

GRADUATE LIBRARY INSTITUTE FOR SPANISH-SPEAKING AMERICANS
(G L I S A I I)

FINAL REPORT

C1977/783



GRADUATE LIBRARY SCHOOL

COLLEGE OF EDUCATION

UNIVERSITY OF ARIZONA

NOVEMBER 1, 1978

E9791
L1N45
28
EX59
11/1/78

C O N T E N T S

	PAGE
INTRODUCTORY NARRATIVE.	1
CURRICULUM OVERVIEW AND ASSESSMENT.	4
General Coursework	4
Special Workshops.	5
Seminarios	8
Summary of Curriculum Overview	11
STUDENT PROGRESS.	13
Academic Status Report	13
Internships.	15
STUDENT ACTIVITIES.	19
Outreach Programs.	20
Cultural Events.	22
Participation in Other Activities.	22
PLACEMENT	23
EVALUATION AND ASSESSMENT	25
Goals and Objectives	25
Evaluators	26
Student Evaluation	29
External Advisors.	31
SUMMARY.	32
APPENDIX I	35
APPENDIX II	37
APPENDIX III.	41

CONTENTS (CONT...)

	PAGE
APPENDIX IV	43
APPENDIX V	45
APPENDIX VI	46
APPENDIX VII.	48
APPENDIX VIII	50

GLISA II FINAL REPORT

The 1977/78 Graduate Library Institute for Spanish-speaking Americans (GLISA) at the University of Arizona Graduate Library School has successfully concluded its second year. The Institute began with fourteen participants and that same number completed the program.

This report will summarize events and activities of the final three months as well as provide a narrative assessment of the twelve-month project. Intellectual development has been evident in all fourteen students during the course of the year. Specific results of the training program with regard to employment and placement will be treated at length in a later portion of this narrative. Also to be discussed at length will be final grade reports, student activities related to the program, evaluation of this second Institute, and recommendations for the third Graduate Library Institute for Spanish-speaking Americans.

Notification of funding for a second GLISA Institute received enthusiastic support not only from the faculty and administration of the Graduate Library School, but also from the library community in Arizona and the Southwest. This response to the need for continued support of GLISA was a result of the impact and success of the initial program in 1975. The fact that all fifteen GLISA I graduates were employed in significant professional positions coupled with the demand by employers for more bilingual

librarians clearly justified its resurgence after the one-year absence. The GLISA II administration, with modifications and changes recommended by the GLISA Advisory Committee and students as well as faculty members, anticipated another year as challenging and successful as GLISA I. Faculty support of the program became evident through a willingness to assist and advise students and to attend meetings and functions sponsored by GLISA.

Fourteen qualified participants were selected from a competitive pool of 67 applicants. A review of the applications revealed representation from eleven states as well as Mexico, Panama, and Puerto Rico. The majority of the applicants were from four southwestern states: Arizona, Texas, New Mexico and California. The tables in Appendix I provide detailed information on both applicants and actual participants.

The varied backgrounds of the applicants selected for GLISA II are best described by the following statement by Dr. Roberto Haro, evaluator for the GLISA II program:

"The students of GLISA II are a more diverse group than that of GLISA I and they include different skills and backgrounds that need to be mentioned. A few of the students are non-Hispanics, sharing no Hispanic origin heritage by birth. The interaction among the students in GLISA II who share different ethnic backgrounds and geographical loyalties is a tremendous asset, and has contributed substantially to the success of the program."

GLISA II began with a week of orientation activities on August 22, 1977. Dr. John P. Schaefer, President of the University of Arizona, along with representatives of the University faculty,

community leaders, a number of Tucson librarians, and families and friends of the students attended a welcoming reception at the University main library. Various meetings with the students and tours to neighborhood centers and "barrio" communities and libraries were arranged in order to meet the following objectives of the orientation program:

1. To provide an overview of the program
2. To provide information regarding courses and registration
3. To acquaint the students with existing bilingual programs and help them gain first-hand understanding of the social and cultural needs of the Spanish-speaking community.

Student assessment of the week's activities indicated that a carefully organized Orientation Week is valuable in acquainting the students with each other and with the program in general. The following comments were submitted by the students at the close of the week:

"Since the program was funded so late, most of us felt tremendous pressure to get here, get settled, find money, etc. Hopefully, this will be remedied next year when the program will be funded earlier."

"My participation in this week's orientation program has led me to expect great things of GLISA II. The introduction to GLISA I participants at public libraries and the community centers have helped to give me a special insight into our program and its goals."

"I felt the trip to various libraries and centers gave me knowledge about the people, history, and town of Tucson which I want to learn more about. We were also able to see how various libraries are more or less run and how they play an important part in the community. I am very excited about starting and beginning the studies. This experience has been very worthwhile."

C U R R I C U L U M O V E R V I E W A N D A S S E S S M E N T

GENERAL COURSEWORK

The GLISA II participants enrolled in courses that would fulfill the requirements of the Graduate Library School as well as the objectives of the GLISA program. Required courses of the Graduate Library School include Basic Reference; Organization, Cataloging and Classification of Library Materials; Selection of Library Materials; Trends in Library Services; Research Methods; and an administration course of their choice. Aside from these, the participants completed coursework in the following GLISA prescribed classes:

1. Library Services to Ethnic Minorities (*As of August 1978 known as "Outreach: Library Services to Special Groups"*)
2. Spanish Language and Culture for Spanish-Speaking Librarians
3. Information Resources for the Spanish-Speaking
4. A 130-hour library internship

The above courses and internship were specifically designed to supplement and complement traditional library courses providing specialized training with emphasis on service to the Spanish-speaking not available in any other library school in the country. All fourteen students successfully completed the necessary coursework required by the Graduate Library School and recommended by GLISA. (See Appendix II for Curriculum.)

SPECIAL WORKSHOPS

To further enrich the GLISA program, two special workshops were conducted during the Spring semester. A three-unit course on Media and the Spanish-Speaking was originally planned for this semester. However, since the proposed instructor was unable to carry out this commitment, the monies budgeted for his salary were utilized in part to finance the two workshops. This change in the curriculum had the positive effect of allowing for greater flexibility in course selection. Furthermore, the students gained valuable experience in two distinct areas relevant to Hispanics.

