

GRADUATE LIBRARY INSTITUTE FOR SPANISH-SPEAKING AMERICANS

FINAL GLISA IV REPORT

GRADUATE LIBRARY SCHOOL
COLLEGE OF EDUCATION
UNIVERSITY OF ARIZONA

August 13, 1980

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GLISA IV
FINAL REPORT

I. INTRODUCTION

The 1979/80 Graduate Library Institute for Spanish-speaking Americans has successfully concluded its fourth year. The Institute initially began with eleven students in August, 1979. During the first semester, Ms. Jane Cruz, became ill and subsequently withdrew from the Institute on February 27, 1980 (see Appendix I for letter of withdraw). Four additional students were accepted into the Institute in December, 1979, and are expected to complete the program requirements in December, 1980.

This report will summarize events and activities of the final three months as well as provide a narrative assessment of the twelve-month project. All the participants have developed the necessary professional competencies in library science during the course of the year. Specific results of the training program with regard to employment and placement will be treated at length in a latter portion of the narrative. Also to be discussed will be the final grade reports, student activities related to the program, and evaluation of this fourth Institute.

II. SELECTION OF PARTICIPANTS

A special brochure describing the Institute and outlining entrance requirements was sent to over 100 libraries, educational agencies, and library schools across the nation. Every effort was made to select only

those students who could meet the challenge of an intensive graduate program. Consequently, only eleven of a possible fifteen were admitted into the Institute. 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 comprehension and speaking ability as well as their potential for working effectively with Spanish-speaking populations.

The students accepted as participants in August, 1979, for the fourth GLISA Institute were:

1. Gonzalo Calvo
2. John Cassidy
3. Kim Crowlie
4. Jane Cruz
5. Margo Gutierrez
6. Elda Lopez
7. Bernice Martinez
8. Gilberto Morales
9. Maria Luisa Perez
10. Betty Vades
11. Arturo Urena

The four additional students accepted into the Institute in December, 1979, were:

12. Ysabel Castrillo
13. Marta Garcia
14. Bette Jacobs
15. Nova Martinez

See Appendix II for biographical profile of the participants.

III. ORIENTATION

The fourth GLISA Institute began with a week of orientation activities on Friday, August 17, 1979. 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. During the rest of the week the Director met with the GLISA students to provide them with an overview of the goals and objectives of the Institute, describe the curriculum, explain the registration procedures of the University, discuss support services available to them, stress the importance of keeping up with course work on a daily basis, emphasize the quality of work expected from graduate students, and review the general operation of the Graduate Library School.

The GLISA students were asked to evaluate their orientation to the Institute and the University. Following are excerpts from the evaluations:

"The orientation session conducted by the GLISA director and coordinator was most informative. A thorough explanation of GLISA objectives and policies were given along with information on the registration process. We were also introduced to the other new GLSIA students, and thus gave us the opportunity to know them at a more personal level. Dr. Trejo also made arrangements for us to have a tour through the Main Library, which proved to be a valuable experience."

"I feel the GLISA orientation was excellent. I was called by Mr. Escobedo ahead of time to inform me about a scheduled meeting and gave me a brief explanation on the subject to be discussed at the meeting. The night before the meeting I was called to verify if I would attend, time and place of meeting, which was very helpful. Dr. Trejo gave us an in-depth overview of the GLISA program discussing philosophy, goals and objectives. Student commitment and expectations for GLS and GLISA was discussed thoroughly. I was given a packet with necessary registration materials and a complete library orientation."

IV. CURRICULUM OVERVIEW AND ASSESSMENT

General Coursework

The GLISA IV participants enrolled in courses that would fulfill the requirements of the Graduate Library School as well as the objectives of the GLISA program. Required courses of the Graduate Library School include Basic Reference; Organization, Cataloging and Classification of Library Materials; Selection of Library Materials; Trends in Library Services; Research Methods; and Management. Specially designed coursework to develop professional competencies in library services for Hispanic people was taken by the GLISA students.

The coursework in this area is:

1. Outreach: Library Services to Special Groups
2. Spanish Language and Culture for Spanish-speaking Librarians
3. Media and the Spanish-speaking
4. Information Resources for the Spanish-speaking

The courses listed above were specifically designed to supplement and complement traditional library courses providing specialized training not available in any other library school in the country. All of the participants who began the program, except for Ms. Cruz, have successfully completed the required coursework of the Graduate Library School and the GLISA program. The GLISA students were required to take three of the four GLISA courses. Many of the students elected to take all of the GLISA-designed courses.

