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Innovative library programs for the Hispanic population

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INNOVATIVE LIBRARY PROGRAMS
FOR THE HISPANIC POPULATION

A Thesis

Presented to

The Faculty of the School of

Library and Information Science

San Jose State University

In Partial Fulfillment

of the Requirement for the Degree

Masters of Library and Information Science

by

Anna Maria Guerra

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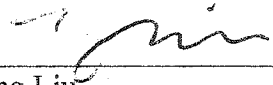
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ABSTRACT

INNOVATIVE LIBRARY PROGRAMS
FOR THE HISPANIC POPULATION

by Anna Maria Guerra

For centuries, the Hispanic population has been proving itself as an emerging

majority in the United States. The United States census shows that the Hispanic

population more than doubled from 1970-1980 and from 1980-1990. However, despite

these data, libraries have not adapted their library services to meet the needs of this

population, despite their knowledge that Hispanics do not feel welcome in libraries.
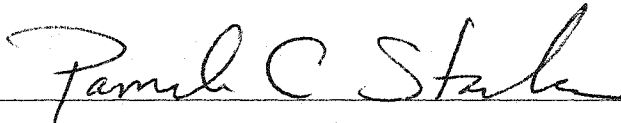
Authors from 1970-2001 have highlighted the long-standing problem of Hispanic under-

utilization of libraries and have provided recommendations for the library community

regarding adapting their services in a culturally-sensitive manner. Despite these

publications, there is still literature in 2001 reporting that Hispanics do not feel welcome

in libraries. The purpose of this study is to examine the current status of three facets of

librarianship: 1) outreach efforts to Hispanics, (2) specialized training for Hispanics in

bibliographic and information literacy, and (3) current attitudes of Hispanics toward

public libraries.

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CHAPTER I
INTRODUCTION

For centuries, the Hispanic population has been proving itself as an emerging majority in the United States. The United States census shows that the Hispanic population more than doubled from 1970-1980 and from 1980-1990. The Census Bureau expects that the Hispanic population will grow from 22.4 million in 1990 to 59 million in 2030, and to 81 million in 2050. The census also showed that Hispanics are less likely to complete high school and to hold fewer manager and professional jobs, than non-minorities. Seventy-eight percent of the Hispanics who participated in the census, reported not speaking English at home, and two out of every 10 Hispanics reported an income in the poverty level. The data for non-Hispanic respondents indicated that one out of every 10 of these respondents reported an income in the poverty level.

However, given this longstanding growth trend and other demographical attributes of Hispanics, libraries have not adapted their library services to meet the needs of this population, despite the profession's knowledge that Hispanics do not feel welcome in libraries. Authors from 1970-2001 have commented on the lack of publications in the library literature regarding the issue of under-utilization of public libraries by the Hispanic population. During the same 30-year period, authors have highlighted the long-standing problem of under-representation of minorities in MLIS programs, and many of them have provided recommendations about adapting their services in a culturally sensitive manner. Regardless of these publications spanning three decades, there is still

literature in 2001 reporting that minorities, including Hispanics, do not feel welcome in libraries.

This thesis examines under-utilization of public libraries by minorities (including Hispanics) and the limited efforts by libraries to address this problem. Possible explanations and remedies for the minority population's sense of alienation from libraries are explored, with an emphasis on the Hispanic population. The final field of investigation includes an analysis of the impact of the limited programs that have followed the guidelines from the scanty literature that does exist. These guidelines focus on how to market programs, develop a collection, and provide programming, which is culturally sensitive to the needs of the Hispanic community.

Programs for Hispanics that have attempted innovative outreach strategies, or programs that address more than mere recruitment efforts (e.g., programs regarding library or computer literacy), are highlighted in the "Findings" section of this paper. Combined with this scrutiny of the existing literature, is an evaluation of a community that is 56% Hispanic. Individuals from this community responded to a questionnaire that surveyed community members' experiences and perceptions of public libraries. It is hoped that analysis of these survey results, combined with the overview of library literature, will help planners develop future library programs more closely aligned with the interests and needs of the Hispanic community. The terms Hispanic, Latino, and the Spanish-speaking, will be interchanged throughout this paper. "Latino Librarianship" has been defined as library services to users with roots in Hispanic cultures.

CHAPTER 2

LITERATURE REVIEW

Overview of Minorities as Under-utilizers

This chapter reviews literature about the under-utilization of libraries and computer technology by minority groups. The chapter also examines how libraries have attempted to engage minorities, and in particular the Hispanic population, in order to make them feel more welcome. Foundations of Library and Information Science (LIS) textbooks teach beginning LIS students that minorities do not feel welcome in libraries and are under-represented in the library workforce (Rubin, 2000; Eberhart, 2000). Multicultural LIS classes present the readings of two renowned authors (Haro, 1981; Stern, 1991) who hypothesize that the specific minority group of Hispanics, recognize the benefits of better education, and see the library as an avenue to better education; however, they also see the library as an institution created by Anglo Americans to serve Anglo Americans, not Hispanics. Stern (1991, p. 96) recommends approaching Hispanics as a population, which is "ethnically enfranchised and as equal partners with non-ethnic residents, in the fight to improve the quality of their lives and the communities in which they reside." Stern concludes, therefore, that the Hispanic population needs to be empowered.

The Digital Divide

Computer literacy has been identified as significantly different for minorities, than for non-minorities. Howland (1998) asserts that technological advances are facilitating the social and economic advancement of society's members, unequally.

These technological advances are allegedly contributing to the disparity in society between the "haves" (those who have money and/or socioeconomic status) and the "have-nots." Howland continues by describing America's society as having a "digital divide" or a technological chasm between the members with higher socioeconomic status and the members with lower socioeconomic status. He reports surveys showing that one out of five renters in South Central Los Angeles does not have a phone, and that 60% of the global population does not possess phones; therefore, Internet access would probably be non-existent for the individuals surveyed in these two studies (p. 287).

Venturella (1998) concurs with Howland. She discusses how even library electronic resources are divided along economic lines; her argument is that grant money tends to go to libraries that are already wealthy enough to have started purchasing technology, and that this phenomenon replicates the pattern of computers benefiting those who already have socioeconomic power (the "haves"). She even claims that in higher education, "historically Black colleges, institutions serving 'Americans,' and those with large low-income populations" are the educational programs that "get the benefits of technology last"; she proffers a similar argument with regard to schoolchildren. Venturella reports that national studies of access to computers among school children have shown that "the predictable two-tier pattern" (the group of the "haves" versus the "have-nots") has been found in children's schools; this pattern is also divided along racial and ethnic lines with regard to technological resources in school settings (p. 24).

McCook (1997) reports on a survey of a population, which included individuals who were over 18 years of age and living within the catchment area of the study (an area

including two separate counties). The results of the survey showed that the majority of

the citizens surveyed did not have phones, were Spanish speaking, and lived in poverty.

Therefore, the Internet would not be understandable or accessible to these "have-nots."

This survey performed by personal interviews, occurred at shopping areas such as Wal-

Mart. A few previous Internet studies, claiming that the "digital divide" was narrowing,

had conducted their surveys by phone, and thus had not tapped the segment of the

population without phones. The previous surveys were allegedly performed to justify

spending more library funds on technology; McCook's argument is that if such spending

occurs, there will be no funds to perform the community outreach that needs to be

undertaken with the segment of the population that requires other library services before

becoming technologically literate. She contends that librarians will be cutback in order to

buy computers and that then, there will not be sufficient resources to serve the

community. McCook makes an interesting analogy between the current emphasis on

technology over services, and the name of library schools; she says that the misplaced

emphasis on funding computers is analogous to library schools changing their name from

MLS programs to MLIS programs. McCook calls for an equilibrium in focus between

"information science" and library services.

The U.S. Department of Commerce performed a study in July of 1998, which

found that the technological disparity was growing between minorities and non-

minorities, in all income groups; the disparity had even doubled in some income groups.

For details of this study, see the worldwide web URL presented in the Bibliography

section under (NITA, 2001). The San Jose Mercury also reported in 1998, that the digital

divide was growing between the "haves" and "have-nots." The newspaper stated that a

study by the Clinton administration found that Hispanics and African Americans were

even farther behind Anglo Americans, with regard to owning computers, than they were

in 1995 (Plotnikoff, 1998). The Clinton administration, therefore, outlined plans to take

the Internet and online knowledge, to inner city and rural schools, in an attempt to close

the "digital divide" between rich and poor students. The program would involve

encouraging online tutoring of students by volunteer "mentors" in the government and the

private sector. The National Science Foundation and the Department of Education would

sponsor a workshop to recruit companies, unions, and other groups for this program (San

Jose Mercury Newswire, 1998).

Castillo-Speed (2001) concurs with all of the above theories about the digital

divide. She reports that the gap is only narrowing in research studies where surveys were

performed by phone, such as in the Cheskin Research (April 2000-2002). However,

Castillo-Speed contends that these studies do not accurately represent the extent of

minority usage of the Internet, because they assume that minorities possess telephones.

She also asserts that the Cheskin Research is studying, with respect to Hispanics, an

acculturated group of Hispanics, not all Hispanics (Cheskin, 2000-2002). Bagasao

(1999) and Schement (1999) show a much more accurate representation of specifically,

Hispanic access to the Internet, because their surveys do not rely on the interviewees to

possess phones. Bagasao (1999) warns against assuming a narrowing divide, just

because the Hispanic group interviewed by researchers such as Cheskin, represents a

more acculturated segment, with a higher income, than that of the average Hispanic

individual. Schement (1999) also emphasizes that income, or a lack of such, and its relationship to maintaining a phone through harder economic times, is integral to the deepening of the digital divide. Furthermore, Castillo-Speed stresses that even once Hispanics make progress regarding Internet access, increasing information literacy becomes crucial so that Hispanics will know how to evaluate the information on the Internet.

Gorski (2002) not only believes that any attempts at showing that the digital divide is narrowing are not accurate portrayals of reality, but Gorski believes the issue of the digital divide needs to be examined as more than just a differential in access to technology. Gorski asserts that there is also a difference in the technological education between the "have" and "have-nots," that the Internet is not safe for minorities due to the intimidation by White Supremacist (which is performed over the Internet), and that the support and encouragement that the "haves" receive regarding technology, is much more frequent than for the "have-nots." Gorski's beliefs are based on findings that teachers in schools with a high percentage of White students and a low percentage of "Free Lunch" students, engage their students in creative thinking activities with technology; the teachers with a high percentage of students of color and of "Free Lunch" students, use technology merely for skills and drills. Gorski also contends that capitalists, who are trying to hide the fact that the digital divide exists, do so by donating technological materials to a "have-not" facility, without any support to enable the "have-nots" to benefit from the technology.

Many more authors concur with the deepening of the digital divide. A summary of those authors' beliefs will close this topic. Lower income children tend to access the Internet, through their school or the library. However, African American and Hispanic children tend to access the Internet, only through their school. With budget cuts in schools, the school may not always be a reliable source for access to the Internet. Some research has even shown that school access to the Internet has decreased. Authors also are concerned that when access does come, minorities are not given appropriate direction regarding using the Internet; this could end in negative consequences as minorities may use the Internet in self-destructive ways (Ogbu, 2002; McCook, K. d. l. p. , 2002; Buckler, 2001).

Possible Explanations for Why Minorities are Under-utilizers

Given the findings regarding Hispanic library use, plus the 2000 Census data (the San Francisco Chronicle in 2001 reported that according to the Census, California consists of 46.7% Whites and 32.4% Hispanics), Hispanic under-utilization of libraries must be addressed. Furthermore, Robinson (1998) reports that Hispanics are increasing at almost four times the rate of the rest of the population and thus would represent one out of every four Americans in 2050. This thesis presents herein, what the literature does reveal regarding library services to Hispanics. Before addressing this topic, however, this paper examines the research on the use of libraries by patrons of other minority persuasions, in order to see whether the findings are similar to the assertions by Haro and Stern regarding Hispanics and under-utilization of public libraries.

Liu (1993) examines the use of libraries by foreign college students. Liu states that in 1984, 32% of all foreign students attending colleges attended United States' colleges; the characteristics of those students included that 60% of them were non-English speaking and came from 180 different countries. Liu's findings regarding their library usage suggest that these foreign students had difficulty understanding how to use United States libraries unless they were from Western European countries, were students of natural sciences, or were more acculturated students. Some of the foreign students endorsed being afraid to checkout and return books; this was due to a fear of being accused of theft. Therefore, it seems that these students could have benefited from Library Literacy lessons; such lessons could have helped the students overcome their discomfort with library systems. This discomfort was consistent with the lack of empowerment and comfort that Stern and Haro describe as characteristic of the Hispanic population.

Scarborough (1991) presents findings similar to those of Liu. She suggests that patrons defined as ethnic minorities go into a library and find nothing for themselves in the library, due to the weak ethnic collections held by most libraries. Scarborough asserts that if patrons of minority persuasion were to find better ethnic collections, they would feel more welcome and would then make use of other facets of the library. Currently, these patrons feel that the materials and services are not relevant to them. Therefore, in response to this dilemma, California librarians have developed a forum called "Change California's Public Libraries to Address the Information Needs of Multicultural Communities."

D'Aniello (1989) echoes the sentiments of Haro, Stern, and Scarborough. He discusses how reference services can be described as both "elitist and ethnocentric" to Anglo Americans (p. 370), thus rendering the services as not culturally sensitive to minorities. Haro, Stern, and Scarborough all claim that minorities do not find library services relevant to them. However, D'Aniello makes the argument that minorities should be empowered through making them culturally literate, in order to make the reference services relevant to them. This validates the importance of this thesis exploring the literature for library programs that are attempting special programs with Hispanics, such as library literacy/information literacy, or as D'Aniello names it, bibliographic literacy.

Rubin (2000) comments that library personnel have been ambivalent regarding recruiting under-utilizers. The trend has been for libraries to expend their resources on the traditional and active/existing patrons. Rubin describes this approach as having been perceived as more "cost-efficient" (p. 250). The problem stems from a lack of a unified definition of the library "community," according to Rubin. Is "service to the community," working with the public who have historically used it? Alternatively, is "service to the community," actively seeking out patrons who could benefit from library services, but "for whom the library has been an unwelcome and unresponsive institution? (i.e., the poor, members of minority groups, and the undereducated)" (p. 259) Guereña and Erazo (2000) concur that libraries have been reluctant to address the issue of Hispanics as under-utilizers. Their argument will be presented later in this paper. It

should be noted, however, that Rubin also asserted that not enough effort has been put into tailoring recruitment approaches, which would attract minority patrons or librarians.

Under-representation of Minorities in Libraries and Graduate Programs

Eberhart (2000) also discusses the need for a multicultural workforce to serve the multicultural society of the present and the future. Eberhart stresses that library personnel of diverse racial and cultural backgrounds should be the priority target of recruitment by LIS programs. He reports a survey showing that only 10% of LIS students are minorities. Eberhart discusses how with the constant changes in technology, minority students may shy away from a career in librarianship; therefore, minority students who do enroll in LIS programs should receive encouragement throughout their LIS training.

Knowles (1990) concurs with Eberhart and Rubin regarding the need to attract minorities to the library workforce. Knowles also argues that more than just recruiting minorities to jobs is necessary; helping minorities through school (e.g., through mentorship programs) and buffering minority employees from subtle discrimination at the workplace once they are hired, are additional steps that need to be taken. She reported on a survey where only 17 out of 450 LIS students were minorities.

Gomez (1994) echoes the sentiments of Knowles and Eberhart, that in order to cultivate a diverse workplace, the minority employees must be empowered; her answer mirrors theirs in that she asserts that programs must foster mentor-protégé relationships for minorities in the field. St. Lifer and Rogers (1993) argue that given the size of the Hispanic population (8.8% of the nation's population at that point in time), the cultivation

and hiring of Hispanic librarians, need to be encouraged. They report that in comparison to the population demographics, only 1.8% of librarians (faculty, graduate students and professional librarians are included in this figure) are Hispanic, and that this low figure has been constant for several decades (p. 14).

Proof that this under-representation of minorities in MLIS programs has been longstanding, can be found in McCook and Geist (1993) and McCook and Lippincott (1977), who report on rates from surveys performed in the 1980s. Cabello-Argandoña and Haro (1977) report on surveys performed near the beginning of the 70s.

McCook and Geist (1993) report on a survey showing that in 1992, 92% of the new MLIS students were Anglo American. This indicates that only a 1% increase in ethnic new students occurred over the decade, as the percentage of Anglo American new MLIS students, was 91% in 1982. In 1992, of the 8% minority graduate students, 4.6% were African American, 2% were Hispanic, .2% were Native American, and 1.8% were Asian. In 1982, the percentages were 3.2 African American students, 1.2 Hispanic students, .2 Native American students, and 1.8 Asian students. McCook and Geist conclude that the increase in minority graduate students over this ten-year period was negligible.

