

GLISA
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GRADUATE LIBRARY INSTITUTE FOR SPANISH-SPEAKING AMERICANS

University of Arizona

Final Report

August 20, 1976

Concluding a most successful year for the Graduate Library Institute for Spanish-speaking Americans (GLISA), we are submitting this final report which will provide first, an overview of the last three months and terminate with the most notable events and activities of the whole program.

We have fulfilled all the objectives stated in our proposal and in some instances far exceeded our own expectations. The most notable accomplishment of the program is that all fifteen participants have successfully completed all the requirements of the regular degree program of the Graduate Library School and have received their M.L.S. degrees. Not only is it significant that all have successfully completed the program (see Appendix I), but also all of them are either employed or are in the process of interviewing for specific jobs where they will be working directly with people of Hispanic-heritage.

A ten-page brochure (Appendix II), describing the GLISA program and containing capsule biographies and employment objectives of the students was prepared in the spring and sent to a long list of libraries and librarians. Also, advertisements placed in the Chronicle of Higher Education and professional library journals have produced a number of telephone calls and letters from libraries seeking to employ GLISA graduates. As a result, we have had inquiries from more than thirty different libraries seeking to employ our graduates. Most of the positions involve working directly with persons of Hispanic-heritage, and several specify that the applicant must be bilingual in Spanish and English. Some libraries have indicated their need is so great they would hire as many of our graduates as would apply. The demand for public and school librarians is

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particularly high and we are confident we could have placed twice the number of our participants.

At present, twelve students are employed and the rest are in the process of interviewing for specific jobs. One of the participants, Marta Ayala, received a scholarship to work at the Escuela Interamericana de Bibliotecologia, Medellin, Colombia. She began her studies on August 2, 1976, and is expected to stay there for four months. It is also noteworthy to mention that another participant, Adriana Herman, is the only Spanish-speaking school librarian in Tucson School District #1 and she will be a principal in the fall (See Table I below).

TABLE I

Employment Status of GLISA Graduates as of August 16, 1976

<u>Name</u>	<u>Employment Status</u>
Aponte, Jose	Public Library, Tucson, Arizona
Avalos, Francisco	Public Library, Phoenix, Arizona
Ayala, Marta	Scholarship at Escuela Interamericana de Bibliotecologia, Medellin, Colombia
Castillo, Amanda*	Currently interviewing
Giroud, Virtudes	Public Library, Chicago, Illinois
Gomez, Antonio	Pima Community College, Tucson, Arizona
Gomez, Martin	Public Library, Chicago, Illinois
Herman, Adriana	School District #1, Tucson, Arizona
Herrera, Luis	El Paso School District, El Paso, Texas
Humphreys, Carlos*	Currently interviewing
Moore, Laurita*	Currently interviewing
Rico, Carlos	Public Library, Nogales, Arizona
Romero, Orlando	State Library, Santa Fe, New Mexico
Villegas, Alberto	Ysleta School District, El Paso, Texas
Yermo, Virginia	Public Library, Phoenix, Arizona

*

These students have position offers available, but are looking for employment in specific locations.

One of the unique features of GLISA was the internship, selected on the basis of the type of library work which each student planned to go into following graduation. This internship was performed under the indirect supervision of a faculty member and directly under a supervisor at the cooperating library. The internship was optional for those participants who already had extensive library experience; but as it turned out, with the exception of one person (Orlando Romero) all elected to do internships and they found these to be most beneficial, as the work provided them insights into the working world of libraries (See Appendix III, Item A). Special guidelines for the internships were drawn and discussed with the faculty supervisors, the library supervisors, and the students prior to the beginning of the assignments (See Appendix III, Item B). Three students did their internships during the spring semester and the rest completed the work during the summer session. Each student prepared a report on his/her internship experience, and this report as well as the evaluation form completed by the library supervisor were used as bases for grading the student. A copy of the evaluation form is included in Appendix III, Item C. Table II (below) shows where the students did their internships.

TABLE II

GLISA Students Internships

<u>Name</u>	<u>Internship</u> (All libraries located in Tucson, Arizona)
Aponte, Jose	Central Branch, Public Library (Reference)
Avalos, Francisco	Anthropology Library, Arizona State Museum, University of Arizona
Ayala, Marta	University of Arizona Library (Social Sciences and Humanities)
Castillo, Amanda	Valencia Branch, Public Library (Children)

TABLE II
GLISA Students' Internships
(Continued)

<u>Name</u>	<u>Internships</u>
Giroud, Virtudes	Woods Branch, Public Library (Children)
Gomez, Antonio	Central Branch, Public Library (Technical Services)
Gomez, Martin	Central Branch, Public Library (Bookmobile)
Herman, Adriana	Sunnyside School District
Herrera, Luis	University of Arizona Library (Government Documents and Humanities)
Humphreys, Carlos	Learning Resources Center, Pima Community College
Moore, Laurita	University of Arizona Library (Technical Services)
Rico, Carlos	Learning Resources Center, Pima Community College
Romero, Orlando	Choose not to do an internship
Villegas, Alberto	Learning Resources Center, Pima Community College
Yermo, Virginia	Himmel Branch, Public Library (Children)

Comprehensive examinations are required of all students at the Graduate Library School. One of the GLISA participants took the examinations during the first summer session and the others took them during the second session. We are pleased to note that all fifteen of the participants passed the examinations. The exams are anonymous when they are graded and of the students who took them this summer two of the GLISA students received a grade of high pass along with four other Graduate Library School students. Overall the academic records of the GLISA students was high. One of the students, Marta Ayala, completed the year with a grade point average (GPA) of 4.0 (A). Two other students, Carlos Humphreys and Luis Herrera, had GPA's of 3.77 and 3.75 respectively. The average of the fifteen students was a 3.41. Table III (following page) lists the final GPA's of the GLISA students.

TABLE III
FINAL GRADE POINT AVERAGES OF GLISA STUDENTS

4.00
3.77
3.75
3.61
3.48
3.45
3.42
3.40
3.31
3.29
3.20
3.18
3.17
3.06
3.00
AVERAGE 3.41

The GLISA students have also set a noteworthy precedent for other programs dealing with the training of Spanish-speaking librarians. One of the most publicized efforts of GLISA was the project of eight of the students, Marta Ayala, Amanda Castillo, Antonio Gomez, Martin Gomez, Adriana Herman, Luis Herrera, Carlos Humphreys, and Alberto Villegas, who produced a slide presentation entitled CUATRO SIGLOS DE LO NUESTRO. This show provides a 400-year review of Hispanic peoples in America: their history, and contributions (Appendix IV). A special premiere of the show was held on Monday, July 12, 1976, at the University of Arizona's Student Union Exhibition Hall. In conjunction with the showing, a traveling exhibit on Mexican American art was displayed and one of the GLISA participants, Orlando Romero, autographed copies of his recently-published autobiographical novel, NAMBE YEAR ONE. Considering the relatively low number of persons on campus during the summer, the over 100 people who attended the presentation made it one of the best-attended events of the summer session. The enthusiasm with which the show was received provided

added encouragement to the participants who also presented CUATRO SIGLOS at the REFORMA meeting held in Chicago as part of the American Library Association's annual convention on July 20, 1976. Funds for the students to attend the convention were provided by the University of Arizona.

