

Series

THE
GRADUATE LIBRARY INSTITUTE FOR
SPANISH-SPEAKING AMERICANS



SECOND QUARTER REPORT

THE
GRADUATE LIBRARY INSTITUTE FOR
SPANISH-SPEAKING AMERICANS

S E C O N D Q U A R T E R L Y R E P O R T

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This second quarterly report of the Graduate Library Institute for Spanish-speaking Americans (GLISA III) provides a summary of the program of studies and other related activities covering the period of November 16, 1978 through February 15, 1979. Also included in this report will be plans for the Spring Semester and an assessment of the Institute to date.

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

Based on the experience gained from two previous institutes, the first semester in the school year usually sets the tone for the remainder of the year in terms of determining the degree of success for each participant. Judging by the grade reports for the first semester for GLISA III, we anticipate a successful program for each of the 15 students. The participants adjusted well to the intensive fall workload and the pressures of time. At the writing of this report, all students successfully completed the core requirements as set by the Graduate Library School, and are now into the fourth week of classes of the Spring Semester. A cumulative Grade Point Average (GPA) of 3.5, exceeding the minimum 3.0 GPA required by the Graduate College, was recorded for the GLISA students for the Fall Semester. We are pleased to report that the following students earned a perfect 4.0 GPA for the term: Andrietta David, Coral Gables, Florida; Salvador Guerena, Santa Barbara, California and Rolando Romo, Austin, Texas.

As reported in page four of the First Quarterly Report, fellowship support for one student was left outstanding due to the inability of a selected candidate to participate. A fifteenth participant was chosen by the Screening Committee in late fall. The student is Victor Velo, a native of Cuba and former teacher at Rogers Elementary School in Tucson. His previous professional experience along with his interest in public and school libraries gives Mr. Velo excellent qualifications to complement the GLISA Program.

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

The GLISA participants have completed a major portion of their core requirements which include the following courses: Basic Reference, Cataloging and Classification of Materials, Selection of Library Materials, and Trends in Library Services. Students were also enrolled in two GLISA prescribed courses -- "Outreach: Library Service to Special Groups," and "Spanish Language and Culture," both of which provided direct working experience with the Hispanic Community in Tucson. For example, as part of the "Outreach" class, students organized and implemented a library awareness program at the Liberty Adult Learning Center. As part of the program, the students produced a sound/slide review of library services available through the Tucson Public Library System. Approximately 120 persons attended the two presentations. The significance of this course is that it is providing a learning experience to both GLISA participants and other non-GLISA students

of the Graduate Library School.

The "Spanish Language and Culture" course surveyed the principle cultural characteristics of person of Hispanic heritage, with the objective of creating pride, interest and understanding of the language and culture in order to identify with the Spanish-speaking client. This course has improved in content and structure since the date when it was first offered in 1975 as part of the GLISA I Institute. This opinion was confirmed through the student evaluations received. The following comments were submitted by the students:

"This course had a wide range of topics relating to the Spanish-speaking cultures which stimulated good class discussion and personal thinking."

"Top-notch guest lecturers, student presentations were excellent methods for conveying a positive feeling for the various cultures in the Hispanic world."

"It's nice to have a class in Library School where independent thinking and creativity are both encouraged and appreciated."

This class also provided an opportunity to promote library services through special projects and programs. Students participated in a Spanish talking book project in cooperation with the Arizona State Library Extension Services and a cultural awareness program presented at Drachman Elementary School.

The success of these courses have helped in fulfilling the following objectives as outlined in the proposal:

- "6. TO PROVIDE STUDENTS WITH PRACTICAL TRAINING IN COORDINATING, IMPLEMENTING AND ADMINISTERING LIBRARY OUTREACH PROGRAMS FOR COMMUNITIES SERVING HISPANIC POPULATIONS.

- 7. TO PROVIDE TRAINING IN PUBLIC RELATIONS AND TECHNICAL SKILLS THROUGH INTERNSHIPS AND OUTREACH PROGRAMS WHICH WILL ENABLE GRADUATES TO BETTER DEAL WITH THE PUBLIC IN GENERAL.
- 8. TO PROVIDE STUDENTS WITH THE BASICS IN SPECIALIZED TRAINING TO WORK EFFECTIVELY WITH THE ELDERLY, THE HANDICAPPED AND OTHER SPECIAL GROUPS.
- 11. TO FOSTER PRIDE IN AND UNDERSTANDING OF THE HISPANIC CULTURE."

