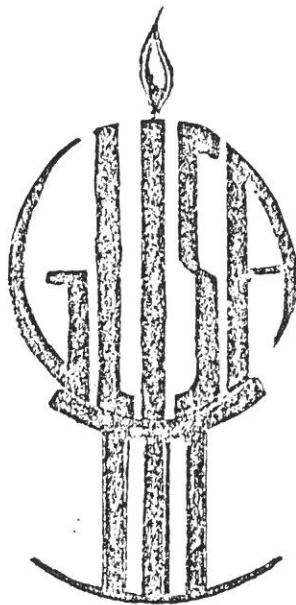


THE GRADUATE LIBRARY INSTITUTE FOR  
SPANISH-SPEAKING AMERICANS



THIRD QUARTERLY REPORT

THE GRADUATE LIBRARY INSTITUTE FOR  
SPANISH-SPEAKING AMERICANS

T H I R D   Q U A R T E R L Y   R E P O R T

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## THIRD QUARTERLY REPORT

February 16 - May 15, 1979

### Introduction

This third quarterly report on the Graduate Library Institute for Spanish-speaking Americans (GLISA III) serves to summarize the program of studies and related activities spanning the period of February 16, 1979 through May 15, 1979.

Also included are reports on student progress with respect to coursework and projects, a summary of the GLISA program concerning spring curriculum, placement of students, evaluation and assessment.

## STUDENT PROGRESS REPORT

### Internships

As of this report, seven of the participants are presently interning. Five of these students are placed with the Tucson Public Library System. Two students are interning in academic libraries. We are pleased to report that a unique experience has been provided for one of these students as an intern with the Nettie Lee Benson Latin American Collection of the University of Texas at Austin. This is the first student of the Graduate Library School interning with this library, considered to be one of the leading collections of its genre in the United States. The other participant is interning in the University of Arizona Library under the direction of the Latin American bibliographer.

By the end of the GLISA III program, eleven of the participants will have completed a minimum of 100 clock hours of internship. Two students have already finished their on-the-job work training program, and the four remaining students have opted not to intern due to their already having had previous work experience in libraries.

It should be mentioned that student comments on their experiences have all been favorable. The participating libraries have made every effort to provide the interns with meaningful professional work experiences. The following student remark has served to affirm this:

*"The 180 hour internship I did for TPL was a very positive experience for me. It provided for me to gain on-the-job experience, and to fulfill the goals and objectives I had outlined for my immediate supervisor, Ms. Carol Rott. All in all, I've found that the main library provides a good working environment for the intern to gain both the necessary experience and confidence to deal successfully with patron requests."*

#### Class Projects and Student Activities

During this period, the GLISA participants have been finishing work in their spring semester courses and are completing final examinations. There were several student projects and programs highlighting the activities of the semester.

The students in the course entitled "OUTREACH: LIBRARY SERVICES TO SPECIAL GROUPS" designed and presented a "Carnaval Bibliotecario," a class program implemented at Lincoln Elementary School in Nogales, Arizona. This was one of the most favorably received programs ever provided by students in the "Outreach" class. Hundreds of school

children were treated to originally produced bilingual puppet shows, folktales, children's songs, balloons, piñatas, and a storytelling clown. Among the participants in the project were additional GLISA students whose volunteered assistance included documentation of this effort through video tape and photography. Students enrolled in the class have attested to the valued skills which they have gained through this practical experience in developing and implementing a library program in the community. (See Appendix IX for Program).

All GLISA students are expected to participate in activities that are not part of the required curriculum, but which provide them with experiences conducive to helping them gain greater familiarity with resources, agencies and organizations in the community, and enhancing the image of librarianship and of library services and programs to Hispanics. Among the opportunities provided the participants for such involvement was the Border State University Consortium Library Conference, held on April 19-20, 1979 at the University of Arizona. This conference was sponsored by the National Endowment for the Humanities for the purpose of developing strategies for a network which would provide greater access to bibliographic resources on the Mexican American, and to examine the possibilities of computerizing a data bank. A number of GLISA students demonstrated their support for the conference by assisting as recorders, in the registration of conferees, and by serving as drivers. Such participation provided them with valuable exposure to current issues and concerns among libraries seeking to improve access to Mexican American information, and to gain exposure to nationally prominent figures in the library profession.

By this date the GLISA students have completed two-thirds of their planned coursework, have fulfilled all their curriculum requirements with the remainder to be satisfied by enrollment in the summer sessions. With completion of internships, satisfactory achievement in the summer coursework, and passing of the comprehensive examination, the students will have satisfied all the requirements for candidacy to receive the MLS degree.