McCook and Lippincott (1997) report findings from a study showing that minority graduates from LIS programs increased from 6.79% to 10.01% over the ten-year period of 1985-1995. However, according to McCook and Lippincott, all ethnic groups are still under-represented, except for Asian/Pacific Islanders. In 1985, the United States minority- student graduation rate resulted in a percentage of minority graduates, in

comparison to the minority population, of 30.49%. The percentage ratio in 1995 grew to 37.92%. McCook and Lippincott call for a quintuple increase in the rate of graduation of minority LIS students in order to reach parity with the percentage of minorities in the United States population. The ALA responded to this data by creating a series of programs titled "Stop Talking and Start Doing: Recruitment and Retention of People of Color at the State and Local Levels," in an effort to expand the pool of minority graduates (McCook & Lippincott, 1997).

As early as 1977, Cabello-Argandoña and Haro were writing about a lack of minority students in MLS programs; the data in these studies referred to the minority group of Hispanics, in particular. These earlier studies were performed by Haro and were reported in multiple sources, including Cabello-Argandoña and Haro (1977). This latter publication documented a shortage of MLS graduate students (LIS programs were not MLIS programs in the 60's) indirectly through the findings of studies performed in 1967, 1968, and 1969, with six hundred urban Hispanic residents of Sacramento and East Los Angeles. Haro, who interviewed people walking on the streets, performed these studies personally. Fifty-seven percent of the residents spoke and read English, although they endorsed speaking primarily Spanish at home. Sixty-five percent of the residents had never used a library. Eighty-nine percent of the residents interviewed by Haro stated that they would use libraries if there were Spanish-speaking personnel and/or if the library had Spanish materials. Cabello-Argandoña and Haro also developed specific recommendations from Haro's study. For example, they suggested that librarians use Spanish-speaking multimedia to advertise libraries; that mobile units be utilized in

Hispanic neighborhoods that were a great distance from any library; and, that recruitment strategies should focus on obtaining minority library students and personnel. These authors also recommended that non-print materials be available for non-readers and that libraries use subject headings and index systems for the Spanish-speaking. Mini-library centers should be located at community centers where the Hispanic population could receive employment assistance or medical care, while also being exposed to library materials and services. Finally, administration should support these suggested programs, which are adapted to the needs of the Spanish-speaking patrons.

McCook and Lippincott (1997) concur with the above historical presentation of all these theories regarding minority under-representation. They report that a study by the Association for Library Information Science Education showed a major discrepancy between the number of LIS graduates and the percentage of minorities in the population; only 10.01% of the United States LIS graduates in 1994-1995 were of minority persuasion, while the country's population consisted of 26.4% minority residents. McCook and Lippincott advocated for a 162% increase in minority LIS student graduations in order to meet the diversity needs of the United States. They provided specific recommendations such as training by minority faculty, mentoring, encouragement of minority paraprofessional staff to pursue the profession, financial support while in graduate school, and targeted recruitment strategies such as advertising in ethnic yellow pages.

Finally, at the turn of the century, the ALA responded to this long-standing problem by starting a "Spectrum" Program, which provides scholarships and mentoring

to minority MLIS students (Watkins, 1999). The ALA also developed a recruitment training kit for libraries to learn how to benefit from minority personnel, rather than acculturating these employees into the library's (non-culturally sensitive) practices (Watkins and Abif, 1999). A predecessor to the above movements was the HEA Title II-B program, which provided funds for a Graduate Library Fellowship; the fellowship had as one of its objectives, promoting cultural diversity. For more information about the HEA Title II-B program, see http://www.ed.gov/pubs/learning/learning.html. For more information on the ALA "Spectrum" program, see http://www.ala.org/spectrum/). It should also be noted that HEA Title II-B also funded the advancement of minority librarians into leadership positions in academic and research libraries, through a program that trained them in advanced leadership skills (McCook, 1998a).

<u>Possible Answers to Minority Patrons' Under-utilization</u>

The above section discussed how minorities under-utilize libraries due to various factors, including a lack of personnel of minority persuasion, and the allegation that minority patrons do not find relevant services at the library. Allen (1987) proffered both these arguments a decade earlier, but went one-step further to advocate for collection development, performed in a culturally sensitive manner. Therefore, recruitment of personnel of the minority persuasion should target reference librarians, as well as culturally sensitive technical librarians.

<u>Culturally-sensitive Collection Development</u>

Scarborough (1990) addresses the issue of culturally sensitive collection development by providing a list of guidelines. Librarians should choose items that

prevent stereotyping and promote a positive ethnic image. They should choose items that are relevant to the languages and religions of the minorities in the library's catchment area. Items should not be rejected if they do not meet the Collection Development's policies regarding formatting and binding, because small or independent presses publish many of the culturally relevant items. Selector should choose items after consulting with community leaders, the user population, staff, faculty, and colleagues. The selectors should also respect the input of these various consultants, regardless of whether the input contradicts the Collection Development Policy. The author also suggests that community contacts should be encouraged to recommend materials on a regular basis. Selectors should read review journals, newspapers, and other information resources pertinent to a particular ethnic group, before acquiring items. Scarborough also recommends that selectors establish relationships with several vendors, particularly for out-of-print or rare materials, to insure maximum coverage; selectors should be aware of cultural resource collections in their geographical areas like ethnic studies libraries, and explore consultation and interlibrary loans possibilities with these resources. Finally, selection criteria should include a focus on oral histories and audiovisual materials, for cultures with a strong oral tradition (p. 61).

Moller (2001) concurs with most of Scarborough's ideas about collection development for minorities, although Moller focuses on Spanish-speaking minorities. Moller's suggestions are to be sensitive to whether books originated in Spain, South America, or Latin America. Her concern, for example, is that monolingual Spanish, Mexican American children may not be able to read items from other Hispanic countries

without a dictionary. However, Moller concludes that it would be easier for these Mexican American children to read something from another Hispanic country than to read something in English. Her preference is for children to read books by an author of their own native origin; however, she maintains that books written or translated in Spain are superior to books translated from English to Spanish, in the United States. Moller asserts that these latter translations often contain improper interpretations, grammar, spelling, flow, and cadence. Moller's other recommendations regarding collection development are: that books that have good cultural heritage content, should not be rejected due to their binding quality; that many appropriate books are only distributed in Mexico or Ecuador; and that librarians should read the Publishers Weekly because this journal contains reviews of the trends in publishing in Latin America. She also cautions against building a collection of translated Anglo pop literature because it promotes praising the Anglo culture instead of promoting the Latino culture. Moller's last general recommendation was that librarians should purchased new books on a regular basis, just as materials are purchased routinely for non-Spanish speaking clients. She states that a good guideline is to use a percentage of the budget toward Spanish language materials, which equates with the percentage of Spanish-speakers in the population served.

The guidelines for selecting materials for Spanish-speaking children by Moller (2001), are very similar to Scarborough's guidelines. Moller's recommendations are varied. Books that should be included in a collection should contain characters similar to Hispanic children, and characters who share similar values to Hispanic children. The collection should avoid materials with negative stereotypes; avoid materials that

demonstrate accurate cultural settings and values; include literature that contains entertaining plots and characters, with attractive illustrations and with Hispanic heroes/heroines who solve their own problems; and include materials translated by native speakers. Moller asserts that a variety of materials is appropriate for a children's bilingual collection. Such collections should include audiocassettes, beginning reference books such as almanacs and atlases, and biographies of historical, cultural, and literary figures. She also recommends a Children's Encyclopedia, materials covering contemporary issues such as immigration, bilingualism, migrant labor, prejudice/discrimination, intercultural marriage, and intercultural adoption. Other collection items could include Dictionaries: Spanish-only and Spanish-English, items regarding ESL for children, and items regarding higher education and career opportunities. Moller recommends literature regarding Hispanic, Latin American and indigenous folklore, legends, mythology, and art; historical accounts reflecting perspectives of the particular culture/peoples discussed; materials regarding "how-to" hobby books in English and Spanish; and magazines. She suggests items by Native Spanish-language children's authors, picture books, poetry, items depicting positive Hispanic/Latino role models, and materials regarding the sports most popular in the library's community, as well. Moller also recommends supplemental materials for school curriculum, translations of classics or favorites that others are reading in English, wordless books, and materials regarding World Cultures.

An extensive list of national and international publishers and distributors of Spanish-speaking items, in all formats for all ages, is located in the appendix of Moller

(2001). The trend in publishing and distributing materials for the Spanish-speaking, however, has been very erratic. Prior to Moller's recommendations regarding publishers and distributors, Lodge (1995) had reported that American publishing companies had dabbled in publishing bilingual books, importing literature in Spanish from Spain, and in Spanish translations of titles with solid sales histories. Most of these business ventures involved releases in picture-book format. The dabbling ceased in 1995 because publishers had little faith in a Spanish language line. They did not know how to market their product, according to Lodge. Bearden (1991) expressed the same concerns as Lodge, that companies were just dabbling, rather than studying the market and its demand for materials other than translated pop-fiction; these companies, because of their lack of information, were not building the correct alliances and were withdrawing too soon from the Spanish language publishing market.

Lodge's ideas for marketing were very specific. Businesses should build relationships with Spanish wholesalers and distributors. They should advertise at stores such as Wal-Marts, and Targets. Businesses should: publish "stories about the culture by authors and artists from the culture"; work with Hispanic community retailers in areas where there are no bookstores; collaborate with community organizations to arrange for author visits and readings; perform outreach programming to inner city schools; and, be able to stay committed through the ups and downs of the market. Lodge also argues that children need to continue to develop their Spanish-speaking reading skills, even in an English-speaking environment, because this results in their gaining pride and self-esteem.

Kiser (1999) also expressed a belief in the solidity of the market for Spanish-speaking materials. Kiser's argument was that as long as college students were still learning Spanish, the Internet was still in existence, and the economy of the U.S. Latino population was still growing, the Spanish book market would thrive. He asserts that with more than 30 million Hispanics, the U.S. is already the fifth largest Spanish-speaking nation in the World. Kiser projects that by 2010, Mexico will be the only location with more Spanish-speakers than the United States. He contends that since 1990, the bilingual buying power of Latinos has risen 65% to total $348 billion dollars today; this is a sum greater than the entire gross national product of Mexico. The buying powers of the California Latinos alone, increases by 1 billion dollars every six weeks, per Kiser. Despite these numbers, however, Kiser does admit that this market does face challenges if one does not understand the market.

Milo (1995) discusses the importance of buying Spanish materials despite possible confrontation from non-Spanish speaking library community members. Milo emphasizes following through with one's library Mission Statement (such as serving the needs of a culturally diverse community) and with one's current Needs Assessment findings. Milo's article explained how his public library was not reaching the Hispanic community, which was 21% of the library's population. His library's Needs Assessment plan called for the development of a collection for any population that represented at least 5% of the community. Milo's answer to the challenges of the non-Spanish speaking patrons, when he began spending money on building a collection for the Spanish-speaking, was that Spanish-speakers are taxpayers who, like Anglo Americans, have

written important literary works and received Nobel Prizes. Therefore, this underserved

population had an equal right to information regarding health, law, parenting, and other

areas of interest. Milo also asserts the familiar hypothesis proffered throughout this

paper, that literacy in Spanish enhances English literacy. Milo also contends that

Spanish-speakers cannot learn English, as the law mandates, without ESL materials;

furthermore, Spanish-speaking community members have proven themselves eager

learners, as exhibited by their membership in ESL classes. Despite his library only

containing a collection of Spanish materials that reflected 1% of the library's books, Milo

was attempting to model his library after libraries that had successfully built Spanish

books collections such as New York, Los Angeles, and Chicago.

Taylor (1988), almost ten years earlier, addressed the same issues in acquisition of

materials for the Spanish-speaking population. Taylor felt then, that the strongest market

for obtaining appropriate materials was in Mexico; Mexico was publishing and

translating books in Spanish, on self-help, health, child-family issues, and sex education.

Taylor also contends that the quality of materials from Latin America is improving

because conglomerates are establishing publishing houses dedicated to quality and to

public education in Latin American countries. According to Taylor, Mexican publishers

began competing with Spain and Argentina. Mexico's niche, then, appeared to be the

publication of children's books and non-fiction adult materials.

However, there are realistic threats to publishers and distributors of bilingual

materials. There is the constant threat of state budget cuts and elimination of bilingual

education (Castillo-Speed, 2001). In addition, libraries have shown little follow through

on utilizing these books, despite the fact that these books are recommended by all authors specializing in Hispanic children's literature (e.g., Moller, 2001). It should be noted that all of the above authors, who have addressed a lack of follow through on collection development recommendations, have also commented on the lack of follow through by libraries on recruiting minority library candidates, and on training librarians regarding cultural sensitivity.

Guereña (2000) discusses similar issues as those presented above, regarding collection development. Guereña explains that accessing data in retrieval systems is very difficult for Spanish-speaking patrons, particularly when the dominant society develops the system, when the system provides information in a foreign language, and when the system uses a technology that is unfamiliar to the patron. Further ideas proffered by Guereña included placing the Spanish materials collection in a visible and separate section, and utilizing bilingual catalogers and a bilingual catalog. This author also recommends ensuring that the Spanish materials collection is well labeled to reflect the type of materials available (e.g., bilingual format, Spanish subtitles, Spanish translation of English materials, Spanish materials dubbed in English, materiales bilingüe, materiales en Español, etc.). Libraries should also employ Spanish on-line catalog instructions or Spanish translated subject headings at the library's on-line catalog. Guereña makes further suggestions including avoiding cutter numbers since they will not make sense to Hispanics (and instead utilizing surnames), and reworking the Spanish translations of Library of Congress subject headings, utilizing a manner that is more informed and global in expression. He also favors adding bilingual summary or content notes to the

bibliographic record, to assist Spanish speakers with understanding the types of materials in the catalog; and finally, Guereña recommends having a readily available dictionary for Spanish-speaking patrons to utilize at the on-line catalogs, such as the Diccionario de literature Española or Hispanoamericana.

<u>Promotion of Culturally-sensitive Library Personnel</u>

Allen (1987) attributed the minority patron's sense of alienation from the library culture, as more than the result of culturally insensitive collection development, but as also due to library schools not educating their students regarding cultural sensitivity. Vandala (1970) made this same argument almost 20 years earlier. Vandala asserted that continuing education centers developed cultural diversity programs for librarians, due to the lack of library schools' programming in this area. Haro and Smith (1978) echoed Vandala's sentiment by discussing how budget cuts abolished the two library programs, which were teaching students to be culturally sensitive to Hispanics. One program was the "Mexican American Institute of Library Science" at Cal State Fullerton. The other program was the "Graduate Library Institute for Spanish-speaking Americans," at the University of Arizona.

Guereña (2000) repeated Vandala's sentiments, 30 years later. Guereña highlights how no library schools are requiring a second language requisite, despite Bush's campaign of America 2000 and Clinton's campaign of Goals 2000. The emphasis of these campaigns was to encourage secondary high schools and colleges to require their students to learn a second language. The closest library courses, which have attempted to meet this objective, are courses at University of Texas (an "Information Resources for

Hispanics" course), and at UCLA (a "Latin American Research Resources" course).

Therefore, without such MLIS training, librarians needed to pursue continuing education

in order to learn cultural sensitivity. Guereña recommends programs to prepare librarians

to work with Hispanics, which involve teaching simple Spanish words, as well as

inundating the students in the Hispanic culture. This inundation exercise would consist

of assignments to listen to Spanish radio stations, to watch Spanish television, to navigate

Spanish websites, and to visit Hispanic community service centers.

A thorough discussion of cultural sensitivity is also located in Guereña (2000).

He defined culture as the accepted and patterned ways of behavior of a given people, both

through physical and cognitive manifestations of those patterns. Physical manifestations

included diet, dress, costumes, customs, traditions, language, and technology. Cognitive

manifestations of culture included ethics, values, religion, and aesthetics. Guereña

asserted that diversity involves recognizing and respecting all these attributes of other

cultures, as well as including members of another culture into the structure and

institutions of the dominant society. He contrasts diversity with mono-culturism, where

the dominant society ignores the existence of the values and heritage of other cultural

groups. He also contrasted diversity with multi-culturism, which he defined as an

environment that recognizes and values the importance of ethnic and cultural diversity in

shaping lifestyles, social experiences, personal identities, and educational opportunities of

individuals from all cultural groups (pp. 50-53).