As the evaluation of GLISA was considered vital from the very beginning two Spanish-speaking librarians were selected on the basis of their accomplishments in the field. Mr. Roberto P. Haro is probably the best-known Chicano librarian because of his numerous publications. Also, he is one of the few holding a high administrative rank--that of assistant librarian at the University of Southern California from where he is on leave of absence and currently working on his Ph.D. at the University of California, Berkeley. Dr. Alfredo de los Santos, the other evaluator, has become best known as an educator and administrator and until recently held the position of president of El Paso (Texas) Community College.

The evaluators conducted two site visits, the first on October 16 and 17, 1975, shortly after the mid-semester exams; and on June 14 and 15, 1976, during the first summer session. Their visits were programmed in a manner whereby they would first be able to evaluate the program in its formative stage and again almost at the completion of the program. Every opportunity was provided to them to gain full appreciation of the GLISA program, the participants, the faculty, staff and other persons who would be involved directly or indirectly with the program. As both evaluators are bilingual/bicultural they readily established rapport with the participants which helped in their assessment of the program. Just as important, they shared their professional experiences with the participants; thus their site visits also provided a learning experience. Their written reports have provided guidance and also encouragement to the

GLISA administration. Although each evaluator submitted a separate report, in summary it can be stated that each gave GLISA a high rating. There were some shortcomings sighted, but overall they gave the program excellent marks. Dr. de los Santos summarized his final report with this statement

All the objectives stated in the original proposal have been achieved, at a level, to be very frank, that this evaluator did not expect, particularly of a first year program, one that received notification of grant award so late in the academic year. . . . It is very unfortunate that the U.S. Office of Education will not refund the program. Very unfortunate.

Mr. Haro's report concludes by saying the fifteen students now possess "skills, sensitivities and expertise . . . consistent with the Program objectives. Consequently, the Institute Proposal was completed in a highly professional and successful manner." (The reports of the evaluators are included in Appendix V).

To assure that the program would meet its objectives the GLISA administration also opted to have periodic internal evaluations. These served not only to ascertain that the goals of the Institute would be met, but at the same time prevented any problems which might have hindered the fulfillment of the objectives. The first internal evaluation was conducted through a questionnaire which was completed anonymously and also through informal sessions with the participants. The results of this first semester evaluation led us to modify the program so it became more flexible insofar as the course selection available to the participants. A second internal evaluation was less formal as by this time the GLISA staff and faculty had become better acquainted with the participants and we were always on the alert to detect any problems which could impede the success of the program. Then, too, it should be noted that we wanted to avoid having the participants feel that

they were being used as an experimental group. Dr. de los Santos had them fill out a special questionnaire which he prepared, and for us to follow with another questionnaire just did not seem advisable. Before the participants left, however, all were asked to let us know about the strengths and weaknesses of the program. Without exception everyone felt that the program was worthwhile and despite the fact that the program taxed both mind and body they would do it again.

It should be noted that in Mr. Haro's report of June 14 and 15, 1976, (p. 7) he misunderstood a personnel change in the position of the Coach Counselor which took place on the day he arrived (June 14). He states "The resource people identified within the Program were uneven and changed during the course of the Program. The coach/counselor position seemed superfluous and was not used during the latter parts of the Program." There was only one change in personnel during the whole year which came when the coach/counselor resigned to accept an attractive library position in her hometown. Her post was immediately filled (on June 14) by Dr. Kathleen L. Lodwick, who had been working part-time with the GLISA project since its inception. With this personnel change the post was restructured to encompass the duties of an administrative assistant since it was our observation that an administrative assistant was more in line with the needs of the program than was a counselor for graduate students.

We would be remiss in concluding this report without at least making two recommendations pertinent to GLISA based on our experience and observations.

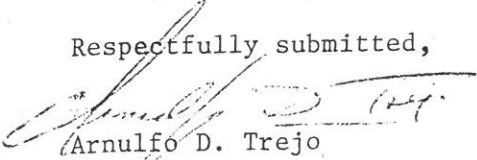
1. It has become a proven fact that there is a definite need for such a special program, not only at the University of Arizona, but at other library schools that are preparing librarians to serve the Spanish-speaking communities. Therefore, it is recommended that the federal government continue to budget


monies for library training programs, particularly for the Spanish-speaking and Native Americans who continue to be grossly underrepresented in the library profession; and 2. It is recommended that more qualified Spanish-speaking librarians be recruited as faculty by library schools.

This report would be incomplete without a statement concerning the budget for GLISA. Considering the nature of the program, the monies appropriated were barely adequate. It is true that the program could have operated with less funds, but if the participants were to broaden their professional expertise and skills beyond those which the Graduate Library School could provide it was necessary to draw on outside faculty, consultants, and lecturers who could furnish the program that added dimension. The GLISA program was designed to build on the cultural background of the participants, and this required the use of outside persons whose broad experience and specialization complemented and supplemented the expertise of the Graduate Library School faculty. A final budget report will be forthcoming from the University of Arizona, Sponsored Projects Office.

We would like to give recognition to the following people who helped make GLISA a success: Senator Joseph M. Montoya for his encouragement; and University of Arizona John P. Schaefer, Vice President Marvin D. "Swede" Johnson, Vice President A. Richard Kassander, Dr. William R. Noyes, coordinator of the Summer Session, Dr. F. Robert Paulsen, dean of the College of Education, and Dr. Donald C. Dickinson, director of the Graduate Library School for their support and encouragement. Special thanks also go to Ms. Natalia Davis, Ms. Marilyn Salazar, Mr. Patrick Sanchez, Ms. Martha Tome, and members of the University of Arizona Advisory Committee and the faculty of the Graduate Library School for their cooperation. Last, but not least, thanks go to the GLISA staff, Dr. Kathleen L. Lodwick and Ms. Delia Escalante for their assistance throughout the year.

Respectfully submitted,


 Arnulfo D. Trejo
 Professor of Library Science
 Director, GLISA


 Robert K. Johnson
 Professor of Library Science
 Associate Director, GLISA

APPENDIX I

SCHEDULES FOR GLISA STUDENTS

Fall, Spring, Summer Sessions

GLISA Tentative Fall Schedule

Seminario: Bibliotecas de Ayer, Hoy y Manana (0)

A series of one hour weekly lectures presented by faculty and guest speakers, the purpose of which is to supplement the formal curriculum.