The first workshop entitled "Archives and the Spanish-Speaking" was conducted from January 23 through February 10, 1978. Under the coordination of Dr. Donald DeWitt, archivist for the Arizona Historical Society, this workshop acquainted the participants with archival principles and techniques and with the Hispanic-Mexican archives held by libraries and other depositories of the Southwestern United States and Northern Mexico. The workshop included field

trips and class discussions, and students benefited from lectures by the following outstanding historians, archivists, and librarians:

GUEST LECTURER	INSTITUTION REPRESENTED	TOPIC OF LECTURE
Dr. Donald L. DeWitt, Archivist	Arizona Historical Society	"Development of Archives: Characteristics and Attributes of Records, and Descriptive Programs"
Dr. Charles W. Polzer S.J., Anthropologist	Arizona State Museum	"Documentary Relations of the Southwest: A Computerized Bibliography of Primary Documents"
Ms. Phyllis Ball, Manuscript Librarian	University of Arizona Main Library	"Processing of Manuscripts and Archival Materials: Practical Techniques, Preparation of Inventories and Catalog Cards, Methods of Handling Photograph Files"
Dr. Kieran McCarty, Museum & Library Curator	San Xavier Mission, Tucson	"The Great American Desert Before 1863: New World Archival Sources"
Mr. Austin Hoover, Director & University Archivist	New Mexico State University Library	"Hispanic-Mexican Archives in the Southwest"
Dr. Ernest J. Burrus, S.J., Ethnohistorian	Arizona State Museum	"Contribution of Some European Centers to Southwestern History"
Mrs. Cynthia R. de Murrieta	National Institute of Anthropology & History, Hermosillo, Sonora, Mexico	"Historic Archives in Sonora, Mexico"
Dr. Ramón Ruíz, Professor of History	University of California at San Diego	"Hispanic-Mexican Archives in Mexico City"
Dr. Joseph Sánchez, Asst. Professor of History	University of Arizona	"Local History Research and the Spanish Archives: An Overview"

This three-week workshop culminated in a two-day field trip to Hermosillo, Sonora, Mexico where government and state archives were examined. The workshop met with unparalleled success and will serve as a model for similar workshops offered by the Graduate Library School.

The second workshop entitled "Media and the Spanish-Speaking" began on February 13 and ran through March 3, 1978. The major objective of this mini-course was to provide an overview of the communication patterns of Hispanics, particularly their use of mass media, in order for libraries and other informational agencies to effectively communicate and relate to the Spanish-speaking people.

The sessions were team taught by Dr. Daniel Duran, from the Palos Verdes Library District in California, and Dr. Raul Herrera, Director of the Donnelly Library at New Mexico Highlands University. Although this one-unit course provided general orientation to the topic, the brevity of the workshop did not allow in-depth practical application of media methods and techniques particular to the Spanish-speaking. Also, adjustment from one instructor to another during the short three-week period was difficult for most students.

It was suggested that in the future the course be extended to three units and run through the entire semester. This recommendation will be seriously considered for the third Graduate Library Institute for Spanish-speaking Americans.

These two workshops undoubtedly helped fulfill the objectives of the program by providing the GLISA students with a wider range of subject coverage and expanded their specialized training of working with Hispanic populations.

SEMINARIOS

Another valuable component of the GLISA Institute designed to enrich and enhance the academic studies program was the SEMINARIO series of lectures, panels, and workshops on librarianship and related fields.

DR. DANIEL BOONE SEMINARIO

The first SEMINARIO featured Dr. Daniel Boone, Professor of Speech Pathology at the University of Arizona who spoke on "The Penalty of Speaking Differently." The following are brief comments on the lecture as submitted by members of the audience:

"Dr. Boone is his own best advertisement for speech. His talk was quite unrelated to what we are ordinarily exposed to in library school, and valuable in the sense that as public servants, we should have an understanding of the nature of their difficulties since we shall meet, work with, and help people who speak differently."

"Excellent presentation - very valuable information for all."

"ALURISTA" SEMINARIO

A turnout of approximately 100 persons representing a broad spectrum of the Tucson community greeted "Alurista," a renowned Chicano lyric poet, who was the featured speaker for the second SEMINARIO held at the El Río Neighborhood Center in Tucson. His presentation on the "Indian Influence on Chicano Poetry" drew an enthusiastic response. Both students and the community at large requested that similar programs be scheduled in the future. The following comments were made regarding this event:

"I really enjoyed the whole works! More of it! Happy the math class was cancelled to attend this SEMINARIO."

"The only comment that I have is that you have more. Our people need this kind of fine exposure. I hope you will advertise more in the future as to inform more people."

"Very interesting - enlightening for me - we need variety - diversity. Everything OK."

SEMINARIO ON LIBRARY AND INFORMATION SERVICES FOR THE SPANISH-SPEAKING

A two-day conference comprised the SEMINARIO for the Spring semester. Centering around the National White House Conference on Libraries and Information Services, a topic much discussed in the library community this year, the GLISA SEMINARIO focused attention

on this national conference with specific regard to library services for the Spanish-speaking. The idea of holding a single conference on this topic instead of the bi-monthly lectures was welcomed and supported by the students and the GLISA Advisory Committee.

The objective of the SEMINARIO ON LIBRARY AND INFORMATION SERVICES FOR THE SPANISH-SPEAKING was to acquaint students, lay people, and educators with contemporary issues affecting library services and programs as these pertain to Hispanics in the United States. Thus, in an effort to encourage participation from librarians as well as community people, a series of organizational meetings were held during January and February 1978.

The conference was held on April 28th and 29th at the El Río Neighborhood Center and attracted at least 200 librarians and interested individuals from across the nation. The program included position papers and panel discussions on library education and public, school, special and academic libraries. Participants in summary sessions drafted recommendations and resolutions which will be presented at the State Governor's Conference in Arizona on November 29, 1978 with the ultimate goal of providing input at the national level.

The Graduate Library School faculty was actively involved in the planning and implementation of the conference by serving as resource consultants. The students also played an active role in organizing the conference. Four students in the GLISA program served as panel respondents to the position papers.

A Library Services and Construction Act (LSCA) grant, awarded to GLISA by the Arizona State Library, provided monies for the publication of the conference proceedings, i.e., position papers, response papers, and resolutions. These proceedings are presently being published by the University of Arizona Mimeo Department and will be available for distribution at the Governor's Conference in November 1978. Limited copies will be available for additional distribution. These can be obtained by writing to the ARIZONA STATE LIBRARY EXTENSION SERVICE, 2219 South 48th St., Tempe, Arizona 85282.

The response from those who attended the SEMINARIO clearly indicated that the conference served as a valuable forum for discussing the problems facing library services for the Spanish-speaking.

SUMMARY ON SEMINARIOS

The three SEMINARIOS provided exposure to the students on a wide range of topics relating to the Hispanic experience. They also gave the GLISA program, its goals and objectives, and its students visibility throughout the community and the Southwest. Programs sponsored by GLISA such as the SEMINARIOS are promoted throughout the community by way of news releases, public service announcements, radio and TV interviews, etc. (See Appendix III for examples.)

SUMMARY OF CURRICULUM OVERVIEW

The curriculum component has been a key factor in successfully meeting the objectives of the GLISA Program. All fourteen students completed the required courses plus the recommended GLISA study

program consisting of special coursework, seminars, and field trips. The successful completion of curriculum component has directly resulted in reaching the following program objectives as outlined in the proposal:*

TO RECRUIT AND TRAIN (14) BILINGUAL (SPANISH/ENGLISH) GRADUATE STUDENTS BY:

1. HAVING THEM COMPLETE THE BASIC COURSES REQUIRED FOR THE GRADUATE LIBRARY SCIENCE DEGREE, AND BY SUPPLEMENTING AND COMPLEMENTING THESE WITH COURSES IN THE FIELD OF LIBRARIANSHIP SPECIALLY DESIGNED FOR THIS INSTITUTE AS WELL AS INTERDISCIPLINARY COURSES OF STUDY WHICH WILL STRESS A BILINGUAL AND BICULTURAL CURRICULUM,
2. TRAINING THEM TO ESTABLISH AND ADMINISTER LIBRARY INFORMATION AND BIBLIOGRAPHIC SERVICES RELEVANT TO THE SOCIO-ECONOMIC AND CULTURAL NEEDS OF THE SPANISH-SPEAKING COMMUNITIES.
3. TRAINING THEM TO UNDERSTAND THE EXISTING BILINGUAL PROGRAMS DESIGNED FOR HISPANIC HERITAGE PEOPLE SO THAT THEY, AS LIBRARIANS, CAN USE THIS KNOWLEDGE TO MAKE LIBRARIES EFFECTIVE SOURCES OF INFORMATION FOR THEIR CLIENTS.
4. PROVIDING THEM WITH THE SKILLS TO USE AND EVALUATE PRINT AND NON-PRINT MATERIALS APPROPRIATE TO THE NEEDS OF SPANISH-SPEAKING PATRONS AND POTENTIAL USERS.
5. TRAINING THEM IN THE ESSENTIALS OF PREPARATION AND USE OF MULTIMEDIA MATERIALS AND EQUIPMENT TO BRIDGE THE GAP BETWEEN READERS AND NON-READERS.