A commentary on how education and service-oriented institutions usually reflect

the norms and values of the dominant culture followed the above discourse. According

to Guereña, these institutions failed to recognize cultural differences in verbal communication styles and non-verbal communication. This discussion of communication styles extends into an explanation of proxemics, semi-fixed space, personal space, the intimacy zone, and high context versus low context societies, which are all nonverbal parameters that vary by culture. For an in-depth analysis of these issues, see pages 54-57 of the Guereña text. The important conclusion to this discourse is how a member from another culture may be discouraged from ever visiting a library after his or her visit, due to an employee's insensitivity to these non-verbal factors. The example is given that reference librarians will react enthusiastically to a European or French accent, but inadvertently look at an individual with a Spanish accent or an African American dialect of English, with disdain.

The United States Task Force on Library and Information Services to Cultural Minorities also concurred with the findings in the above references. In the task force report, the members cited that libraries should address under-utilization through recruiting minority library personnel, performing culturally sensitive collection development, and allocating a budget specifically toward improving services to racial minorities (National Commission on Library and Information Sciences, 1983). Moller (2001), almost twenty years later, goes one step further, by not only recommending mentoring potential Hispanic personnel, but by recommending that libraries assist non-Spanish-speaking personnel with tuition at community colleges for Spanish classes. She also proposes giving staff paid time-off to attend community college Spanish classes. Moller cautions, however, that the professional Spanish-speakers at the library may

inadvertently promote a division of social class between the patron and the bilingual staff.

She provides suggestions to overcome this possible pitfall in her guidelines for

welcoming Hispanics to the library, in the next section, (not sub-section), of this paper.

Guereña (2000) also presents a strong argument for recruitment of

Latinos/Hispanics into librarianship, citing the prediction that in 2050, California will

consist of 68% minorities, and the fact that Hispanics are growing at a faster rate than

non-minorities or African Americans. Guereña, however, requests more than mere

recruitment of Latinos/Hispanics into librarianship. He asserts that these librarians need

to be capable of teaching Hispanic patrons, bibliographic and technological instruction,

tailored to the learning style of Hispanics. Therefore, Guereña contends, Hispanic

recruitment of librarians needs to involve librarians and paraprofessionals who are

bilingual, bicultural, familiar with Hispanic literature, and who share the cultural values

of the specific Hispanic community represented by their catchment area. The library then

needs to recruit minorities as librarians and paraprofessionals, who can meet a diversity

of library tasks; these tasks will require employees to perform roles that vary from

collection development, to being public service providers, instructors, role models, and

administrators with leadership qualities. Guereña asserts that despite the above described

studies showing that less than 12 percent of library school graduates were minorities in

1994, and that minority graduation only rose by 1.2 %, between 1982 and 1992, it

appears that a only a few specific library schools, in certain regions, have attempted to

improve the above statistics. As of 1995, MLIS school enrollment had increased to 25%

minorities. According to Guereña, it is now incumbent upon MLIS programs to assist

these minorities with graduating (e.g., through mentorships), and to attract these graduates into a library career through salaries that compete with other professions.

<u>Lack of Publications Addressing Hispanic Under-utilization</u>

Duran (1979) proffers one last unique suggestion regarding how to address under-utilization of libraries by minorities. Duran's argument is specific to Hispanics, as it involves advocating for research regarding library under-utilization by the Hispanic population, in particular. Duran asserts that American libraries have a history of poor service to Hispanics as evidenced by the fact that the library field performed no research regarding the problem of under-utilization of libraries by Hispanics until 1970. Duran states that the Hispanic population had been proving itself for many centuries to be a developing majority population, yet no library research addressed the alienation this group felt regarding libraries.

Guereña and Erazo (2000) concur that this lack of publication regarding this issue, is significant, because there is no history of the efforts made by Hispanic-Latino librarians to improve services to Hispanics, before this date. This lack of publication has resulted in the works of librarians such as Pura Belpré and Lillian López going unrecognized; their works would have been valuable building blocks for librarians who began addressing this issue after 1970. Pura Belpré provided culturally sensitive children's library services for 60 years to Puerto Rican children in the Bronx; she also inspired other Hispanics to pursue the library profession. Lillian López, a mentoree of Pura Belpré, worked in the South Bronx, providing culturally sensitive library services to Puerto Ricans, which included outreach and programming. There is no documentation of these women's efforts

because they occurred prior to 1970. Guereña and Erazo also assert that until the

establishment of REFORMA in 1971, the issue of services to Hispanics was not receiving

any attention, particularly from the ALA. The ALA became involved in these issues

through REFORMA's efforts to: promote culturally sensitive materials in Spanish and

bilingual formats, to celebrate the Latino and Hispanic culture, and to bring a national

focus on the lack of attention to Hispanic Librarianship (p. 139).

REFORMA was instrumental in the development of committees at ALA such as the

Social Responsibilities Round Table, the Council's Committee on Minority Concerns

(CMC), and the Office of Library Outreach Services (OLOS). The ALA then developed the

"Guidelines for Library Services to Hispanics" in 1988 (Guereña & Erazo, 2000; ALA,

1988). The ALA recommended that libraries purchase materials written in Spanish, English,

and a bilingual format. The guidelines suggested that these materials be visible and accessible

to the public; that library programs reflect the diversity of the Hispanic culture; and that

libraries implement outreach and programming ideas obtained through consultation with

local Hispanic organizations. The ALA also recommended that libraries offer bibliographic

instruction in Spanish; and furthermore, that library buildings be accessible to Hispanics,

whenever possible. The guidelines also suggested that the interior of the library buildings be

of a décor that is welcoming to Hispanics and that libraries recruit bilingual/bicultural

librarians. Finally, the ALA recommended that libraries compensate bilingual support staff

when their knowledge of Spanish is a requisite of their job (ALA, 1988; Guereña and Erazo,

2000). ALA's momentum did not stop in 1988. About ten years later, the ALA produced

recommendations for professional training of librarians. Promotion of diversity was one of

the five major recommendations (ALA, 1999a). Then in 1996, the ALA's Association for

Library Services to Children (ALSC), and REFORMA, began sponsoring "The Pura Belpré Award"; the ALA established this award to honor Latino or Latina writers and illustrators, whose work portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth (ALSC & ALA, 1999).

How Libraries have Addressed Welcoming Minorities

Now there are books, articles, and committees that discuss methods for welcoming minorities. An example of a committee developed to address the issue of welcoming minorities is one that formed in Minnesota. This committee, called the "Minnesota Social Responsibilities Round Table," had as its duties, drafting policies regarding "direct representation of poor people" and policies regarding "putting low income programs and services into regular library budgets" (Venturella, 1998, p. 20). This committee is relevant to minorities because Venturella defines poor people as those who are economically disadvantaged such as minorities, women, children, homeless individuals, and displaced workers.

A committee called the "Planning Group for A State of Change" in Stanford, California, undertook a similar study ten years earlier. This study published its conference and forum proceedings in Jacob (1988). The publishing began with a summary of the findings of a Rand study, which investigated whether public libraries were meeting the needs of racial minorities; the study was undertaken because statistically, racial minorities were emerging as the population majority in California. The forum began by reviewing the findings of the Rand report. The committee members remarked on the demographical statistics presented by the RAND report, (e.g., that in

2000, 92% of Californians would be living in counties where the population of minorities would be more than 30%, and that in 2000, California's population would grow by 5 million, with 61% of those additional 5 million being Hispanic). The committee members also reacted to the reportedly implied expectation in the study that library under-utilizers should adapt to libraries, and not vice versa.

A closer examination of this issue shows that the RAND report made a few conclusions; the study found that there was no systematic empirical evidence of barriers preventing public library access to minorities. It also concluded that individuals in minority groups were as likely as non-minorities to find what they wanted from public libraries, "within the libraries' mission." Rand determined that library use was voluntary, thus a disparity between the racial demographics of library users and the racial demographics of the general population, would not necessarily constitute a cause for concern; and finally, it was concluded that minorities were making an informed decision when not using libraries (Jacob 1988).

Tarin (1988) shared the Stanford committee members' sentiment that libraries should adapt to the under-utilizers, rather than expecting these potential patrons to adapt to the traditions of the library. Tarin objected to the report because it seemed to her that the report was asking minorities to fit into prescribed roles determined by traditional library staff and traditional library patrons. Furthermore, Tarin perceived that the report was implicitly giving libraries an option to adapt to minority needs, despite the fact that minorities, who were emerging as the majority population, had a history of paying many taxes to public libraries. Tarin's argument was that these majority taxpayers, even though

they were not the majority library clientele, should not have to fit into the roles

predetermined by the library's traditional practices. She also interpreted the report to

blame the lack of minority access to libraries, on the minorities, and not on the libraries.

She argued that the report missed how libraries choose to serve the traditional clientele,

unless they are pressured to adapt their programs; libraries needed to be shown how they

were the roadblocks to minority usage of libraries, according to Tarin. Tarin also took

exception, along with other committee members, to what appeared to be an implication

by the Rand report, that minorities were the roadblocks to library usage, and that

minorities were making an "informed choice" not to use libraries. Tarin's argument was

that under-utilizers did not even know what the library could provide because the services

were not adapted to meet their needs; thus, minorities were not, in Tarin's opinion,

informed decision makers.

The Stanford committee concurred with many of Tarin's points but also proposed

various solutions to minority under-utilization of libraries. Their recommendations were

extensive (Jacobs, 1988). Six-hundred committee members made 260 recommendations.

Some of the recommendations are innovative, while others are so repetitive of other

committee recommendations, that there is no excuse for the extant disregard of these

suggestions by libraries.

The innovative recommendations were numerous. Librarians should explain to

potential funding groups the cost to welfare and corrections departments that would result

from the growing majority's illiteracy and increasing school dropout rates (the alleged

inevitable outcome of libraries not providing these outreach programs that would allow

these individuals to become productive members of society). Libraries should waive the fines for families that are not familiar with library practices so that their patronage is not lost by the imposing of a fine; these families could dramatically misunderstand the fines, until they are more familiar with library practices. Librarians should begin minority, personnel recruitment efforts in high school and college, not just at the graduate level. They should be sensitive to the reluctance of minorities, particularly recent immigrants, regarding giving their names for library cards, due to their fear of the government and/or immigration. Librarians should attempt alliances with corporations in order to find new sources of funding. They should provide staff with flexible schedules that will allow them to go to the people, to perform their outreach, as well as allow staff to attend trainings. Libraries should provide monetary incentives for minority graduates to work in public libraries rather than at higher paying corporate positions. Catalog information and library signs should exist in the dominant minority language of the community. Librarians should have exhibits of materials in this language, in an attractive and visible layout. Mission statements should address cultural diversity programs that reallocate resources from "dinosaur" programs to the outreach programs. Librarians should seek pro bono work from professional marketing and public relations companies. They should evaluate effectiveness of libraries in ways other than circulation figures. Librarians need to possess a familiarity with the political process in order to lobby for the rights and resources of libraries. They should forge a link between education departments and libraries, because each of these parties is just as needy of the resources that the other

party has to offer. Librarians should join community ethnic boards in their efforts to collaborate with community groups.

The committee also recommended that at times of budget cuts, libraries should form "county systems," take their libraries out of sinking county systems, or join special districts. Special districts are groups of up to five library service providers who can join forces; eligible participants are county service areas, community service districts, library districts in unincorporated towns, library districts, and union high school library districts. Libraries should build business advisory councils that have knowledge regarding how to promote the library, as well as how to elicit the financial and marketing aid of businesses in the community. Librarians should welcome Hispanic children rather than treating them like "illegal aliens"; it was also recommended that the term "undocumented persons" be utilized in place of "illegal aliens." Libraries should stage mock voting booths in the library so that non-voters can familiarize themselves with this process and desensitize themselves with regard to fears about voting. Finally, librarians should incorporate the research showing that Hispanics read for religious or educational reasons, not for recreational purposes, into their collection development efforts.

There were suggestions by the committee that were not novel. For example, libraries should adjust their hours to meet the community's needs; community playgrounds are open until 10:30 pm while libraries close at 5:00 or 6:00 pm. Furthermore, librarians should avoid books with ethnic biases and stereotypes and should arrange free local transportation to the library for those without transportation. They should provide legal and survival information in Spanish, target preschool children programs, and use non-traditional publishers.

Librarians should purchase non-print materials, provide materials that account for differences in cultural heritage and acculturation, and place posters on the wall of famous minorities. Libraries should recruit at community centers such as church parking lots or GED programs, and have librarians teach parents the value of reading to children even if the parents do not speak English or own books. Parents could learn how to pretend that they are reading a story, while making up a story, as they leaf through the yellow pages in Spanish. Librarians should provide a creative/welcoming/supportive environment and network with the appropriate publishers to obtain materials that would be attractive to minority cultures. They should help celebrate cultural differences rather than allowing society to fear immigrants, as they did years ago when Polish and Irish immigrants infiltrated the East Coast. Librarians should emphasize, during outreach efforts, that the library services are free. The committee also recommended investing in research regarding these issues, and providing cultural sensitivity training at all levels (including Directors and Board Members). Librarians should market the library as a place that is reaching out to the members of the community, hire staff at all levels that are bicultural/ bilingual, and develop more YA programs for at risk youth. Librarians should teach information literacy to Youth Authority inmates so that they will use libraries when released. The committee also recommended creating short-term and long-term objectives, and holding family nights that do not just interest children, but engage parents in programs regarding cooking, sewing, sports, and home repair.

Committee and forums continued their efforts in order to keep attention focused on the above issues. A committee formed 20 years before the Stanford committee, is the Border Regional Library Association (BRLA). This organization has, and continues, to lobby for the promotion of library services and librarianship in the El Paso/Las Cruces/Juárez metroplex.

Current membership includes over 100 librarians, paraprofessionals, media specialists, library friends, and trustees from all types of libraries in the tri-state area of Trans-Pecos Texas, Southern New Mexico, and Northern Chihuahua. This committee holds continuing education classes, annual workshops, and award banquets for books, employees, and scholarship recipients. The committee also publishes a newsletter to discuss the above issues, as well as issues of interest to local librarians and information specialists. The committee describes itself as "a support group to promote libraries as important education and cultural institutions, which have a direct impact on communities and democratic action." For more information regarding this committee, see http://libraryweb.utep. edu/brla/default.html.

In 1993, librarians from the U.S. and Mexico held a forum regarding improving library services to Spanish-Speaking patrons on both sides of the border. They discussed resource sharing, collection development, and literacy programs, as well as exchanging information and cultural insights about Latino-Hispanic Librarianship. The result of the forum was the establishment of plans to set up inter-library loans and internet networking between the two countries, particularly given the budget cuts that the United States librarians were anticipating (Hoffert, 1993).

This forum occurred again in Mexico, in March 1999, between U.S., Mexican, and Canadian librarians. The forum discussed the importance of the following: creating, publishing, and acquiring bi-national and bilingual literature; preparing librarians and information professionals in management strategies; the effects of political, economic, and technological changes of the 21st century on libraries; collaboration and inter-library loans; and, successfully engaging Hispanic children in reading (McPhail, 1999). The forum participants scheduled another "transborder" forum for 2001 in Sonora, Mexico. This forum,

would address already set objectives. The issues for the agenda included professional

development, new ideas and abilities to improve library collections and services, copyrights,

and border affairs. The forum would explore techniques for information searches, computer

resources, and methods to enhance relationships between Mexican and Northern American

librarians. Other issues for the agenda included extending the knowledge of Mexico's and

the United States' information resources, planning and implementing cooperative projects

between libraries across geographical borders, and sharing each other's cultural heritage.

The forum would also address educating librarians about current products and services, and

the development of resource networks beyond the boundaries that separate libraries. For

more details about this forum, see http://www.ciad.mx/biblioteca/eventos/foro_xi.htm.

The findings from a task force developed to address the minority patron's sense of

alienation are contained in "A summary report of the 1996 Forum on Library and

Information Services Policy." This report focuses on the topic of special programming

by library services to special populations, and is located on the World Wide Web at

http://www.nclis.gov/libraries/forum96.html. The report discusses barriers to library use

by special populations such as "Asian mothers being afraid that filling out library cards is

part of a government plot to obtain information about them" (p. 18). The report lists

many examples of steps that libraries all over the country have taken to engage special

populations.

A few of the project descriptions from the report described in the previous

paragraph follow. In Washington D.C., the staff of the Martin Luther King library

provides literacy training and family materials for incarcerated parents in local jails. In

Fort Worth, Texas, there are gang-prevention programs directed at teens in housing projects. Massachusetts' Lawrence Library provides a Family Science Program for families of "Spanish and Southeast" persuasion; in some southwestern states, "Fotonovelas" in Spanish are instructing families on how to use public libraries; and finally, in Decatur, Georgia, there is a project, which provides gift books, storytelling, and computer access, to homeless shelters (p. 18).