We feel confident that the specialized training provided through the GLISA courses will have a positive and direct bearing on the future employment opportunities of the participants.

S P R I N G C U R R I C U L U M

This second semester, which began on January 18 has allowed students the option to begin specialization in a type of library, i.e. school, public, academic, special or particular service orientation, i.e. young adult, children, reference, etc. based on their particular academic background and interest. The following table illustrates student course selection for the Spring Semester:

SCHOOL LIBRARIAN

LS 286	Literature for Children
LS 281	School Library Administration
LS 334	Public Library Service to Children and Young Adults

PUBLIC LIBRARIAN

LS 395	Communication Workshops
LS 387	Library Management
LS 334	Public Library Service to Children and Young Adults
LS 386	Public Library Administration
LS 331	Outreach: Library Service to Special Groups

ACADEMIC AND SPECIAL LIBRARIAN

LS 385	Library Systems Analysis
LS 395	Information Resources for the Spanish-speaking
LS 395h	Intro. to Bibliography
LS 305	Government Documents
LS 346A	Information Storage and Retrieval
LS 384	Special Librarianship

OTHER

LS 323	Research Methods
LS 397D	Television in Libraries
LS 350	Bibliographic Control of Audio-Visual Materials
LS 4587	Proposal Writing
LS 298A	Mexican-Americans in Public Administration
LS 344	Automation in Libraries

GLISA students are also enrolled in another special course offered this semester as part of their curriculum program. Entitled "Information Resources for the Spanish-speaking," this advanced reference course surveys the principal sources of information and multi-media materials for the Spanish-speaking.

It is important to note that the faculty has participated in curriculum development for the GLISA program through periodic meetings held during the second quarter. This has fostered faculty interaction with the students as well as facilitated communication with GLISA administration.

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

The students of the Graduate Library Institute for Spanish-speaking Americas continue to take an active part in the Graduate Library School as well as the community. Several GLISA students were asked to serve as official recorders during the Arizona Governor's Conference on Libraries held in Phoenix, Arizona on

December 1 and 2. These students attended the various working seminars, panel discussions and final resolution debates which provided insight in conference procedure, and an opportunity to meet many librarians throughout the state.

Despite their heavy workload, the students participated in the activities of the Library Student Organization through the various committees. Moreover, more than half of the participants have joined Arizona Reforma, a chapter of the National Association of Spanish-speaking librarians, which seeks to promote library service to the Spanish-speaking.

The highlight of the second quarter took place on Sunday, December 10 when the GLISA students presented and Hispanic Christmas Fiesta at the Graduate Library School. The purpose of the program was to acquaint faculty, staff and other students with the traditional yuletide celebrations of the various Hispanic cultures. The evening festivities included folk dances in authentic costumes, singing of traditional Christmas carols and short story recitation by Mr. Antonio Gómez, instructor of the class "Spanish Language and Culture." Approximately 100 persons including faculty members, community leaders, students and their families attended the event.

S E M I N A R I O

The Seminario lecture series, La Biblioteca: A Sus Ordenes (The Library: at your Service) continues as an important component of the Institute. Dr. Cecil Robinson, prominent literary figure and author of Mexico and the Hispanic Southwest

in American Literature, was the featured speaker at the first Spring Seminario on February 9, 1979. In his lecture, Dr. Robinson^o traced the portrayal and treatment of the Mexicans in American literature, punctuating his remarks with personal anecdotes and quotations. (See Appendix I for review appearing in Graduate Library School Newsletter.) The students remarked about the Seminario:

"This (Seminario) was very effective in creating consciousness and an understanding of the cultural and social aspects of the Mexican-American."

"Dr. Robinson is a forceful and knowledgeable of early Mexican and American writings. It was a worthwhile and fascinating seminar."

We hope to continue with this high caliber of presentations in all future SEMINARIOS.

I N T E R N S H I P S

At the writing of this report, one student has completed a 135-clock hour internship at the Wilmot Branch of the Tucson Public Library System. This student wrote the following comment about his experience:

"I consider my internship experience as having been an invaluable part of my professional preparation. It served as a tangible means of practicing my abilities and skills as a librarian, helping me gain an increased competence in my capabilities and greater self-confidence as a professional." (See Appendix II for evaluation of student performance.)