Seminarios

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

The first seminario of the series was held on October 11, 1979. Ms. Iliana Sonntag, a reference librarian at the University of Arizona Main library, spoke on "Latin American and Chicano Holdings at the University of Arizona Library." She specifically discussed bibliographic guides and reference books related to these collections. In addition, she also discussed the practical means of organizing them. Following is a representative student statement about her presentation.

"Iliana Sonntag gave a very helpful review of Latin American resource materials and explained her role as a Latin American bibliographer."

The second seminario of the series was held on October 30, 1979. Dr. Julio Martinez, Head Assistant Librarian, is responsible for the Chicano collection at San Diego State University. His lecture was entitled "Building a Chicano Collection." Dr. Martinez stated that the first step should be the writing of a collection Development Policy. According to Dr. Martinez, a Collection Development Policy should contain the following components: goals, clientele to be served, chronological considerations, types of materials, rating subject areas, geographical areas, and exclusion of certain materials.

The GLISA students were impressed with the valuable insights and experiences that Dr. Martinez has in collection development. Following is a representative student statement:

"I learned a lot from his seminar. I realize that I may be setting up a Latin American collection or working with one... I found the information to be valuable..."

The third seminario of the series was held on February 1, 1980. Ms. Magarita Calderon is presently Coordinator of the Bilingual Education Service Center at the Institute for Cultural Pluralism, University of California at San Diego. Her presentation was entitled "Communication and Management Strategies." She presented five channels for communication: networking, resources, human relations, management skills, and change agent skills. Strategies for these five elements were presented at two levels: the level of the organization and the level of the individual.

Ms. Calderon reviewed the bilingual materials that are available from the center. These materials include: district and teacher prepared materials, ESEA Title VII network materials, and other popular bilingual materials (bilingual reading series, multi-cultural activity packets, etc.). Following is a representative student statement on her presentation.

"In this GLISA seminario Ms. Calderon discussed 'communication.' She outlined its five basic components and defined them for us. Also, she emphasized to us, as prospective librarians the role we will play as an 'agent for change.'... I felt it was a very worthwhile discussion, and one in which all of the students benefitted from since as future librarians we will have to deal with these factors in communication."

The fourth seminario of the series was held on April 29, 1980. Ms. Laurita Moore, Systems Analyst with Arizona Public Service Company, spoke on "Information Career Alternatives." As a 1976 GLISA graduate, her lecture had a special significance for the students. She focused on the exponential growth of information within American corporate organizations and the use of information systems in meeting the

administrative/technical demands of an information rich society.

Following is a representative student statement on her presentation:

"Ms. Moore had a lot of valuable information on information management. It was really helpful to hear a former GLISA student speak about her experiences in GLISA and in the job market. I've been extremely impressed with former GLISA students that I have met or heard about. GLISA has put out some talented and well-prepared librarians."

Internships

The GLISA IV administration, in cooperation with Dr. Ellen Altman, Director of the Graduate Library School, worked closely with Tucson Public Library System, the Tucson Unified School District, the University of Arizona libraries, and Pima Community College in an effort to provide quality library experience for the participants. The outstanding cooperation of these institutions made the internships a vital aspect of the GLISA training program.

<u>Student</u>	<u>Type of Library</u>	<u>Institution</u>
Gonzalo Calvo	Public	Tucson Public Library, Himmel Park Branch
John Cassidy	Academic	University of Arizona, Main Library Central Reference
Kim Crowlie	Academic	University of Arizona, Main Library Government Documents
Margo Gutierrez	Academic	University of Arizona, Main Library Central Reference
Elda Lopez	School	Apollo Junior High, Sunnyside School District
Bernice Martinez	Public	Tucson Public Library, Woods Branch
Gilberto Morales	Academic	Pima Community College

Maria Luisa Perez	Special	University of Arizona, Law Library
Arturo Urena	Public	Tucson Public Library, Mission Branch
Betty Valdes	Public	Tucson Public Library, Outreach Extension Service

The four students who will complete the program in December, will do their internships during the Summer and Fall semester.