*See Appendix VII for complete list of GLISA II objectives

S T U D E N T P R O G R E S S

ACADEMIC STATUS REPORT

Student progress throughout the course of the year should be measured on an individual basis. While some students had a certain degree of difficulty in adjusting to the rigors of the one-year program, the majority encountered minimal problems. The low stipend allowance was often cited as a difficult reality of the program when one considers the high cost of living in Tucson. Moreover, students were encouraged not to seek employment due to the intensity of the study program.

Heavy courseloads and participation in GLISA related activities such as visits by evaluators, advisors, and guest lecturers, demanded of the students' time. The initial period of adjustment during the first semester was crucial to the success of the program. Students completed this period with minimal difficulty. The second semester allowed for selection of course electives and a greater degree of flexibility.

We are pleased to report that to date all students have completed the 38-unit program required for a Master of Library Science degree with a cumulative grade point average of 3.555. This average compares favorably with the over-all grade point average of 3.594 of graduates at the Graduate Library School. The chart on the following page shows final grade distributions.

GRADE POINT AVERAGE DISTRIBUTION

4.0
3.903
3.893
3.885
3.743
3.709
3.624
3.613
3.250
3.280
3.222
3.152
3.143
3.063

Students in the Graduate Library School program at the University of Arizona are required to pass a written comprehensive examination after completion of the coursework. At this writing, all but one of the participants have passed this examination. This student will take the exam on November 4, 1978.

In light of the extra-curricular activities involved with the program, the students faired extremely well in their course studies. In addition, four students were recommended for membership in Beta

Phi Mu, the scholastic honor society for graduate library school alumni. The GLISA graduates presently employed in various library positions attribute their success and relatively smooth adjustment from school to employment to their academic preparation which included actual work experience provided by their library internship.

INTERNSHIPS

The GLISA II administration, in cooperation with Dr. Donald C. Dickinson, Director of the Graduate Library School, worked closely with the Tucson Public Library System, the Pima Community College Library Learning Resource Center, and the University of Arizona libraries in an effort to provide quality library experience for the participants. The outstanding cooperation of these institutions made the internships a vital aspect of the GLISA training program.

Internships were arranged in a variety of library settings that would complement individual interests and previous experience. For example, one of the participants interested in special librarianship and having an undergraduate background in biological science was the first Graduate Library School student to intern at the University of Arizona Health Sciences Center. Another student completed a successful internship in a public library in the Phoenix, Arizona area. The chart on the following page lists the students and libraries where internships were conducted.

GLISA STUDENTS	TYPE OF LIBRARY	INTERNEED AT:
AYALA, Rebecca	Special	University of Arizona, College of Medicine, Health Sci. Center
BALDONADO, Charles	Junior College, Public Services	Pima Community College
BURRUEL, Lydia	Public, Children's Services	Tucson Public Library, Woods Branch
DELGADO, Jorge	Junior College; Public	Pima Community College
HUGHES, Artemisa	Elementary School	Tucson Unified School District No. 1
LABRUNA, Thomas	Public - Technical Services, Acquisitions	Tucson Public Library, Himmel Branch
MESERVE, Barbara	Public - Reference	Tucson Public Library, Main Library
MILLER, Elizabeth*	Public - Young Adult	Tucson Public Library
MORENO, Patricia	Public - Public Services	Scottsdale, Arizona Public Library
PIZANO, Phillip	Special	Western Archaeological Center Research Library
RODRIGUEZ, Miguel	Junior College - Public Services	Pima Community College
SEGURA, Elvira	Academic - Media and Reference; Junior College - Public Services	University of Arizona Main Library; Pima Community College
THOMAS, Laura*	Public - Children's Services	Tucson Public Library
WHITNEY, Hilda*	Public - Young Adult	Tucson Public Library

*Three students (Miller, Thomas, and Whitney) were scheduled to intern with the Tucson Public Library during the second summer session. However, as these students were employed prior to the official graduation date, their internships were replaced with an independent study to be conducted within their individual job situations.

Student comments and reactions concerning their internships were in all cases favorable. The following statements are taken from the students' own evaluations of their practicum experiences:

LABRUNA: *"My goals at Himmel included adult reference service, introduction to the circulation process, filing in the public catalog and selection of Spanish book materials under the direction of Ardith Urias. Approximately 3/4 of my hours were spent at the reference desk. The experience has heightened my interest in public service work and I am now very receptive to the idea of securing a reference position. Previously my intentions were primarily directed towards work in some aspect of tech services. While at Himmel, I did return one morning to tech services to search titles on the OCLC terminal. It was gratifying to put to use the experience I had recently acquired during my stay in the cataloging department."*

BURRUEL: *"Although it was almost summer, Ms. Robinson managed to arrange some school visits so that I could have this experience, as school visits are an important part of a children's librarian's duties. During these school visits I told a story in Spanish to some Spanish-speaking children. This was a very rewarding and beneficial experience. Some of the other activities I participated in were Reader's Advisory; book selection meetings; reference work; reviewing books for selection; operating film projectors; and taping tales in Spanish. I thoroughly enjoyed my internship. It was one of the most practical, useful, and rewarding experiences of my graduate career."*

Each student was evaluated by his/her library supervisor in consultation with faculty advisors. The evaluations were based on the students' knowledge, initiative, personal relations, dependability, and the over-all manner in which the internship was

carried out. The following excerpts from several evaluation reports submitted by library supervisors give an idea of how well the GLISA students performed their internships:

"Jorge's (JORGE DELGADO) performance during his internship was excellent and the letter of recommendation which I sent out for his placement files reflects only that."

"All the staff members have been especially impressed by this intern's (CHARLES BALDONADO) knowledge of libraries and his outstanding initiative. He has initiated and completed several valuable projects for the LRC involving the picture file and map file. His energy and enthusiasm are invaluable assets."

