

GRADUATE LIBRARY INSTITUTE FOR SPANISH-SPEAKING AMERICANS

GLISA III



FIRST QUARTERLY REPORT

NOVEMBER 15, 1978

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GLISA III

FIRST QUARTERLY REPORT

INTRODUCTION

This first quarterly report of the third Graduate Library Institute for Spanish-speaking Americans (GLISA III) will provide a summary of activities and curriculum covering the period of August 15, 1978 through November 15, 1978. Also included are summaries on applicants, recruitment, and selection; orientation activities; evaluators' site visit; student activities; and an over-all assessment of the first quarter.

R E C R U I T M E N T

APPLICANTS

Prompt notification of the grant award made it possible to begin early recruitment of candidates for the program. A special brochure describing the Institute and outlining entrance requirements was sent to over 100 libraries, educational agencies, and library schools across the nation. It is important to note

that even though early announcements were sent, the number of applicants (approximately 35 actual applications plus 10 to 15 phone inquiries) was considerably less than the previous year. However, we believe that this contrast was indicative of the doubts raised in the minds of potential library students as a result of the aftermath of Proposition 13 in California. Few students were willing to enter this profession as long as the future of librarianship was nebulous. Chicano students from California in particular hesitated to enter the program as it was minority librarians who were most adversely effected as they were the first to be dismissed since they were the last to be employed. Furthermore, the low stipend rate definitely had a negative influence on potential applicants. Several people called to express their interest in the GLISA program, but when they were informed of the stipend rate, they decided not to submit a formal application.

However, although the stipend rate, if not increased, will continue to present a hardship on future students, it appears that the affect of Proposition 13 has somewhat diminished across the country based on inquiries received to date on GLISA IV.

SELECTION PROCESS

A screening committee consisting of the Selection Committee of the Graduate Library School and the GLISA Director and Program Coordinator met periodically from June 15 to July 15, 1978 to

review the applications received. For GLISA applicants to be selected, they first had to meet the normal requirements of the Graduate Library School and the Graduate College. In addition, they were judged on Spanish language ability and their potential for working effectively with Spanish-speaking populations. Letters of recommendation were taken into consideration as well as work experience.

PARTICIPANTS SELECTED

The students selected for GLISA III represent an extremely diverse group in terms of geographic distribution and representation of the Hispanic population in the United States. Moreover, for the first time in the history of the Institute, an applicant from Puerto Rico was selected as a participant. States represented include Florida, Texas, New Mexico, Arizona and California. (See Appendix I for map of geographic distribution of GLISA III participants.)

The following statement from Dr. Daniel Duran, program evaluator, captures the composition of the GLISA III participants:

"The GLISA III students, as a group, represent one of the most competent, mutually supportive, and self-motivated group of graduate students this evaluator has ever had the opportunity to meet."

The following students were selected as participants for the third GLISA Institute:

1. Sonya Cavin
2. Andretta David
3. Zoila DeYurre
4. Diana González
5. Salvador Guereña
6. Ellen Espinoza
7. Marlene Joyner
8. Ruy Monroe
9. Graciela Parsons
10. María Teresa Pérez
11. Rolando Romo
12. Olga Sánchez
13. Ross Sotelo
14. Antonio Tagle

(See Appendix II for biographical sketches of students.)

Fifteen candidates were originally selected for GLISA III. These included alternates who were chosen after four first choice candidates declined the fellowship offer due to low stipend support. However, one of the alternates was not accepted by the Graduate College due to a low grade point average. Therefore, a fifteenth

participant is expected to begin the program during the Spring semester.

P R O G R A M

ORIENTATION

GLISA III began with a week of orientation activities on Monday, August 21, 1978. This initial orientation was designed to (1) provide an overview of the program, (2) provide information regarding courses and registration, and (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. On the first day, a welcoming reception was held for the new GLISA students and was attended by University of Arizona President John P. Schaefer, University administrators, faculty and students, as well as family and friends of the participants. Activities scheduled throughout the week included meetings with GLISA staff and administration, tours to neighborhood centers and libraries as well as additional informal meetings with the GLISA Advisory Committee and faculty of the Graduate Library School. (See Appendix III for Orientation Week schedule.)

This year's orientation week activities were open to incoming non-GLISA students in an effort to acquaint them with this special program. The GLISA students were asked to evaluate these activities at a final wrap-up meeting at the end of the week. The following comments are excerpts from these evaluations:

"I am very satisfied with orientation week activities- to increase our familiarity with the school, the community, and especially the reaffirmation of the goals and expectations for the GLISA program and students."

"I enjoyed meeting the different persons associated with the various libraries in Tucson. I learned a lot from them about the programs and services available in terms of library services. I am sorry I was not able to go on the library tour. It was helpful to have a meeting with some of the faculty and getting to know them on a more personal basis."

"I feel that the activities of orientation week were very helpful. Getting to know the rest of the members of the GLISA program and becoming aware of the demands and expectations of the program itself were also some positive aspects of the first week. The tour of the libraries was informative as well as enjoyable."