12:00 - 1:00 M

- 270 Basic Reference (3)
Survey of general reference sources. Discussion of reference techniques.
*Section 1 3:00 MWF Gothberg
Section 2 4:00 MWF Gothberg

- 273 Selection of Library Materials (3)
Principles of selection, selection aids and bibliographies, acquisitions procedure, practice in reviewing and annotating print and non-print materials; selection problems.
Section 2 4:00 - 5:15 TTH Trejo

- +331 Library Service to Ethnic Minorities (3)
A study of the problems faced by ethnic minorities in the use of libraries. Emphasis on American Indians, Blacks, and Spanish-speaking groups. Techniques, programs, services, and materials are identified and studied.
12:30 - 1:45 TTH Trejo

- 395z Spanish Language and Culture for Spanish-speaking Librarians (3)
Emphasis on the acquisition of facility in normal Spanish conversation and comprehension, together with a cross-cultural survey of the peoples of Hispanic heritage. The stress will be on Chicano people.
9:10 - 10:15 TTH Brito

- 323 Research Methods (2)
An introduction to the various research methods which are appropriate for problem-solving in librarianship. Includes preparation of a sample research proposal.
2:00 - 3:40 W Johnson

OR

- 274 Trends in Library Service (3)
A broad introduction to the field of librarianship. Presentation of the historical foundations of the profession as well as discussion of current trends and issues.
11:00 - 12:15 TTH Dickinson

14 or 15 hours

*Section 1 will conflict with Research Methods
+LS 331 may be taken in the Spring semester; if so, Trends, LS 274 to be substituted.

GLISA Tentative Spring Schedule

- 272 Organization and Classification of Library Materials
Purpose and principles of cataloging and classification; the card catalog, shelf list, filing, vertical files; organization and maintenance of materials for use.
Section 1 9:00 MWF Ed. 318 Maxwell
Section 2 11:00 MWF Ed. 318 Maxwell
- +395x Administration of Library Services for People of the Barrio (3)
Organization and administration of barrio libraries; channels of communication, personnel, services and budget.
Wolf
- 395y Information Resources for the Instruction of the Spanish-speaking (3)
Study of principal sources of information and multi-media materials for the Spanish-speaking intended particularly for prospective librarians and teachers.
Trejo
- *344 Automation in Libraries (3)
An introduction to automated procedures currently in use in libraries. Includes the systems approach, computer equipment, and language of automation.
Scholz
- **274 Trends in Library Service (3)
See Fall schedule for course description
Dickinson
- OR
- *Ed 217 Visual and Auditory Aids in Teaching (3)
Operation of audio-visual equipment and the preparation of various aids.
- **331 Library Service to Ethnic Minorities (3)
See Fall schedule for course description
Trejo

15 hours

- +Meets administration requirement
- *May be replaced with an elective if participant has experience in area.
- **If not taken in the fall semester, must be taken.

GLISA Tentative Summer Schedule

Summer Session I

- +303 Internship (3)
In consultation with their advisors, students choose a library in Tucson area where they will work with Spanish-speaking patrons. (Minimum of 45 clock hours of actual library work).
- 399 Independent Research (2)
Students select projects in consultation with their advisors in areas of their choice. Projects developed would be in response to actual community needs.
- Electives

Summer Session II

- +303 Internship (3)
- *400 Independent Research (2)
- Electives

Total number of hours for both Summer sessions will be either 8 or 9 hours, depending on Fall and Spring semester loads.

+May be taken either session for 45 hours of service. Pima Community College, in Tucson, Tucson School District #1, the Bilingual-Multicultural Resource Center, Sunnyside School District, and the Tucson Public Library System offer unique opportunities for the students to perform supervised field work in agencies which have a large representation of the ethnic group with which they identify.

*If participant does not take Research Methods, LS 400 may be taken either session.

A SELECTION OF
ELECTIVES OFFERED DURING THE YEAR

Within the Graduate Library School:

<u>Course</u>	<u>Title of Course</u>	<u>Units</u>
282	Materials for Instructional Media Center	3
285	Literature for Adolescents	3
286	Oral Presentation of Children's Literature	2
311	History of Books and Printing	3
312	History of Children's Literature	3
316	Coordination of Instructional Media Programs	3
334	Public Library Service to Children and Young Adults	2
346	Information Retrieval in Libraries	3
348	Technical Service Problems in Large Libraries	3
350	Management of Audiovisual Materials	2-3
351	Government Documents	2
377	Advanced Reference	3
378	Advanced Cataloging	3
387	Library Management	3
395b	Libraries and Literature of the Southwest	3
	Current Trends in Children's Literature	3
	Library Cooperation and Networks	3
	Library Communication and Public Relations	3
	Television and Libraries	3

Outside of the Graduate Library School:

ANTHROPOLOGY

206	Bilingualism in the Southwest	3
212	Peoples of Mexico	3
214	Mexican American Culture	3
222	Minority Groups	3
230	Ethnology of the Southwest	3

EDUCATION

225	Educating the Bilingual Learner	3
226	Methods and Materials in Bilingual Education	3
240	Issues in Educating Mexican American Children	3

HISTORY

220	American Ethnic History	3
229	History of Mexico	3
295	Colloquium on the Mexican American	3
396	Seminars on Spanish Borderlands, Western America, Modern Mexico, Latin American History	3

POLITICAL SCIENCE

248	Government and Politics of Mexico	3
249	The Politics of Cultural Conflict	3
283	Urban Public Policy	3

SOCIOLOGY

285	Sociology of the Southwest	3
330	Intergroup Relations	3

SPANISH

215	Children's Literature in Spanish	3
265	Mexican American Literature	3

APPENDIX II

EMPLOYMENT BROCHURE

APPENDIX III

INTERNSHIPS

Item A

TIME SEQUENCE FOR GLISA INTERNSHIP PROGRAM

1. Student interview and library preference decided in discussion with advisor.
2. Selection of faculty supervisor.
3. Interview with supervising librarian.
4. Review of goals by student in conference with faculty supervisor.
5. Assignment of additional work by the faculty supervisor to fulfill the internship requirements; periodic report, summary report, diary, etc.
6. Actual internship.
7. Regular meetings with other interns and their faculty supervisor to receive input based on their varied experiences; possibility of discussing solutions to problems.
8. After periodic interviews with the student, and the completion of the designated number of hours, a joint evaluation will be conducted by the librarian supervisor and faculty supervisor.
9. Final report(s) from student and written evaluation of student by supervising librarian received by faculty supervisor.
10. Final grade determined by faculty supervisor in consultation with library supervisor. Based on the joint evaluation of the student and the written assignments (when required), a final grade will be submitted by the faculty supervisor.

Item B

GUIDELINES FOR INTERNSHIPS FOR GLISA STUDENTS

Arrangements have been made for individual internships for all GLISA participants without previous library experience in cooperation with each student, the faculty advisor, the library supervisor, and the supervising Graduate Library School faculty member. The individual's program goals will be written by the student and his advisor, and reviewed by the library and the faculty intern director. The work performance in relation to these goals will be reviewed after approximately 30-35 hours on the job; a second time at about 60-65 hours; and then again between 90-100 hours. Brief progress reports should be submitted by the participant at the end of each interview.