"It was the pleasure of the Scottsdale Public Library staff and me to work with PATRICIA MORENO during her graduate internship on 22 May through 3 June, 1978. As you know, Mrs. Moreno desired to receive a diversified range of experiences. Thus, a full schedule and objectives were established on the first day of her internship to accommodate her interests and needs. We found that Pat had the stamina and interest to meet her objectives with efficiency. She listens well, follows directions carefully and shares her insight and ideas comfortably. Throughout her internship, Pat displayed a cooperative attitude, and willingness to learn as well as enthusiasm and involvement with each experience. She seemed fascinated by our internal and external relationships -

relationships and communication flow within the library as well as relationships with the Department Head, City Manager, Library Board, Council, Friends Organization, and community groups..... Pat's implementation of her book selection and promotional brochure objectives were especially notable. We have rated her superior in her over-all performance."

In summary, GLISA II students, evaluators, Advisory Committee, as well as the Library School faculty and administration, viewed the internship component as a key feature of the library training program. The progress of each intern reflects the successful fulfillment of an important GLISA objective: TO PROVIDE STUDENTS WITH AN INTERNSHIP IN PUBLIC, ACADEMIC, SCHOOL, OR SPECIAL LIBRARIES WHICH HAVE REPRESENTATIVE NUMBERS OF SPANISH-SPEAKING PATRONS. (OBJECTIVE NO. 6)

S T U D E N T A C T I V I T I E S

The year was highlighted by several student-oriented activities. These activities were either directly related to courses taken or complemented the GLISA program objectives. Various activities called for work above and beyond the normal courseload, required exposure

to community organizations and agencies, and provided publicity and visibility to librarianship and library services to the Spanish-speaking.

OUTREACH PROGRAMS

A prime objective of the Institute is to train students in "reaching out" to community members who have traditionally made little or no use of libraries. In the course of the year, three outreach programs designed to take the library to the people were conceived, organized, and implemented as part of the class entitled "Library Services to Ethnic Minorities." The first program entitled "*La Biblioteca Pública Sirve a la Comunidad*" ("The Public Library Serves the Community") was held on Wednesday, November 16, 1977 at the Liberty Adult Learning Center in Tucson. The program, in bilingual format, presented a wide variety of library materials and acquainted the students at the Center (varying in age and educational background), through dramatizations and the use of audio-visual materials, with the different types of programs and services offered by the Tucson Public Library System. The following statement submitted by Mr. Greg Hart, Director of the Liberty Adult Learning Center, is indicative of the esteem held for GLISA on the part of community leaders:

"As you saw for yourself, the students put on a wonderful and enlightening presentation....People like the GLISA students, with their bilingual-bicultural orientation, plus their background in

library science, are eminently qualified to enlighten the Hispanic community to the many services offered by the library....GLISA, I hope, for the benefit of our community, will become a permanent fixture..."

Mr. Hart has invited students of the third GLISA Institute to organize a similar presentation in November 1978.

"*BIBLIOFIESTA*," a library information festival held on April 4, 1978, took place at the South Tucson Senior Citizen's Center, located in a predominantly Spanish-speaking neighborhood, and provided students with an opportunity for direct involvement with the community's senior citizens.

The third program, held in the summer of 1978 at the Pima Community College mall, served to acquaint junior college students with services available in their learning resource center. This information fair was appropriately entitled "Thursday Afternoon Fever."

Thus, these outreach projects were instrumental in training students to plan, organize, and implement library programs, keeping in mind the need to reach non-traditional library users. These projects further served to put theory into practice. Presenting these programs taught the students techniques in public relations, channels of communication, distribution of work and responsibility, and other management and administration techniques which may be utilized in actual work situations.

CULTURAL EVENTS

The year was highlighted by a traditional celebration of "*Las Posadas*," a Mexican Christmas pageant which includes the enactment of Joseph and Mary's search for shelter. Over 200 persons including University faculty, community members, students and their families attended the event which included folk dances, authentic costumes, and singing of traditional Christmas songs. The students organized and executed the entire program as part of their effort to acquaint others with the Hispanic culture. (See Appendix IIIb)

PARTICIPATION IN OTHER ACTIVITIES

Despite the fact that their time was extremely limited due to the intensity of the program, the GLISA II students managed to take an active part in the activities of the Graduate Library School. One student was elected to serve as secretary of the Library Student Organization and more recently, as an official delegate to the Arizona Governor's Conference on Libraries and Information Services. Four students served as respondents to position papers at the SEMINARIO ON LIBRARY AND INFORMATION SERVICES FOR THE SPANISH-SPEAKING. (See Appendix IV) Their papers will be among those published in the official proceedings of the Conference.

As part of an independent study, six GLISA II students produced a 12-minute sound/slide presentation on "Library Services to the Spanish-Speaking." Through a questionnaire sent to libraries

throughout the country, the students learned about library services and programs offered to the Spanish-speaking and came in contact with libraries who in the future would be potential employers seeking the services of bilingual librarians. The presentation was shown at the welcoming reception for the new GLISA III students in August 1978 and again at the Arizona State Library Conference held in Tucson the following month. Both showings drew large audiences who praised the work as a product of professional quality. This slide show will be shown throughout the state as a tool for recruiting more Hispanics into the library profession. In reviewing the many activities related to the program, there is little doubt that the GLISA students gained singular and valuable experience which would not have been gained in most library schools.

P L A C E M E N T

The ultimate objective of the Graduate Library Institute for Spanish-speaking Americans is to: OFFER PLACEMENT SERVICES TO ENSURE THAT THE GRADUATES ARE SUITABLY PLACED ONCE THEY HAVE RECEIVED THEIR MLS DEGREE. (OBJECTIVE NO. 9) Efforts to find jobs for the GLISA II graduates began at the onset of the program and intensified during the final three months. The GLISA office has maintained a placement file containing job descriptions, personnel office

addresses and phone numbers, and resource persons throughout the country. Furthermore, GLISA sponsored a day-long career awareness workshop to train the students in the techniques of securing employment. This clinic provided information on career planning, resumé writing, and interviewing techniques. In May, a placement brochure providing biographical data, temporary and permanent addresses, special skills and employment objectives was published and mailed to over 100 libraries, education centers, and personnel offices throughout the country.

For the most part, placement efforts have been rewarding. As of this writing, ten of the fourteen graduates are employed. One student is continuing post graduate work as a recipient of a doctoral fellowship in anthropology. The students not employed are restricted in their search to a specific geographic location. See Appendix V for placement data on each participant.

EVALUATION AND ASSESSMENT

Final evaluation and assessment of the second Graduate Library Institute for Spanish-speaking Americans is based on (1) successful fulfillment of the prescribed objectives for the program, (2) site visits throughout the year by the GLISA II evaluators, (3) periodic meetings with the Advisory Committee, (4) student evaluation of the program, and (5) site visits by External Advisors.

GOALS AND OBJECTIVES

The basic curriculum designed for GLISA I was modified and improved to fulfill the particular needs of the GLISA II students. The GLISA II students participated in activities and programs which complemented the program. These included special workshops, seminars and field trips in order to expose students to existing bilingual programs and to provide them with added skills in working with the Spanish-speaking after graduation.

Throughout the year, the students were introduced to a host of visitors from the library community. (See Appendix VI for a list of consultants and visitors.)

Thus, in reviewing the program for the entire year, we find that all objectives of the program have been successfully met. (See Appendix VII for GLISA II objectives.) From the beginning, the students demonstrated enthusiasm in fulfilling these objectives and

met all graduation requirements. It is expected that Master of Library Science degrees for all fourteen students will be conferred by December 1978.