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

##### Curriculum

During the spring semester two major courses in the students' curriculum offered by GLISA were those entitled "INFORMATION RESOURCES FOR THE SPANISH-SPEAKING," and "OUTREACH TO SPECIAL GROUPS." The former is designed to survey the major reference and media sources for use with the Spanish-speaking. The course has provided added instructional dimensions through presentations by prominent guest lecturers speaking on the subjects of geneological research and the use of peninsular Spanish and Latin American archives. Students received added training in advanced reference techniques through workshops provided by a visiting Latin American subject specialist, Mr. Julio Martinez from San Diego State University. Students have lauded these features of the course. As one outcome of these workshops, students have recommended that the course incorporate the "case study" method as a complementary instructional approach in helping students master the materials discussed in class. The "Outreach" course has continued

to be a unique and valued course in the Library School curriculum. The need for such a course within the school is underscored by the attraction that it has additionally had for non-GLISA graduate students enrolled in the class each semester. The practical training that students have acquired in coordinating and implementing library outreach programs has added to the strength of the Graduate Library School.

#### External Advisor's Visit

Ms. Alicia Godoy from the Miami-Dade Public Library, Miami, Florida made a site visit to the GLISA Institute on March 26-27. (See Appendix VII). As an external advisor, she arranged to formally and informally meet with GLISA staff, students and members of the Graduate Library School. The purpose of Ms. Godoy's visit was to review the GLISA program and advise both students and staff on any aspect which may lead to the improvement of the overall program objectives. As part of GLISA's curriculum enrichment efforts, Ms. Godoy was asked to provide a special session for students on the topic of library services for the Spanish-speaking in the Miami-Dade area. She also spoke on career development opportunities for GLISA graduates.

The following is an excerpt from a conversation with Ms. Godoy:

*"Spanish-speaking librarians are important because it is indispensable to have a psychological connection with a Spanish-speaking person who comes to the library. One of the objectives of the (GLISA) program is to acquaint students with the psychology of Hispanic people and the way they live."*

### Placement

Among the stated objectives of the GLISA institute is the placement assistance to be provided graduates to expedite their locating suitable professional employment upon receipt of their MLS degree. One of the most effective means of disseminating information about the graduates has been a special brochure which has provided biographical, educational and relevant work experience information on each GLISA participant. This brochure is currently being prepared for distribution to library systems and personnel departments nationwide. Similar biographical sketches on the individual students have already been published in the latest REFORMA Newsletter, the organ of the National Organization of Spanish-speaking Librarians.

In order to further assist students in the techniques for securing employment, GLISA sponsored a resumé writing clinic, provided by Stephen Marvin on April 18, 1979. Mr. Marvin, serving as a Consultant to GLISA, is a librarian with World University in San Juan, Puerto Rico. In addition to providing this special session, Mr. Marvin served as a student advisor on locating employment. The students who participated in the workshop appreciated this valuable and needed assistance. Printed guides to the writing of resúmes and on interviewing for librarian positions have been distributed to GLISA students.

### GLISA STAFF NEWS

Mr. René Pérez-López, has been selected to teach "Media and the Spanish-speaking" during the first summer session. Born in Cuba and



educated in this country, Mr. Pérez López is currently Coordinator of Branches for the Norfolk Public Library in Virginia. He previously directed the Cohoes Public Library in New York.

Mr. Salvador Guereña is now employed as a Graduate Assistant for the summer months. For the last two semesters he has been a participant at the GLISA Institute. His duties include serving as assistant to the Director. Before he enrolled at the University of Arizona, he served as Supervisor of the Eastside Branch at the Santa Barbara Public Library, California.

Ms. R. Teresa Roehrig, a native of Peru, is GLISA's new bilingual Secretary. Ms. Roehrig's work experience includes working for the World Bank in Washington, D.C. and the Arizona Bilingual Materials Development Center at the University of Arizona.

Ms. Laura Horan was hired as a Clerk-typist. Previously an undergraduate student at the University of Arizona, she has joined the staff to relieve Ms. Roehrig of the more routine clerical and typing tasks so that she can more closely attend to such matters as the GLISA budget.

It should be mentioned that funding for the Graduate Assistant, consultants, and clerk-typist has been drawn mostly from the designated allocation for Program Coordinator. A nationwide search is underway to identify and hire an appropriate individual who can fill this vital GLISA position.