All GLISA students without previous library experience will participate in an internship at a minimum of 100 clock hours for three units of credit. This internship will be arranged for the spring semester or the first summer session. In addition to the internship working hours, some additional work, to be decided upon by the library school intern director, will be expected. This will be in the form of a written report, a reading list, a diary, or whatever is determined by the director. Grades for the three units will be given by the intern director in consultation with the designated library supervisor.

The internship is meant to place the GLISA participants in an actual work situation exposing them to the varied responsibilities and duties of the job. The internship also will provide an opportunity to observe librarians at work and thus gain insights into the real world of librarianship. Further, the intern will have a unique opportunity to observe and participate in a wide variety of activities and services.

Suggested general guidelines for library school internship programs. (NOT ALL of the following matters will apply necessarily to a particular internship).

LIBRARY MANAGEMENT

Observation of personnel meetings, policy meetings, etc.
Observation of management routines: monthly reports, budget decisions, statistics and how they are used, personnel scheduling, time cards, decision making of librarian-in-charge.
If possible, observation of a job interview.
Selection of print and non-print materials through publishers' catalogs, bibliographies, journals and other sources.

TECHNICAL SERVICES

Learn acquisition procedures. Spend some time performing them. Verify order slips, learn various order files used, budget constraints, jobber characteristics and differences.
Preparation of catalog cards--subject headings and cross reference cards, cataloging procedures for print and non-print materials.
Preparation of material for vertical file--subject headings.
Filing catalog and shelf list cards.
Maintenance of materials.

CIRCULATION

Learn circulation desk procedures, spend adequate amount of time practicing them.
Use of statistics at the desk.

READER AND REFERENCE SERVICES

Have knowledge of collection, both print and non-print, and library's audio and visual equipment (how it is used, etc.).
Instruction to individuals and groups in use of reference materials, equipment use, card catalog, and vertical file.
Learn treatment of serials.
Learn reference routines through work at the Reference Desk.
Student orientation to the library through tours, demonstrations. (Possibility of an independent project after internship--preparation of booklet or video-tape or cassette in Spanish/English to orient students in use of some aspect of library).
Preparation of booklist, bibliography, or guide to be used by students. (Demonstrating use of various machines in library such as microfiche reader, microfilm viewer, cassette players, and slide projectors).

PUBLICITY

Prepare displays, bulletin boards, etc.
Prepare news releases for library and other publicity.

The percentage of time allowed in each area should be determined by the student's experience and interest; and the opportunities for specialization. It should be set by the supervising librarian, faculty supervisor and student.

Reader and Reference Service	40%
Library Management	20%
Technical Services	20% or 15% or 15%
Circulation	15% or 15% or 15%
Publicity	5% or 10% or 5%

These are only suggestions.

SPRING SEMESTER

January 15 (Thursday) Classes begin
March 14-21 Spring recess
May 4 (Thursday) Classes end

Hours to be set by student and library supervisor.

14 weeks @ 7 hours per week = 98 hours + 2 hours = 100 hours

12 weeks @ 8 hours per week = 96 hours + 4 hours = 100 hours

10 weeks @ 10 hours per week = 100 hours

Item C

UNIVERSITY OF ARIZONA, GRADUATE LIBRARY SCHOOL
GRADUATE LIBRARY INSTITUTE FOR SPANISH-SPEAKING AMERICANS

Evaluation Report

Name _____

Date _____

_____ First Evaluation

_____ Second Evaluation

_____ Final Evaluation

Overall performance of the student is;

Unsatisfactory	Improvement needed	Satisfactory	Highly satisfactory	Outstanding

COMMENTS OF PERFORMANCE:

IMPROVEMENT PLAN:

I have read this evaluation report:

Student

I have discussed this evaluation report

Supervisor

Reviewed by

UNIVERSITY OF ARIZONA, GRADUATE LIBRARY SCHOOL
GRADUATE LIBRARY INSTITUTE FOR SPANISH-SPEAKING AMERICANS

Notes for Evaluators:

In making your evaluation, please consider the goals and objectives of the individual intern as described in the materials which were left with you during the initial meeting.

The "Comments on Performance" section is one of the most important parts of the evaluation. As each student's performance is different, this is where these differences can be recorded.

The "Student's Improvement Plan" section should set forth definite goals for the student during the next segment of the internship and should inform him of the best methods for the attainment of these goals.

There are some evaluation factors that we feel could be considered:

ATTENDANCE AND WORKING HOURS

COOPERATION AND TEAMWORK

GENERAL ATTITUDE AND CONDUCT

PERSONAL APPEARANCE

MEETING AND HANDLING THE PUBLIC

You may wish to list additional factors:

APPENDIX IV

SLIDE SHOW--CUATRO SIGLOS DE LO NUESTRO--PROGRAM

THE UNIVERSITY OF ARIZONA PRESENTS

A BICENTENNIAL COMMEMORATION

THE CONTRIBUTIONS OF THE PEOPLE OF
SPANISH-HERITAGE TO THE UNITED STATES

July 12, 1976

8:00 p.m.

University of Arizona
Student Union Exhibition Hall

PROGRAM

- 8:00 p.m. Welcome -- Dr. Arnulfo D. Trejo, Director, Graduate Library Institute for Spanish-speaking Americans, (GLISA)
- 8:15 p.m. A SPECIAL PREMIERE: "THE INDO-HISPANICS IN AMERICA: A 200 YEAR REVIEW IN SIGHT AND SOUND"
- 8:45 p.m. Orlando Romero, a GLISA participant and newly published author, will autograph copies of his recent autobiographical novel--NAMBE-YEAR ONE (copies of the book will be on sale)
- 8:45 p.m. MEXICAN AMERICAN ART--A TRAVELING EXHIBIT (on display through July 25, 1976, in the Exhibition Hall)

REFRESHMENTS WILL BE SERVED

APPENDIX V

FINAL REPORTS OF THE GLISA EVALUATORS

FINAL EVALUATION REPORT

GRADUATE LIBRARY INSTITUTE FOR SPANISH-SPEAKING AMERICANS

The University of Arizona

by Alfredo G. de los Santos

INTRODUCTION

This is the final report of the evaluation of the Graduate Library Institute for Spanish Speaking Americans (GLISA), funded under Title II-B of the Higher Education Act of 1965, as amended. The report is based on data collected during two visits to the University of Arizona in Tucson — the first one on 16-17 October 1975 and the second on 13-15 June 1976.

The approach used to evaluate the program was to consider the objectives as stated in the original proposal submitted to the U.S. Office of Education and to measure the program's effectiveness in achieving these objectives. During the second visit, information was collected from a number of sources, including but not limited to the following:

- (a) three group sessions with the GLISA students and a number of discussions with individual GLISA students.
- (b) one session with a number of students not in the GLISA program.
- (c) a meeting with the local GLISA advisory committee.
- (d) visits to some of the sites where GLISA students were serving their internships.
- (d) discussions with the program director and associate director.
- (f) sessions with the GLS faculty/staff who have worked with GLISA students.
- (g) review of all materials — the proposal, brochure, leaflets, minutes of meetings — developed for the GLISA project.
- (h) questionnaires completed by GLISA students.