Graduates of the program have been very successful in finding employment in a variety of library positions. In fact, three participants were employed by the Tucson Public Library System prior to their graduation. Employers have been impressed with the graduates' professional training and abilities. (See Appendix V for placement data on each participant.)

EVALUATORS

Site visits by the two GLISA II evaluators, Dr. Roberto Haro and Ms. Yolanda Cuesta, comprised the major aspect of program assessment. They visited the Graduate Library School on October 24-25, 1977 and on April 27-29, 1978. Thus, two distinct evaluation reports were required of each evaluator.

The evaluation reports submitted were favorable. The quality and calibre of the students selected for the Institute was given as a major success factor. Ms. Cuesta writes:

"...The quality and diversity of students recruited is outstanding....Students in the program are intelligent, highly motivated individuals, reflective of the diversity of the Spanish-speaking community in the United States."

from Cuesta evaluation report,
October 1977

Referring to the selection and recruitment process, Dr. Haro reports that:

"In spite of the last minute nature of funding from the U.S. Office of Education, Dr. Trejo has been able to bring to Tucson fourteen highly talented and success-oriented students, some of whom will function as significant change agents in the future. Consequently, the recruitment aspect of the program easily reveals well conceived planning for a high level of selectivity and criteria for quality."

from Haro evaluation report,
October 1977

The evaluation of GLISA II covered curriculum, implementation of goals and objectives, and supportive resources. The following are some thoughts and suggestions made in these areas by the evaluators:

CURRICULUM

According to the evaluation report, the "curriculum developed by Professor Trejo for GLISA II is a highly worthwhile one.....The teaching program, although progressive rather than radical, is nonetheless change-oriented." (Taken from Haro evaluation report, October 1977) Specific recommendations include a course dealing with administrative concerns related to the planning and implementation of library service programs targeted for the Spanish-speaking in various types of library settings. Ms. Cuesta recommended that the

"purposes of GLISA II be carried out by all faculty members through the entire library school curriculum. Only slight modifications would be necessary to accomplish this, but the benefits would be enormous, not only in providing GLISA II students with the opportunity to analyze problems of services in the content of the entire curriculum, but also in 'sensitizing' non-minority students to the problems of special client groups." *(Taken from Cuesta evaluation report, October 1977)*

IMPLEMENTATION OF GOALS AND OBJECTIVES

The evaluators expressed high regard for the progress and completion of the GLISA training program. Specifically, the evaluators noted that changes from the first Institute (GLISA I) were incorporated in an operational model of the second program. In his evaluation report, Dr. Haro lists the following factors as instrumental in the successful implementation of the program:

"....In the case of GLISA II, changes from the first experience were incorporated in the operational model of GLISA....The key aspects of the GLISA II system involve a well conceived educational program, a learning/practical experience carefully planned, the selection of appropriate students, the selection and effective utilization of faculty and support staff, and the use of external evaluation for program modification to reach the desired goal, the graduation of 14 highly skilled and effective bilingual and bicultural librarians capable of delivering appropriate library and information services to any Hispanic origin community in the United States. I am satisfied that the system is functioning quite satisfactorily."

SUPPORTIVE RESOURCES

Areas taken into consideration for the assessment of supportive resources were (1) GLISA staff support, (2) faculty and institutional support, and (3) information resources such as library collections relevant to program goals and objectives. The evaluators were pleased with the GLISA administrative personnel whose support of the program was described as very encouraging.

Ms. Cuesta and Dr. Haro had several opportunities to meet with senior level administrators from both University libraries and Tucson public libraries. Their reports note that support for and strong interest in the success of GLISA II was evident during their visits. They presented recommendations with regard to print material and other resources dealing with library service to the Spanish-speaking.

STUDENT EVALUATION

Student assessment of the program is an important component in the evaluation process. In an effort to solicit input concerning the program, general meetings were held with the students regularly. Thus, student evaluation was continual throughout the year.

At the end of the year, students were asked to submit a final evaluation statement on the program covering coursework,

programs, speakers, etc., related to GLISA. The following statement is representative of the students' observations of GLISA II:

"I was a participant in the second Graduate Library Institute for Spanish-speaking Americans (GLISA II). I am currently employed in the Extension Division of the Tucson (Arizona) Public Library, serving as the only librarian in a neighborhood library located in one of Tucson's barrios. The community I serve is approximately 70% Spanish-speaking. Being that I am the only librarian in this neighborhood library, my duties include materials selection for adults, young adults, and children, doing outreach services to the elderly, and planning programs for all age groups in the community.

Although I have had no prior library experience, I feel confident in my ability to provide quality library service to this predominantly Spanish-speaking area. I attribute this to the preparation for librarianship which I received as a GLISA participant. Aside from receiving the basic education associated with the regular Master of Library Science program, I acquired specialized preparation in serving the Spanish-speaking through the GLISA curriculum. The combination of classroom training, practical application of acquired knowledge in a community setting, and participation in special workshops and seminars is what makes the GLISA program unique and successful.

In my opinion, there is no other program which can better prepare professional librarians to serve the Spanish-speaking; thus, I feel fortunate to have participated in GLISA."

Elizabeth Rodríguez Miller

EXTERNAL ADVISORS

The External Advisory Committee consisted of four out-of-town Spanish-speaking librarians who have demonstrated leadership in library education or who are recognized members of the library profession. The first two external advisors, Ms. Marilyn Salazar, Minority Recruitment Specialist with the American Library Association in Chicago, and Ms. Laurita K. Moore, Reference Librarian with the U.S. Energy Research and Development Administration in Washington, D.C., visited the GLISA program on September 8 and 9, 1977. The two other external advisors visited the students during the two-day SEMINARIO ON LIBRARY AND INFORMATION SERVICES FOR THE SPANISH-SPEAKING on April 28 and 29, 1978. These were Mr. Patrick Sánchez, Director, UMAS at the University of Colorado in Boulder and Dr. Antonio Rodríguez-Buckingham, Director of the School of Library and Information Science at St. John's University in Jamaica, New York.

The advisors met with GLISA II students to discuss the library profession in general, students' expectations of GLISA, and the outlook of employment opportunities and career development. (See Appendix VIII)

S U M M A R Y

In summary, GLISA I provided a solid foundation upon which to build for a better GLISA II. The study program was tailored to meet the special needs of the students. Then too, the faculty was better prepared to work with bilingual students and a special effort was made to modify classes so that they would be more meaningful and relevant to these students specializing in work with the Spanish-speaking population.

By better understanding the special needs of the GLISA participants, as well as by having made new contacts in the Spanish-speaking community during the first year of operation, it was much easier to identify highly qualified lecturers and consultants for the enrichment of the second year's program. These efforts crystalized in the one-and-a-half day SEMINARIO ON LIBRARY AND INFORMATION SERVICES FOR THE SPANISH-SPEAKING which in effect became the only pre-White House Conference in the nation to identify issues pertinent to libraries and informational needs of Hispanics.

During the second year of operation, it was easier to determine the fine line between what could and could not be accomplished. Certainly it became clear that the scarcity of bilingual instructors make it very difficult to structure a more comprehensive study program for students specializing in

bilingual library services. But at the same time, this situation also reinforces the need for training programs such as GLISA, as its graduates are the likely candidates for the bilingual professors of the future.