CURRICULUM

The students have adjusted well to the rigors of this intensive one-year program. Each student programmed his/her course of study in consultation with a designated faculty advisor and

the GLISA director and coordinator. During this first semester, students are enrolled in the Graduate Library School's core courses consisting of Basic Reference; Selection; Cataloging; and Trends. In addition to these, GLISA students are enrolled in two special courses designed to meet the objectives of the Institute. These two courses are:

OUTREACH: LIBRARY SERVICES TO SPECIAL GROUPS. A study of problems faced by ethnic minorities as well as the elderly and the handicapped in the use of libraries. Techniques, services and materials are identified and studied. Outreach programs are developed by students in community settings.

SPANISH LANGUAGE AND CULTURE FOR SPANISH-SPEAKING LIBRARIANS. Survey of the principal cultural characteristics of persons of Hispanic heritage, with the objective of creating pride, interest and understanding of the language and culture, with the ultimate goal of identifying with the Spanish-speaking client.

Dr. Duran, GLISA evaluator, noted that the GLISA students, as a group, were able "to absorb the intensive coursework and participate in the activities planned especially for the GLISA program while simultaneously maintaining visibility and communicating effectively with non-GLISA students and faculty."

Grade progress reports for this first semester will be submitted in the second quarterly report.

A C T I V I T I E S

CLASS PROJECTS

During this semester, students enrolled in the OUTREACH class helped plan and organize a second annual library outreach program at the Liberty Adult Learning Center, an adult basic education center serving a majority of Spanish-speaking citizens. The purpose of the program was to provide students with practical training in coordinating, implementing and administering library outreach programs for communities serving Hispanic populations. This activity also served to foster an awareness in traditional non-users of the usefulness of libraries. (See Appendix IV for program.)

A second class project geared to provide extension/outreach services to the visually impaired was developed by GLISA students in the "Spanish Language and Culture" class taught by Antonio Gomez, Head Reference Librarian at the Valencia branch library of the Tucson Public Library system. In collaboration with the Arizona State Library Extension Service, the students produced and recorded bilingual talking books which will be available at public libraries throughout Arizona.

The last of the student outreach projects for this first semester took place on Friday, December 1, 1978 at Ochoa Elementary School in Tucson. Five students set up a multi-cultural center in the school library. The purpose of this center was to make the

school library an integral part of the school's educational program. Moreover, this program gave the children an opportunity to actively participate in the development of their library skills.

SEMINARIO

The Seminario series continues to serve as an important component of the GLISA program. The first of the series was held on Friday, October 27, 1978 and featured Ms. Barbara Cox of the Latin American Center, University of California at Los Angeles. Her lecture on "Data Base Indexing: The Hispanic-American Periodicals Index" attracted both faculty and students as well as University library staff members. Future Seminario speakers will be geared to student interest and topics that will enhance the program.

S I T E V I S I T S

EXTERNAL ADVISORS

To date, two of the four members of the GLISA External Advisory Committee have visited the Graduate Library School. Ms. Laurita K. Moore, Reference Librarian at the Department of Energy in Washington, D.C. and Dr. Antonio Rodríguez-Buckingham, Director of the Graduate School of Library Science at St. John's University in New York

met with students, faculty and GLISA administration during their two-day visit on October 9-10, 1978. However, the External Advisors expressed concern regarding the possible termination of the GLISA program if federal funds should not be secured for future institutes. For this reason, they specifically recommended that the University of Arizona explore ways to assure the continuation of the program with state financial support.

EVALUATORS

On Tuesday and Wednesday, October 31 and November 1, 1978, two external evaluators, Dr. Luisa Vigo-Cepeda of Puerto Rico and Dr. Daniel Flores Duran of California, made their first of two site visits to review the program and assure that it is meeting the objectives as stated in the proposal. During this visit, they met with both GLISA and non-GLISA students to discuss their observations of and comments on the program. A special meeting was held with the Graduate Library School faculty to discuss the GLISA special courses and to advise on how these could become an integral part of the Graduate Library School program.

Dr. Duran's report states that "the final general impression relates to the GLISA III program's ability to fully meet the stated objectives of the GLISA program as delineated in the USOE proposal." He noted, however, that the GLISA program could be strengthened with an additional full-time Latino instructor in order to allow the director time to pursue additional professional commitments. Furthermore, he expressed concern in the area of library resources

available to the GLISA students. He specifically mentioned that the collection at the Graduate Library School library needs to be strengthened in order for Hispanic students to effectively conduct research. Steps are being taken to remedy this situation. (See Appendix VI for full text of Dr. Duran's report.)

The first evaluation report from Dr. Vigo-Cepeda is pending. It will be forwarded immediately to the U.S. Office of Education as soon as it is received by this office.

H.E.W. OFFICIAL VISIT

Mr. Dick Hays, Associate Commissioner, Division of Library Programs, U.S. Office of Education in Washington, D.C., made a site visit on August 9, 1978. This was an opportune time for such a visit as he was able to meet the incoming GLISA III students together with some graduates of GLISA I and II. Mr. Hays' visit served to create an awareness among students of the intricacies involved in the funding and support of federal programs such as GLISA.