A second student has begun his internship at Ochoa Elementary School Library. These internships have been designed to place the participants in actual work situations that will expose them to a wide range of responsibilities and duties in a

professional capacity. Arrangements are being made to place the remaining students in a variety of library settings, both in-and out-of-site, that will complement individual interests and previous experience. The list below represents internship arrangements for the GLISA participants:

<u>Student</u>	<u>Type of Library</u>	<u>Place</u>
Cavin, Sonya	Public; Reference	Tucson Public Library
David, Andrietta	TBA	
DeYurre, Zoila	No Internship	Already has Library Exp
Espinosa, Ellen	No Internship	
González, Diana	Academic; Public Service	University of Arizona Library
Gũereña, Salvador	Public; Public Service	Wilmot Branch, Tucson Public
Joyner, Marlene	Public; Public Service	Tucson Public Library
Monroe, Ruy	Junior College or Academic; Public Service	TBA
Parsons, Graciela	Public, Public Service	Tucson Public Library
Pérez, María Teresa	Public; Children and Yound Adult Services	Tucson Public Library
Romo, Rolando	Academic; Research, Bibliography	University of Texas at Austin
Sánchez, Olga	Public; Public Service	Tucson Public Library
Sotelo, Ross	School Library	Ochoa Elementary School
Tagle, Antonio	Academic	TBA
Velo, Victor	School or Public	TBA

A final evaluation by the supervising librarian and the student will be provided for each intern in a later quarterly report.

T H I R D Q U A R T E R P R O G R A M

During the third quarter, GLISA will host visits by two external advisors, Ms. Alicia Godoy from the Miami-Dade Public Library, Florida and Mr. Patrick Sánchez from the University of Colorado. As advisors, they will consult with students, faculty and Advisory Committee members and suggest recommendations to improve the program.

Also, to be arranged during late spring will be the second site visit by the GLISA Evaluation. It should be noted that to date we have yet to receive the first evaluation report of Dr. Luisa Vigo-Cepeda. It was the consensus of the Advisory Committee, which met on February 15, that another evaluator should be brought in for the second site visit as a replacement for Dr. Vigo-Cepeda.

We are pleased to announce that the position for an instructor to teach "Library Media for the Spanish-speaking," as outlined in the proposal, has been filled. Mr. Rene López-Pérez of the Norfolk, Virginia Library will join the Graduate Library School faculty as temporary, full-time instructor for the first summer session. His responsibilities will include teaching a 3-unit graduate course on the use of media in disseminating information to the culturally and economically different, and mini-workshop on "Design and Management of Special Service Programs for the Spanish-speaking", which will focus on policies, program development, budget and finance. In addition to the

duties, Mr. López will serve as consultant to the Institute. The employment of a full-time GLISA consultant and instructor will strengthen the specialized component by providing additional bilingual support staff.

A S S E S S M E N T

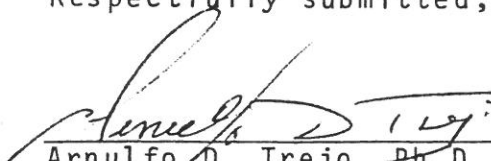
A review of the class work completed by GLISA III students and other educational and cultural activities related to the Institute show that GLISA III is progressing at a high level of performance. Students went through the "difficult times," which are typically associated with final exams. They managed quite well, however. Their hard work indeed produced positive results. These, in turn, have given students additional confidence to cope more effectively with the Spring semester work.

GLISA suffered a setback last January. Ms. Kathy Genders, the Institute's secretary left her job for one that pays considerably more than what she was earning. Her years of experience, her language proficiency both in English and Spanish, as well as, her overall efficiency are assets that will be missed by GLISA.

GLISA also lost its program coordinator effective February 26, 1979. As there was no assurance that the program would be funded beyond 1979, Mr. Luis Herrera was moved to accept a position which offered more stability. His appointment as branch librarian in the El Paso Public Library System reflects

an advancement in his career. Both Mr. Herrera and Ms. Genders contributed generously and effectively to the success of GLISA II and III. We thank them both and bid them well.

Respectfully submitted,



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

FOOTNOTES
Newsletter of the LSO

Editors: Debbie Madsen and Dianne Hess.
Published quasi-monthly during the school year by the Library Student Organization, University of Arizona Graduate Library School, Tucson, Arizona 85721, and distributed free.