2

The rest of the report is divided into four sections: (1) an analysis of the program's effectiveness in meeting stated objectives, (2) comments about the GLISA students/GLS relationships, (d) an analysis of questionnaire data and (4) a summary.

Program Objectives/Achievement

The original proposal submitted by the University of Arizona to USOE specified seven objectives. The objectives and the writer's analysis of the program's achievement of each are included in this section.

Objective # 1. - To recruit and train 15 Spanish-speaking, Spanish surnamed American graduate students to work with populations of Hispanic heritage, particularly Chicanos, by having them complete a core of basic courses required by the library science degree, and by supplementing these with especially designed interdisciplinary courses of study which will stress bilingual and bicultural curriculum.

The GLISA administration did recruit 15 Spanish-speaking/Spanish surnamed American graduate library students, each of whom took the basic "core" courses required of all GLS students and four courses which prepared the students to work with Hispanic communities, especially Chicanos. (See objective #2 for more data).

It should be noted that all 15 GLISISTAS are expected to complete successfully the requirements for the degree. This is a 100% retention rate !!

Objective # 2. To train these students to effectively establish and administer library information and bibliographic services relevant to the socio-economic and cultural needs of the Spanish speaking communities.

This objective was effectively accomplished primarily through the offering of four courses taken by the GLISA students: (a) Spanish Language and Culture for Spanish Speaking Americans, (b) Information Resources for the Spanish Speaking, (c) Library Services to Ethnic Minorities, and (d) Administration of Library Services for the People of the Barrio.

Objective #3. - To provide students with basic training in research methods to enable them to investigate appropriate topics of special concern to the Spanish-speaking through practice in the preparation of research proposals and translating these into form appropriate for solicitation of support from private and public funding agencies.

GLISISTAS completed basic courses in research methods and each investigated topics relating to Spanish-speaking, drawing on the special courses taught to GLISA students. Not all GLISISTAS achieved the second part of the objective — writing proposals asking support from private and public funding sources.

Objective #4. - To provide students with the skills to evaluate print and non-print materials to enable them to develop collections appropriate to the needs of Spanish surnamed patrons and potential users.

Through the basic and advanced reference courses, and especially through the two courses on information services to minorities and Spanish-speaking, all GLISA students successfully achieved this objective.

Objective #5. - To train students in the essentials of preparation and use of multimedia materials and equipment.

All GLISISTAS met this objective. In fact, most of them are involved in the preparation of a slide-tape presentation on the contributions made by the Spanish-speaking to the United States in the last 200 years. This will be presented at the REFORMA meeting in Chicago held in conjunction with the annual ALA Conference in July.

Objective #5. - To provide students, by means of a practicum, with an in-service training in libraries which mostly serve Spanish-speaking patrons.

The fifteen GLISA students participated in a 100-hours practicum/internship in different types of library settings, selected on the basis of student interests and needs. Four internship sites were visited by this evaluator: the University of Arizona Humanities Library, the Arizona State Museum of Anthropology Library, Government Documents Library, and the Technical Services Department.

Each internship site had developed a program of orientation/instruction/work for the intern, each library using a different approach. For example, the Humanities Library used the approach they normally use with new employees. The interns at the Technical Services Department received an improved version of the program used with prior interns.

We were very favorably impressed not only with the quality of the programs but also with the commitment to the internship program on the part of the professional librarians.

Objective #7. - To offer placement services to insure that the graduates are suitably placed.

The GLISA administration has moved actively to provide placement services to the GLISISTAS. An attractive brochure which includes pertinent information about the GLISA program and each student was published and widely disseminated. Other means of seeking suitable employment for the students are aggressively being investigated and pursued.

Other Objectives. - Two other objectives were included in the proposal: (1) to stimulate other prospective librarians of Hispanic heritage from across the country to seek admission to the University of Arizona and (2) the University would be moved to respond by giving the program full financial support for continued operation.

The GLISA administration is actively seeking qualified Spanish-speaking librarians/graduate students to enroll at the University of Arizona Graduate Library Institute. This includes the writing of letters to individuals throughout the country, the writing of an article for publication in the media and other means.

The Dean of the College of Education and the Director of the Graduate Library School have committed the university to supporting the continuation of GLISA courses, but resources for stipends for students are not available. Some form of tuition fee waivers are being contemplated.

GLISA STUDENTS/GLS RELATIONSHIP

All the people with whom we talked praised the GLISA students and indicated that they — as a group and individually — are primarily responsible for the great, favorable impact the GLISA program has had on the university and the Graduate Library School. In fact, the program impact goes beyond the university community, since the GLISISTAS were involved in internships at Pima Community College and the Tucson Public Library and they helped with the Festival de Informacion and were otherwise involved in various activities in the community.

The GLISA students as a group are very impressive. Each, in his/her way, is a very strong, committed person. Each is committed to working hard to provide better library services to the Hispanic communities, beginning with getting from each and every source as much information as possible. The relationship that was noted last fall among and between the GLISA students still exists and most expect it to continue.

While some of the non-GLISA students tended to resent them, the vast majority do not. Those who were resentful had three general reasons: (1) they felt they had to work harder because the GLISISTAS worked very hard, (2) they felt the GLISA students received more attention/services from GLS and (3) the GLISISTAS will be tough to compete against in a tight job market.

Most students and all the faculty/staff with whom we talked respected the GLISA students and appreciated their enthusiasm, openness and togetherness. All felt that when the GLISISTAS leave, the library school will not have the spark that it has had this past year.

It is good to note that many of the techniques/approaches/methods developed for use in the GLISA program will be continued by GLS. It is also good to know that the Dean of the College of Education has committed to continue to offer the courses developed to serve the GLISA students.

QUESTIONNAIRE DATA

All 15 GLISA students completed two questionnaires designed to provide information about various aspects of the program and the participants' reaction/perception of them. Copies of the two forms are included as Attachment A.

Evaluation Form I. - The GLISISTAS were asked to react to nine statements/questions regarding the program. They were asked to circle the "number on the scale which most nearly described your reaction to the statement made or the question asked."

The average rating for the first question, regarding the importance of the topics presented was 4.5, of a possible high of 6.

On question #2, regarding the participation of "others" in the program, the GLISISTAS gave a rating of 3.7, indicating that non-GLISA students did not participate heavily in their activities.

The GLISA students felt that the ideas presented to them gave them a con-
siderably new slant on their experiences. Rating for question #3: 4.

The GLISA students felt, as indicated by response to question #4, that every one of them participated, but not equally, in proper activities.

The question that was rated the lowest was #5, which asked how well the instructors/professors taught in the program. This tends to support one GLISISTA's statement in Evaluation Form II that the faculty might be good librarians, but they could improve as teachers. Rating for question #5: 3.4, which falls between Fair and Good on the scales.