During his stay, he also met with Graduate Library School faculty and administrators as well as with Dr. F. Robert Paulsen, Dean of the College of Education, and Dr. Albert Weaver, Vice President of the University of Arizona. He was assured that the Institute has gained recognition both locally and nationally. He was also apprised of the attitude of University officials that the GLISA Institute should continue to be funded by both federal and state monies inasmuch as the Institute effects bilingual librarianship on a national basis.

F I N A N C I A L

A complete financial report will be submitted by the Sponsored Project office of the University of Arizona. In addition, the Director would like to report that a sum of \$992 was awarded to the Institute as a supplementary allocation.

A S S E S S M E N T

As all the GLISA students have successfully passed Mid Term exams, and since they appear to be doing well in their class projects and activities related to the program, it can be said that GLISA III will be as successful as the two previous institutes. In some ways, this year's institute may exceed our expectations since the geographical representation is much broader than it has been in the past. The students from Florida and the one from Puerto Rico have shown so much enthusiasm for GLISA that already they have projected plans to recruit others from their own regions. These particular students, as well as the other participants, are discovering how librarianship can be an effective vehicle with which to elevate the socio/economic conditions of the Spanish-speaking people in this country.

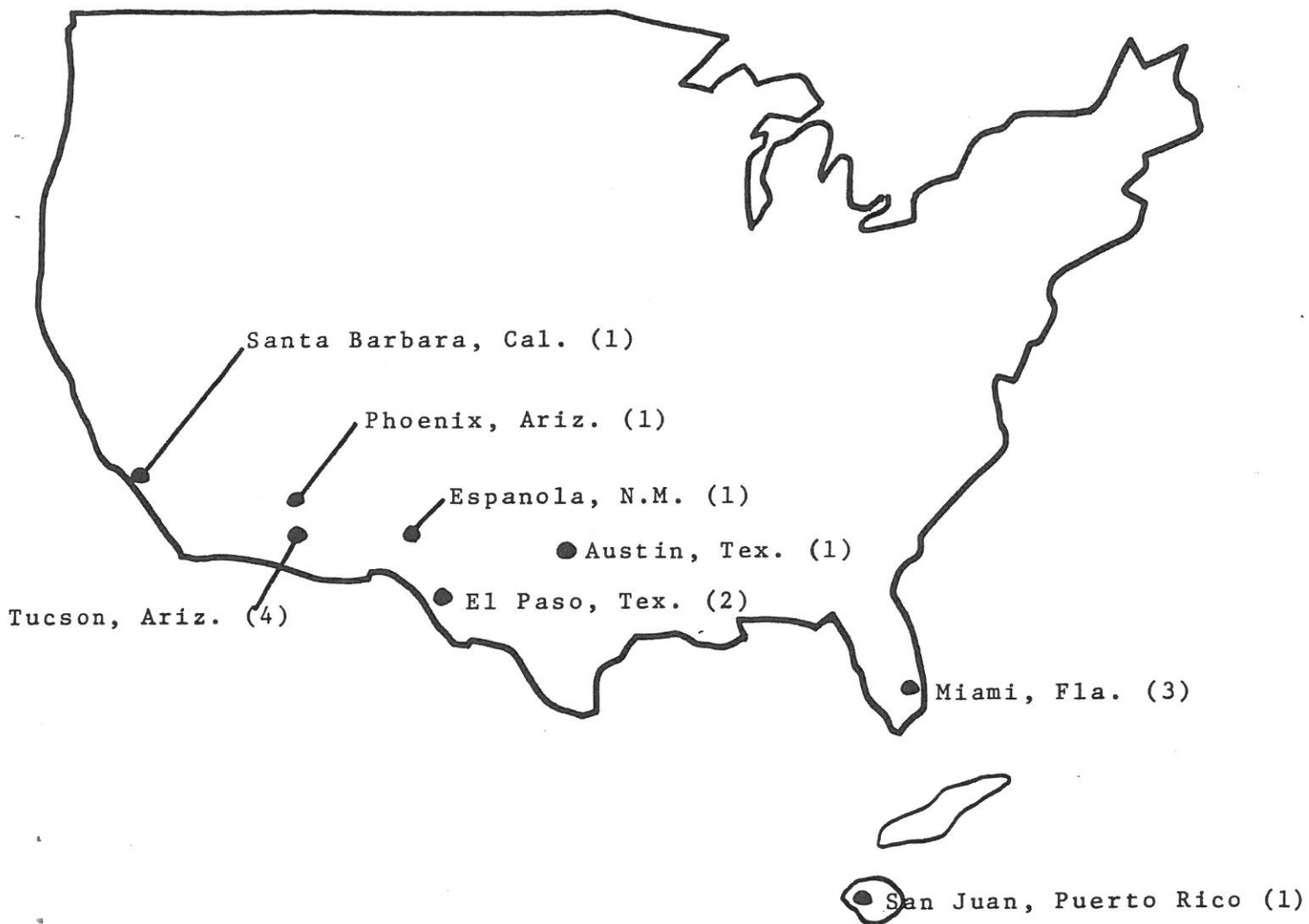
There is no doubt that the spadework that has been accomplished to date by the GLISA Institute is having a positive influence on the future of bilingual librarianship. The fact that universities on both the east and west coasts have expressed an active interest in developing programs patterned after the GLISA Institute indicates that GLISA is establishing a model that could be emulated elsewhere.