MEET THE NEW STUDENTS

Fifteen new students were admitted to the Graduate Library School this semester. The LSO wishes to welcome them all:

- RASHID ALTHABIA: B.S., Math; M.S., Educational Administration, Emporia State University, Kansas. Interested in special libraries and information services.
- LINDA BLAKE: B.F.A., University of Arizona. Interested in school librarianship.
- ARLENE BLUMENTHAL: B.A., English, Gallaudet College, Washington, D.C. Interested in public librarianship with special emphasis on services for the deaf.
- RICHARD CECIL: B.A., English, University of Maryland; M.A., English, University of Iowa. Interested in academic libraries.
- JOHN DE LA FONTAINE: B.A., Linguistics, University of California, Riverside. Interested in developing theological resources and the cataloguing of these works.
- RY DIETZMAN: B.S., Elementary education, University of Arizona. Interested in children's services.
- CAREN FLANDERS: B.A., German, University of Kentucky. Interested in adult services.
- ROGER FLORA: B.S., United States Naval Academy. Interested in information retrieval and research libraries.
- DOROTHY HORAN: B.A., Radio/Television, University of Arizona. Interested in media and television.
- DOROTHY HOWELL: B.A., Music, University of Arizona. Interested in music librarianship.
- PATRICIA MISAGHI: B.A., Spanish, University of California, Davis; Elementary teaching certificate, University of Arizona. Interested in reference work and academic libraries.
- SHERI NEUFELD: B.S., History, University of Michigan. Interested in working with archival material.
- ROBERT SLOANE: B.F.A., Photography, Arizona State University. Interested in special libraries.
- VICTOR VELO: B.A., English, C.U.N.Y. Interested in public or school libraries.
- MONA MARTIN: B.A., University of Arizona. Interested in overseas librarianship.

LSO also wishes to extend its welcome to DEBORAH HENDRIX, a new member of the GLS staff. Debbie has been hired as the new clerk typist as of January 22nd to replace Dawn McCauley. She has been a part-time student worker here since May 28, 1978. A UA psychology major, Debbie has discontinued her studies to work full-time. We are glad to have you.

GLISA Seminarario

Dr. Cecil Robinson, author of Mexico and the Hispanic Southwest in American Literature and a professor of English at this university, was the featured speaker at this semester's first GLISA III Seminarario on February 9th.

Dr. Robinson traced the treatment of Mexicans in American literature from the early nineteenth century to the present, illustrating his remarks with personal anecdotes and several quotations. According to Dr. Robinson, the Mexican presence in American literature is a continued one, unlike the English and French influences which were periodic. The portrayal of Mexicans in the early literary period was very racist and the attitude displayed toward them was largely puritanical and patronizing. However as Americans of the twentieth century became more alienated and disillusioned with industrialized society, American writers began to treat Mexico, with its strong traditions and simpler way of life, in a much more charitable - even envious - light.

In closing, Dr. Robinson stated that, with today's Chicano and native Indian writers, the portrayal of these people is now coming from within their culture; as a result, the literature of the Southwest is being invigorated.





MEMORANDUM

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APPENDIX 1

DATE: February 15, 1979

TO: Agnes Griffin
Dr. Donald Dickinson

FROM: Jean King

SUBJECT: Salvador Guereñds Internship

Sal's previous library experience was immediately evident. From the beginning he functioned as a regular member of the reference staff, and gave us tremendous support when we most needed it. His dealings with people are extremely good. He is very poised, displaying interest and concern for the patron's needs.

Sal began his internship with certain objectives in mind (see attached), all of which he definately achieved. While here he also had two major projects: a study of the reference collection with a theoretical budget cut in mind, and indexing the Indian Trader, bringing it up to date. Both assignments were completed with expertise and expediency.

I recommend a grade of Superior for Sal's internship.

Patricia J. Meyers
Agnes M. Griffin
John A. Anderson

Learning Objectives

It is my specific goal to develop a high level of proficiency in the area of public reference services, to build a good working knowledge in the use of reference resources available at the Wilmot library, utilizing them with expediency, and to work well with the public in meeting their informational needs.

I expect to gain familiarity with the administrative structure of the Wilmot library in particular, and the Tucson Public Library in general.

I expect to become familiar with the various departmental service functions at the Wilmot library.

I hope to make a viable contribution in the area of any possible special projects which might be assigned to me.

It is my desire to build good working relationships with the library staff and to very favorably represent the Tucson Public Library.