The GLISISTAS felt that the group worked very well together, giving a rating of 5.4 to question #6. They also felt that they understood the program very well.

All GLISISTAS were very well satisfied with the overall effect of the pro-

gram on them. They gave a rating of 5 to question #8.

They felt that the GLISA program prepared them very well (rating of 5, between Quite Well and Extremely Well) to work in providing better library services to Spanish-speaking community.

Evaluation Form II. - This form provided the GLISISTAS with an opportunity to react to open-ended statements.

Three of four general statements can be made about the student's comments.

(1) The thing they liked most about the program was meeting and working with the other GLISA students. As indicated earlier in this report, the relationship among the GLISA students is very strong and positive.

(2) The thing that helped them the least was the course, Administration of Library Services for the People of the Barrio. The course, as taught, did not have a theoretical base, dealt primarily with procedural matters. The person who taught it was not well-prepared and really did not teach the students anything new.

(3) The thing that helped the students the most were two of the advanced courses taught by Dr. Trejo: Information Resources for the Spanish-speaking and Library Services to Ethnic Minorities.

(4) Few changes were recommended, except that a lot of them felt that the program should continue and that future GLISISTAS should get a higher stipend.

SUMMARY

All the objectives stated in the original proposal have been achieved, at a level, to be very frank, that this evaluator did not expect, particularly of a first year program, one that received notification of grant award so late in the academic year.

This great success is an indication of (1) the quality of the planning done prior to the institute, (2) the great work done by Dr. Arnulfo Trejo, Dr. Robert K. Johnson and GLISA faculty/staff, (3) the support received by the program from all segments of the community, and (4) the quality of the GLISISTAS.

The GLISA students had a very favorable impact not only on the Graduate Library School, but throughout the library community in Tucson. Many of the techniques and all of the courses developed for GLISA will be continued.

The GLISISTAS were generally satisfied with the program. They liked the group more than anything else. They perceived a weakness in the faculty as teachers. The administration course was the least helpful because it was not based on theory and because the person who taught it was not prepared. The GLISA program, they felt, prepared them well for the work they will be doing. The two reference courses taught by Dr. Trejo were the most valuable to them.

TWO LAST POINTS

One — We were very impressed with the support given to the program by the administration at the University of Arizona — from the Director of the Graduate Library School, through the Dean of the College of Education, to the President.

Two — A sign on a sheet of paper posted on one of the walls in the bathroom in the GLISA office simply says: VIVA GLISA.

That adequately summarizes the feeling of the vast majority of the people to whom we talked.

It is very unfortunate that the U.S. Office of Education will not re-fund the program. Very unfortunate.

Alfredo P. de la Santafé

ATTACHMENT A
EVALUATION FORMS

Graduate Library Institute for Spanish Speaking Americans (Glisa)

The University of Arizona

EVALUATION FORM I

Date _____

Directions: Circle the number on the scale which most nearly describes your reaction to the statement made or the question asked. For example, in Item I, if you thought your reaction was MILD make a circle around Number 2; if you thought your reaction was INTENSE circle Number 6; - but circle only one number.

1. The topics in the program were important to me.

0	1	2	3	4	5	6
Not at all important		A Little important		Quite important		Very important

2. In this program, others participated as if they considered the materials presented important to them.

0	1	2	3	4	5	6
Not at all important		A Little important		Quite important		Very important

3. The ideas presented gave me a new slant on my experience.

0	1	2	3	4	5	6
None	A very few	A few	Some	Considerable	Many	A great many

4. How widely was participation distributed?

0	1	2	3	4	5	6
One or two monopolized all the time		Quite a few did not participate		Every one participated but unequally		Every one participated equally

5. How well did the instructors/professors teach in the program?

0	1	2	3	4	5	6
Very poor	Poor	Not so good	Fair	Good	Very Good	Excellent

6. How well do you think the group worked together?

0	1	2	3	4	5	6
Very poor	Poor	Not so good	Fair	Good	Very good	Excellent

(OVER)

7. Your understanding of the program can be described as:

0 _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Very little Some Quite a bit A great deal

8. The overall effect of the program was satisfying to me.

0 _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Very little Not so much Much Completely

9. The GLISA program prepared me to work in providing better library service to Spanish - Speaking community

0 _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Not at all Well Quite well Extremely well

Graduate Library Institute for Spanish-Speaking Americans (GLISA)

The University of Arizona

EVALUATION FORM II

Date _____

Please complete the sentences below, indicating your feelings, reactions, and evaluation, of the GLISA program.

1. The thing that I liked the most was _____

2. Actualmente _____

3. The thing which helped me the least was _____

4. The thing I liked the least was _____

5. In the final analysis _____

6. The thing which helped me the most was _____

7. Yo creo que _____

8. Los cambios que yo sugiero _____

GLISA LIBRARY PROGRAM, UNIVERSITY OF ARIZONA
EVALUATION REPORT, SECOND SITE VISIT, JUNE 14-15, 1976
EVALUATOR: ROBERT P. HARO

INTRODUCTION: The second, and final site visit to review the University of Arizona's GLISA Program took place on the 14th and 15th of June, 1976. The two external evaluators, Dr. Alfredo de los Santos from El Paso, Texas, and myself, met in Tucson with students in and not associated with the GLISA Program, with Project and non-Project faculty and staff. My remarks, therefore, are in the form of a final report that includes comments related to the first site visit, as well as conversations between the other evaluator and myself.

Method of Review. To fully review the GLISA Program, I decided to employ a systems model, that is, consider the objectives of the Institute as paramount (out-put), the educational experience as the Program (through-put), and the original goals and selection criteria as the prospectus (in-put). The process, therefore is best considered within this paradigm:

<u>In-put</u>	<u>Through-put</u>	<u>Out-put</u>
(Objectives	(Coursework	(Student products
Planning	Practicum	Faculty/staff
Student selection	Counseling	attitudes
Curriculum	Program Modification	Librarians pre-
Faculty/staff)	External factors)	pared
		Program evaluation

It is my intention to consider the above elements in structuring my remarks about the GLISA Program. I will adopt, therefore, three basic approaches, namely what the Program said it would do, what it did, and what resulted.

The following narrative, therefore, will contain the above elements, and be divided into seven major sections. The seven sections will be: Program objectives; Student selection; Curriculum development; Skills development; the Practicum concept; Faculty/resource people, and staff; Summary evaluation.

PROGRAM OBJECTIVES:

The purpose of the GLISA Program was to recruit and train 15 Spanish-speaking/Spanish-surnamed American graduate students to work with populations of Hispanic heritage, particularly Chicanos, by having them complete a core of basic courses required for the library science degree, and supplementing these with an especially designed interdisciplinary course of study which would stress a bilingual and bicultural curriculum. With this in mind, the Program Director identified key personnel and faculty within the Graduate Library School at the University of Arizona, began to draft a design for several new courses, and identified those core courses that would apply to the above process. In this capacity, Dr. Trejo was successful in recruiting two key faculty members who would influence the students in a positive and highly desirable manner, himself and Dr. Johnson. Additional, adjunct faculty were identified to pay minor roles within the sequential learning process designed by the Director, some coming to teach at Arizona on a short term basis, others in guest lecture capacities, and some borrowed from a teaching program (La Raza Studies at the University of Arizona) on the campus.