Respectfully submitted,

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

APPENDIX I

GEOGRAPHIC DISTRIBUTION OF GLISA III PARTICIPANTS



APPENDIX II

BRIEF BIOGRAPHICAL SKETCHES OF GLISA III STUDENTS

SONYA CAVIN

Home: Phoenix, Arizona

Education & Experience:

B.A. History, Arizona State University. Archives, Reserve Dept., Hayden Library, ASU, 1976-78.

ANDRIETTA DAVID

Home: Coral Gables, Florida

Education & Experience:

B.A. Sociology, Barat College, Lake Forest, Illinois. Social worker, State of Florida, Division of Family Services; Domestic Relations officer, State Child Support Division.

ZOILA DeYURRE

Home: Miami, Florida

Education & Experience:

B.A., Psychology, Graduate work in counseling. Library Assistant, Acquisitions Dept., University of Miami Library, 1974-78.

ELLEN ESPINOZA

Home: Espanola, New Mexico

Education & Experience:

B.A. Bacteriology, University of Connecticut. Graduate work in Spanish and other areas. Reference Dept., Washington University Medical Library, St. Louis.

DIANA GONZALEZ

Home: Tucson, Arizona

Education & Experience:

B.A. Secondary Education, Spanish, California State College, California, Pennsylvania. M.A. Latin American Literature, University of Arizona. Graduate Teaching Assistant, University of Arizona. Vocational Counselor, Campesinos Unidos, Inc., 1977; Acting Coordinator, Migrant Education, Orange County, California, 1976-77.

SALVADOR GUERENA
Home: Santa Barbara , Calif.
Education & Experience:

B.A. Sociology, Westmont College.
Centro Creativo, bilingual/bicultural
educational community project, Super-
visor 1971-74; Library Assistant
(eastside Supervisor), Children's
Services, Santa Barbara Public
Library.

MARLENE JOYNER
Home: Tucson, Arizona
Education & Experience:

B.A. Education (Library Science),
University of Costa Rica. Circula-
tion Dept., Supervisor, University
of Costa Rica Library, 1973-77;
Serials Dept., University of
Arizona Library, 1978.

RUY WILLIAM MONROE
Home: San Juan, Puerto Rico
Education & Experience:

B.A. International Relations, Library
Science, World University.
Assistant, World University, Learn-
Resources Center.

GRACIELA PARSONS
Home: Tucson, Arizona
Education & Experience:

B.A. Political Science, University
of Arizona. Office manager, Aqua-
dene, Inc. Spanish teacher for
elementary school children;
Volunteer for Victim-Witness Advo-
cate Program; Arizona Chapter
of REFORMA, member.

MARIA TERESA PEREZ
Home: El Paso, Texas
Education & Experience:

B.S. Elementary Education, Univer-
sity of Texas at El Paso. School
Librarian, El Paso Independent
School District, 1975-78.

ROLANDO ROMO
Home: Austin, Texas
Education & Experience:

B.A. Political Science, University
of Texas at Austin. Training Coordi-
nator, Public Service Careers,
Austin, Texas; Reference and
Branch Librarian, Austin Public
Library, 1974-78. Austin Chapter
of REFORMA, member.

OLGA SANCHEZ

Home: El Paso, Texas
Education & Experience:

B.S. Education, University of Texas at El Paso. Field Director, Migrant Communities Project, 1975-76; Established community library for Tigua Indian Reservation, 1977.

ROSS J. SOTELO

Home: Tucson, Arizona
Education & Experience:

B.A. Sociology, University of Arizona. Career Guidance Consultant, Tucson Unified School District 1, 1975-77; Teacher, Williams Middle School, Williams, Arizona, 1977-78.

ANTONIO TAGLE

Home: Miami, Florida
Education & Experience:

B.A. English, University of Costa Rica. English teacher, Escuela Catolica Activa, San Jose, Costa Rica; Assistant Librarian, Miami Northwestern Senior High School, Miami, Florida, 1974-75; Serials Dept., Florida International University, Miami, Florida, 1977-78.

APPENDIX III

SCHEDULE FOR ORIENTATION ON WEEK

GLISA III

TIME	WHAT	WHERE
10:00-11:00 a.m.	Reception for new GLISA students, GLISA III slide presentation. (SLA to be held on Monday at 9:45 a.m.)	Multi-Purpose Room, Room 513-514, 1st of A Main Library
1:00-2:30 p.m.	Arrival orientation meeting with Dr. Trejo and Luis Herrera - Overview of GLISA Institute, schedules, registration, questions and answers.	Graduate Library School (GLS) Room 21
2:00-2:30 p.m.	PAUSE: El Rio de Guadalupe Center, Tucson Barrios, El Tradicional Foundation, and Campus Bookstore	Patio of Graduate Library School patio at 3:00 a.m.
12:00-1:00 p.m.	Picnic (Bring a snack lunch)	Kennedy Park
1:00-2:00 p.m.	Mission Branch Library	
2:30-3:30 p.m.	South Tucson Branch Library	
3:00-4:00 a.m.	Informal meeting with GLISA III Advisory Committee members - refreshments	Graduate Library School patio
8:00 a.m. - 4:00 p.m.	Registration and faculty advising	
8:00 a.m. - 12:00	Registration and faculty advising	
1:00-2:00 p.m.	Final orientation week meeting - summary of week's experiences	GLS Room 21