In March 1999, the Trejo Foster Foundation for Hispanic Library Education-Fourth National Institute, held a forum on the topic of Library Services to Youth of Hispanic Heritage. This forum addressed delivery of services, collection development, and staff education. Tips from participants such as REFORMA discussed how to perform these aforementioned library services with sensitivity to youth and to cultural diversity. For more information on this conference, see http://www.cas.usf.edu/lis/hispanic/index.html.

Lynn, O'Connell, and Phalen (2003), report on the libraries, which have tried some of the suggestions from the various forums and task-forces. This article describes libraries, which have been set up in hotels, at restaurants along highways, and at hair salons. These libraries, centered outside of the walls of the library, will go far in providing a new image for libraries. The article also describes an innovative program in Berkeley, California that lends out gardening tools using a library card. All of these strategies will spread the word that public libraries have much to offer and that they are willing to go to the people.

The above-described programs are not borne from new ideology. In 1988, Jacobs described a library program in Brooklyn where librarians would take their wares to bars, barbershops, and beauty salons. They would pass out kits with about 10 paperback books, including information about settling disputes, information about life insurance, information about names for babies, biblical resources, and a world almanac.

In February 2002, the *Teacher Librarian* presented innovative projects addressed at narrowing the "Digital Divide." The article discusses how libraries throughout the country have used "cybermobiles" to take computer equipment to neighborhoods where the residents would otherwise not have access to computers, and to residents who would have distance to libraries, as an obstacle to library use. Other libraries have put their computers in high-traffic areas such as children's museums and shopping malls. The article also discusses attempts at providing computer literacy to minorities. Libraries have expanded their Internet training programs to involve bilingual classes and to involve physical accommodations for the health impairments of senior citizens. Libraries have targeted summer, Community Park, day-camp participants, as a recruitment priority, and have provided these children with technological instruction. The article also describes the ALA's technology program geared toward families; the program provides five workshops with lessons covering child safety, the history of the internet, homework assistance, and website evaluation.

McCook (1998a) describes a taskforce similar to the ALA technology program. This taskforce gathered information specialists who would meet monthly to customize programs regarding digital age resources for economically and ethnically deprived youth

in Tallahassee, Orlando, Fort Lauderdale, and Miami. The taskforce set up a website for

librarians to utilize in order to customize their own programs.

How Libraries have Attempted to Recruit and Engage Hispanics

REFORMA is one group that has provided tips for library programming that is

culturally sensitive to Hispanics, such as holding events involving Hispanic arts and

crafts, dance groups, magicians, and musicians, as well as providing patrons with pan

dulce (sweet bread) from local Hispanic bakeries, during library programs (see

http://clnet.ucr.edu/library/reforma/). In addition, REFORMA recommends that librarians

invite parents and grandparents to participate during their children's activities. Since

Hispanics tend to feel unwelcome in libraries, the extended invitation would represent a

gesture honoring the Hispanic value of family, and possibly a step in breaking that

discomfort barrier. REFORMA has an extremely active chapter in Orange County and in

Northern California. Information about the Orange County chapter is located at the URL

address provided earlier in this paragraph. To learn more about the work of the Northern

California Chapter, called "Bibliothecas para La Gente," see

http://clnet.ucr.edu/library/bplg/about.htm.

REFORMA held its first annual conference in 1996, to honor its 25th anniversary.

The group praised the inroads they had made into the ALA, into helping increase

Hispanic graduates from library schools, and into promoting Hispanic Librarianship; they

were instrumental in creating the California State, Fullerton, "Mexican American

Institute for Library Science" and the Tucson, Arizona University program called the

"Graduate Library Institute for Spanish-Speaking Americans." However, the group also

lamented the common trend in libraries throughout the United States, to avoid purchasing

Spanish-Speaking materials. REFORMA attributed part of the avoidance, to the growing

sentiment across the United States, against bilingualism (Guereña & Erazo, 1996).

Therefore, a second REFORMA conference was held in 2000 that dedicated itself to the

Spanish language issue and the committee published a book from this second conference

entitled "El Poder del Palabra/The Power of the Language" (Castillo-Speed, 2001).

Cuesta and Tarin (1978), like REFORMA, address the issue of welcoming

Hispanics to libraries. Cuesta and Tarin outline guidelines for a library program that is

culturally sensitive to Hispanics. They recommend bilingual story hours, puppet shows,

films, and arts and crafts events, as well as reserving a budget that specifically funds

these events. Another one of their guidelines is to commemorate Hispanic holidays as

well as American holidays. These authors provide as examples, celebrating well known

holidays such as Cinco de Mayo, as well as less known holidays such as the official

Hispanic Mother's Day, Día de las Madres (May 10th). Their outreach suggestions

involved utilizing neighborhood bilingual fliers, as well as advertisement through

bilingual newspapers and news media.

Villagran (2001) is an example of an article addressing services to minorities,

which seems to incorporate the guidelines outlined in Cuesta and Tarin (1978). Villagran

describes in her article, an event she held for two consecutive years called "Día de Los

Niños." Her library in Multnomah County, Oregon, dedicated one day to celebrating

children and bilingual literacy. Volunteers served refreshments. All the children who

attended the event received books and T-shirts. Hispanic performers from different

fields, danced, held art workshops, and read stories. There was a clown named Cha Cha who did magic tricks. The city offered free transportation for the day, while the newspapers and radio stations provided free advertisement before the event. The library held the event in a library branch near the residence of the majority of the Hispanic population, as opposed to the year before, when the event occurred in a location distant from the Hispanic neighborhood. As a result, their attendance increased to around 3,500 from 750, the prior year.

The San Jose Public Library system also provides a culturally sensitive program for Hispanics at a branch called la Bibliotheca Latino Americana. This city branch maintains a collection that contains 80% of its materials in Spanish. The library had to eliminate a senior librarian position in order to create a librarian position that focused on multicultural services. The "Bibliotheca" has committees dedicated to staff awareness, cultural responsiveness, outreach, program services, recruitment, and collection development. The library hired outside consultants to perform a community needs assessment and follow-up focus groups. This "Bibliotheca" has even succeeded at acquiring higher pay for bilingual staff; this facilitates the hiring of bilingual staff, which in turn, allows patrons of minority persuasion to feel more comfortable in asking for assistance, or perhaps in participating in general, at the library (Fish, 1992).

Alire and Archibeque (1988) are authors of a book that discusses not only programming tips, but also how to justify funding for the above-mentioned programs. The authors argue that funding of Hispanic recruitment leads to two major, eventual benefits for libraries. They discuss how outreach literacy programs with adults will

promote Hispanic student achievement, because the parents will be able to assist their children with schoolwork once they are literate; furthermore, the parents will value reading once they are literate. This will result in the parents passing that value onto their children.

The second benefit to outreach literary programs for Hispanic adults lies in serving a majority population in society that represents an untapped resource for library advocacy. Through recruiting Hispanics to the library, the library gains a large segment of the population who will learn to vote and who can physically contribute to libraries. Alire and Archibeque claim that Hispanics tend to become library advocates once recruited; they claim that these new library patrons tend to become Friends of the Library, library board members, and other types of volunteers. Furthermore, these new patrons, with their fresh appreciation of the library, tend to vote on measures that will support libraries. According to Alire and Archibeque, Hispanics represent, therefore, an untapped majority in society that could benefit libraries in many capacities.

Specific guidelines for developing collections and programs are also proffered by Alire and Archibeque. They recommend performing a needs assessment of the Hispanic community by performing surveys to determine the language level, income level, education level, and culture of the neighborhood that the library serves. The bilingual surveys could be mailed with a $1.00 bill included in the survey; this has proven to be a successful marketing strategy. The surveys could be sent in the mail with ALA bookmarks that read "Celebrate Latino Heritage." Surveyors could go door to door, and/or utilize phone interviews for families with phones. These authors also stress that

local Spanish-speaking media should publicize the survey results in order to show the library's sincere concern regarding the needs of the persons who completed the surveys.

Once the library has determined the needs of their Hispanic community, then the library should perform collection development in accordance with the results of the survey. Perhaps the community consists of Puerto Ricans, Mexican Americans, and Cubans; this would mean that the books acquired should represent all three cultures. The collection needs to be relevant and culturally sensitive to the educational and recreational needs of the community, and should be available in various language formats; this means the books should accommodate English-speaking Hispanics, Spanish-speaking Hispanics, and bilingual Hispanics. Cuesta (1990) also emphasizes the necessity for the collection to match the diversity of the Hispanic population it will be serving, with regard to factors such as language preference/facility, the length of residency in the United States, and the specific Hispanic cultural group that the patrons represent. Cuesta asserts that these factors will determine whether the patrons require survival information, "high-end" materials, or materials of varying levels of sophistication. She discusses how the reading interests of recent immigrants will vary from settled immigrants, and that major Hispanic groups have demonstrated a very high interest in reading materials about political systems.

Alire and Archibeque also provide specific guidelines for programming. They assert that programs should involve local Hispanic artists or musicians; food donated from local stores; art displays from the Hispanic culture; events that involve grandparents; events utilizing bilingual puppeteers, clowns, and finger-players; and,

bilingual signs and directions throughout the library. These authors stress the importance of obtaining décor and graphics that conform to the culture of the community, both for the exterior and interior of the library. Whenever possible, they also advocate for placing libraries in visible and accessible sections of the Hispanic neighborhood.

These authors provide tips for making the library more welcoming to Hispanics. One idea is to obtain from the various Hispanic country embassies, flags for display. They advocate for providing personnel or volunteers that can translate if Hispanic personnel are not available. They suggest holding the events on days that are special to the culture (Alire and Archibeque provide a list of holidays for Argentina, Bolivia, Colombia, Cuba, Chile, the Dominican Republican, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, El Salvador, Spain, Uruguay, and Venezuela, p. 111) and, exhibiting artwork by Hispanic children who are patrons of the library. Their ideas for topics of events are programs that will be fun for children, as well as programs that children's parents will view as valuable; two such examples are programs that address bilingual etiquette classes and shark safety. These programs are great recruitment opportunities for handing out library cards to the children's parents. These authors also recommend various topics for adult programs. Such topics could include information regarding literacy, ESL programs, immigration, CPR, and drug prevention. Programs could also address health issues such as education for pregnant mothers, nutrition, and vaccinations, as well as coping with Alzheimer's disease and AIDS. Other suggested topics include household lead poisoning; starting one's own business; minority contracts with the government; paying for college; applying for small

business loans; how to write a resume; how to dress for success; building a neighborhood watch group; obtaining a GED; and finally, dealing with divorce, drug abuse, and domestic violence.

Moller (2001) represents another comprehensive book, like Alire and Archibeque, which details guidelines for providing welcoming services for Hispanics. She begins with a history of the various Spanish-speaking populations who have migrated to the United States. She then provides tips for welcoming Spanish-speaking populations to libraries. Specifically, Moller recommends holding events (such as a day of films from Hispanic countries) for the Hispanic population, as well as for the non-Hispanic population, to "inspire and promote the love of Latino-Hispanic culture." She also recommends chatting lessons (i.e., informal-conversation training events) where Hispanic and non-Hispanic individuals meet to practice becoming bilingual. Each participant takes turns "making small talk" in the language, she or he is trying to learn (p. 32). It should be noted that these are the first recommendations proffered which suggest mixing cultures.

Cultural sensitivity training to all library staff, from the paraprofessionals to the board members, is also emphasized; Moller's argument is that a patron could be deterred from returning to the library, if any library affiliate inadvertently makes an insensitive remark or uses the wrong body language. Moller includes in her request for culturally sensitive behavior by library staff, behaviors such as calling patrons by titles instead of first names (e.g., Senor, Senorita, Senora, etc.); she discusses that such actions will imply respect and make the patrons will feel more welcome. Moller also contends that Spanish-speaking patrons would feel more welcome by attempts to eliminate language barriers in

the library; that is, an English-speaking librarian could make it seem as if it was the librarian's fault that he or she did not understand a question. The librarian could have the patron write down his/her question for the librarian, confidentially, so that the non-Spanish-speaking librarian could find the answer later by consulting with a Spanish-speaking staff member. Another welcoming tip that Moller suggests is to have all the library forms available in Spanish, including inter-loan library forms, suggested purchases forms, etc.

Moller proffers the following programming tips. Libraries should hold events on Hispanic holidays for the specific population in the library's catchment area. They should have a bilingual answering machine on the library's voice mail, have bilingual personnel wear nametags that say "Hablo Español" at the bottom, and invite Hispanics as well as non-Hispanic patrons to events, in order to build cultural awareness. Moller further suggests holding exhibitions of children patrons' artwork and celebrating Spain's holiday on April 23 called "Book Day and Lover's Day"; this is a day in Spain where corner-stands stock books and flowers throughout its cities. The men give women a flower and in return, the women give the men a book. Moller also recommends having a good video collection since this has proven to serve as a good recruiting device to attract the Hispanic population; she asserts that the checking out of videos has generalized to Hispanics using other parts of the library. Other recommendations include events aimed at intergenerational families to show respect for Hispanic values, and encouraging Hispanic patrons to lead library events on popular topics such as Hispanic cooking or Hispanic arts and crafts. This, in theory, will help banish the potential sense of inferiority

to higher class Hispanics, that Hispanic patrons could perceive when they are always the recipients of services from Spanish-speaking staff. This author also suggests holding workshops with topics such as immigration, legal and consumer issues, and how to start one's own in-home child-care center for mothers who do not want to work outside of the home (due to having their own children to baby-sit). Librarians could also hold programs on job searching tips, income taxes, citizenship, how to qualify for the low-income Energy Resource programs, literacy, ESL, child/prenatal/neonatal care, and pesticide treatment (pp. 30-32).

Marketing strategies are also very important (Moller, 2001). Librarians should advertise with public announcements through Spanish local radio and TV; place bilingual flyers at grocery stores, self-service laundry mats, bus stops, video rental stores, and hair salons; attend health fairs, community celebrations/festivals, little league parks, and parent/school conference night; and finally, emphasize that library services are free. At the aforementioned events, the recruiters should hand out library cards without asking for a Hispanic individual's identification; recruiters should ask for only an address. Moller also recommends providing library services at churches and community centers to ease the transition of the Hispanic population into librarianship.

Strategies for Working with Hispanic Children and Young Adults

Guereña (1990) also authored a comprehensive book regarding providing culturally sensitive services to Hispanics. He covered similar topics as Alire and Archibeque (1998) and Moller (2001). Guereña recommends collection development (including attending the Guadalajara book fair), reference services to the Spanish-

speaking (including utilization of bibliographies, indexes, biographies, genealogical resources, and referral systems such as Info-line and CALL: Community Access Library Line). He discusses acquisitions (including utilizing knowledgeable members of the community who are proficient in Spanish, to review books), evaluation of vendors, short and long-term objectives, a community needs analysis, the politics of the bilingual language and education issue, and programming in public libraries. However, Guereña (1990) did not address services to Hispanic children. His follow-up volume (Guereña, 2000) and sections of Moller (2001) do provide tips on programming for children.

Many topics regarding children's services are discussed in the chapter from Guereña (2000). For example, historically, librarians have opted to use the "excuse" that they did not have funding to purchase materials for a Spanish Children's Literature collection; in reality, according to Guereña, they did not purchase items because it is very difficult to build an adequate collection. He highlights the point that it took almost 20 years for librarians to respond to the 1968 Bilingual Education Act and begin taking collection development in this arena seriously. Finally, Guereña asserts that even once librarians began collection development, they still chose the easy way to build a collection, by only purchasing materials from United States publishers. Although these purchases resulted in what the Guereña text terms "inadequate" collections, books from these publishers allowed the librarians to acquire items that were easily accessible, easy to review, and easy to catalog (p. 77).

The chapter mentioned in the above paragraph, explains that Children's Spanish Literature collections up until the 90's were inadequate because these United States

publications were Spanish translations of American best sellers and award winners.

Adequate collections should contain bilingual books and Spanish books published from

all the different Spanish-speaking countries, which represent the Hispanic-American

population (Mexico, Central America, South America, the Spanish-speaking Caribbean

islands, and Spain). In books published in the United States, Hispanic children see Anglo

Americans as the heroes and therefore, the Hispanic children seek to replicate the

American culture. Hispanic children need to read books that contain heroes that resemble

them; from such books, children will learn about their cultural and literary heritage.

These books will provide Hispanic children with strong roots to face the new world into

which they are attempting integration, since they will be armed with a thorough

knowledge of, and pride in, their own heritage. Research has also shown that students,

who use schoolbooks in their native language, are likely to develop high levels of English

proficiency; therefore, bilingual and Spanish materials will enhance the learning of

bilingual and LEP students. According to Guereña, in the 90's, United States publishers

began to realize the importance of producing materials that provided an authentic

presentation of the experience of a Hispanic child in America. Despite these

improvements in United States productions, however, Guereña still contends that U.S.

productions alone are not sufficient to build an adequate Spanish children's literature

collection. The collection also needs to contain books from the Guadalajara book fair (an

annual event that represents the World's largest gathering of books for the Spanish-

speaking) and foreign country markets. Librarians cannot expect that building Hispanic

collections can occur in the same manner as building an English children's collection.

