start on initial goals. Need to flesh out the most important ideas."

"Implementation remains to be seen at this point."

"Thank you for a wonderful opportunity to think about the core issues and future challenges in my field."

"Participants were well-selected with a mix of area librarians and administrators, all well-prepared to discuss the issues presented."

"Quite well."

"I learned a great deal and am very inspired."

"There is a need for follow-up."

B. Conference Activities Keynote Presentation

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Comments:

"Choice of speakers was excellent. Questions presented for discussion by the five groups were repetitive or self-evident in some cases. Questions needed revising."

"I am concerned about how we will take the next steps, and what will follow the action plan. We are all in agreement on these issues, but there are many other players who need educating/convincing."

"Action plan discussion should have had table assignments and assigned moderators and reporters (discussion at my table suffered badly for lack of moderation and focus)."

"Need to distinguish among different world areas/area studies programs, as well as foster and promote an "area studies" constituency. Need to distinguish faculty, administrative, program constituencies."

"Some of the topics of discussion felt lack of presence of programs and administrators, etc..."

"The format of the conference was good and the time frame appropriate, all speakers were interesting."

"Very well organized and resulted in a lot of good ideas."

"Overall, very productive."
"Having handouts to take back useful in terms of communicating with colleagues not attending."

"Excellent because it leaves much to ponder and do."

"I wish to thank you for pulling this conference together. When we are faced with reduction in personnel and budget, we need to be creative to make a difference. I have gained a "renewed" energy on the task. I have learned a lot. Thank you! I hope we will meet again."

"It was well thought out and organized conference. The attendents are small enough to promote interactive discussions. The questions designed were very effective to lead discussions. This is one of the most productive conferences/meetings I have ever attended."

"Outstanding organization and flow of discussions."

"Keep up the excellent work."

"A very good brainstorming session -- came away with a number of ideas."

"The organization was incredible! No milling about, wondering what to do -- instructions clear, concise -- Thanks!"

"More new information-- i.e., more speakers -- could have been included. Group deriving conclusions and recommendations was overdone."

C. Arrangements and Facilities Meeting Room

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D. Suggestions for further research and activities:

"The suggestions for continuing education that emerged from the discussion would possibly serve as the basis for the workshops -- e.g., the model of collection development institutes, but for foreign users, either individually or collaboratively. I would be happy to help with planning for the workshops."

"More emphasis on area librarians who are not bibliographers. There may be different dimensions to consider with regard to preparation and education of catalogers, reference librarians, etc..."

"Publication of "results" of the conference -- or proceedings. Summer institutes for graduate students and practicing area librarians -- bringing foreign librarians to attend as well. A mechanism to foster a regular linkage between library schools and area specialists."

"Include collection development officers and library administrators in future conferences."
"Survey of future demand of area specialists. The results of the survey and the suggestions of the workshop attendees should be publicized."

"Perhaps publish/distribute your "action plan" and conclusions for all conference participants, and request feedback at this point. Should a small core group or steering committee-- not just from Title VI Centers -- be convened to ensure continuity, particularly with Jim leaving Indiana?"

"I would like to participate in the ongoing activities of the role and improvement of area studies. Need for followup."

"Some of these ideas were presented in the wrapup. One thing that was outside the purview of the meeting was a discussion of the hostility area librarians face on their home turf from administrators and technical services and need to reeducate these people about the importance and requirements of area specialists."

"Apart from issues of home-page design, I am very concerned about the largely unrecognized need for (cooperatively-implemented) evaluation of resources (internet resources) for inclusion as content on such home pages. I do extensive training of East Coast librarians to address the issue of content (over format) for these new "virtual collections", building on the conceptual frameworks of traditional collection development. This is an area of urgent need..."

"Develop and expand survey to examine more fully future needs in the field, priorities in area studies teaching and research; examine the needs for post-MLS development at the entry level to prepare future specialists: does how can it meet the need be identified?"

"Evaluation of electronic resources and integration into our collections and the servicing of those collections. National/regional cooperation. Nonprint collections cooperative possibilities, collection preserving, servicing."

"Labor market survey. Analysis of demographics of area librarians. Collaborative collection development workshops."

"Summer institutes at Indiana in 1996 and 1997 should be good. Call and organize a national conference on area librarianship."

"Technology"

"Surveys of area studies librarian organizations for skills inventory and for current status of their training and electronic communication activities would be useful in and of themselves and might also lead to specific future workshops."

"I encourage continued collaboration between area librarianship and area studies centers whenever they exist. Area librarianship will continue to be of significant importance just like area studies to our national involvement in the international/global arena. Professional
development seminars specific to area librarians will also encourage continued internationalization of our university curricula."

"Evaluation of cooperative efforts. Exploration of distance education potentials. Training for new, small program collection development librarians. Distribute everyone's e-mail address to maintain networking."

"Identify needed area/subject collections assessments to be framed for implementation. Further identification of internet resources to be developed on area content for dissemination here and abroad."

"Especially interested in education and training -- role of the schools. Suggest workshops (or sessions) at ALISE to raise visibility of the area studies to SLIS faculty (willing to continue to work with the program from faculty point of view)."

"Future workshops or conferences should include university administration so they may learn some of the issues first-hand, and most importantly, the importance/needs of area studies librarianship."

"There should be a regular conference in area studies librarianship (not one every 30 years). I also hope to see library/professional journals to provide more fora (e.g. special issues, or better yet a journal specialized in area studies librarianship) for area studies librarianship."

"I would like to see your summer institute focus on area specific resources; and if possible go into practical assessment measures on such resources; training of area librarians to attain competence level of trainers for their home institution for their researchers and students and build, if so wish, home pages on their own and link them properly to other webs."

"I would like to see a discussion of the changing nature of librarianship and collection development and the role of area studies. How does the changing nature of librarianship affect area studies librarianship? We did not deal with these issues at the conference.”