FIRST DAY OF CLASSES: MONDAY, AUGUST 28, 1978

APPENDIX V

St. John's University
GRAND CENTRAL AND UCHUA PARKWAYS
JAMAICA, NEW YORK 11432

SECTION OF LIBRARY
INFORMATION SCIENCE

TELEPHONE:
(212) 962-7000

October 23, 1978

Dr. Araulfo Trajo
Graduate Library School
University of Arizona
Tucson, Arizona 85721

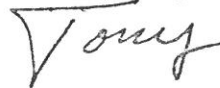
Dear Army:

With this letter I want to formally thank you for the hospitality you extended to me while I visited the Graduate Library School of the University of Arizona, in my capacity of external advisor.

I must say, Army, I am most impressed by the excellent job you and your staff do at GLISA. Your program is valuable not only because it is unique, but because it is, in itself, an excellent program.

My purpose in writing to you is to urge you to seek support from the higher echelons of the University to continue GLISA. As an administrator myself, I know how difficult it is to request funds for the continuation of any program. However, since I feel GLISA can easily serve as model for minority programs throughout the country, I want to add the weight of my professional opinion to your urging its continuation.

Very sincerely,



Dr. Antonio Rodriguez-Buckingham
Director

ARB:tok

APPENDIX VI

PRELIMINARY EVALUATION REPORT

GRADUATE LIBRARY INSTITUTE FOR SPANISH-SPEAKING AMERICANS

GRADUATE LIBRARY SCHOOL

UNIVERSITY OF ARIZONA

NOVEMBER 1-2, 1978

EVALUATOR: Daniel Flores Duran

Introduction

The first site visit to evaluate the Graduate Library Institute for Spanish-Speaking Americans (GLISA) at the Graduate Library School of the University of Arizona (Tuscon) took place November 1 and 2, 1978. The two external evaluators, Dr. Luisa Vigo-Cepeda, Director/Coordinator of Libraries and Audio Visual Services for the Inter American University of Puerto Rico, and I, met in Tuscon. During the two-day period the evaluators spent in Tuscon, formal and informal sessions were held with GLISA and non-GLISA students, with Project and non-Project faculty and staff, and with Dean Paulsen of the College of Education. This preliminary report is therefore based in part on individual conversations, group discussions, and conversations between the other evaluator and myself. Also, relevant additional information on the GLISA program, funded under Title II-B of the Higher Education Act of 1965 as amended, was made available before, during, and after the first site visit, and included but was not limited to the following:

- (1) Materials related to the GLISA I and II programs, including brochures, progress reports, evaluator reports, and related materials.

- (2) Materials related to the current GLISA III program, including course handouts, brief biographical sketches of GLISA III participants, leaflets, memos, and other materials related to the conduct of GLISA III.

The primary purpose of the two site visits was clearly defined by Dr. Arnulfo D. Trejo both in conversations and correspondence regarding the GLISA program. That purpose was "to view the GLISA program and assure that it is meeting the objectives for which it was established" (correspondence from Dr. Trejo dated July 5, 1978). In addition, Dr. Trejo also expressed concern that the evaluators suggest means of increasing the program's effectiveness in achieving the stated objectives. Therefore, this first preliminary report will focus on the current status of the GLISA III program and is divided into four sections: (1) Prefatory remarks and general impressions; (2) Initial analysis of the program's effectiveness in meeting the stated objectives of the GLISA III proposal submitted to the USOE; (3) Comments about the GLISA students/GLS relationships; (4) Summary comments, including suggestions for program modification and institutional support. The rationale for incorporating comments regarding the status and need for additional institutional support is derived from the very successful track record of the GLISA programs. The GLISA program has not solely benefited the library profession in the Southwest, for it has had national implications and has perhaps

been the most significant event in the history of making possible the delivery of library and information services to the Latino people throughout the United States. While the contribution the GLISA programs have made is great, the need for training additional Latino librarians is as real today as it was when the first GLISA program was funded.

Prefatory Remarks and General Impressions

This evaluator has had various opportunities to informally meet with GLISA I and II students and faculty under various conditions: as a resource member of the Proyecto LEER team during GLISA I; as the current President of REFORMA, the National Association of Spanish Speaking Librarians in the United States; and most recently as an Instructor in February, 1978, for the mini-course offered to GLISA II students titled "Media and the Spanish Speaking." During the past three years it has been possible to observe the evolution and development of the GLISA I, II, and III programs. Having met with both faculty and staff of both the GLISA program and of the Graduate Library School, and also with several senior level university administrators, one of the strongest impressions supported by conversation with faculty, staff, and administrators is that of pride and concern regarding the continuity of the GLISA programs. A key concern throughout the first site visit conducted during November 1 and 2 was the need to establish some

level of institutional support for continuing the GLISA program in the light of lower or possible absent funding from the USOE. While conversations conducted at both the individual and group level frequently led to the conclusion that the GLISA program must be supported in the future, the degree and nature of such support from the University of Arizona's administrative levels--from the Director of the Graduate Library School, through the Dean of the College of Education, to the President of the University--has only recently been discussed in relation to the specific commitments the University is prepared to make at this time. The salient fact is that the GLISA program has not outlived its utility and that while full federal funding is not a likely possibility in the future, the University must begin to incrementally support the GLISA program if it is to survive as a viable model for both the Latino professionals and for the library and information science profession as a whole.