Librarians should anticipate attending book fairs in other countries and establishing

networks with new vendors who specialize in keeping current with the trends in Spanish

language literature.

Another recommendation is that librarians make written policies about

establishing and maintaining a Spanish Children's Literature collection and hire qualified

personnel who can carry out the specified procedures. These personnel should be capable

of evaluating the political perspectives in books (e.g., does the material reflect the

Spanish or American, versus the Mexican and Latin American version of events). They

should assess the language dialects utilized in books, evaluate the publication dates, and

determine whether the translated version of a book retains the spirit of the original work,

after a translation, or whether it has become contaminated by the translation process.

These qualified personnel should assess whether the material appropriately reflects the

Hispanic culture's contribution to America's society and history. Evaluations of

translations for misspellings or misplaced accents also need to occur, as well as a

determination whether the collection contains writings by authors of the various Hispanic

countries. Librarians can ascertain this information by looking at the first two or three

numbers of the ISBN, as these numbers reflect the countries of origin; this is important

because Hispanics of different cultures will have difficulty understanding the variations

in language grammar and vocabulary of a Hispanic country that is not their native

country. According to Guereña, librarians also need to evaluate the authenticity of the

cultural portrayal (e.g., do the materials reflect the specifics of the culture and the

Hispanic contemporary lifestyle, without distorting or stereotyping).

The collections should consist of books in all subject areas and reading formats; they should include picture books, beginning reader books, concept books (such as those that cover the ABCs and 123s), small books, board books, fiction, non-fiction, poetry, historical pieces, biographies, videos, read-alongs, magazines, and "Big Books." There should be a reference section to support the research needs of elementary school children, their teachers, their parents, and other librarians who need to learn about the "vast world" of Spanish literature materials (such as dictionaries, almanacs, encyclopedias, atlases, and thesauri) (Guereña, p. 78).

Guereña also provides a list of various types of resources that librarians can utilize. Two United States companies are named that are good distributors to use because "they understand the politics of how publicly-funded institutions are regulated with regard to acquisitions; these companies work with libraries given those constraints." The Guereña chapter describes a tool called "Libros en Venta" which is the equivalent to "Books in Print." This resource of well-annotated catalogs (there are three foreign company catalogs provided as referrals) can facilitate book selection. Another useful tool for librarians are lists of the books that should be included in an "adequate" collection; these lists are produced by institutions such as the Los Angeles Office of Bilingual-ESL Instruction, the Los Angeles Unified School District, the California State Department of Education, and the New York Public Library.

Moller's chapters on children's services provide a discourse regarding collection development that is similar to that presented by Guereña's chapter. However, Moller's chapters cover many areas regarding Hispanic children's services. For example, Moller

discusses that collaboration with community members for children's programming is just as important as the collaboration recommended for adult programming. She promotes networking with public television stations, the Mexican Embassy, local high school or college/literacy or GED programs, Latino newspapers, and even specialized associations. For examples of collaboration with specific associations, see the outreach programs in the "Findings" section of this paper.

Moller also details regarding performing children's programming. She emphasizes in infant and toddler programs, that it is important to involve the mothers in story hours, whether at the library or an outreach site, in order to model storytelling and reading. Through participation in these library programs, the mothers will learn the importance of reading, how to read to their children, and the value of actively participating in their children's learning (rather than just viewing such as the school's responsibility). Moller explains that sometimes the storytelling programs are slow to form because the mothers are often more concerned about jobs and health assistance and cannot see where spending time at storytelling programs is valuable. However, through innovative strategies such as having a couple of mothers be "lead moms" at apartment complexes, storytelling programs can blossom in these mothers' homes. Once the mothers understand their value, the storyteller can model taking the bus to the library, and eventually move the storytelling groups to the library (pp. 50-58).

A variety of other strategies are recommended by Moller such as having volunteers perform the storytelling if there are not sufficient bilingual staff members. High school teachers or teaching assistants, (who are off for the summer), grandmothers,

or even actual participants, can lead the groups. Mothers, who do not know how to read, can learn how to narrate books that just contain numbers and pictures, not text. Libraries can recruit local television or radio stations, as well as the telephone company, to provide Story Hours. Children can call the "Tele Cuento"/ "Dial a Story" number to hear stories, or they can listen to Story Hours on the radio. Audio participation in storytelling is reportedly just as effective as visual participation, because children need to learn the music of their language. Therefore, Moller argues, audio programs or Story Hours that contain poems, rhymes, and songs, are valuable to the toddler's language development.

Moller also discusses the importance of dolls, toys, puppets, and illustrations in books, exhibiting characters of different skin color and different ethnicities. She contends that Spanish-speaking children will be facing culture shock when they enter school, particularly if their mothers believed in keeping them at home and not in day care, prior to school entry; librarians can help these children acculturate while retaining their pride in their heritage and their cultural values. Librarians can reinforce children's skills by teaching them how to tell their dolls and stuffed animals, stories. Librarians can also positively reinforce story telling skills in children by holding events such as "Meet the Author," where parents are invited to come see stories that their children have written and that have been displayed throughout the Library.

Tips for Spanish-speaking students in middle school are also provided by Moller. She asserts that if middle school children have not learned the fundamentals of speaking and reading in Spanish, they will not have a good foundation to learn more than just superficial English skills. As the academic demands get harder in higher grades, these

middle school students' superficial English, will not prove to be sufficient. Therefore, it is important that Spanish-speaking students continue developing their Spanish skills and continue reading in Spanish, so that they have the cognitive skills to handle middle school scholastic subjects. These students should be encouraged to read books in Spanish to their parents at night; simultaneously, the parents of these students need to learn how reading in Spanish will promote their children's English skills.

Immroth and McCook (2000), as well as earlier works by Duran (1979), and Ramirez and Ramirez (1994), dedicate entire texts to the issue of providing services to Hispanic youth. These texts contain information very similar to the recommendations made by Moller (2001), Guereña (2000), and Alire and Archibeque (1998) in their text sections regarding children's programs. Therefore, different aspects of children's programming will be presented from the Duran, Ramirez and Ramirez, and the Immroth and McCook texts, in order to avoid too much repetition. However, it is important to highlight some of the repetition in order to demonstrate that librarians did have access to this information over the past 20 years, although most were not utilizing the information.

The Immroth and McCook text emphasizes that children's cultural heritage is a major part of their identity and that this identity is constantly seeking self-expression. These authors believe that libraries are responsible for helping develop culturally integrated children through their children's programming. Children's programming, therefore, should include history, art, music, and folklore of the Hispanic heritage. In addition, the books chosen for the collection should reflect the Hispanic experience of urban, rural/migrant, and working class members of the community. These programs

should not be short-term programs funded by grants, but programs that are longstanding and continuous. Children's programmers should also create short and long-term, as well as general and specific, objectives. As an example, Immroth & McCook cite a program like "Homework and Reading Partners." This is a program where librarians recruit bilingual high school students to be "partners" for children who may not have any homework assistance at home. The Hispanic high school volunteers assist the younger children with their school performance and reading skills. The library not only needs to perform a community analysis to determine the linguistic and academic skills of the children who will be participating in this program, before beginning such a program, but also need to identify objectives and consistent funding for this program. Following this type of protocol will ensure that these types of program are not fleeting; this is important so that the Hispanic community will see the library as dedicated to meeting its needs, rather than as an institution, that serves Hispanics on an inconsistent basis.

Guidelines for developing programs for children are also provided by Immroth and McCook. In general, they recommend involving the entire extended family and always providing refreshments for the families. With regard to toddler and preschool programs, they recommend rhymes, chants, and songs from the Hispanic oral culture. These authors also suggest slowly introducing the American culture into the program, to expose children at an early age to appreciation of other cultural perspectives. Finger-puppet and flannel board stories, having bilingual books available targeted for this age group, and never having the presentations run for more than 15 minutes in order to maintain the children's attention span (p. 20), are also suggested.

These authors discuss programs for older children as well. See the section of this paper titled "Specific Programs designed to welcome Hispanic patrons" for descriptions of programs for older children. These authors also provide an extensive bibliography of outstanding Spanish or bilingual materials for children of all ages. They caution, however, that librarians should be very aware of the cultural differences between the various Hispanic cultures, and that materials purchased should represent this diversity; they provide the example that some Spanish-speaking countries use the word "librería" for libraries, while other cultures use the word "bibliotheca." Immroth and Mc Cook also discuss how most of the literature for older children is non-fictional because Hispanic parents associate reading with education, not recreation (pp. 21-23).

Ramirez and Ramirez (1994) provide a list of children's books for Hispanics, African Americans, Asian Americans, and Native Americans. These authors assert that multiethnic literature will help minority children better understand who they are, while simultaneously teaching the Anglo American majority children, to respect the contributions and life styles of the minority cultures. Ramirez and Ramirez also contend that a minority child's sense of self will improve by seeing books with characters like him or herself, in the books. Although their perception was that there were not many books to choose from, Ramirez and Ramirez asserted that librarians should utilize the books available. Ramirez and Ramirez envisioned that the books on their list would instill in minority children, a sense of value regarding their diversity, and would promote a multicultural and multiethnic society.

Duran's work, produced 15 to 20 years prior to the above works, proclaimed the same philosophy as the above authors. Duran (1979) described the "Chicano" and "Puerto Rican" literature that existed at that time, as published for the good of children. Duran describes a movement in which poets, anthropologists, sociologists, and educators, were all joining in the new trend to make children's literature an avenue for the awareness of the contributions and history of Hispanics; this message was intended for both Hispanic children and non-Hispanic children; these writings also had as an objective, defending against the Americanization of Hispanic children.

His work also asserted that Hispanic books should be multi-formatted; this would mean that there would be books containing text that was English-only, Spanish-only, or bilingual, simultaneously available to the public. He described how the bilingual formats could have the English and Spanish versions on the same page, separated as two parts within the same book, or as a two book set. Duran pointed out that some of the existing bilingual books even included word glossaries, pronunciation instructions, or other educational features.

He also discussed the utility of bibliographies, as well as the formatting of books. According to Duran, librarians could look to the compilation of books provided by authors such as Trejo, Woods, Barrios, Vivo, Cabello-Argandoña, and Padilla, in order to know which books to select for their collections. Furthermore, with what Duran described as a growth in the past 20 years, of "Latino-owned or oriented, publishers, producers or distributors of Latino materials," librarians had access to a wider selection of materials. Duran also proffered his belief that "Latino" writers presented a much more

favorable view of the Hispanic culture than the "non-Latino" authors who wrote in the 60s (Duran, p. 12).

Specific Programs Designed to Welcome Hispanic Patrons

Now, actual library programs that seem culturally sensitive to the Hispanic population will be presented. Café Libros, sponsored by the Nevada County Public Libraries, has appealing multicultural events such as Open Mike Nite, where teens at the library can read poetry, sing, or read books in Spanish, while the library provides free pizza and free access to the Internet during the program (See http://www.cafelibros.net).

The San Ysidro Branch of the San Diego Public Library has a small Legal Resource Center in the library which contracts with various law groups to do programming in Spanish on immigration law, landlord/neighborhood/tenant law, employee rights, medical patient rights, citizenship, wills, living wills, and estate planning (Alire & Archibeque, 1990, p. 106).

The San Jose Public Library website, under the Teen section, has ongoing events for Hispanic youth in their teen groups, such as tarot readings, meditation lessons, and book readings in Spanish, translated for the non-Spanish-speaking members of the group. (See http://www.sjpl.lib.ca.us/events/monthly.htm). These seem to be culturally sensitive activities, which would feel welcoming to Hispanic youth.

The El Paso Public Library offers more than just a bilingual "Read to Babies" program for Hispanic parents. Their program also addresses prevention of teenage pregnancy, drug prevention, CPR for infants, prenatal care, and parent education (Alire & Archibeque, 1990, p. 106).

Alire and Archibeque also describe a literacy and ESL program hosted by the New York Public Library called "Familias con Libros." This program involves four workshops with daycare for young children, and reading and writing lessons for their parents and older siblings. The families make a photo album at the end of the program, which includes home photographs, as well as photographs taken at the library. The program, however, does more than address literacy; the parents participate in groups regarding parenting issues, while children's books are distributed, and families receive an almanac to start their own home library. This program has proven very effective in promoting future library use once the program has ended (p. 107).

The Houston Public Library held a Spanish-oriented poetry and music program for four consecutive Valentine's days. Poetry reading occurred in two different rooms, one with bilingual poetry, and one with poetry in Spanish only. Children were entertained with an arts and crafts program while their parents listened to the poetry and music. However, some parents chose to stay with their children. A local company donated the snacks (Moller, 2001, p. 32).

The Newark Public Library provides a program called "Gente Y Cuentos" (People and Stories) for Hispanic young adults. This program involves inviting both Hispanic young adults and Hispanic senior citizens to joint book reading and discussion sessions. Hispanic authors wrote the books selected. The program served to demonstrate the library's cultural understanding of the importance of grandparents to Hispanics, and served as a good advertising avenue for the library's bilingual homework hotline for young adults (Alire and Archibeque, 1990, p. 104).

The New York and Queen's Public Library systems offer young adult programming for Hispanic youth, which involve events regarding theatre, rap music, and creative writing. The El Paso Public Library has used special events to recruit Hispanic young adults, such as art workshops and martial arts demonstrations. The library also recruited Hispanic young adults to their teen group by holding a Mardi Gras celebration where the teenagers were encouraged to decorate their bikes and wear costumes of their cultural preference (Alire & Archibeque, 1990, p. 104).

The Tucson-Pima library offers young adult programs for Hispanic youth that include benefits such as a bilingual homework-help center, and for rural Hispanic youth, a program called "Burgers and Books." The "Burgers and Books" program involves bilingual book readings, as well as discussions regarding careers, peer pressure, and drugs. During the young adult group meetings, hamburgers contributed by Burger King are available (Alire & Archibeque, 1990, p. 104).

Moller (2001) describes a storytelling project conducted in South Central Colorado, which serves a rural area dominated by Hispanic residents. A school district librarian joined with a public school librarian to acquire a grant to teach Hispanic grandparents, storytelling skills. The workshops, which covered how to choose appropriate materials, how to read aloud, how to tell someone else's story, and how to tell your own story, cost students $25. The librarians gave scholarships to the grandparents who could not afford the $25. Any grandparents, who finished the training and performed three, storytelling events, were refunded their $25. The grant came from Colorado State Libraries with the purpose of fostering intergenerational communication,

so that students could gain an understanding from grandparents, of the way things were,

and of the Hispanic traditions.

The Queen's Public Library provides programming for Hispanics, which includes

music and dance performances, festivals, poetry readings, bilingual storytelling, author

talks, and craft demonstrations. However, the most popular programs are the cultural arts

programs. The library system assembles cultural arts performers from almost every

country in Latin America and Spain. These events are well attended by Hispanic and

non-Hispanic members of the community. The library system also provides bilingual

lectures and workshops in the cultural dialect of the intended audience. The workshops

and lectures cover topics such as immigrant law, parenting, continuing education, careers,

health, family relationships, and other topics relating to coping with moving to a new

country. The neighborhood libraries even present workshops on topics as specific as

dealing with ADHD or cancer, becoming a home health aide, how to start a child care

business, prenatal care, changes in welfare laws, and dealing with depression.

These programs are advertised with attractive bilingual flyers (English is always

on one side of the flyer in order to not alienate English-speaking patrons), targeted

mailings to cultural and immigrant oriented services agencies, and press releases

published by the ethnic media. The workshops also provide exposure to the "Say Sí"

collection. The Queens Library system maintains a collection called "Diga sí a tu

bibliotheca" or "Say Sí" for short. This collection consists of over 96,000 items in

Spanish covering the following range of topics: cooking, politics, history, parenting, the

occult, computer programming, classics by Spanish speaking authors, American classics

translated into Spanish, and American pop fiction translated into Spanish. Music, videocassettes, and audio books are also a part of this successful collection (Guereña, 2000, pp. 137-138).

The Miami Dade Public Library system provides two programs for children over five, which are extremely popular. The programs, called "La Hora de Cuentos" and "Colorín Colorado" are so popular that Hispanic members of other demographic areas attend, as well as non-Spanish speaking families. The programs are aimed at promoting the Hispanic heritage through finger puppets and regular puppets shows, oral storytelling, flannel board stories, dramatic stories, games, songs, music, bilingual counting games, poems, parent presentations of favorite rhymes and riddles, and a closing round of game songs like "Ring around the roses" in a Spanish version. The attendees of these programs represent the various Hispanic cultures; the attendees share their various cultural versions of songs and rhymes with one another. Parents from these programs report that the programs motivate their children to use their Spanish more, and to learn more about their culture, because they enjoy playing games and listening to stories in Spanish, with their parents (Immroth & Mc Cook, 2000, pp. 21-23).