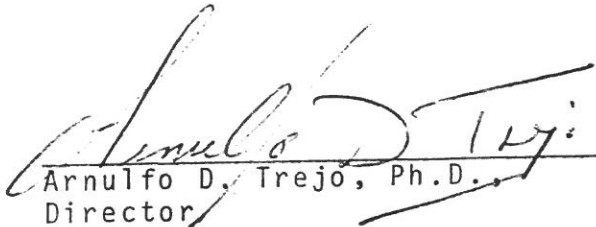
In conclusion, the accomplishments of GLISA I and II, coupled with the demand for bilingual librarians, lends encouragement to the continuation of the program. The Graduate Library School is now becoming nationally known for its involvement in this unique institute. It is hoped, however, that the University will progressively lend more financial support to the program so that when government funding phases out, the Graduate Library School will be able to continue with this specialized study in librarianship.

* * * *

We would like to give recognition to Dr. John P. Schaefer, President of the University of Arizona, Dr. F. Robert Paulsen, Dean of the College of Education, University of Arizona, and Dr. Donald C. Dickinson, Director of the Graduate Library School, University of Arizona, as well as the Graduate Library School faculty, who helped make GLISA II a success. We are also grateful to the external and internal advisors, evaluators, lecturers,

and consultants whose cooperation greatly contributed in fulfilling the GLISA objectives. Also, a very special thanks to Mr. Frank A. Stevens, Division of Library Programs, U.S. Office of Education, H.E.W. in Washington, D.C. for his continuous enthusiasm for and support of the Institute. Finally, a note of appreciation to Mr. Luis Herrera, GLISA Program Coordinator, and Ms. Katherine Genders, GLISA Secretary, for their dedicated service and hard work toward the realization of the GLISA ideal.

Respectfully submitted,



Arnulfo D. Trejo, Ph.D.
Director
GLISA II

APPENDIX I

PERSONAL DATA ON GLISA II PARTICIPANTS

<u>EDUCATIONAL BACKGROUND:</u>	<u>No. of Students</u>	<u>ETHNIC BACKGROUND:</u>	<u>No. of Students</u>
Anthropology	1	Anglo	2
Bilingual Education	1	Cuban	1
Biology	1	Italian-American	1
Business	1	Mexican-American	10
Education	3		
Elementary Ed.	2	<u>AVERAGE AGE:</u>	27.5 yrs
English	1		
Fine Arts	1	<u>AVERAGE YEARS OF PREVIOUS WORK EXPERIENCE:</u>	6.4 y
Linguistics	1		
Math	1		
Spanish	6		
<u>GEOGRAPHICAL DISTRIBUTION:</u>			
Arizona	4		
California	1		
Connecticut	1		
Maine	1		
New Mexico	1		
New York	1		
Texas	2		
Cuba	1		
Mexico	2		

*1 student was 57 years of age.
This number was not figured
in the average age level.

PERSONAL DATA ON GLISA II APPLICANTS

	STATE	AGE	SEX	ETHNIC BACKGR
ARIZONA	21			
CALIFORNIA	9			
COLORADO	2			
CONNECTICUT	1			
IOWA	1			
MASSACHUSETTS	1			
NEW MEXICO	7			
NEW YORK	3			
TEXAS	16			
UTAH	1			
VIRGINIA	1			
MEXICO	1			
PANAMA	1			
PUERTO RICO	2			
AVERAGE AGE		28.8		
MALE			22	
FEMALE			45	
HISPANIC				49
ANGLO				18

A P P E N D I X I I

CORE CURRICULUM FOR GLISA II

TITLE AND COURSE DESCRIPTION	LIBRARY SCHOOL REQUIREMENT	STRONGLY RE- COMMENDED FOR GLI
BASIC REFERENCE. (3 units) Survey of general sources. Discussion of reference techniques.	YES	YES
ORGANIZATION, CATALOGING & CLASSIFICATION OF LIBRARY MATERIALS. (3 units) Purpose and principles of cataloging and classification; the card catalog, shelflist, filing, vertical files; organization and maintenance of materials for use.	YES	YES
SELECTION OF LIBRARY MATERIALS. (3 units) Principles of selection, selection aids and bibliographies, acquisitions procedures, practice in reviewing and annotating print and non-print materials, selection problems.	YES	YES
TRENDS IN LIBRARY SERVICE. (3 units) 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.	YES	YES
RESEARCH METHODS. (3 units) An introduction to the various research methods which are appropriate for problems solving in librarianship. Includes preparation of a sample research proposal.	YES	YES

APPENDIX II (CONT..)

TITLE AND COURSE DESCRIPTION	LIBRARY SCHOOL REQUIREMENT	STRONGLY RECOMMENDED FOR GLISA
<p>LIBRARY SERVICES TO ETHNIC MINORITIES. (3 units) A study of the problems faced by ethnic minorities as well as the elderly and the physically handicapped in the use of libraries. Emphasis on American Indians, Blacks and Spanish-speaking groups. Techniques, programs, services and materials are identified and studied.</p>	NO	YES
<p>LIBRARY MANAGEMENT. (3 units) Course is designed to prepare the student to operate effectively at the beginning management level in a library; to lay the foundation for study of the administrative problems of specific types of libraries; to lay the foundation for more advanced work in management techniques.</p>	YES	NO
<p>SPANISH LANGUAGE AND CULTURE FOR SPANISH-SPEAKING LIBRARIANS. (3 units) Survey of the principle cultural characteristics of persons of Hispanic heritage, with the objective of fostering pride, interest and understanding of the language and culture, with the ultimate goal of identifying with the Spanish-speaking client.</p>	NO	YES
<p>PUBLIC LIBRARY ADMINISTRATION FOR ADULTS. (3 units) How the public library can best serve adults and young adults, with emphasis on the Spanish-speaking people. Includes the function, organization and administration of the public library.</p>	NO	YES

APPENDIX II (CONT...)

TITLE AND COURSE DESCRIPTION	LIBRARY SCHOOL REQUIREMENT	STRONG RECOMMEN- ED FOR GLISA
<p>INFORMATION RESOURCES FOR THE SPANISH-SPEAKING. (3 units) Study of the principle sources of information and multi-media materials for the Spanish-speaking.</p>	NO	YES
<p>MEDIA AND THE SPANISH-SPEAKING WORKSHOP. (1 unit) The use of media in disseminating information to the culturally and economically different. Channels of communication, personnel, services, and budget.</p>	NO	YES
<p>INTERNSHIP. (3 units) In consultation with their advisors, students choose a library in the Tucson area where they will work with Spanish-speaking patrons (minimum of 130 hours of actual library work).</p>	NO	YES
<p>RESEARCH PROJECTS. (3 units) Students select projects in consultation with their advisors in areas of their choice. Projects developed would be in response to actual community needs.</p>	NO	YES
<p>ARCHIVES AND THE SPANISH-SPEAKING WORKSHOP. (1 unit) To acquaint students with basic principles of archival management and administration as well as to study archival collections in the Southwestern United States and Northern Mexico.</p>	NO	YES

APPENDIX II (CONT...)