A second impression gained from the recent site visit concerns the composition, motivation, and potential of the GLISA III students. The GLISA III students as a group represent one of the most competent, mutually supportive, and self-motivated group of graduate students this evaluator has ever had the opportunity to meet. While it can be said that the calibre of the GLISA I and II students was exceptionally high, it can also be said at this early stage that the GLISA III students could easily serve as role models for Latino graduate

students in many of our graduate schools as well as role models for the library school student bodies throughout the nation. This accolade is not lightly given. The GLISA III students are a more ethnically diverse group than the GLISA I and II students, as some of the students represent Latino populations of Puerto Rican, Cuban, and Central American ancestry. In addition, the GLISA III students apparently communicate effectively and share experiences and insights with many non-GLISA students both at the GLS and with the general University student population. Additional comments regarding the GLISA III students are offered in a later section.

Another significant impression emerging from the first site visit in November relates to the continuing level of concern and energy exhibited by Dr. Arnulfo D. Trejo and the GLISA staff. Dr. Trejo conceived the GLISA programs, developed the specialized GLISA program which has been characterized by an interdisciplinary approach, and has worked with the GLISA staff and the GLS to provide an increasingly holistic model for the planning, delivery, and evaluation of library services to the Latino people in the United States. While credit must be given to Dr. Trejo's GLISA support staff, Mr. Luis Herrera (GLISA Program Coordinator and a GLISA I graduate) and Ms. Katherine Genders (GLISA Secretary), it must be stated that the GLISA programs owe their genesis and evolution to the untiring efforts of Dr. Arnulfo D. Trejo.

The final general impression relates to the GLISA III program's ability to fully meet the stated objectives of the GLISA program as delineated in the USOE proposal. At present, the GLISA program can point to a competent and qualified group of bilingual Latino graduate students, an exceptionally well planned curriculum, a demanding and potentially illuminating practicum experience, a devoted and committed GLISA support staff, a supportive College of Education administration, and the continuing support and guidance of the primary mover of the GLISA program--Dr. Arnulfo D. Trejo. In sum, the prospectus for the GLISA III program is a very good one.

Objectives and Achievements

The proposal submitted by the GLS of the University of Arizona to USOE clearly profited from the experiences of GLISA I and GLISA II. The first objective stated in the GLISA III proposal was to recruit and train 14 bilingual (Spanish/English) graduate library school students as experts in the delivery of library and information services to the Latino people in the United States. The method used to select students as participants in the GLISA III program was systematic and objective. Without going into detail, it is evident that the GLISA III students were informed of the vigors of the program and met the general requirements of the GLS as well as the College of Education. Of particular

note is the diverse ethnic composition of the GLISA III students. As previously mentioned in this report, the GLISA III students are a more diverse group than the previous GLISA I and II students. They are more diverse because they reflect Latino ancestry and concerns beyond the predominant Mexican American (or Chicano) heritage of the Southwest. In addition, the GLISA III students reflect a variety of library service orientations at this early stage which suggests their potential to act as library change agents in a variety of situations.

In individual conversations with the students, and also in group and classroom situations during the site visit, it became readily apparent that the GLISA III students are both bilingual and bicultural. During the two day visit, both evaluators had at least one opportunity to discuss the GLISA III program with each student. In almost every instance, the conversation swayed between English and Spanish. Therefore, the bilingual nature of the GLISA III group became evident.

Objectives 2 through 8, and objective 10, as listed in the USOE proposal, reflect the goal of the GLISA program to develop library related skills and expertise which would enable the GLISA students to significantly contribute to the library profession, particularly in those areas affecting library and information services to the Spanish Speaking people. While it is premature to determine whether the

objectives related to various facets of the GLISA educational program have been successfully carried out, some tentative comments are possible at this time.

The schedule prepared by Dr. Trejo enabled the two evaluators to observe activities both in and outside of the classroom. While it must be stated that two days is a brief period and does not allow for more than a cursory coverage of many aspects of the GLISA program, the receptivity, honesty, and friendliness of the GLISA students and faculty provided the evaluators with a concentrated view of the GLISA program. In the area of curriculum, credit must be given to Dr. Trejo for preparing a core curriculum for GLISA III students which incorporates the fundamental core subjects in the area of library and information science with several courses specifically designed for the GLISA students. The three classes which the evaluators had an opportunity to visit briefly during the November site visit were the following: LS 303--Selection of Library Materials; LS 331--Outreach; Library Services to Special Groups; and LS395z--Spanish Language and Culture for Spanish Speaking Librarians. Of these three classes, two are specifically tailored to meet the needs of the GLISA students (LS 331 and LS 395z), although non-GLISA students are able to take the classes and have done so both at present and in the past. Other classes of particular interest to GLISA students focus on selection of materials by and about Latinos, on reference resources available to meet the needs of Latinos,

and a proposed class to be offered in the Spring on Media and the Spanish Speaking.