THE ORIGINAL OBJECTIVES OF THE PROGRAM WERE VALID AND PRESENTED IN A POSITIVE AND OPERATIONAL MANNER. In this sense, the GLISA Program did accomplish its original intent in a highly satisfactory manner. While there were a few short comings and minor modifications, the overall goals and objectives were valid, and quickly operationalized to begin the educational process. Consistent with the need to train bicultural and bilingual librarians, the Program was not extraneous or unrelated to the normal curriculum of the Graduate Library School, and did influence the regular program by developing sensitivities and new course offerings, an impressive gain for the School, and future students. Two weaknesses in the original goals were the roles of the coach/counselor (later modified), and the seminario/practicum. Overall, however, the Program objectives were well conceived, tightly defined, and rationally consistent with the results.

The original view of the problem remains as valid today as when the Program Director first identified it and devised the GLISA strategy to overcome it. THE SPECIAL EDUCATION CONCEPT EMPLOYED, COUPLED TO REGULARIZATION THROUGH THE LIBRARY SCHOOL PROGRAM WAS HIGHLY SUCCESSFUL.

STUDENT SELECTION:

The method of selecting students to participate in the GLISA Program was systematic and consistent with the design of the Program objectives. The students selected were screened by the School for the various characteristics and requisites embodied within the proposal. All were bilingual and bicultural and could negotiate Spanish or a dialect thereof, such as Calo, Pocho, or Tex-Mex. There was an even balance of men and women. Students came to the Program with various forms of Hispanic heritage, e.g. Cuban, Puerto Rican, South American and Chicano. The grade point average for students was high, and at or above the level of requirement for the normal Graduate Library Program. In age, the students evidenced a mean of ca. 28 years. However, when the high and low ages were removed, the average age approximated 25, with the median somewhat higher. This indicates a young group of people who will continue to influence the library profession for sometime to come in the future.

The criteria for student selection also included Graduate Library School requirements, which enabled the Program faculty/staff to identify and prepare well rounded individuals and librarians. Students were screened by correspondence and telephone, as in several instances by actual interviews. The selection process, therefore, was systematic, objective oriented, and designed to attract change agents.

As a tribute to the GLISA students, it is impressive to note that of the 15 selected, all have or will soon complete the Program. The academic achievement of the students has been very high, and exceptional in a few cases. For the most part, the selection of the students was a critical part of the program which would materially condition the final results. With this in mind, my final assessment of this section is THAT THE SELECTION OF STUDENTS WAS DONE IN A HIGHLY SYSTEMATIC AND DESIRABLE MANNER, CONSISTENT WITH THE OBJECTIVES OF THE INSTITUTE. A CRITICAL PART OF THE PROGRAM'S SUCCESS IS DIRECTLY ATTRIBUTABLE TO THE STUDENT COMPONENT WITHIN THE MODEL.

CURRICULUM DEVELOPMENT:

The Proposal identified core courses within the Graduate Library School that would be essential for GLISA Students to take. The purpose of the Curriculum was to train specialists in the delivery of library services. As such, the student would have to be exposed to traditional library school courses that would serve as foundation areas for professional development. THIS FACET OF THE CURRICULUM WAS WELL DESIGNED AND REPRESENTED WITHIN THE PROGRAM. Some of the basic courses included cataloging, book selection, reference, and library administration.

Special courses that were identified within the Program were related to unique needs that would condition the deliver of services for the Spanish speaking in the United States. Most successful were the specialized book selection courses offered by Dr. Trejo, the specialized course on reference and information sources designed for the Spanish speaking/Spanish surnamed, and the seminario-discussion course on present library services to the Spanish speaking in the United States. Somewhat uneven were the courses that dealt with the literature of the Mexican Americans, Chicanos and other Spanish speaking groups, and the Barrio Administration course. The latter was a particularly annoying experience for many of the GLISA students, not from a theoretical or conceptual reference, but from the failure of the instructor to adequately attain the level of effectiveness evidenced by other faculty within GLISA and the Graduate Library School.

Overall, the DESIGN OF THE CURRICULUM WAS EXCELLENT AND ACCOMPLISHED THE TRAINING IDENTIFIED BY THE PROPOSAL AS GERMANE AND CRITICAL. The interdisciplinary aspect of the Program demands amplification and praise. The experience of the students in the Program was immeasurably improved by their ability to consider librarianship within a changing and contentual manner. Most library school programs are insular, provincial, and ends unto themselves. As such, they tend to be parochial and narrow, with little opportunity for effective interfacing and dialogue development with other disciplines to approach library delivery problems with a more holistic perspective. THE CURRICULUM AS DESIGNED PROVIDED AN INTEGRATED AND HOLISTIC APPROACH TOWARD THE DELIVERY OF LIBRARY SERVICES TO THE SPANISH SPEAKING IN THE UNITED STATES.

SKILLS DEVELOPMENT:

The opportunity for students to develop specialized skills, essential to the conceptualization and operationalization of new delivery services for information and library materials for the Spanish speaking was an essential aspect of the GLISA Proposal. The skills in question involved the development of bibliographic skills and knowledge, reference techniques, cataloging and processing knowledge (especially familiarity with automated systems such as BALLETS and OCLC), and skills in the area of behavioral science. The last category requires some additional comments. Students within the GLISA Program were encouraged to develop abilities and skills within the germane areas of the applied behavioral sciences, such as social-psychology, applied economics and cost-effectiveness systems, political institutional behavior of individuals, and organizational structure. These topics were evident within the educational process and STUDENTS WERE SENSITIVE TO THE NEED FOR SKILLS REQUIRED TO DEVELOP OR CHANGE SYSTEMS FOR THE DELIVERY OF LIBRARY SERVICES TO THE SPANISH-SPEAKING.

Among the many skills that GLISA students were required to develop, a few stand-out as highly significant: specialized informational services; and, tools to develop or change bureaucratic structures in libraries. The first topic is critical for the success of any Program devoted to the Spanish speaking. The courses, conversations and applied techniques presented by Dr. Trejo in his courses HAVE PREPARED THE STUDENTS TO INITIATE AND DEVELOP APPROPRIATE LIBRARY AND INFORMATION SERVICES FOR THE SPANISH SPEAKING IN THE UNITED STATES. The second category, modification of library structures to maximize library service delivery for the Spanish speaking was not as successful as the former. Although the topics were identified, many of the students felt that this was an area that could have been better presented, particularly the courses within the traditional program on Library Administration, and especially the GLISA Program course on Barrio Administration.

FOR THE MOST PART, STUDENTS AND THIS EVALUATOR WERE HIGHLY SATISFIED WITH THE DEVELOPED LIBRARY AND INFORMATIONAL SKILLS THAT WERE PART OF THE PROGRAM AND BECAME A PART OF THE STUDENT'S PORTFOLIO AND PROFESSIONAL METHODOLOGY.