Summary

It is apparent that there is literature regarding the under-utilization of libraries by minorities, as well as literature regarding addressing the problem through solutions such as recruitment of minority library personnel and educating library students. There is even literature regarding strategies to make libraries more welcoming to minorities, including specific strategies for the Hispanics population. The findings of the Literature Review,

however, show that despite the existing guidelines for welcoming minorities, and Hispanics in particular, there is a relatively few number of libraries following through with the recommendations (Tarin, 1988; Guereña & Erazo, 2000). From 1970 to 2001, authors have published guidelines regarding marketing library programs, collection development, and actual programming, for the Hispanic population. The programs that have followed through with the recommendations presented in this paper were highlighted above. However, the number of programs listed is too small in relation to the size of the Hispanic population.

Furthermore, although this literature review presented some examples of programs that were culturally sensitive toward the Hispanic population, they were not outstanding in two specific areas, exemplary programs of outreach to Hispanics, (e.g., where the services leave the walls of the library), and special training programs (e.g., efforts to make a library's neighboring community, technologically literate, or library/information literate).

The reason these two topics are significant enough to be chosen as focal to this thesis, were discussed earlier in this paper; one reason was to narrow the "digital divide." The other reason was to unite librarians and minorities, through the improvement of reference services; this effort would involve reference librarians providing more culturally sensitive services, as well as minorities becoming more bibliographic or library literate.

CHAPTER 3
METHODOLOGY

A collection of literature regarding under-utilizers in libraries currently exists

(e.g., Rubin, 2000; Eberhart, 2000). As pointed out by Duran (1979), and Guereña and

Erazo (2000), however, literature about Hispanics, in particular, as under-utilizers, was

not published until 1970. This was problematic because the Hispanic population had

been proving itself an emerging majority for centuries. In 1977, Lynch proclaimed that

households headed by a Hispanic person were the households least likely to use a public

library. In addition, currently, Moller (2001) asserts that Hispanics still do not feel

welcome in libraries. The assertions by Lynch and Moller coincide with the claims made

at the beginning of this paper, by Haro (1981) and Stern (1991). Therefore, the issue of

Hispanics as under-utilizers has been a consistent and longstanding problem.

Purpose of the Study

In the Literature Review, a collection of literature was compiled in an attempt to

assess this long-standing problem regarding Hispanics' under-utilization of libraries. The

methods that librarians have attempted to utilize, in order to make Hispanics feel

welcome in libraries (e.g., hiring Hispanic personnel and creating culturally sensitive

programming), were examined.

This thesis investigated the existence of library programs, which attempted to do

more than just recruit and welcome Hispanic patrons. This paper also attempted to take

the literature gap and fill it one level further, with literature that discussed innovative

outreach programs or special programs, such as ones attempting to teach Hispanics,

technological or information/library literacy. Finally, this thesis evaluated a current

Hispanic population as to its opinions regarding libraries and library services, using an

English and Spanish version of a survey, regarding these issues.

Subjects

The questionnaires were offered to individuals in front of the "Ranch Market" in

downtown Monrovia, California. The city of Monrovia consists of 32% Hispanics,

according to the 2000 Census, while the downtown district of Monrovia was recorded as

having a 56% Hispanic population. Participants could be of any age over 18. Volunteers

received $5 gift certificates to the market, for their participation.

Instruments

It should be noted that this survey was an attempt to replicate Haro's "one man"

surveys in the late 60s, which were described earlier in this paper. Some of the same

questions from Haro's survey were asked, along with other questions that have proven

valuable in later surveys. Therefore, the survey was developed to address the reoccurring

themes in the research regarding Hispanics' under-utilization of public libraries. The

following issues have been proposed as explanations for Hispanics feeling unwelcome in

libraries and as possible solutions to remedy this situation:

1) The presence or absence of Spanish-speaking personnel

2) The presence or absence of Spanish-speaking materials

3) The presence or absence of materials of interest to Hispanics

The above issues were addressed by the survey located in the Appendix section of this

paper. Furthermore, the philosophy behind this survey was to obtain answers from

patrons and non-patrons, as in the Haro survey. The hope was to eliminate any bias introduced by interviews conducted at libraries with existing patrons, or by phone interviews. Those methodologies discriminate against under-utilizers and families without phones.

Procedure

The survey was offered to non-Hispanic individuals as well as Hispanic individuals. The volunteers were asked if they preferred to speak in English or Spanish. Completion of the surveys was conducted in whichever language the volunteer chose. The interviewer was present at the market from 3:00-7:00 pm on a weekday, in order to obtain input from families after school or individuals after work. The interviewer was also present at the market on a Sunday from 1:00-5:00 pm; this time slot allowed for the inclusion of participants who went to church in the morning, but who had Sunday evening family gatherings.

The responses of the Monrovia Hispanic residents to the library survey were evaluated to determine if there has been any progress in attitudes toward libraries, over the past few centuries. The answers from the Hispanic patrons were compared to answers from the non-Hispanic patrons, as well as compared to answers from previous research in the Literature Review. The limitation of this research design, however, is that the survey was not administered to a captive audience; therefore, the subject size was relatively small. However, this research design did allow opinions to be gathered from patrons, as well as under-utilizers; if the survey had been administered at a library, which

is a captive audience, then the responses would only have been from existing patrons, not from non-patrons of the library.

Another limitation of this survey is that it could result in a bias toward families who shop at the hours when the survey was administered, and toward families who shop at that market. However, the market was observed for a 30-minute period at 10:00 am on a weekday. Five Hispanic men in their 30s or 40s, 13 Hispanic women in their 30s or 40s, and 4 Hispanic individuals over the age of 55, were present at the market during that short time period. Furthermore, the market is also located two blocks from a park and an elementary school, as well as being located across the street from Home Depot; the Home Depot parking lot is often a heavily populated location for male Hispanics seeking work. Next to the market are a hair salon and a video store. Other shops adjacent to the market are a Viva Discount Toy Store, Pronto Income Taxes, Casa Dental Clinic, a Burger King, a Popeye's, a Radio Shack, a discount clothes store, and a store called Aqua Fresca. Therefore, this market, which contains a carnicería, represents a location that has many adjacent shops, recommended in this Literature Review, as optimal locations to recruit Hispanics. Other locations downtown were monitored for Hispanic patronage. However, these other locations seemed to be attractions for non-Hispanic individuals who traveled from other cities to visit the sites in the downtown Monrovia shops. Given the research findings and the observations of patronage at different locations in Monrovia, the "Ranch Market" proved to be the best option to obtain a sample of subjects who were representative of the actual residents of downtown Monrovia.

CHAPTER 4
FINDINGS: SPECIALIZED PROGRAMS & SURVEY OUTCOMES

Since the purpose of this study was to examine the status of three facets of

librarianship (outreach efforts to the Hispanic population; specialized training for the

Hispanic population in the areas of bibliographic and information literacy; and, current

attitudes of a Hispanic population toward public libraries), results regarding these issues

are presented in this chapter.

Section 1 of this chapter will examine innovative outreach programs. Section 2

will address Specialized Training Programs. Section 3 of this chapter will report the

findings of a survey on a Hispanic population's opinions regarding public libraries.

Innovative Outreach Programs

The following section will describe programs that utilized efforts or strategies,

which seemed to go over and beyond the norm, with regard to engaging the Hispanic

population.

Colley (1998) writes about a progressive Young Adult Teen Library Program in

Phoenix Arizona, which serves youth "ranging from gang members to student council

officers." The Phoenix Parks, Recreation, and Libraries Department sponsors the

program. Services are delivered to approximately 35,000 Phoenix youths through

collaboration with other youth-servicing agencies, and with businesses. The catchment

area of the program has a high percentage of Hispanic residents. This program offers a

diversity of activities in order to match the diversity of the youth that live in the Phoenix

community. The philosophy of the program is to address the whole individual, not just

the brain of the program participant. The program, therefore, provides program participants with physical activities such as the opportunity to go white-water rafting, as well as providing library services such as bookmobiles in Hispanic neighborhoods that provide tutoring and career counseling, during school hours, for suspended students. The program described by Colley also provides opportunities such as free tattoo removal by volunteers who are local businesspersons in the neighborhood.

The Lake County Public Library in Colorado attempted a unique outreach program. It placed parts of its Hispanic collection at a catholic church, a public health office, and a community day care center; items from the collection were to be checked out on an honor-system basis. The library also sent bilingual bookmobiles to neighborhoods with isolated families, such as stay-at-home women who live in outlying trailer courts and who have no access to public transportation. Before the bookmobile began traveling to these areas, however, bilingual staff went door-to-door, advertising the advent of the bookmobile service (Moller, 2001, p. 30).

There are also many innovative programs targeted at Hispanic mothers. The American Academy of Pediatrics started a program at medical clinics in Colorado for Hispanic children, 6 weeks to 5 years of age. The physicians would provide medical care to the Hispanic children and then write prescriptions to the mothers on how to read to their children, and on how often they should do so. The Carnegie Library of Pittsburg, in conjunction with the ALA program called "Born to Read," has a program of outreach to pregnant adolescents. These mothers would receive not only prenatal checkups, and parenting classes, but instruction on the value, and the "How-to" aspects, of reading to

their babies once they are born. The Aurora, Illinois Public Library works with the Visiting Nurse Association to locate mothers with infants; these mothers receive free books to promote reading, in addition to medical assistance with their infants (Moller, 2001).

The Forsythe County Public library system in North Carolina put forth tremendous effort toward outreach services, and discovered that generalization to the library did not result from their outreach efforts. This library system began tailoring their services toward their Hispanic immigrants in 1996. This library assembled a multimedia collection in seven different libraries, after performing a special Hispanic census in 1996, to determine the demographics of their immigrant Hispanic residents. The census discovered that 71% of the Hispanic residents had been in the country less than 3 years. Furthermore, the census showed that the public library was an unfamiliar concept to these residents; that 75% of the residents wanted further education since over half of them of them had the functional literacy level of a second grade student; and, that 89% of the Hispanics had jobs (the County's employment rate was 79%). These residents endorsed spending 65% of their free time in church and endorsed wanting to learn English. The survey also led the library to conclude that their libraries were inaccessible to their Hispanic population because: 1) the population was so new to the country; 2) transportation to the library was a major obstacle for this population; and 3) the immigrants had a mistrust of the government.

Therefore, the libraries built their collections by placing all Spanish materials, whether in print, audio-visual, or E-book formats, in one central and visible location, with a large red sign with white letters. Before acquiring these Spanish materials, a Hispanic librarian who was fluent in Spanish, interviewed a group of Hispanics who were receiving

tax assistance on a Saturday at a local high school, to find out what materials they would want in a collection. The survey indicated that the Hispanic population, which was primarily immigrants, wanted magazines, romance novels, novelas, Western bolsilibros, and music of all types (from ranchero to classical). The print materials included text with large font, written at an easy-reading level, and enhanced with illustrations. A "Gift book" program similar to the "Mail a Book" program in Queens was the main marketing strategy for the library system; Hispanic residents received a certificate good for 12 books, in the mail. The families could use the certificates to acquire free books in exchange for filling out a library card application. This activity would represent that Hispanic family's first interaction at the public library; Spanish and English dictionaries, as well as books for every age member of the family, were available through the "Gift Book Program."

The library system also had a staff member join the board of the Hispanic Service Coalition, various churches, the YMCA, the Boys and Girls Club, the Visual Art Center, a local community college, and various public school committees, in order to collaborate on library outreach efforts. The libraries set up collections or made presentations, at all these centers, as well as at sites with nutritionists or other health care providers. The library also attempted holding functions and festivals with the popular local bands as guest-stars, as well as advertising their functions and resources through local media avenues. However, none of these efforts was successful in drawing much response from the immigrant Hispanic population. After a couple years of extraordinary outreach attempts at serving this population, the library system concluded that services for this community needed to occur only in the community. Given the population's commitment to work and church (leaving them little free time), transportation barriers, and mistrust of the unknown, the Hispanic

immigrant population was not going to generalize from attending the programs in their community, to attending the public libraries. The Forsythe County Public library system decided to apply for grants that would only sponsor services in the community (e.g., at local churches or apartment complexes) or that would sponsor radio educational programs, which the population could learn from, in the comfort of their home. The library system also received feedback that this immigrant population: 1) did not see the library as a place to spend their free time; 2) was resistant to commit to certain times; and 3) considered education as the school's responsibility, not theirs in conjunction with the library (Guereña, 2000, p. 143).

The Monrovia Public Library in California has a fine outreach program called "Road to Reading/El Camino a la Lectura." The librarians hold bilingual classes for mothers and toddlers at a church, and a Boys and Girl's club, in the Hispanic neighborhoods that the librarians are trying to reach. The program occurs two days per week in the morning. The children and parents participate in a story time program for toddlers ages 2-5. The classes include 60 minutes of stories, songs, fingerplays, and creative activities. The library also has a bilingual class for parents to learn how to read to their children. This program is co-operated by the Monrovia library and two neighboring city libraries. The 1-½ hour classes rotate through the three different libraries on different weeks. Information regarding this program, called the SPARC Families for Literacy Reading Club, is available at http://ci.monrovia.ca.us .

The above listed programs were presented because they either used innovative outreach techniques or exhibited sheer tenacity in their attempts to make the Hispanic

population feel welcome. The next section will describe programs that have attempted to

engage the Hispanic population in bibliographic or technological instruction.

Specialized Training Programs

A program in Boulder, Colorado, is an example of a program that performs

exceptional outreach as well as addressing technological and bibliographic literacy. This

program uses volunteers from the Hispanic community extensively and handles these

volunteers in a culturally sensitive manner. The program does not have them follow the

standard volunteer procedures, such as turning in hours on a certain schedule, because the

program felt that the standard procedures were not congruent with the volunteers' cultural

values. Staff often even drive to the library. It should be noted, however, that these

cultural accommodations were considered successful since these volunteers from the

Hispanic community were integral contributors to the Spanish-speaking collection

development process.

This collaborative effort resulted in a collection of Spanish materials, which

included books, magazines, audiotapes, videotapes, and arts and crafts items. These

materials were not only made available at the library, but were provided at designated

"community houses." Materials for adults and children were available at these

homes/centers in the community, along with homework help, assistance with filling out

library card applications, and storytelling instruction. Staff also developed Spanish

brochures that advertised classes on how to understand the Dewy Decimal system and

how to use the library. The library's assessment efforts also determined that the Hispanic

community wanted technological instruction. The library staff, however, felt that one-on-

one sessions were more culturally sensitive to the Hispanic population, than services

where the Hispanic individuals would participate in a group workshop regarding using

computers and the Internet. The individual lessons began with sessions on how to use the

OPAC system and proceeded to topics that were more difficult. It should be noted, that

many of the OPAC students went on to be volunteers who taught other Spanish-speaking

members in their community, about how to use the library's OPAC system.

Members of the Boulder Hispanic community asked that staff translate the

library's Calendar of Events into Spanish. The library also responded to the community's

desire for an international, family-memory, story-telling program. The library developed

a program where Hispanics of different countries shared their cultural and historical

experiences with other members in the program of different ethnicities. These program

volunteers also organized events where the different ethnic members of the Hispanic

community could share their individual cultural traditions, and celebrations.

Furthermore, the library, in conjunction with these Hispanic community volunteers,

began an Oral Latina/Chicano History Project.

The Boulder library system attributes its success with this Hispanic population to

many factors, such as support from the administration and collaboration with community

agencies. These two specific factors have enabled librarians to do the outreach work

necessary, rather than constantly spending their time justifying the outreach work to the

Hispanic population. Furthermore, the librarians were able to spend their time obtaining

assistance from community agencies for activities such as transporting materials to the

community, and/or putting together culturally sensitive and appropriate programs (Guereña, 2000, pp. 194-203).

Moller (2001) described successful computer training programs provided by libraries, aimed at preschoolers and their parents. The libraries used preschool oriented materials so that the bright animation would attract the preschoolers, and so that the computers would not intimidate the parents; the selected curriculum software was found to be of a non-threatening nature to the adults, due to its basic/elementary demand level.

In Philadelphia, the Ramonita G. de Rodriguez branch library is conducting a project, with a $50 million technological grant, dedicated to an outreach program for the disadvantaged in the branch's catchment area. The library provides free computer training ranging from the use of the Internet, to the use of software such as Microsoft Word, Access, PowerPoint, Desktop Publishing, etc. The branch's catchment area serves an area called the "American Street Empowerment Zone." The Zone's demographic characteristics, according to the 1990 Census, include a population of 15,486 residents, and a racial distribution, which is sixty-one percent Hispanic, 20% White, and 18% Black. The Census also indicated that fifty-three percent of the residents in this area had incomes below the poverty level (Venturella, 1998).