It is important to note that the special courses developed primarily by Dr. Trejo and offered by himself and both GLS and non-GLS instructors/faculty could be modified and incorporated within the framework of the traditional program at the GLS. While some of the courses lend themselves to the traditional GLS curriculum and would benefit the entire student body, other courses might best be absorbed by dividing the subject matter into modules which would be absorbed by a number of traditional GLS courses. Specifically, the course on Information Resources for the Spanish Speaking (LS 3951) might lend itself to a series of modules presented in classes such as Basic Reference, Trends in Library Science, and the class in Public Library Administration for Adults. The aforementioned statements are not meant to suggest that the specialized classes developed especially for the GLISA students should be dismembered, but rather that in the event of decreased funding for the GLISA program in the future it would be possible for the traditional GLS courses to absorb some of the unique facets of the GLISA curriculum which Dr. Trejo and his colleagues have developed over the years to meet the special requirements of the GLISA program.

In sum, the objectives of the GLISA program related to the training of the GLISA students do promise to effectively train the GLISA students to meet the needs of the Latino people. This important facet of the GLISA program will be amplified

in the final report submitted by this evaluator after the final site visit.

One of the objectives stated in the USOE proposal deserves special attention at this point. That objective was to provide GLISA students, particularly those without previous library work experience, with an internship program (practicum) in various library settings which serve mostly Spanish Speaking patrons. While it was not possible during the evaluators' brief stay to visit the internship sites, it was possible to discuss the merits of the internship with students as well as with a few of the potential internship supervisors. The general consensus is that the current internship program has learned from and benefited greatly from the experiences of the students in GLISA I and GLISA II. Those GLISA students currently working in libraries or about to begin their practicums generally felt that their time would be spent in working situations which would benefit the public, particularly the Latino public, and that the internship sites took into consideration the individual student's interests and needs. The final site visit will focus on this vital aspect of the GLISA program, as the intership program offers real-life library experience to many GLISA students with no previous library involvement. The internship program did have a negative feature according to some GLISA students, that feature being the number of hours the internship program subtracted from other GLISA courses. Such comments are not uncommon in any internship program.

GLISA Students Progress and Concerns/GLS Relationship

In individual and group discussions with GLISA students, a number of tentative generalizations emerged regarding the efficacy of the program and the ability of the general GLS to respond to the needs of the GLISA students. Of primary importance is the ability of the GLISA students as a group to absorb the intensive course work and participate in the activities planned especially for the GLISA program while simultaneously maintaining visibility and communicating effectively with non-GLISA students and faculty. While there is little doubt that the intellectual progress of the GLISA students has begun in a propitious manner, there is some concern expressed on the part of individual GLISA students regarding their ability to maintain an objective and an intense relationship with other individuals and faculty outside of the GLISA framework. This is not to imply that the GLISA students consider their group as in any way superior to the non-GLISA students at the GLS, but rather to indicate that the expenditure of time and energy required for the successful completion of the rigorous GLISA program does limit the GLISA student's potential for interacting with the general student body and faculty. As noted in April 1978 evaluation submitted by Dr. Roberto Haro, many of the concerns or 'complaints' voiced by GLISA students are basically symptoms associated with an intensive professional education, particularly one as ambitious and critical as the GLISA program. What was said previously by

Dr. Haro in relation to a major concern of the GLISA II students is, therefore, still relevant to some of the current concerns of the GLISA III students.

There are a number of additional generalizations that this evaluator can make regarding the GLISA III students during the 'start-up' phase of the GLISA III program. In the classroom sessions and in individual discussions it is apparent that the GLISA III students are comfortable with the 'seminar' method used to evoke classroom discussion. That method is not particular to Dr. Trejo, who perhaps is able to use the method most effectively to draw out comments and observations from some less aggressive students, but also by Mr. Gomez in his class on "Spanish Language and Culture for Spanish Speaking Librarians" and, according to student comments, by many of the resource individuals who have had an opportunity to share their experiences and expertise with the GLISA III students. The GLISA III students are familiar with both the concept and the operationalization of 'team-work'. In addition, there does not apparently exist a significant language problem between GLISA and non-GLISA students or among GLISA students. This spill-over effect into the non-GLISA student body is a positive one, as the non-Latino students are learning about Latino people needs and concerns as they increasingly interrelate to one another. A final comment regarding the GLISA student's current level of classroom skills is their ability to perform under pressure. This will

certainly prove to be an asset as the students enter the professional arena.

One of the concerns expressed by GLISA students at this early stage of their library education does not lend itself to an easy resolution. That concern specifically relates to the current composition of the GLS faculty. The GLISA students are well aware of the academic responsibilities shouldered by Dr. Arnulfo D. Trejo. The students are also very concerned about the need to identify, recruit, and utilize credentialed and experienced Latino faculty for both the GLS and the GLISA program. At present, Dr. Trejo and his dedicated and competent staff manage the GLISA program for the most part, yet it is evident that significant support for the program exists among the GLS program. While the need for a Latino faculty member who would teach both in the traditional program and in the GLISA program has been echoed by other evaluators and observers of the GLISA program, most notably by Dr. Roberto Haro in his final evaluation report for GLISA II, the need still exists. At present the GLS is recruiting for two full-time faculty positions. Every effort must be made to bring a faculty member of Latino background and Latino orientation to the GLS. While Dr. Trejo has done an outstanding job with the GLISA programs, it is recognized by students and faculty alike that a Latino faculty member would provide the GLS and GLISA program with additional support and relieve some of the pressure that currently rests

solely on the shoulders of Dr. Trejo.