EVALUATION

During the third quarter, site visits were made to GLISA by two external evaluators, Mr. César Caballero, Librarian at the El Paso Community College Library in Texas and Mr. Julio Martínez, Latin American specialist with the San Diego State University Library. Mr. Caballero visited the program during April 18-19 and Mr. Martínez' visit took place between April 15-28, 1979. These evaluative visits included both formal and informal interviews and meetings with GLISA students, administrative staff, GLS faculty and university administrators.

A synthesis of the evaluative reports reveals that, in general, both were most favorable and objectively identify both the strengths and weaknesses in the program, outlining recommendations for improvement.

Most recently, the Local Advisory Board has convened and is now correcting some of the weaknesses relating to the curriculum. It should be noted that a somewhat anomalous item appears in Mr. Martínez' assessment. In Section "C" of his report, it is mentioned that GLISA III students having interned with the Tucson Public Library have found that their experience gained has been of limited value. Attention should be called to the fact that only one student has previously interned with this system as of the writing of his report (For student summary, see Appendix III). Due to the two week duration of Mr. Martínez' site visit, he was thus able to become better acquainted

with the operation of the GLISA program, students and staff, and therefore contributed much more to the institute. Included in his responsibilities were teaching several sessions of the course "INFORMATION RESOURCES FOR THE SPANISH-SPEAKING", examining and evaluating student work, and serving as an adviser to them. These added features of his visit enriched the program considerably.

A number of weaknesses in the GLISA program, identified by Mr. Caballero in his report, were those arising out of insufficient student preparation in developing their skills in services to the Spanish-speaking, and the need to more fully prepare the students with respect to such areas as learning library terms in Spanish, the need to understand the attitude of Mexican immigrants towards literature and the library, and gaining familiarity with sources/publishers of bilingual, bicultural materials. Inasmuch as these important components already form a part of the existing GLISA curriculum, the Local Advisory Board to GLISA has recognized the attraction of some of the students to other areas of library orientations resulting in their subsequent lack of exposure to one or more of the specialized GLISA courses. A recommendation was formulated by the Board to the Curriculum Committee of the Graduate Library School for integrating three of the four GLISA-related courses into curriculum requirements for all the GLISA participants. Board members felt that due to the intensity of the institute, students in such a program as GLISA must expect less flexibility in the curriculum, and should be encouraged to pursue post-graduate coursework to enhance their exposure to other areas of interest in the library profession.

ASSESSMENT

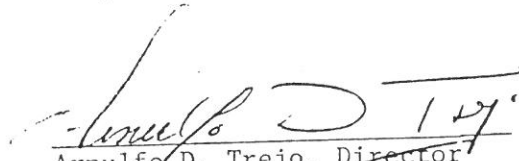
With the exception of a few areas needing strengthening, and despite the absence of a Program Coordinator, GLISA has continued to successfully attain its stated objectives. The lack of a full-time coordinator during the third quarter has impeded the full implementation of the program, which is not expected to stabilize until such time as a suitable qualified individual has been selected and hired to fill this important position. All efforts are being made to expedite this selection. The record will nevertheless show that there have been substantial accomplishments by students during this quarter. Students have planned, prepared, and successfully implemented projects and activities related to the program, both directly and indirectly as part of their coursework. The students enrolled in the "Outreach" course have continued to voice the value they have gained through the experience in carrying out their community program. This, and other student projects have been well received by the Tucson community (See Appendix VII).

At this point in their studies, the GLISA participants are in the progress of undergoing final examinations. Following satisfactory completion of the comprehensive examination and enrollment in the two summer sessions, the students will have completed all requirements leading to the Master of Library Science Degree.

It can be accurately surmised that GLISA is succeeding in attaining both the short term goal of training Hispanic librarians as well as reaching towards the long-range goal of providing improved library

services to the Spanish-speaking in the United States. The GLISA Institute is not a static program and will continue to be improved through constructive change, being molded and shaped into what can serve as a model for, or a precursor to a permanent program for the professional training of Hispanic librarians in this country.

Respectfully submitted by:

  
Arnulfo D. Trejo, Director  
GLISA

APPENDIX I  
EVALUATION REPORT  
by  
Cesar Caballero

GLISA III: EVALUATION REPORT

by Cesar Caballero

Graduate Library Institute For Spanish Speaking Americans

Graduate Library School

University of Arizona

April, 1979

## GLISA III: EVALUATION REPORT

The purpose of this report is to inform all interested parties of the site visit which was made to the Graduate Library Institute for Spanish-Speaking Americans by the author. The site visit, which took place April 18 and 19, 1979, was conducted to evaluate the institute's performance in reaching its objectives, as specified in appendix A. During the visit, interviews were conducted with GLISA students, staff, faculty members and university administrators, see agenda on appendix B.