The Tucson-Pima Public Library delivers bilingual literacy and GED program services, outside of the library, at community agencies frequented by their Hispanic population. Books are checked out on an honor system basis at these community agencies. For mothers who are in this program and have children at Head Start, the library hosts story time at their children's respective Head Start programs. Meanwhile,

the mothers receive more than GED and literacy assistance; they are given an

introduction to library literacy, as well an invitation to the "Parents as Publishers"

program. In this publishing program, the Hispanic mothers write short stories for their

children and for the grandmothers in their extended family. The library then binds the

stories in a professional book format, and hands the graduating mothers diplomas; the

diplomas are a combination of the mothers' books of short stories and bilingual booklets

called "Let's Read Together." These booklets contain a reading guide and a

bibliography of books for Hispanic parents to read to children of all ages (Alire and

Archibeque, 1990, p. 107).

The Pasadena Public Library system not only provides quarterly bilingual Internet

classes, but also devotes one of the ten branches of the library system, completely to the

Hispanic community. The outstanding feature of this library branch is that it a part of a

community center. Therefore, there is not only a little library on site, but also a computer

center, a basketball auditorium, and a softball field. See http://ci.pasadena.ca.us/library/

for more information.

The Oxnard Public Library has a research skills program targeted at Hispanic

children. They call the program for children in grades 3-5, the "Junior Information

Professional" program, while the program for children in grades 6-8 is the "Junior

Information Specialist" program. The participants graduate after 10 consecutive weeks of

45-minute classes that address utilizing references. The program culminates with a

graduation ceremony where staff award the participants with diplomas. This technological

literacy program performs its marketing through a partnership between the library system and the school district (Alire & Archibeque, 1998, p. 103).

Venturella (1998) also describes the teen programs at the Ramonita G. de Rodriguez branch of Philadelphia. One called the Internet Mentoring Program for Teens, links Hispanic neighborhood teens with community organizations. The teens volunteer their time helping an organization in exchange for learning skills about HTML coding, graphics, and creating personal websites. The library branch also has an after-school program to assist teens with homework.

The Queens Public Library system averages 3000 students between their multiple ESL programs. About half of the participants are Hispanic. There are 73 classes between the central branch and the other 62 branches. The participants not only learn how to read and write in English, these participants receive instruction that addresses how to use libraries, self-help skills, coping skills, and technological skills. There are three levels of ESL classes, for beginning students to advanced ones. The beginners classes help patrons become literate in their own language. The intermediate classes receive bibliographic instruction along with their ESL training, while the advanced classes receive technological literacy along with their ESL training. Staff market this bilingual program through flyers to over 350 city agencies in Queens.

The Queen's library system also used the STF3 (U.S. Census Summary Tape File 3) to identify the nationality of their Spanish-speaking residents in different boroughs. The library system then tailored programs and book collections to those specific populations. The library system followed their research and collection development

efforts with a "Books-by-Mail" program in seven languages; this program identifies the demographics of block groups or zip codes and then mails out a list of free books, from which members of all non-English speaking communities, can order four free books. Staff send the books in reusable bags with postage paid, self addressed labels. Hispanic circulation using the reusable mailbag exchange has the second largest circulation (Alire & Archibeque, 1990, pp. 106-107; Guereña, 2000, pp. 135-137).

Alire and Archibeque (1990) also describe a program provided by the Santa Monica City Public Library system in California. The library holds a series of bilingual programs addressing self-esteem, assertiveness training, preparation for college, Internet training, and health issues. The library also hosts career exploration days where Hispanic professionals share their histories and provide career tips for the Hispanic young adults in attendance. There is also a young adult program at the Oxnard Public Library in California called "Teens and Tots." In this young adult program, the library joined forces with a local health clinic to develop a program for teen mothers. This program hosts events regarding reading to children, self-help skills, and an introduction to library literacy (p. 104).

The Public Library for Charlotte and Mecklenburg Counties, in North Carolina, offers a year-round training that involves four, 2-hour bilingual computer sessions, with 10 people in each class. This program reportedly has a long waiting list of Hispanic individuals who are interested in participating in these Internet classes. Graduates from the program receive a diploma and tend to volunteer as assistants in future classes

(Moller, 2001, p. 30). This library also offers, for $25, access to many databases

including Spanish encyclopedias and a preschool website (Jasco, 2002).

The Institute on Library Services to Migrant and Seasonal Farm Workers in

Florida held a workshop in June of 1998 for 40 school, public, and community college

librarians from 14 Florida Counties and 2 Texas cities. The training addressed how to

increase and improve library services to families of migrant and seasonal farm workers.

The trainees received instruction regarding the daily language and culture of these farm

workers. Trainers had the trainees make posters and flyers in Spanish for their libraries.

Trainers held planning and evaluation sessions. The trainers gave trainees a tour of

farms, the local Mission, and a Migrant Worker Program already established by one of

the county school library systems. At this workshop, the trainees learned about

programming tips, marketing tactics, and collection development policies for Spanish-

language materials. The training ended with a performance by a bilingual storyteller.

The trainees were all eager to attend a follow up workshop scheduled for the following

year (McCook, 1998).

The University of California at Riverside developed a Virtual Resources center

through an initiative called the Riverside Community Digital Initiative. This initiative

funded a computer laboratory and computer education center for the Hispanic population.

The center is located at the Cesar Chavez community center, which serves the East side

of Riverside, and which targets youth between the ages of 12 to 23. Meanwhile, the

Chicano Studies Research Library at the University of California, Los Angeles,

developed a training program that not only taught technological literacy, but also

informed the Hispanic population about the importance of not being "left out" of the Technological Revolution. The library's efforts were motivated by 1992 studies showing that nationwide, the average Hispanic student's school had 19% fewer computers per capita, than the average non-Hispanic student's school. Studies also showed that the average Hispanic student's elementary school used advance tools, with 40% less frequency, than the average non-Hispanic student's elementary school (Guereña, 2000, pp. 190-191, 237-238).

The Northern Manhattan Library district established an outreach and bibliographic instruction program which has been very successful. This program called CLASP (Connecting Libraries and Schools Project) was originally sponsored by the De-Witt Wallace Reader's Digest Fund, in an attempt to bring Hispanic readers into the library; the program recognized that its majority population, (67% of the Northern Manhattan district's residents were Hispanic), was underutilizing their library services. The outreach librarians decided to go into schools at hours when parents would be receptive. They would make entertaining presentations regarding how important it was to read to children, even if a parent could not read. The outreach librarians would bring books with no pictures, so that they could explain how to make up stories with the picture books, for the parents who could not read. They would also bring non-picture books, written in Spanish, to teach literate parents how to read to their children.

The librarians also stressed to the parents, how important it was to teach their children Spanish. The librarians explained that the children would learn English better if they learned Spanish thoroughly, and that their children should learn about the Hispanic

culture from their parents. These parent workshops at the school also contained lessons

regarding all types of storytelling, such as stories with finger puppets, flannel boards, and

origami. The workshops would not last more than 30 minutes in order to maintain the

parents' attention. Interwoven into the storytelling presentations, were promotions of the

library's ESL materials and Spanish books for adults, as well as bibliographic instruction

(Immroth & Mc Cook, 2000, pp. 41-44).

In Santa Ana, California, the Adelphia cable company volunteered to provide

broadband access to an adult-education program aimed at teaching Mexican Americans

how to access the Internet. The National Association for Minorities in Cable, and the

Mexican American Opportunity Foundations, sponsored this program. The program was

an effort between Adelphia and its sponsors to bridge the digital divide for Hispanics

(Hogan, 2002).

The programs listed in the above section were examples of the types of strategies

that libraries could use to recruit sponsors, and/or participants, of specialized training

programs directed at educating the Hispanic population about bibliographic and

technological literacy.

Survey Results and Discussion

Sixty-four subjects agreed to fill out a survey regarding public libraries, when

approached by this researcher on the sidewalk outside of the "Ranch Market" in

downtown Monrovia. The 2000 Census indicated that 56% of the residents in downtown

Monrovia were Hispanic. Therefore, as explained in the Methodology Section, the

location for the survey administration was chosen so that the majority of the survey

participants would be Hispanic. Fifty-six of the subjects who agreed to participate in the study were Hispanic. Eight of the subjects who agreed to participate in the study were not Hispanic. The choice of location for administration of the survey generated the desired results. Eighty-eight percent of the subjects were Hispanic (56/64).

The survey consisted of nine questions. The questions were grouped into four main categories: 1) library usage; 2) language usage patterns; 3) demographical information; and 4) evaluation of public libraries. Any subject who had never been to a public library, only had to answer the five questions that pertained to the first three categories. These subjects did not have to answer the other four questions that pertained to category four. Since there were eleven subjects, who had never been in a public library, eleven subjects answered only the five survey questions that pertained to categories 1-3. The remaining 53 subjects answered all nine questions, including items addressing the subjects' opinions regarding public libraries. It should be noted that the eleven subjects who had never been to a public library were all Hispanic.

The eleven subjects, who endorsed that they had never used a public library, were prompted to answer question #3. The remaining 53 subjects who had been to a public library, skipped question #3 and proceeded to question #4, because question #3 was not relevant to them. Question #3 asked non-"library-goers" to indicate why they had never been to a public library. Three explanations for this lack of usage were listed for the subjects to accept or reject, while a fourth option was written in the form of an "other response." This fourth response read "Another reason_____." The first three responses included these options: 1) "There is nothing interesting or useful in the public library"; 2)

"There are not enough items in Spanish in the library"; and 3) "There is no one to help

me because most of the public library workers do not speak a language other than

English." Only six of the non-"library-goers" elected to use the "other response" option

and provided in the fourth response, "Another reason_____" for not having used a public

library. These six subjects filled in this blank with the following statements: 1) I do not

have time; 2) I do not know where the nearest library is; 3) There are no Spanish-

speaking workers; 4) There are not enough Spanish materials; and 5) My family brings

me things so I do not have to go.

    The answers to the first three options of Question #3 followed a specific pattern.

Five of the subjects endorsed option #1 as the reason they had never been to the library;

seven of the subjects endorsed option #2 as the reason they had never used a public

library; and, eight of the subjects endorsed option #3 as the reason for not having been to

a public library. Since 26% of the subjects endorsed option #2 and 27% of the subjects

endorsed option #3, this author concluded that the two major reasons the subjects had not

been to a public library was because of their belief that there was a lack of Spanish

materials and Spanish-speaking workers. Since only 19% of the subjects endorsed option

#1, this author did not conclude that the lack of interesting or useful items was a major

obstacle to these Hispanic subjects' use of the library. The author drew the above

conclusions, not only from the percentages associated with an endorsement of an option.

The conclusions were also made because some of the subjects endorsed options #2 and

#3, and also spontaneously stated in option #4, (the "other response" option), that they

felt there was a shortage of Spanish materials and Spanish-speaking personnel at the

public library. The implications of these findings are discussed in the upcoming

paragraphs of this paper.

After answering question #3, the eleven non-"library-goers" were prompted to

skip questions 4-7, and proceed to questions 8 and 9. Question #8 addressed

demographical information and is discussed later. Question #9 was another "other

response" option, where the subjects were invited to "add any additional comments."

The 53 "library-goers" were also prompted to answer question #9. Seventeen subjects in

total answered this ninth question. Hispanic subjects provided fifteen of the seventeen

responses and non-Hispanic subjects provided two of the seventeen responses. The

content of the "additional comments," and their implications, are discussed in the

upcoming analysis paragraphs of this section.

Question #4 was only applicable to the 53 "library goers," not the 11 non-"library

goers." The subjects were asked to indicate in question #4, what items they were looking

for the last time they went to a public library. They also had to indicate whether the

items they sought were for adults, teens, or children. Fourteen types of materials were

listed in an "accept" or "reject" format, and one item was provided as an "other

response." The "other response" asked the subjects to list "Other types of materials,

information, and services _____" that they were seeking during their last

visit to the public library. See the appendices for the fourteen types of items listed under

question #4. The upcoming analysis paragraphs of this section, address the pattern of

endorsements by the 53 "library-goers," and compares the Hispanic and non-Hispanic

endorsement patterns. Nine of the 53 subjects answered the "other response" to question

#4. Six of the responses were from Hispanic subjects while three of the responses were from non-Hispanic subjects. The exact content of the nine "other responses" is detailed in the following survey analysis paragraphs of this section.

Questions #5-7 also only applied to the 53 "library-goers," not the eleven non-"library-goers." Question #5 addressed whether the subjects had asked for help, and whether the subjects had received sufficient help, during their last visit to the public library. Question #6 asked the subjects to indicate if they had found what they were looking for during their last visit to a public library. Question #7 instructed the 53 subjects to make qualitative evaluations of sixteen different library collections at the library they last visited, if they were familiar with the collection. See the appendices for the sixteen collections included in the survey. A discussion of the responses to questions 5-7 can be found in the survey analysis paragraphs of this section of this paper.

While questions #3-7 addressed opinions regarding public libraries, questions #1-2, addressed library usage and language usage patterns. Question #8 gathered the subjects' demographical data. These three questions were relevant to all 64 subjects. Question #1 asked whether the subject had ever been to a public library. Questions #2 addressed language usage in terms of 1) What was the language spoken most often at home; 2) How often does the subject speak English; and 3) How often does the subject read English. Question #8 addressed demographical data by asking four questions: 1) What is your zip code; 2) Do you work in Monrovia; 3) What age range describes you; and 4) What is your race? The pattern of responses to questions 1, 2, and 8 are discussed

in detail in the survey analysis paragraphs of this section of the paper; percentages and comparisons between Hispanic and non-Hispanic subjects are provided.

The trends in the answers of the Hispanic subjects' matched the trends found in the literature, with the exception of one; only 20% (11/56) of the Hispanic subjects had never been to the public library. Haro's surveys in the late 1960's indicated a higher percentage of Hispanic individuals who had never used a public library (65%). However, the major reasons given for not going to the library were the same as presented in the literature; the 11 subjects tended to endorse the belief that there are no Spanish materials and no Spanish-speaking personnel in the library. Even some of the Hispanic subjects who had been to the library, spontaneously voiced these two beliefs. Thirteen of the 56 Hispanic "library-goers" spontaneously wrote in the "additional comments" section, that libraries needed more Spanish materials and/or Spanish-speaking personnel. Other spontaneous "additional comments" were as follow: one of the 56 Hispanic subjects wrote that he did not know where the nearest library was, while another one of the 56 Hispanic subjects praised the city of Monrovia library, and a library of an adjacent city. Those were the only "additional comments" provided by the Hispanic subjects (15/56).

Some of the Hispanic subjects who had never been to a library, stated that they did not have time to go to the library. This was not one of the items listed for the subjects to accept or reject, but was given spontaneously by subjects as an "other reason" for why they had never attended the library. The literature has discussed that between working and church, Hispanics do not feel there is time for going to the library. Other original and spontaneous reasons given were "I do not know where the nearest library is" and

"my family brings me items from the library so I do not have to go." Some respondents circled the listed item indicating the lack of Spanish-speaking personnel as a reason for not going to the library. These same subjects then also wrote in as an "other reason" for never having gone to the library, that "there was no one who spoke Spanish working at the library" or "there was no one to help them at the library because the workers all spoke English."

Another trend found was that the Hispanic subjects who had never attended a library, all endorsed Spanish as the major language spoken in their home. Those 11 subjects who stated they have never been to a library, constituted 20% of the respondents who stated they spoke Spanish, not English, as the dominant language in their home. Of the 56 Hispanic subjects, 50 (89%) endorsed Spanish as their predominant language as opposed to six subjects (11%) who endorsed English as their predominant language. This pattern was also congruent with the Hispanic subjects' reading and conversational approach to the survey. Only six of the Hispanic subjects chose to use an English version of the questionnaire. Those same six subjects were the only subjects who spoke to the researcher in English; the other subjects spoke to this researcher in Spanish.

The difference between the Spanish-speaking subjects who had never attended a library, and those who had, was demonstrated in the pattern of English usage at home. The Spanish-speakers, who had never been to a library, endorsed that they "never or sometimes" spoke English at home and "never" read English at home. The Spanish-speakers who had been to a library, mainly endorsed that they "sometimes" or "always" spoke English at home and "sometimes" or "always" read English at home. There were

only four of the 45 Spanish-speakers who had been to the library, who endorsed that they "never" read English at home; none of the Spanish-speaking "library-goers" endorsed that they "never" spoke English at home.