ALTERNATE COURSE OFFERINGS

<u>TITLE AND COURSE DESCRIPTION</u>	<u>UNITS</u>
LITERATURE FOR CHILDREN. Books to meet the reading interests and needs of elementary school children through the eighth grade, including folk literature, poetry, picture books, fiction and biography. Various sections each semester.	3
MATERIALS FOR INSTRUCTIONAL MEDIA CENTERS. Selection and evaluation of informational materials for learning resources centers, with particular emphasis upon audio-visual media - films, filmstrips, pictures, etc.	3
LITERATURE FOR ADOLESCENTS. Reading for recreation and to meet development needs at the junior and senior high school age, including books written for adolescents and books for adults.	3
AUTOMATION IN LIBRARIES. An introduction to automated procedures currently in use in libraries. Includes systems analysis of actual technical services and planning for their automation.	3
GOVERNMENT DOCUMENTS. An examination of the varieties of government publications available from state, national and international agencies with emphasis on selection and reference use of these publications.	3
LITERATURE OF THE HUMANITIES. Introduction to the major authors and historical development of the various fields of the humanities: religion, philosophy, art, music, and literature.	3
SPECIAL LIBRARIANSHIP. The mission, organization and administration of the special library.	3



A P P E N D I X I I I

CONTACT: Luis Herrera, Coordinato
TELEPHONE: 884-4497
DATE: October 21, 1977

THE UNIVERSITY OF ARIZONA

GRADUATE LIBRARY INSTITUTE FOR SPANISH-SPEAKING AMERICANS

College of Education
Graduate Library School
1515 East First Street
Tucson, Arizona 85719

(602) 884-4497
884-3565

I M M E D I A T E N E W S R E L E A S E

Alberto Urista, "Alurista," one of the best lyric poets to surface in the course of the Chicano Movement, will be the featured speaker at the second in a series of SEMINARIOS sponsored by the Graduate Library Institute for Spanish-Speaking Americans (GLISA) at the University of Arizona Graduate Library School. The program will be presented on Thursday, November 3, 1977 at 7:30 p.m. at the El Rio Neighborhood Center, 1390 W. Speedway.

Alurista will be speaking on the "Indian Influence on Chicano Poetry" and will give a performance based on his poetry writings. He is best know for his poetic anthology FLORICANTO EN AZTLAN and EL OMBLIGO DE AZTLAN. "As a contemporary poet, Alurista has had dynamic impact on the social struggles waged by Chicanos in North America." His works appear in every major anthology of Chicano literature.

The GLISA Seminarios, consisting of lectures, panels, and workshops on librarianship and related fields, serve to broaden the educational scope of the program by introducing the students to persons and issues related to various interdisciplinary fields.

The students and staff of the Graduate Library Institute for Spanish-Speaking Americans extend a cordial invitation to the University community and to the general public to join us for this event.

APPENDIX III

CONT....

Mexican
Christmas Festival
presented by
GLISA II
of the Graduate Library School

DECEMBER 11
6:00 PM

AT THE GRADUATE LIBRARY SCHOOL

1515 EAST FIRST STREET

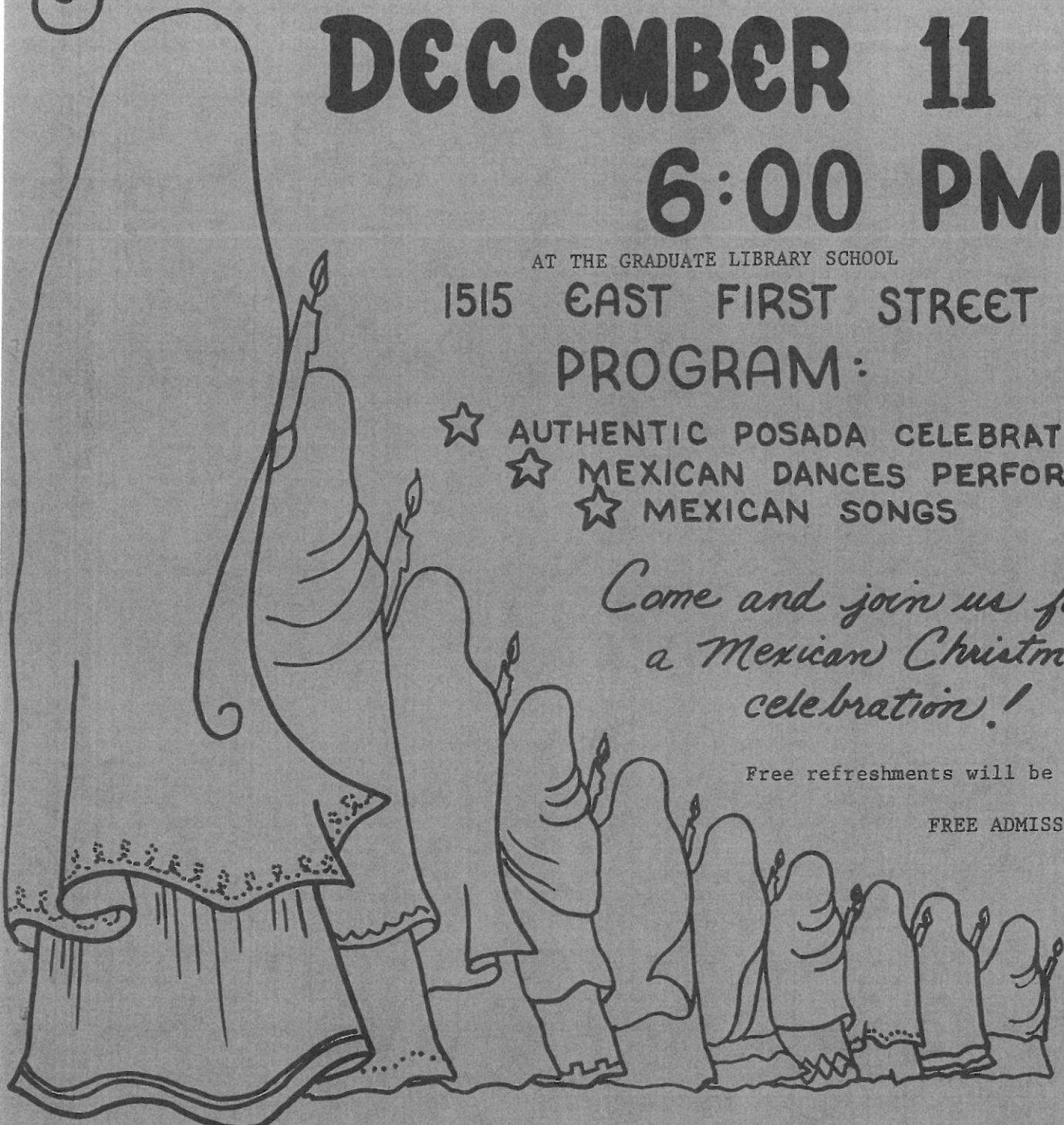
PROGRAM:

- ★ AUTHENTIC POSADA CELEBRATION
- ★ MEXICAN DANCES PERFORMED
- ★ MEXICAN SONGS

*Come and join us for
a Mexican Christmas
celebration!*

Free refreshments will be served.