Problems which were mentioned most often during the interviews and are considered important enough to merit immediate attention are included in this report. A few recommendations are mentioned as possible solutions. The strengths and weaknesses of the program in the areas of curriculum, faculty, library and classroom facilities, student services, administration and general objectives of the program, as perceived by those interviewed and by the author, are pointed out, and a conclusion regarding these points is given.

### CURRICULUM

The core courses which the students in the program are required to take are the same as those in the regular curriculum of the Library School at the University of Arizona. This curriculum has been approved by accrediting agencies. Thus, it may be assumed that the core course offering is acceptable for the GLISA program. The list of core, special and related courses is given in appendix C.

There is a set of special courses which have been specially designed to fulfill the special objectives of the program. These courses make up the strongest portion of the curriculum. Although the content of these courses was found to be adequate, it is recommended that it be updated on a continuing basis, preferably by following



the input obtained from practicing professionals who specialize on services to the Spanish Speaking.

It is also recommended that case studies be used more often as a teaching tool. To quote some students, "so that we may learn about how to do things."

The course entitled Spanish Language and Culture was cited as an excellent course by most students who were interviewed. But, it was also mentioned that certain concerns were totally left out of the curriculum and should be dealt with in a separate course or within other existing courses. The concerns mentioned most often were: 1. the need to learn library terms in Spanish, 2. the need to understand the attitude of Mexican immigrants towards books, reading and the library, 3. how to reach the non-reader and /or the low-reader, 4. how to deal with the problem of racism and libraries, 5. sources/publishers of bilingual bicultural material. These concerns are not listed in any order of priority.

It is recommended that well planned seminars be offered to fill in the gaps and address special concerns such as the ones mentioned in the last paragraph. Certainly, another option suggested by a group of GLISA students, should be considered; that students in the program be given the option to attend an additional semester in which special seminar courses could be offered. Also, conflicts in the scheduling of courses should be minimized so that students do not have to overlook important courses.

A few students complained that they were not going to be able to do the internship at the Main University Library, where they had wanted to. It was felt that perhaps the policy and procedures used in arranging internships there were too inflexible, especially because of the limit of one intern per library department. (A copy of the policy is attached as appendix D.)

It is recommended that this policy be reconsidered. In addition, students could be encouraged to do their internships in institutions in cities where they intend to reside and work. This would give them the opportunity to gain experience and become acquainted with the personnel in the library where they might seek employment.

The GLISA Office should pay special attention to the coordination of arrangements for internships. Planning and counseling for these should take place well in advance to allow for unforeseen changes.

It is recommended that most course syllabi be revised, with the assistance of the Director of the program and practicing librarians in the field, to include plenty of discussion which is relevant to services aimed at the Spanish-Speaking. It is also recommended that the current reading lists for each class be supplemented with enough current material relating to the subject. This would help the students in the program to relate their course work to their special area of study. Of course, the students who are not enrolled in the program would also benefit tremendously since they too will probably seek employment in the Southwest, where they will be faced with the demand for services to the Spanish-Speaking. So, the idea here is to integrate the objectives of the GLISA program into the overall curriculum of the Library School for the benefit of all students.

#### FACULTY

There are nine full-time and three part-time faculty members in the Graduate School of Library Science. One of the full-time faculty members is also the Director for the School. Only one member of the faculty, Dr. Trejo, teaches courses which are particularly relevant to the GLISA program.

For the purposes of this report, the overall qualifications of the faculty were assumed to be acceptable, since these have met the standards of accreditation. However, an effort was made to ascertain the effectiveness of the faculty in meeting the objectives of the program. After interviewing 50% of the faculty, and some students, it was found that the objectives of the institute were not being extended into the curriculum outside the special courses of the program. It seems that the faculty expect for all subject matter relating to library services to the Spanish-Speaking be covered in special courses. It is evident that this is not possible within the limited time of several classes. Therefore, the faculty should be made aware of the objectives of the program and given some leads as to how to integrate them into the regular objectives of their courses. Special orientation should be held for the entire faculty.