THE PRACTICUM CONCEPT:

This section of the Program was conceptually well designed, but resulted in a mixed level of application within the students' experience. For the most part, students who actually worked as interns within the University of Arizona Libraries received an excellent form of training and experience, significant and directly related to their coursework. Students who were assigned to the City of Tucson Libraries, particularly in the book mobile category could have experienced a much better practicum. The comments from the book mobile librarian were highly supportive, but identified organizational and scheduling weaknesses that the City Library Administration had not considered, or planned for if known. The experience of the students at the community college was an excellent one in several ways as there was an opportunity to develop a working understanding of services, techniques, and parameters of operation within that setting. The experience of students at the Branch Library administered by Mrs. Wolf were unsatisfactory, indicated a lack of sensitivity by the branch librarian for the purpose of the student's practicum and internship.

It would be quite unfair for this evaluator to denigrate the practicum for the unevenness that was evident. However, the CONCEPTUAL ASPECTS OF THE PRACTICUM AS DETAILED WITHIN THE ORIGINAL AND MODIFIED PROGRAM SECTIONS OF THE PROPOSAL WERE ONLY PARTIALLY ACCOMPLISHED. The limitations within this process were NOT CONTROLLABLE BY THE GLISA FACULTY/STAFF. The development of a satisfactory and mutually beneficial experience for students and library practitioners was best represented within the University Library System and the Book Mobile settings, followed by the community college and public library setting, with a definite lower ranking for success within the Tucson Public Library Spanish Services Branch administered by Mrs. Wolf.

To encapsulate remarks within this category, the CONCEPTUAL FRAMEWORK FOR THE PRACTICUM WAS EXCELLENT, AND THE TESTING OF THIS METHODOLOGY REVEALED A POTENTIAL FOR CONSIDERABLE STUDENT SATISFACTION AND CURRICULAR INTERPLAY. The weakness was in the preparation and commitment of the library practitioners who could make or break this experience.

FACULTY/RESOURCE PEOPLE AND STAFF:

At the beginning of the Program, the Faculty identified to serve within the educational process was well defined and directly related to the demands formulated within the Proposal. THE MOST SIGNIFICANT FACULTY CONTRIBUTIONS WERE MADE BY DR. TREJO AND DR. JOHNSON. For the most part, visiting lecturers were received well by the students, with rather outstanding presentations by a few, such as DR. DANIEL DURAN. In all fairness to the GLISA Program, the limitations involved in bringing to Arizona highly competent faculty and lecturers who are practicing librarians was a limitation that Dr. Trejo handled extraordinarily well.

The resource people identified within the Program were uneven and changed during the course of the Program. The coach/counselor position seemed superfluous and was not used during the latter parts of the Program. The advisor did play an important role in working with the students and serving as a liaison and advocate in numerous instances with the Graduate Library School faculty and the University Library Administration. The community and library practitioners who were involved in the Program were uneven. The greatest reservation that students had was with Mrs. Wolf, and with a woman cataloging instructor, both of whom should be made aware of their short-comings as instructors.

The supportive staff within the Program was praised by both the GLISA students and regular Graduate Library School Students. ON THE WHOLE, THEREFORE, THE HUMAN RESOURCES THAT WENT INTO THE DEVELOPMENT AND OPERATIONALIZATION OF THE GLISA PROGRAM WERE EXCELLENT AND MEASURABLY CONTRIBUTED TO THE OVERALL SUCCESS OF THE PROGRAM.

The guest lecturers and outside speakers were uneven, perhaps due to the opportunistic manner in which they were asked to visit the Program. Among the individuals who were of marginal interest were John Ayala and Jose Taylor from Los Angeles. Perhaps the need to involve progressive Spanish surnamed library administrators, such as Yolanda Cuesta, would improve this category and contribute to the total success of the Program.

SUMMARY EVALUATION:

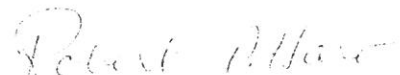
Without a doubt, the GLISA PROGRAM WAS AN UNPRECEDENTED SUCCESS, BOTH AS AN INTERDISCIPLINARY EXPERIENCE FOR LIBRARY SCHOOL STUDENTS, AND AS A UNIQUE APPROACH TOWARD THE PREPARATION OF LIBRARIANS TO DEVELOP APPROPRIATE LIBRARY SERVICES AND DELIVERY MECHANISMS FOR THESE SERVICES TO SPANISH SPEAKING COMMUNITIES THROUGHOUT THE UNITED STATES. The minor weaknesses within the Program were based upon a few personalities and teething problems which in no way detracted from the overall success of the Program.

Recommendations: I strongly encourage the GLISA Director to disseminate the results of the GLISA Program to the library profession in general, and to conduct a self-study analysis of the Program. Furthermore, the performance of the GLISA graduates should be monitored by the Director for a five year period, and a follow-up report prepared for the Office of Education and disseminated through the library literature. Of equal importance is the need for library school faculty, at the next ALA Conference, perhaps in 1977, to secure information and feed-back concerning the interesting aspects of the GLISA Program, particularly the interdisciplinary nature of the planning and process, and the analysis of the experience and impact on the Spanish speaking communities.

Special Commendation: I would like to strongly commend Dr. Trejo and Dr. Johnson for the development and operationalization of a highly successful library school program and experience for 15 talented and desperately needed Spanish speaking librarians. The growth and maturity of the students that Dr. De los Santos and I had the opportunity to meet, was truly amazing and rewarding. These students will come into the library profession to make a significant contribution. For these, and other reasons, Dr. Trejo and his staff deserve our unending praise and admiration.

CONCLUSION:

The out-put of the model I presented represents 15 students ingested into the Program and prepared as Librarians. The skills, sensitivities and expertise they now possess are consistent with the Program objectives. Consequently, the Institute Proposal was completed in a highly professional and successful manner.


Robert P. Haro

APPENDIX II

EVALUATION REPORT

by

Julio A. Martinez

APPENDIX VIII

ARTICLE ON MS. ALICIA GODOY

Diario de las Americas

the Southwest and other parts of the U.S. via the work that its graduates are accomplishing.

In summary, the GLISA program could be improved considerably by: 1. Improving the lines of communication among the GLISA students, faculty, staff and administration, 2. Integrating the objectives of the program with the rest of the curriculum, 3. Updating the content of the courses and reading lists, 4. Hiring a qualified Program Coordinator, 5. Paying closer attention to student needs, 6. and setting up a Special Collection of library materials on services to the Spanish-Speaking.

The program enjoys the sincere support of the Library School and the College of Education administration. Its graduates are building up a fine reputation for their high level of professional achievement. But, also important, there is still a tremendous need and demand for well-trained, highly motivated, bilingual-bicultural librarians. Therefore, it is strongly recommended that the GLISA program be given continued financial support for the tremendous work it is achieving.