FREE ADMISSION



Bring blankets

For further information, call 884-4497

A P P E N D I X V

PLACEMENT DATA ON GLISA II GRADUATES

NAME	POSITION	EMPLOYER
1. AYALA, Rebecca	Health Sciences Librarian, Learning Resource Center	El Paso Community College, El Paso, Texa
2. BALDONADO, Charles	Presently Interviewing	
3. BURRUEL, Lydia	Junior High School Librarian	Isaac Junior High, Phoenix, Arizona
4. DELGADO, Jorge	Public Services Librarian, Learning Resource Center	El Paso Community College, El Paso, Texa
5. HUGHES, Artemisa	Language Arts Specialist	Tucson Unified School District No. 1
6. LABRUNA, Thomas	Librarian	Recently employed in state of Washington
7. MESERVE, Barbara	Extension Services Library Assistant	Santa Clara County Library, San Jose, California
8. MILLER, Elizabeth	Outreach Librarian	Tucson Public Library, South Tucson Library Trailer
9. MORENO, Patricia	Head Librarian	Clifton Public Library Clifton, Arizona
10. PIZANO, Felipe	Outreach Librarian	Fort Worth Public Library, North Branch, Fort Worth, Texas
11. RODRIGUEZ, Miguel	Presently interviewing	
12. SEGURA, Elvira	Accepted Doctoral Fellow- ship at University of Arizona, Department of Anthropology	Tucson, Arizona
13. THOMAS, Laura	Children's Librarian	Tucson Public Library
14. WHITNEY, Hilda	Young Adult Librarian	Tucson Public Library

APPENDIX VI

VISITORS, LECTURERS AND CONSULTANTS

NAME	DATE OF VISIT	SPEAKING ON
Felix L. Goodwin, Assistant to the President University of Arizona	Sept. 7, 1977	"Black Americans on the Move"
Dr. Joyotpaul Chaudhuri, Associate Professor of Political Science and Indian Studies, University of Arizona	Oct. 3, 1977	"Native Americans - the Challenge of Self Determination"
Dr. Daniel Boone, Professor and Director of Speech Pathol- ogy, University of Arizona	Oct. 7, 1977	"The Penalty of Speaking Differently"
June Martin, Feature Writer and Book Reviewer, Arizona Daily Star	Oct. 24, 1977	"The Trials and Tribulations of a Book Reviewer"
PANEL DISCUSSION:		
Graciela Lora Revilla, Instructor/Supervisor, S.E.R.	Oct. 26, 1977	"La Raza - ¿Unida?"
John Garcia, Assistant Professor, Political Science, University of Arizona		
Henry Oyama, Director, Bi- lingual Education, Pima Community College		
Jose Aponte, Librarian, El Pueblo Neighborhood Ctr.		

APPENDIX VI (CONT....)

NAME	DATE OF VISIT	SPEAKING ON
"Alurista," Lyric Poet, Author of FLORICANTO EN AZTLAN and EL OMBLIGO DE AZTLAN	Nov. 3, 1977	"Indian Influence on Chicano Poetry"
Mr. Gordon Purdy, Project Director, Senior Health Improvement Program, Tucson	Nov. 23, 1977	"The Elderly: Their Intellectual Needs and the Books They Can't Read"
Dr. Paul Leung, Coordinator, Substance Abuse Rehabilita- tion Counselor Training Pro- gram, Rehabilitation Dept., University of Arizona	Nov. 30, 1977	"America's Two Often Forgotten Minorities: The Physically Disabled and the Pacific/ Asian American"
Arlene Bansal, Heal Librarian, Arizona State Library for the Blind and Physically Handicapped, Phoenix	Dec. 7, 1977	"Have You Felt a Good Book Lately?"
Dr. Anna Jolivet, Administra- tive Assistant, Department of Learning and Staff Development, Tucson Unified School District No. 1	Jan. 31, 1978	"Give Them a Dream"
Dr. Nancy O'Connor, Assistant Professor, Department of Pub- lic Administration, University of Arizona	Mar. 9, 1978	"Inter-Generation Communication"

A P P E N D I X V I I

OBJECTIVES OF THE GRADUATE LIBRARY INSTITUTE FOR SPANISH-SPEAKING
AMERICANS (GLISA II)

1. TO RECRUIT AND TRAIN FIFTEEN BILINGUAL (SPANISH/ENGLISH) GRADUATE STUDENTS (PARTICULARLY FROM THE SOUTHWEST REGION) BY HAVING THEM COMPLETE THE BASIC COURSES REQUIRED FOR THE GRADUATE LIBRARY SCIENCE DEGREE, AND BY SUPPLEMENTING AND COMPLEMENTING THESE WITH COURSES IN THE FIELD OF LIBRARIANSHIP SPECIALLY DESIGNED FOR THIS INSTITUTE AS WELL AS INTERDISCIPLINARY COURSES OF STUDY WHICH WILL STRESS A BILINGUAL AND BICULTURAL CURRICULUM.
2. TO TRAIN THESE STUDENTS TO ESTABLISH AND ADMINISTER LIBRARY INFORMATION AND BIBLIOGRAPHIC SERVICES RELEVANT TO THE SOCIO-ECONOMIC AND CULTURAL NEEDS OF THE SPANISH-SPEAKING COMMUNITIES.
3. TO TRAIN STUDENTS IN UNDERSTANDING THE EXISTING BILINGUAL PROGRAMS DESIGNED FOR HISPANIC HERITAGE PEOPLE SO THAT THEY, AS LIBRARIANS, CAN USE THIS KNOWLEDGE TO MAKE LIBRARIES EFFECTIVE SOURCES OF INFORMATION FOR THEIR CLIENTS.
4. TO PROVIDE STUDENTS WITH THE SKILLS TO USE AND EVALUATE PRINT AND NON-PRINT MATERIALS APPROPRIATE TO THE NEEDS OF SPANISH-SPEAKING PATRONS AND POTENTIAL USERS.

APPENDIX VII (CONT...)

5. TO TRAIN STUDENTS IN THE ESSENTIALS OF PREPARATION AND USE OF MULTI-MEDIA MATERIALS AND EQUIPMENT TO BRIDGE THE GAP BETWEEN READERS AND NON-READERS.
6. TO PROVIDE STUDENTS WITH AN INTERNSHIP IN PUBLIC, ACADEMIC, SCHOOL OR SPECIAL LIBRARIES WHICH HAVE REPRESENTATIVE NUMBERS OF SPANISH-SPEAKING PATRONS.
7. TO OFFER PLACEMENT SERVICES TO ENSURE THAT THE GRADUATES ARE SUITABLY PLACED ONCE THEY HAVE RECEIVED THEIR M.L.S. DEGREES.

A P P E N D I X V I I I

EXTERNAL ADVISORS

NAME	DATE OF VISIT
Laurita K. Moore, Reference Librarian, U.S. Department of Energy, Energy Library, Washington, D.C.	Sept. 8-9, 1977
Marilyn Salazar, Minority Recruitment Specialist, Office for Library Personnel Resources, American Library Association, Chicago, Illinois	Sept. 8-9, 1977
Patrick S. Sanchez, Director UMAS/EOP, Administrative Annex, University of Colorado, Boulder, Colorado	April 28-29, 1978
Dr. Antonio Rodríguez-Buckingham, Director, Graduate School of Library Science, St. John's University, Jamaica, New York	April 28-29, 1978