It should be mentioned that the faculty members who do not teach special courses and were interviewed were found to have very positive attitudes towards the program, were open and sincere about their limited knowledge of the subject, but were very open to suggestions. This is the sign that the integration of objectives which was mentioned, may be carried out without glaring problems.

#### ADMINISTRATION

In the interview with the Director of the Library School, Dr. Dickinson, it was obvious that the administration of the school is very supportive of the program. The attitude reflected in regards to its value was extremely positive. Since the Library School is under the direct authority of Dr. Paulsen, the Dean of The College of Education, an interview was also held with him.

Dr. Paulsen also expressed his support for the GLISA program and the Library School. But, he was quick to point to the situation of the Library School in having to compete for the limited resources with other academic departments in the college. He would like to see the objectives and needs of the GLISA program better articulated so that the academic community could respond better to them. The need for better communication was thus emphasized.

As far as the administration of the program itself, it is in a period of transition, since the position of Program Coordinator was recently vacated. I am sure that, with the hiring of a well qualified Coordinator, things will stabilize. In any case, input from students in the program should be carefully assessed. The director will benefit tremendously by continuing to be open to suggestions.

#### STUDENT SERVICES

Based on comments made by several students and faculty members, recruitment activities could be improved considerably, to insure the best possible pool of prospective candidates. Of course, it helps to know in advance that the program is going to be funded. It is recommended that the program be advertised in several well-established journals and national Hispanic magazines, such as Nuestro and La Luz.

There is a general feeling among students in the program that the information they need about such things as school and community events, and special seminars and courses, is not getting to them fast enough. This is an area that needs plenty of attention. An information-needs analysis should be made and mechanisms set up to serve these needs. Special attention should be paid to newsletters, bulletin boards and class announcements.

Although the faculty who counsel the students in the program seem to be doing an excellent job, they need to be more familiar with courses outside the Library School which may fulfill the special needs and interests of these students. With this in mind, careful consideration should be given to the courses in the fields of Chicano Studies, Bilingual Education and Sociology.

Many GLISA graduates had job offerings even before graduation, which attests to the high demand for Spanish-Speaking librarians and the good placement services of the school. The Library School should continue to advertise the special skill of its GLISA graduates. Placing announcements in major library journals should be considered.

#### LIBRARY FACILITIES

The Library School Library was found to be deficient in materials about the Spanish-Speaking. Only fourteen items were under the heading MEXICAN AMERICANS, seven of these were bibliographies. A special program like GLISA should count with the best collection of professional materials. It should be pointed out that the pamphlet file did not contain much material either.

In the interview with the Library School Librarian, Mr. Cecil Wellborn, it was apparent that he counts on the input of Iliana Sonntag, the Spanish-American Specialist and Dr. Trejo, the Project Director, to build the collection in the area of services to the Spanish-Speaking. Ms. Sonntag does not feel that the responsibility to build up the collection in this area is clear. It should be clear enough so that one person is particularly responsible for collection development in this area. Closer communication about this matter is recommended among Dr. Trejo, Mr. Wellborn and Ms. Sonntag. It is also recommended that a project be undertaken to build up a sizable collection for next year's program. Ms. Sonntag has very good ideas about such a project.

The University's Main Library is a beautiful example of excellence in Librarianship. It is very well organized, equipped, stocked and served. It contains a fairly good collection of materials by and about the Spanish-Speaking, particularly the Mexican American. There were only three entries under the heading LIBRARIES AND THE MEXICAN AMERICAN and nineteen entries under LIBRARIES AND THE SOCIALLY HANDICAPPED. Not too much has been published in this area. But, every effort should be made to acquire as much of what has been published as possible. Also, recordings and transcripts of the proceedings of conferences, workshops, seminars and symposiums on services to the Spanish-Speaking would make valuable additions to the collection. Many of these could be acquired by writing to the various groups involved in this area of library service.

#### THE BUILDING

The Library School is housed within very modest quarters and is probably beginning to feel the pinch of space limitations, judging from the small size of the Library School Library and classroom facilities. In spite of this, the Library School is functional and is probably making long-range plans for larger accommodations. Otherwise, it is recommended that the Library School Library be expanded or moved to larger quarters. It is also recommended that noisy classroom coolers be replaced or repaired.

#### ACHIEVEMENT OF OBJECTIVES AND CONCLUSION

Based on interviews with most of the present GLISA students, a few recent alumni and the current faculty, the GLISA program is meeting its objectives very well. It contines to be a leader in this field of study. As one of the "pioneer" projects, it is still developing. Nevertheless, its impact is already being felt throughout