Summary

The curriculum is the key component which distinguished GLISA from any other course of study in an American accredited library school. Students who have completed this course of study are prepared not only as qualified librarians, but also as librarians who have acquired knowledge and have learned special skills and techniques that will enable them to serve the Spanish-speaking populations in the United States. The academic foundation upon which GLISA graduates will build their career consists of (1) the standard core curriculum that all GLS students must complete, (2) the specially designed courses of the GLISA program, (3) the internship which provided the students with practical work experience, and (4) enrichment activities such as seminarios and workshops. The GLISA Institute will long be remembered for its high standards in librarianship.

V. ACADEMIC STATUS REPORT

The GLISA IV students have performed exceptionally well for the most part in their academic coursework. The GLISA coursework has been programmed to provide the students with the most complete educational

course of study possible. In general, students responded quite well to the intensive graduate program. One student did fail the School's Comprehensive Examination given last July. However, in support of this student, it should be said that due to illness he was absent for nearly a month during the Spring semester. The student left the University in good spirits and assured the Director that he would be back in six months to take the exam once more.

During the first semester the GLISA IV students, as a group, had a cumulative grade point average of 3.3480. The overall cumulative grade point average for the second semester was 3.2805. As of the writing of this report, there is no absolute cumulative grade point average available. The interim cumulative grade point average is 3.3143 for the students as a group. Based on the success that the students have had in their coursework and the required GLS Comprehensive Exam, we are pleased to report a successful ending of the program.

VI. STUDENT ACTIVITIES

The year was highlighted by several student-oriented activities. These activities were either directly related to courses taken or complemented the GLISA program objectives. Various activities called for work above and beyond the normal courseload, required exposure to community organizations and agencies, and provided publicity and visibility to librarianship and library services for the Spanish-speaking.

During the first quarter of the GLISA program, students enrolled in the Outreach class. Part of the course requirements included community service activities related to librarianship. The purpose of

these activities was to provide the students with practical experience in coordinating, implementing, and administering library outreach programs that serve Hispanic populations. The instructional objective of these carefully planned projects was to develop an awareness in traditional non-users that a library is a beneficial institution.

The El Rio Neighborhood Center was selected for the student programs as it is situated in a predominately Mexican American neighborhood. This neighborhood center has many senior citizens as its clientele. The students interviewed all the people who attend the center to determine the types of programs and activities that would appeal to his group of people. Based on the wishes of this community, the activities and programs scheduled were: exercise classes for senior citizens, a public forum on information referral services, participation in the " museo de la gente" (see Appendix III), pinata workshop, and a tamalada (see Appendix IV). All the programs and activities were conducted both in English and in Spanish.

During the summer sessions, two GLISA students attended the Seminar on Acquisitions of Latin American Librarian Materials meeting held in Albuquerque, New Mexico from June 1 through June 5, 1980. This annual meeting of SALALM focused on the needs of the growing Hispanic communities in the United States for Spanish language and Latin American related materials.

VII. PLACEMENT ASSISTANCE

An important function of the GLISA office is to assist its graduates in obtaining employment in the areas of their specialization. The GLISA office does this in several ways. First, the office

maintains open, continuous communications with personnel officers throughout the country. Many prospective employers have come to depend on the GLISA office to provide them with names of bilingual librarians who have completed the GLISA program. Second, the Director during the course of the year meets with numerous library administrators at professional meetings. At these meetings, the Director has the opportunity to report on the professional competencies of the GLISA graduates.

One of the most effective means of disseminating information about the graduates has been a special brochure which provides biographical, educational and relevant work experience information on each GLISA participant (see Appendix V for Graduation Announcement). This brochure has been distributed to library systems nationwide. The 1980 edition of Quien es Quien: A who's Who of Spanish-heritage Librarians in the United States will also contain the professional profiles of these recent graduates. Also, a news article appeared in the March-July 1980 edition of the REFORMA Newsletter announcing the graduation of the GLISA IV participants.

On June 10, 1980, an employment workshop was held for the purpose of providing the GLISA participants with practical information on employment opportunities. Dr. Trejo opened the workshop by commenting that the GLISA Institute was committed to assisting its graduates find employment; he then introduced the guest speakers: Dr. Ellen Altman, Director of the Graduate Library School; Mr. John Anderson, Director of Tucson Public Library system; and Mr. Eddie Rios, manager of the Town of Clifton.

Dr. Altman provided an overview of the many placement services that the Graduate Library School provides its graduates. She indicated that the GLS office receives employment announcements from across the nation which are kept in a "job book." She also mentioned that the Graduate Library School would in the near future be using employment information provided by the Arizona Hotline. Dr. Altman stated that the GLS office publishes the Placement Bulletin which contains up-to-date employment information for alumnus who cannot go to the GLS office. She discussed the importance of having direct communication with persons who may know of employment opportunities.

Mr. Anderson provided insightful observations for graduates interviewing for a library position. He stressed that it was most important that candidates know the community of the library, be knowledgeable of appropriate library materials and possess sensitivity for patrons of diverse cultural backgrounds. He suggested that persons going into an interview anticipate questions that require problem solving skills. He closed his presentation by stating that GLISA graduates have those professional characteristics welcomed by many communities across the country.

Mr. Eddie Rios announced that a position for county librarian was presently open in his community. He stated that although larger cities offer many recreational activities, small communities offer beginning professionals employment opportunities usually not available to their counterparts in cities. Mr. Rios remarked that the librarian who is selected for his community will have a large degree of autonomy in the management of the library, report to him as Town Manager, occasionally meet with the Town Council, and confer with a library advisory board. Mr. Rios invited the GLISA students to work in Clifton.

VIII. EVALUATION AND ASSESSMENT

Final evaluation and assessment of the third Graduate Library Institute for Spanish-speaking Americans is based on (1) successful fulfillment of the prescribed objectives of the program, (2) periodic meetings with the Advisory Committee, and (3) student evaluation of the program.

Goals and Objectives

The fundamental purpose of the GLISA program was to educate and train librarians to serve the Spanish-speaking populations in the United States. The basis of the curriculum has been the specially designed coursework that made the GLISA program unique throughout the United States. The special coursework included: Outreach; Library Services for Special Groups; Information Resources for the Spanish-speaking; Media and the Spanish-speaking; Spanish Language and Culture for Spanish-speaking Librarians. Collectively, these courses have provided the participants with a solid foundation to develop meaningful library programs and services for their Spanish-speaking patrons.

In reviewing the entire year, we are pleased to report that all of the objectives of the program have been successfully met. Although the GLISA Institute was not funded for FY 1980/81, its conceptual basis has had a lasting influence on American librarianship. Rutgers University, for example, introduced last year a program that is patterned after GLISA. Also, the University of California at Berkeley now includes courses in its curriculum that are similar to those first started at

the University of Arizona. In sum, the success that the GLISA program had in offering a noteworthy library training program for Hispanics wishing to become librarians, can be attributed to the following components: financial assistance, administrative support services, specialized courses, responsive faculty, seminarios, and internships.

GLISA Advisory Committee

On May 20, 1980, the GLISA Advisory Committee met for the final time. At this meeting Dr. Trejo read the official notice from the Office of Library and Learning Resources which stated that the GLISA V Institute would not be funded this coming year. Mr. Anderson remarked that it was unfortunate that GLISA would not be funded as there was a continuing need for bilingual, bicultural librarians. He reported that several of the GLISA graduates employed by the Tucson Public Library were moving into administrative positions. Mr. Anderson asked if there were any alternative means to induce minority students to enroll at the Graduate Library School. Mr. Ernest Escobedo, GLISA Program Coordinator, commented that most minority students cannot afford to pay for studies at the graduate level.

Dr. Altman stated that the GLS staff would be providing incoming students with an orientation to GLISA courses that will be offered this coming year. She also stated that the GLS faculty will be encouraged to discuss with their students the benefits of taking GLISA coursework. Mr. John Cassidy, a GLISA student, reported to the members that his internship was an important aspect of his overall course of study. Another GLISA student, Mr. Gilberto Morales, stated that he had gained the necessary practical experience needed to work as a professional librarian.

Mr. Escobedo stated that a graduation announcement was in the process of being written. He also reported that the GLISA Institute is sponsoring an employment workshop on June 10, 1980 in the Multi-purpose room of the University Library. Ms. Iliana Sonntag, reference librarian at the University, offered to take graduation announcements to the SALALM meeting was to take place in Albuquerque.

Dr. Trejo asked if there were any closing remarks from the members. Dr. Altman reported that Ms. Margo Gutierrez, a GLISA student, had received a \$500 research grant from the Committee on International Education for the compilation of a guide to library resources in Guatemala City, Guatemala. It was the consensus of the group that every effort should be made to keep GLISA operational at the University. Dr. Trejo closed the meeting by thanking the members of the Committee for their generous support of the Institute.

Student Evaluation of the GLISA Program

During the course of the year the Director scheduled meetings at which time the students could evaluate all aspects of the GLISA program as well as provide direct input in the decision making process. On March 25, 1980, the Director invited the students to discuss their perspectives of the Institute.

Mr. Urena commented that the "Spanish Language and Culture" course was really not necessary for those students who come from Latin American countries. He originally comes from the Dominican Republic,

Ms. Gutierrez stated that the Outreach class could be improved by incorporating more theory of the administrative components of an Outreach program. Dr. Trejo responded by stating that previous GLISA

students had requested more community involvement activities in the class. Ms. Valdez commented that a balance between theory and community activities should be a goal for the next Outreach class.

Mr. Escobedo asked for progress reports from the students in general. Ms. Gutierrez stated that she was doing well in her work, however, she felt that there should be more structure to the "Spanish Information and Resource" class. Mr. Escobedo stated that the GLISA staff would continue to offer academic assistance to the GLISA students. He suggested that some of the first semester problems with written assignments could be avoided if students would show their professors a draft of the assigned work. He also stated that he could help students by reviewing their written assignments.

Ms. Perez stated that time and the number of assignments are the biggest problems facing the GLISA students. Ms. Crowlie suggested that students be given the opportunity to extend the length of time to complete the GLISA course of study.

During this evaluation session, many of the students alluded to the difficulty of completing a 38-unit graduate program in one year. Mr. Escobedo stated that most federal library programs are funded for one year and that federal guidelines must be followed. Although there have been some difficulties associated with an intensive program as GLISA, the students are grateful. Following is a representative student statement:

"The experience of having been a GLISA student is, indeed, a very special one. I, as well as the other students in the GLISA IV program, was interested in librarianship and serving the informational needs of the public, particularly those of the Hispanic community. Funding of the GLISA IV program afforded us that opportunity and, consequently, we are about to embark upon professional careers in librarianship."

IX. SUPPORT STAFF

One of the most important components of the Institute, which undoubtedly contributed to its success, was the bilingual/bicultural staff. As the GLISA participants had to complete the program in one year, this became a source of difficulty for some students. The assistance which students received from Mr. Escobedo, the Program Coordinator, most certainly proved helpful to many of the students, especially those students who had problems comprehending and writing English.

Mr. Escobedo's principal area of employment has been in educational institutions. His previous experience gained as a student advisor within the College of Liberal Arts and as an administrative intern in the Office of Records and Admissions, Pima Community College, proved useful. Mr. Escobedo's responsibilities were to assist the Director with the daily commitments of the GLISA program.

The students identified closely with the office staff as a result of the support services provided. Ms. Teresa Roehrig, a native of Peru, with her friendly attitude helped to ease the tension associated with an intensive academic program. When GLISA students felt the need to discuss their problems, the staff responded with sensitivity.

Ms. Debbie Hendrix, a student secretary, transferred from the Graduate Library School main office in August, 1979. She resigned her position in October in order to accept a position at the Medical School.

Ms. Jesusita Acosta was hired on November 12, 1979, as a student secretary. She graduated from Cochise College as a certified bilingual secretary. Ms. Acosta assisted with typing and general office work.

X. SUMMATION

In summary, GLISA will be remembered for the unique educational opportunity afforded to bilingual students to pursue a career in librarianship at the University of Arizona. The students were challenged by an intensive graduate program that was especially developed to prepare them academically to serve the library and informational needs of both English and Spanish-speaking communities in the United States.

With the eminent termination of the GLISA Institute, I find it appropriate to give recognition to many persons who contributed to its success. We would like to give recognition to Dr. John P. Schaefer, President of the University of Arizona, Dr. F. Robert Paulsen, Dean of the College of Education, University of Arizona, and to Dr. Donald C. Dickinson, former Director of the Graduate Library School. We are most appreciative to Dr. Ellen Altman, new Director, and the distinguished faculty of the Graduate Library School who helped make GLISA IV a success. We wish to give special recognition to Mr. Frank A. Stevens, Division of Library Programs, U.S. Office of Education, H.E.W., Washington, D.C. and to the GLISA Advisory Committee. We thank them for their support and enthusiasm throughout the year.

Respectfully submitted,

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

APPENDIX I

LETTER OF WITHDRAW FROM GLISA INSTITUTE SUBMITTED BY MS. JANE CRUZ

Jane Cruz
414 S. Fourth Ave.
Tucson, AZ 85701

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February 27, 1980

Dr. Arnulfo Trejo
Director of GLISA IV
Graduate Library School
University of Arizona
Tucson, Arizona

Dear Dr. Trejo,

After dropping nine of my fifteen units and thus, in effect, dropping from the GLISA IV program, I would like to express the following thoughts to you.

Being a member of GLISA IV has been an invaluable and highly rewarding experience for me. I am honored to have been a part of the program and at any time I will laud the program to the public. I especially benefitted from the Outreach class; the practical experience you offered us in that class, by going beyond the classroom doors, has given us concrete interactions with the public we will be serving and, in that, has made us more sensitive to the needs of that public. That is what education, and in particular library science education, should be.

In addition, I am confident that I will be able to fulfill the goals of the GLISA IV program in being sensitive and responsive to the information needs of the Spanish speaking public. I believe I am already fulfilling that goal through the services I provide at LIBROS CAMPANA. I can fully utilize the skills I have learned when I act as a consultant to various libraries and school districts.

It upsets me greatly that I have had to drop from the GLISA IV program. In so many ways I have reasoned that I should/need to continue. But when I present all arguments to myself, unfortunately my health leads the list.

I appreciate your consideration of me and inclusion in the program. I feel that not only have I benefitted, but also I have been able to contribute to the program; and I know that the intense time I have spent for the past five months has been more than worth it.

en la causa,

Jane Cruz
Jane Cruz

APPENDIX II

BIOGRAPHICAL PROFILE OF THE GLISA IV PARTICIPANTS

- Gonzalo Calvo Doctor in Law, University of Havana. Employed as an Attorney in Havana, Cuba, 1952-1962. Graduate study at Farleigh Dickinson University, New Jersey, 1971-1972.
- John Cassidy B.A. History: Latin American Studies, 1976. Attended Universidad Francisco Marroquin, Guatemala; May, 1976-July, 1976. American Graduate School of International Management; January, 1977-May, 1977.
- Kim Crowlie B.A. Spanish, California State University, 1978. Studied in Guadalajara, Mexico, 1973-1975.
- Jane Cruz Withdrew from the program on February 27, 1980.
- Margo Gutierrez B.A. Latin American Studies, University of Arizona, 1977. Colegio Ingles, Guadalajara, Mexico, 1968-1969.
- Bernice Martinez B.A. Bilingual Multi-cultural Studies, University of Utah, 1978. Administrative Assistant, Ethnic Studies Program, 1976-1979. Universidad de Salamanca, 1978.
- Gilberto Morales B.A. Psychology Inter-American University of Puerto Rico, 1979.
- Maria Luisa Perez Doctor of Pedagogy, Universidad de la Habana, 1955; B.A. English, Universidad de la Habana, 1952.
- Betty Valdes B.G.S., History, George Washington University, 1974. University of Puerto Rico, 1965-1967. University of Caracas, 1968-1970.
- Arturo Urena B.A. Economics, Universidad de Santo Domingo, 1969. Professor, Universidad Autonoma de Santo Domingo, 1975-1977. Professor, Universidad Central del Este, 1974-1976. Economic Analyst, National Budget Department, D.R., 1974-1976.
- Martha Garcia B.S. Spanish and Business Education, University of Arizona, 1978. Bilingual teacher for one year at Cholla High School, Tucson, Arizona.

Bette Jacobs

B.S. Elementary Education, University of Arizona, 1968. M.Ed., University of Arizona, 1979. Bilingual teacher at Tully, Tolson, and Carillo elementary schools, Tucson, Arizona.

Nova Martinez

B.A. Psychology, University of New Mexico, 1976. Special Advisor within the College of Arts and Sciences, University of New Mexico, 1976-1978. Alcoholism Counselor, Taos, New Mexico, 1979.

APPENDIX III

GLISA IV PARTICIPATION IN THE "MUSEO DE LA GENTE"

MUSEO DE LA GENTE

EL RIO NEIGHBORHOOD CENTER
1390 WEST SPEEDWAY

HISTORY

The El Rio neighborhood was generally subdivided and sold as acre lots in the late 1920s as the barrios expanded from the downtown area. At that time St. Mary's Hospital and the Arizona School for the Deaf and Blind were on the outskirts of Tucson. The area was called "tierras flojas" (lazy or soft ground) and it was mostly agricultural. It became a barrio where new immigrants went to perpetuate their culture.

EL RIO MURALS—El Rio Center is very proud of its beautiful murals painted by Antonio Pazos and David Tineo. Many people know that murals are a major art form in Mexico, especially with recent giants like Orozco, Rivera and Siquieroe, but actually the love of murals in Mexico is pre-Columbian and has continued to thrive in modern Mexico and now in the Hispanic Southwest.

Murals are a perfect combination of art, history and sociology. They are beautiful and at the same time usually make strong political statements about a heritage or a current unity. The largest mural at El Rio, by Antonio, is a collage of symbols of ancient Mexico and a tribute to the birth of El Rio Center which began not with paperwork but with a social movement. Another Pazos mural depicts Tlaloc, the rain god of ancient Mexico. Naturally it rained the day Antonio finished it. Antonio's third mural depicts the merging of past and present—the Aztec warrior and the young—as if the former were protecting and guiding the latter, symbolizing continuity.

David's murals show also the combination of historical symbols and current education, asserting that the two can be combined in the sense that one does not have to choose between retaining one's culture and achieving success, but can have both, a central current Chicano thought. Another mural depicts the striving upward to heights and goals by a people.



SATURDAY

TORTILLA CONTEST—The living museum will include a tortilla-making contest, open to all comers, with prizes for the largest, best-tasting, and best-textured tortillas. Prizes will be dinners-for-two at local restaurants. Restaurant personnel will be judges. 3–5 p.m.

CHICANO THEATRE—Teatro Libertad has been active in the community performing their plays about Chicano life in the Southwest. Recently the group was selected to go to Mexico City representing Chicano theatre. Three members will perform in *La Sala*. 5–6 p.m.

POPULAR MUSIC (TRIO)—Songs that are ever popular in the Mexican-American community. *Corridos, boleros, nortenas*, and others will be sung and played by local musicians: Francisco (El Gordito) Rodriguez, Willie Lem, and Gilbert Montante. 7–9 p.m.

EXHIBITS

(Open at 1 p.m. each day.)

THE LIVING ROOM—A composite that embodies the essence of living rooms found in the barrios during the 1950s and still found in the homes of the older generation. It includes decorative items that have been incorporated in the lifestyle of the Mexican-American of that era and pays tribute to the warmth and individuality that these homes attained.

EVERYDAY LIFE IN THE NEIGHBORHOOD—Gathered here is a sampling of those cultural elements which reflect Tucson's Mexican-American people in their everyday and festive

SUNDAY

LOW-RIDERS—"Low-rider" clubs are made up of young Chicanos from the barrios who get together to customize their cars, socialize, and work on community service projects. The culture, which originated in Los Angeles, is now an integral part of many Chicano communities in this country. Tucson has five clubs. One, The Classics, will show off their work in the barrios. They will also judge a bike contest sponsored by Graduate Library Institute for Spanish-speaking Americans (GLISA). Trophies will be awarded. 1–4 p.m.

EL RIO BAKERY—The Gomez family operates a neighborhood business, but people from all over Tucson line up at *la panaderia* on Grande to buy *pan dulce*—*pastelitos, churos, coyotas, cochitos, pan de huevo, galletas, pan torcido, semitas, empanadas, molletes!* Mr. Gomez will talk about how these are made, for what special occasions, and where the recipes come from. The breads will be for sale. 1–4 p.m.

TALES FROM THE BARRIO—A selection of tales gathered from the Tucson barrios by Patricia Preciado Martin and adapted for the enjoyment of children. They include tales well known throughout the Southwest as well as some of local origin which are not so widely known. 3:30–4 p.m.

PUPPET SHOW—"Juan y el Diablo" uses actors and puppets to weave a story of an impoverished peasant who sells his soul to the Devil. The play is done in Spanish and English and it utilizes themes found in Mexican folklore. 4–4:30 p.m.

MUSIC BY FERNANDO TAPIA—This local singer, poet and writer came to Tucson from Mexico. His music and

APPENDIX IV

ARTICLE IN THE UNIVERSITY OF ARIZONA Wildcat

Library science class

By CARLA SCHMIEDER
Arizona Daily Wildcat

The "new wave" syndrome continues to extend to every facet Tucson society. Not only have University students gotten involved in "new wave" hairstyles, clothes and music, but now one can get involved in "new wave" library science classes. The future generations of patriots are breaking away from the traditional role of the stubborn, yielding figure of authority by reaching out to the public and responding to its needs, said Arlfo D. Trejo, a library science professor. "Instead of just handing out books to tell them how to do something, like exercise, they (library science students) go out in the community and show the people how they're done. Then, if they want to read about it, the students can give them the book," Trejo said. This semester the course, called Outreach: Library Services to Special Groups, involves eight programs in which students work with the elderly at the El Rio Neighborhood Center, 1390 W. Broadway Blvd. Trejo decided on the location

where the classwork was to be done, while the students picked the projects to work on. Ideally, "the projects are tailored to the community and the group that the students are working with," Trejo said. The subjects dealt with this semester included pinata making, exercising and dancing, tamale making and a low-rider automobile show. Elderly residents, who frequent the El Rio center between 10 a.m. and 2 p.m. to socialize with friends and get a free meal, participated in the various free programs offered by the graduate students. The first program was a pinata making class. The senior citizens covered papier-mache figures with various colors of crepe paper. One Mexican woman who participated in the project wanted to make her pinata look like the Mexican flag. Other pinatas took the shapes of bulls, eggs and stars. The second program concentrated on dancing. For the first 20 minutes, the group of about 30 persons limbered up by listening to exercise instructions, given in both Spanish and English. About half of the

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elderly at the center speak Spanish and half English. Then, the music was turned up and the people danced to old favorites like "Spanish Eyes." Ethel Clikeman, who comes to the center every weekday but Wednesday, used to square dance all the time with her husband, who was a caller. She said, "I wish they would play more music." As helpers began serving a hot meal, a live Latin band tuned up to entertain the people while they ate. Other bands that performed during the semester were mariachi and country-western groups. The bands were hired by Mary Lou Salazar, the center's coordinator, who helped the students set up their programs. The third program was a culinary experience as all the people tried their hand at making tamales. The students led the group toward their 25-dozen tamale goal; six dozen of which would be eaten. The remaining 19 dozen would be sold for \$5 a dozen. "They cost \$4 a dozen to make, so we probably won't make any money. If we do, it will go to the center for future craft projects," said Jane Cruz, a library science graduate student. When asked what she thinks about the new method of library science, Betty Valdez, a library science graduate student, said, "I love it. We get all of these people involved and they really seem to be enjoying themselves." Valdez, born in Venezuela, proudly remarked that when she didn't come to the dance class on time, one of the men refused to dance with anyone else. "He even sent me a flower." One woman, after completing about a half-dozen tamales, looked up to ask, "Is this right? I don't know how to make them — this is how they told me, but I don't know." Salazar, noting everyone's initial apprehension, yelled, "Get your butts up here and make them." The fourth event offered by the students was a low-rider show. The low-rider phenomenon began in the 1940s in California. The car owners lower their automobiles as close to the pavement as they can without making sparks fly. The low-rider show sponsored by the library science class consisted of about 20 cars, which were owned by local residents. The purpose of the class is to emphasize the importance of libraries as a source of information. For example, by making the tamales people learned the nutritional value of tamales

while seeing a movie on Mexico for a little background, Trejo said. The 11 University students will be graded based on an exam given at the end of the semester, their involvement in the El Rio project and the interview each student will hold with the elderly people at the center, she said. "When the class first started, we had to go out into the community and solicit groups for our service. Now groups are coming to us," Trejo said. "The class has been a tremendous success, and the fact that we are being invited by different groups is the perfect indication of that. People seem to want a library with a different image now," Trejo said. In the future the class will only be offered in the fall because of the time and money involved, Trejo said.

classes reach out to help public



Wildcat photos by Jim Clemons

Maria Carrasco (above) reaches for some olives in preparing a tamale during a session of tamale-making at El Rio Neighborhood Center, sponsored by a group of University library science students. At right, Juan Matus spreads the tamale stuffing on a corn husk.





Wildcat photo by Jim Clemens

Margo Gutierrez and Eida Lopez, both University library science graduate students, help Justine Schweska decorate a newly made pinata. Schweska is one of many senior citizens who participate in an outreach program conducted by the University students.

APPENDIX V

GLISA IV GRADUATION ANNOUNCEMENT

*Graduation
Announcement
August, 1980*

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