There is one additional area of GLISA student concern that can only be briefly identified in this first evaluation report. That concern deals with the adequacy of library support materials available in either the GLS Library or in the Main Library. In previous visits to the GLS this evaluator had an opportunity to utilize the resources of the GLS Library as well as the more extensive resources of the University's Main Library. It is recognized that the available fiscal resources of the GLS Library preclude the extensive purchases of interdisciplinary materials related to the Latino people. In this evaluator's opinion, the available information resources in the GLS necessary for the academic work of the GLISA students have been lacking in previous years. Dr. Roberto Haro in his final evaluation report also remarked extensively on the inadequacy of information resources at both the GLS Library and the Main Library; he went so far as to specifically identify some core materials for use by Latino students which were not available at any library resource center on the University campus. There was insufficient time to thoroughly check the GLS Library collection to ascertain whether the previously listed, as well as more recent items, have been added to the collection. It is recommended that this task be done in the very near future. This evaluator will utilize a portion of one of the days in the final evaluation to check on the progress in this vital area.

Summary Comments and Suggestions

Dr. Arnulfo D. Trejo and his staff are to be once again commended for the exceptional manner in which they have initiated and thus far conducted the GLISA III program. The calibre of the students is outstanding. Both the GLISA III students and the GLISA III staff serve as a model for library education programs for the entire library education profession. Without a doubt, the University of Arizona has every reason to be proud of the GLISA III program, as the program is a credit to the University of Arizona.

While a two-day evaluation period is entirely too brief a stay in which to adequately familiarize oneself with all aspects of a truly unique program, some tentative comments are possible at this point regarding the status and future potential of the GLISA program. The most significant observation to be made at this time is the need to secure a series of commitments from the College of Education and the senior level University administrators to the continuity of both the ideal and operation of the GLISA program. In discussions with the GLS faculty, with Dr. Haase of the College of Education, and with Dean Paulsen of the College of Education, the concern was stressed for the College of Education to actively demonstrate their support of the GLISA program. This support could take a number

of forms: (1) A commitment to make the positions of GLISA program coordinator (held by Mr. Luis Herrera) and GLISA secretary (held by Ms. Katherine Genders) staff positions paid for by the College of Education or a similar academic unit; (2) A reaffirmed commitment to recruit a bilingual Latino faculty member to work with both the GLS and GLISA program; and (3) A commitment to make available a combination of out-of-state tuition waivers or full tuition pledges and a concomitant effort to identify means of providing potential GLISA students in the future with minimum stipends, employment opportunities, or guaranteed loans. It must be stressed that without adequate financial support it is unlikely that a future GLISA program could continue to recruit and educate high quality graduate students interested in serving the Spanish Speaking people. The majority of potential Latino graduate students quite simply lack the financial resources to undertake a graduate education without adequate support from the recruiting school. It must be further noted that the current stipend allowed the GLISA students is not sufficient in itself (current range is \$2,400-3,000) to enable a single graduate student or a graduate student with familial responsibilities to adequately provide for his or her basic needs, much less the needs of a family.

In another area, while GLISA students are concerned about their ability to maintain a full GLISA courseload and also

effectively interact with non-GLISA students, faculty, and outside interests, it is likely that the majority if not all of the students will emerge from the GLISA program with the basic skills and knowledge to effectively work in Latino communities. The GLISA curriculum, the expertise of Dr. Trejo and his GLS colleagues and resource individuals, and the high GLISA morale all point to a successful GLISA program.

While there are some areas in which the GLISA program can improve during the course of the academic year, such as information resources in the GLS Library and Main Library, and the utilization of resource people able to combine both a theoretical and practical orientation to the delivery of library and information services, it can be said at this time that the GLISA program continues to be an exemplary one.

It has been previously stated that the GLISA support staff is dedicated, motivated, and efficient. This can not be stressed enough. Mr. Luis Herrera has proven himself a necessary catalyst to the GLISA program. He is able to relate to the needs and concerns of GLISA and non-GLISA students while simultaneously maintaining an eye to the daily and long-range objectives of the program. He is a remarkable young man and demonstrates great promise of being a potential library leader and educator. The extensive work performed by Ms. Genders also deserves special praise. She is personable, efficient, and dedicated. It would be difficult

to find another individual with Ms. Genders' skills and motivation to maintain the high level of excellence she has provided the program. Both of these individuals have helped to make the GLISA program thus far a successful one.

In conclusion, this evaluator is extremely impressed with the GLISA III program. This evaluator's greatest hope is that by the time of the final evaluation visit arrives, it will be possible to point to University and federal support for a continuing series of GLISA programs.

Respectfully submitted,
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