Another trend in the literature, replicated by this study, was the types of library materials used by the Hispanic subjects. In this survey, adults tended to utilize the library to obtain books, English-literacy materials, Spanish materials, and newspapers. Some adults also endorsed obtaining magazines, videos and computer related items, as their reason for visiting the library. This pattern of library usage was consistent with the findings presented in the Literature Review. Hispanic subjects, in contrast to the non-Hispanic subjects, however, also used the library often for their children. Forty percent of the Hispanic subjects endorsed seeking out materials for their children while only 20% of the non-Hispanic subjects marked that they had done such.

The literature review discusses how Hispanics see the purpose of the library as an educational avenue for their children. Hispanic adults tended to visit the library to find books for their children to use in the library, and to check out books and Spanish materials for their children. Some adults also acknowledged checking out videos and English literacy materials for their children. The non-Hispanic adults tended to utilize the library for all types of materials, except for Spanish materials and CDs. The 20% of the non-Hispanic subjects who checked out items for their children, checked out a variety of items without a clear-cut pattern. The "other response" option for this question about what items the subjects were looking for the last time they went to the library, was answered by 3 Hispanic subjects and 2 non-Hispanic subjects. The Hispanic subjects'

answers to the "other response" option, were "educational materials," "history books," and an "American History book for a school project." The non-Hispanic subjects' answers to the "other response" option, were "large print books" and "adult fiction."

The Hispanic subjects also seemed to differ from the non-Hispanic subjects in terms of how they evaluated the collections at the last library they attended. The subjects were asked to rate different collections ranging from career materials, to encyclopedias, to English literacy materials. The rating scale involved marking a "1" if the collection was considered poor and needed a lot of improvement, and a "5" if the collection was excellent and not in need of any improvement. The ratings of "2," "3," and "4" were representative of the relative needs for improvement, between "1" and "5." The number of total points that could have been earned, given the number of respondents who graded that collection, was contrasted with the points earned by a certain collection. N/A responses were disregarded from the formula completely. A subject was instructed to mark not applicable if he or she did not have knowledge of any one of the listed collections of the library. If an item received 80% or more, of the possible points it could have received, had everyone who graded that collection given the collection a "5" rating, the item was rated as "excellent." If a collection received 70% or more, it received a "good" rating. Sixty percent or more equaled an "OK" rating, 50% or more equaled a "weak" rating, and any percentage under 50 was considered "poor."

The Hispanic subjects only rated one collection as "weak," the Spanish materials collection. All the other collections were rated "OK" or higher. The non-Hispanic population rated two collections as "weak" (immigration materials and parenting

materials) and one collection as "poor" (homework help). It was interesting that the non-Hispanic population marked the Spanish materials collection as "excellent," even though only one of the non-Hispanic subjects marked having used the library for Spanish materials. Under "additional comments," one non-Hispanic Monrovia resident spontaneously wrote "good work." One other non-Hispanic subject made an "additional comment." That subject was not a Monrovia resident and wrote, "Libraries need more materials regarding special needs children like the Autistic Spectrum Disorder, teen parents, parenting, and career training." The 15 "additional comments" made by the Hispanic subjects were described earlier in this section.

The Hispanic subjects, however, did not differ much from the non-Hispanic subjects with regard to their quick evaluations of their last experiences at the library. Seventy-eight percent of the Hispanic subjects asked for help during their last visit and 86% of those who asked for help, acknowledged receiving the help they needed. Sixty-three percent of the non-Hispanic subjects asked for help during their last visit and 100% of those who asked for help endorsed receiving the help they needed. Eighty-two percent of the Hispanic subjects marked that they found the items they were looking for, while 88% of the non-Hispanic subjects acknowledged that they found the items they were looking for, during their last visit to the library.

The Hispanic and non-Hispanic subjects also had similar residential and occupational demographics. Slightly over half of the Hispanic subjects lived in Monrovia, with 51/56 of the Hispanic subjects living in Monrovia or two adjacent cities. Half of the non-Hispanic subjects lived in Monrovia, with 7/8 of the non-Hispanic

subjects living in Monrovia or two adjacent cities. Forty-two of the 47 Hispanic subjects, who did not work in Monrovia, lived in Monrovia or two adjacent cities. All six of the non-Hispanic subjects, who did not work in Monrovia, lived in Monrovia or two adjacent cities. Age demographics for the two groups, however, did differ. As many census reports have shown, the Hispanic population appears to be younger than the majority population. Forty-three percent of the Hispanic subjects were under the age of 45. Thirteen percent of the non-Hispanic subjects were under the age of 45.

CHAPTER 5
CONCLUSIONS

Summary of Findings

Literature does exist discussing the under-utilization of libraries by minorities,

and discussing how this under-utilization can be addressed through recruiting

multicultural library personnel and educating library students. There is also literature

regarding strategies to make libraries more welcoming to minorities, as well as

handbooks on working with Hispanics, in particular. The findings of this masters thesis,

however, conclude that despite this existing literature, there are still too few libraries

following through with the recommendations in the literature.

Guidelines, which have been published from 1970-2001, have presented strategies

regarding marketing library programs, collection development, and actual programming,

for the Hispanic population. This thesis did present some wonderful programs, which

have followed these guidelines to create innovative outreach programs and specialized

trainings in the areas of bibliographic and technological instruction. The libraries listed

in this study have used mailbag programs, kiosks in community centers/malls/apartment

complexes, collaboration with Latino agencies/other libraries/businesses, targeting

programs/materials to the different ethnic cultures that make up the Hispanic population,

and many other strategies. However, the number of programs listed, is too small in

relation to the size of the United States Hispanic population.

Nevertheless, it should be noted that the survey administered in this study showed

a significant increase in Hispanic patronage and satisfaction with public libraries, since

the late 60s when Haro performed his studies. Haro found that 65% of his Hispanic subjects had never been to the public library, while this study found that only 20% of the Hispanic subjects had never been to the public library. Therefore, it appears that the various cities' efforts at outreach and specialized training, cited in the research "Findings" section of this paper, are improving the relationship between Hispanics and public libraries.

Limitations

Although the ideas presented throughout this paper are being followed to some degree, the follow-through by libraries seems to be limited to certain demographical regions: California, North Carolina, New York, Arizona, Minnesota, Pennsylvania, Florida, Colorado, Texas, Newark, and Aurora, Illinois. However, it is possible that the findings are an artifact of the research method. For example, maybe there are actually more libraries practicing the guidelines provided throughout this paper, but no one has published any articles regarding their efforts, thereby preventing them from being accounted for in this thesis. This author would never have known about the program in Pasadena, California, if she had not done an internship at that library. Similarly, this author would never have known about the outreach program in the city of Monrovia if this author had not chosen that city as the site for the survey administration.

Artifacts of the research method may also have affected the survey results. The Hispanic population studied was a relatively acculturated group. This would tend to bias the findings in favor of libraries in comparison to a study, which would involve recent Hispanic immigrants. However, when the sample in this study is compared to Haro's

study of East Los Angeles and Sacramento residents, the demographics are very similar.

Fifty-six percent of Haro's subjects endorsed reading and speaking English, but speaking

primarily Spanish in the home. Seventy-three percent of the subjects in this study

endorsed having read and spoken English, but speaking primarily Spanish at home.

Therefore, the samples in these two studies are fairly similar; the subjects in both studies

were randomly selected from the sidewalk, they were not sampled from a library

population, and they were both solicited from city streets (as opposed to rural

populations).

Furthermore, it is possible that more libraries might have developed similar

programs but have not been able to implement them due to the drastic budget cuts facing

libraries today. Some libraries may even have a designated budget, but are encountering

a shrinking market from which to acquire bilingual materials. As described earlier in this

paper, this shrinkage is the result of state budget cuts and the elimination of bilingual

education. These two factors have resulted in publishers being hesitant to invest in

bilingual materials. However, a couple of authors were cited who provided lists for

anyone interested in finding publishers, distributors, and vendors of bilingual materials

and/or materials written in Spanish.

<u>Future Research Directions</u>

Since it appears on the surface that not enough programs are implementing the

recommended guidelines for welcoming Hispanics, given the size of the United States

Hispanic population, perhaps the ALA or the California Library Association could survey

libraries in the geographical regions that have a heavy Hispanic population, for programs

targeted at the Hispanic community. This could serve to motivate libraries to implement the known guidelines, or to identify the libraries, which need training in this area. It is further suggested that the variables of acculturation and income-level be measured, in order to study the effects of these variables, on Hispanic patronage and opinions of public libraries. The income-level was not included in this study because this researcher felt it was a sensitive topic, which would alienate the subjects. However, it is an important variable, and should be included in future library-satisfaction studies, particularly in geographical areas where a large immigrant population resides.

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APPENDIX A

Un Cuestionario sobre las bibliotecas públicas

1.¿Hace usted utilizado siempre una biblioteca pública? Sí___No____

2a.¿Cual lengua usa Ud. la mayoría del tiempo en la casa?_____ 2b.¿Ud. habla Inglés cómo a menudo? Nunca___A veces___Con frecuencia___

2c.¿Ud. lee Inglés cómo a menudo? Nunca___A veces___Con frecuencia___

3. Si su respuesta a número 1 era "sí," sigua Ud. a número cuatro. Si su respuesta a número 1 era "No," por favor marque el razón ó los razones para que no haya ido Ud. a la biblioteca pública.
a)No hay cosas de interés ó utilidad en la biblioteca pública._____
b)No hay suficientes materiales in Español._____
c)No hay alguien en la biblioteca pública con quién puedo pedir ayuda porque la mayoría de la gente que trabajan allí no hablan español._____
d)Por otra razón_____.
     Si Ud. contestó esta pregunta, vaya por favor a número 8 y 9.

Nos gustaría saber sus opiniones al respeto de la colección de la biblioteca que Ud. usó lo más recientemente posible y de su experiencia ese día. Aplica sus opiniones a preguntas 4-7.

4.¿Ud. estaba buscando materiales en cuales áreas? Círculo todos los que aplican.

Libros para usar en la casa	Para Adultos	Para Adolescentes	Para Ninos (0-12)
Libros para usar en la biblioteca	Para Adultos	Para Adolescentes	Para Ninos (0-12)
Libros de casete	Para Adultos	Para Adolescentes	Para Ninos (0-12)
Libros de disco compacto	Para Adultos	Para Adolescentes	Para Ninos (0-12)
Videos	Para Adultos	Para Adolescentes	Para Ninos (0-12)
DVD	Para Adultos	Para Adolescentes	Para Ninos (0-12)
Música de disco compacto	Para Adultos	Para Adolescentes	Para Ninos (0-12)
Música de casete	Para Adultos	Para Adolescentes	Para Ninos (0-12)
Revistas	Para Adultos	Para Adolescentes	Para Ninos (0-12)
Periódicos	Para Adultos	Para Adolescentes	Para Ninos (0-12)
Información de la Internet	Para Adultos	Para Adolescentes	Para Ninos (0-12)
Información de recursos electrónicos	Para Adultos	Para Adolescentes	Para Ninos (0-12)
Materiales en Español	Para Adultos	Para Adolescentes	Para Ninos (0-12)
Materiales en Inglés	Para Adultos	Para Adolescentes	Para Ninos (0-12)
Otra tipa de información, materiales, ó servicios_____	Para Adultos	Para Adolescentes	Para Ninos (0-12)

5. ¿Ud. tenía que pedir ayuda durante su última visita para encontrar información ó servicios? Sí___ No___ ¿Encontró Ud. ayuda suficiente? Sí___No___

6. ¿Durante su última visita, Ud. encontró lo que buscaba? Sí___No___

7. Por favor indique la puntuación más adecuada entre "1" y "5," ó "no aplicable" para evaluar la calidad de las materiales en las siguientes colecciones de la última biblioteca que Ud. usó:

	Deben Mejorarla →		Excelente		(No Aplicable)	
Negocios/Carreras	1	2	3	4	5	N/A
Materiales para cuidar a niños	1	2	3	4	5	N/A
Materiales de ayuda con tarea	1	2	3	4	5	N/A
Libros de esfuerzos personal	1	2	3	4	5	N/A
Libros de poesía	1	2	3	4	5	N/A
Diccionarios/enciclopedias, etc.	1	2	3	4	5	N/A
Libros de historia mundial ó local	1	2	3	4	5	N/A
"Cómo-a" libros de la manía	1	2	3	4	5	N/A
Materiales sobre emigración	1	2	3	4	5	N/A
Materiales sobre el gobierno	1	2	3	4	5	N/A
Salud física ó mental	1	2	3	4	5	N/A
Tecnológica computerizada	1	2	3	4	5	N/A
Libros en letra grande	1	2	3	4	5	N/A
Materiales en Español	1	2	3	4	5	N/A
Libros sin palabras para niños	1	2	3	4	5	N/A
Materiales para aprender Inglés	1	2	3	4	5	N/A

8. Favor de llenar la siguiente sección, solamente para ayudarnos en obtener información demográfica. La información es completamente confidencial.

Acerca de Ud.:
1. ¿Cuál es su zona postal? _____
2. ¿Trabaja Ud. en Monrovia? Si___ No___
3. ¿Asiste Ud. a una escuela en Monrovia? Si___ No___
4. ¿Cuál es su edad 17-22___25-34 ___35-44___ 45-54___ 55 y mayor___
5. ¿Cuál es su raza____?

9. Favor de utilizar la parte abajo de esta forma para comentarios adicionales.

Gracias:

Appendix B

A Survey regarding Public Libraries

1. Have you ever used a public library? Yes___No___

2a. What language do you speak most of the time, at home?_____

2b. How often do you speak English? Never___Sometimes___Always___

2c. How often do you read English? Never___Sometimes___Always_____

3. If your answer to number 1 was "yes," go on to question number 4. If your answer to number 1 was "no," please mark the reason or reasons why you have never used a public library.
a. There is nothing interesting or useful in the public library ____.
b. There are not enough items in Spanish in the public library____.
c. There is no one to help me because most of the public library workers do not speak a language other than English_____.
d. For another reason_____

If you answered this question, please go to numbers 8 and 9.

We would like to know about your experience at the last public library you used and your opinions about that library's different collections. Please use your opinions to answer questions 4-7.

4. Circle the types of information from the areas listed below, that you went looking for when you last went to the library.

Books to use at home	For Adults	For Teens	For Children (0-12)
Books to use in the library	For Adults	For Teens	For Children (0-12)
Videocassette books	For Adults	For Teens	For Children (0-12)
Books in CD format	For Adults	For Teens	For Children (0-12)
Videos	For Adults	For Teens	For Children (0-12)
DVD	For Adults	For Teens	For Children (0-12)
Music on CDs	For Adults	For Teens	For Children (0-12)
Music on videocassettes	For Adults	For Teens	For Children (0-12)
Magazines	For Adults	For Teens	For Children (0-12)
Newspapers	For Adults	For Teens	For Children (0-12)
Information about the Internet	For Adults	For Teens	For Children (0-12)
Information about computers	For Adults	For Teens	For Children (0-12)
Materials in Spanish	For Adults	For Teens	For Children (0-12)
Materials in English	For Adults	For Teens	For Children (0-12)
Other types of materials, information or services	For Adults	For Teens	For Children (0-12)

5. Did you have to ask for help during your last visit in order to find the information or service you were looking for? Yes___ No___ Did you get the help you needed? Yes___No___

6. During your last visit to the library, did you find what you were looking for? Yes___No___

7. Please rate the following collections at the library that you last visited, on a scale of "1" y "5." You can also mark, not applicable:

	Needs Improvement				Excellent	(Not Applicable)
Business/Career Development	1	2	3	4	5	N/A
Children's materials	1	2	3	4	5	N/A
Materials on Homework Help	1	2	3	4	5	N/A
Self-help books	1	2	3	4	5	N/A
Poetry books	1	2	3	4	5	N/A
Dictionaries/Encyclopedias, etc.	1	2	3	4	5	N/A
World and Local History books	1	2	3	4	5	N/A
"How-to" hobby books	1	2	3	4	5	N/A
Materials on Immigration	1	2	3	4	5	N/A
Government Information	1	2	3	4	5	N/A
Physical or Mental Health	1	2	3	4	5	N/A
Computer Technology	1	2	3	4	5	N/A
Large Print books	1	2	3	4	5	N/A
Materials in Spanish	1	2	3	4	5	N/A
Picture books for children	1	2	3	4	5	N/A
Materials for learning English	1	2	3	4	5	N/A

8. Please fill out the following section, to help us obtain demographical information. This information is completely confidential.

Mark whichever of the following are applicable to you:

a) What is your zip code? _____
b) Do you work in Monrovia? Yes___ No___
c) Do you go to a school in Monrovia? Yes___ No___
d) What age range describes you? 17-24___ 25-34___ 35-44___ 45-54___ 55 +___
e) Are you Latino?_____

9. Please feel free to use the blank space below for any additional comments you would like to make.

Thank you: