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## Latinos and Librarianship

SALVADOR GÜEREÑA AND EDWARD ERAZO

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### ABSTRACT

IN THEIR ARTICLE, THE AUTHORS COMPREHENSIVELY assess the history and development of library services to Latinos. They discuss the history, role, and impact of key professional associations, such as the American Library Association and REFORMA. They identify, analyze, and discuss the relevance of major studies, reports, and other publications, calling attention to the paucity that prevails in the professional literature that addresses this large and growing population. The authors identify key leaders in the profession and discuss their seminal contributions. They give a synopsis of special institutes and conferences that propel the discourse on how to meet the growing needs. Their discussion includes notable grant-funded initiatives and special library projects as well as an overview of library special collections and archival centers. Other issues of concern to the library profession include the recruitment and education of future librarians to serve Latino communities. The history and current status of Spanish-language publishing are examined within the context of the expanding U.S. Latino market. The authors conclude by exploring what the future portends in service to Latinos relative to the changing demographics, the impact of anti-immigrant political movements in this country, and the challenges and opportunities of the electronic information superhighway. In the authors' view, only through continued advocacy and perseverance will there be any hope of reversing the persistent institutional neglect by libraries in this country.

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### SUMMARY OF SERVICE

The scarcity of professional literature on the early history of library services to the Spanish speaking prompts the assumption that, with few exceptions, library services to U.S. Latino populations are a relatively new development. Gilda Baeza (1987), in her review of the history of library services to Hispanics, was baffled by the vacuum in the literature before 1970. She discovered that the history was "virtually non-existent, despite the fact that a major component of that population (Mexican American) predates the arrival of the English speakers to the Southwestern United States" (p. 3). It is known, however, that the almost legendary Pura Belpré is credited with being a pioneer in library services to the Spanish speaking in a long career with the New York Public Library that began in 1921. There must have been others but, without further investigations, this may never be known due to the passage of time and fading memories.

In the late 1960s, librarians Robert P. Haro, Walton E. Kabler, William L. Ramírez, Arnulfo D. Trejo, and others were writing and publishing about such services. Beginning in 1964 with the passage of the Library Services and Construction Act, there were many projects that were launched with newly available federal funds in communities throughout the United States. The projects aimed for the first time to provide improved library service to the Spanish-speaking, to *barrios*, to farm workers through bookmobiles, and various other forms of outreach. The early 1970s seem to be the starting point for most of this literature, and it is at this time that library services to the Spanish speaking began appearing in print in the library media, including a 1970 special issue of *Wilson Library Bulletin* (Ramírez, 1970) and even in *Catholic Library World* (Conaway, 1971). In the 1970s, Chicano librarians such as John Ayala, Nelly Fernandez, and José Taylor were writing about such concerns for a special issue of *California Librarian* in 1973 (Ayala, 1973). Topics included the phenomenon of *Bibliotecas Para La Raza*, outreach programs for Chicanos, and Chicano children's literature. Other writers, including a 1973 library trainee Frances Ann Lujan in New Mexico and Brooke E. Sheldon and Austin Hoover in Texas, wrote on various aspects of library services and materials for the Spanish speaking in general as well as Mexican Americans in particular.

It was not until the 1980s and 1990s that most of the professional literature appeared. Only since the 1970s have the topics of this article been addressed at a national level. The evidence indicates that the acceptance of library services and materials for the Spanish speaking is still an emerging concept and, although such services are now supported in many communities, at least in theory, there are still many libraries that are reluctant to support such services (Luis Herrera, personal communication, March 22, 1996). The traditional concept for many years had been that library services should be in English and be relevant to the prevailing Anglo culture. The expectation was that Latinos would have to learn to use these

libraries and not expect any Spanish-language materials or special services. Latino librarians, especially in the states of California, Texas, New York, and Florida, realized that this target population was not being served and were catalysts for change that would bring solutions to these problems. REFORMA ([www.reforma.org](http://www.reforma.org)) was founded in 1971, and its members helped focus a national spotlight on the issues. Culturally sensitive reading materials in Spanish and bilingual formats as well as other materials were needed as were programs that celebrate Latino and Hispanic culture, information and referral, and outreach.

In surveying some practices in meeting Latino library and information needs over the course of time, it has become evident that these needs are actually quite complex and diverse. Yolanda Cuesta wrote about the remarkable transition in the nature of Latino patron needs for library materials and services. The potential demand for library services spans the need for survival information on one end to a high level of sophistication on the other. The key factors to serving these needs, she states, are length of residency, language facility, and cultural subgroup (Cuesta, 1990). How long a person has been in the United States influences his or her choice of materials as does the reading language of choice. Lastly, Cuesta identifies major cultural subgroups that influence choice of material: Mexican Americans, who at that time made up 60 percent of the total Hispanic population; Puerto Ricans, concentrated in New York and New Jersey; Cuban Americans, concentrated in Florida, but also in Illinois and California; and lastly, other Hispanics or Central and South Americans as well as Spaniards, which collectively are second in size to the Mexican American majority.

It is appropriate to provide some clarification on terminology and ethnicity. The term "Latino" is one people use to refer to "Hispanic." Linda Robinson (1998) observes that this "fast-growing U.S. ethnic group isn't an ethnic group at all—it is a conglomeration mish mash of many different groups" (p. 27). As an example of the variety of cultures, the seventeen major Latino subcultures Robinson identified from California, Texas, Florida, Illinois, New York (*Neoyorquinos*), and New Mexico include: (1) immigrant Mexicans, (2) middle-class Mexican, (3) barrio dwellers, (4) Central Americans of Pico Union, (5) South Texans, (6) Houston Mexicans, (7) Texas Guatemalans, (8) Chicago Mexicans, (9) Chicago Puerto Ricans, (10) Cubans, (11) Nicaraguans, (12) South Americans, (13) Puerto Ricans, (14) Dominicans, (15) *Colombianos*, (16) New Mexico's *Hispanos*, and (17) migrant workers.

#### AMERICAN LIBRARY ASSOCIATION

The American Library Association, with a membership of close to 60,000, has been an active voice for America's libraries and librarians since 1876, the oldest and largest library association in the world. For much of

its history, however, ALA was not known as a bastion of support for library services to Latinos. Even in the 1960s, many librarians like Lillian Lopez felt ill at ease in ALA because its nascent efforts at addressing the needs of Latinos lagged far behind those aimed at mainstream America. It was not until about thirty years ago, about the time that REFORMA was being organized, that pressure mounted within ALA to begin addressing the needs of the Spanish speaking.

Within ALA, the Committee on Library Services to the Spanish Speaking was one of the few units involved in this but, judging mostly from anecdotal accounts, Latino librarians felt alienated from ALA and did not form a credible presence until many years later. To ensure its autonomy, and also because many Latino librarians were not members of ALA, once it was established, REFORMA did become an official affiliate of ALA. REFORMA clearly served many of its members' needs, was considered more relevant to their concerns, and provided opportunities for leadership development and professional growth. The emerging REFORMA leaders formed a leadership cadre which later applied these talents in ALA and were subsequently sought after by ALA leaders to fill ALA committees and higher level positions. This pool of very qualified candidates served on committees for the ALA governing Council, its Executive Board, for the headquarters staff, and there was even a viable candidate for the ALA presidency (Martín Gómez). This is a process that continues to the present.

Several ALA units whose concerns most closely intersected with those of REFORMA's interests included the Social Responsibilities Round Table, the Council's Committee on Minority Concerns (CMC), and the Office of Library Outreach Services (now the Office for Literacy and Outreach Services) Advisory Committee (OLOS). The CMC's role became especially prominent following the election of ALA President E. J. Josey who served from 1984 to 1985, and who was a strong REFORMA supporter in his quest for ALA to be an effective voice for the needs of cultural minorities. The CMC was responsible for producing the critically important *Equity at Issue: Library Services to the Nation's Major Ethnic Groups* (ALA, 1985) (described further in this article) that charted effective strategies through which ALA could provide leadership to libraries in serving the needs of cultural minorities. It can be said that E.J. Josey's tenure was also a turning point leading to the integration of increasing numbers of Latino librarians into the ALA organization. The CMC, OLOS, and the ALA ethnic caucuses were especially supportive vehicles through which REFORMA members and other Latino librarians could network, to work within the system, and to contribute to professional discourse. These librarians indicated that reform could not be done exclusively from outside of an organization such as ALA. Some of the work/influence had to be done from within. Among the lasting accomplishments that exemplify this include the official ALA policies in support of language pluralism, *Guidelines for*

*Library Services to Hispanics* (ALA, 1988), and the *ALA Standards for Accreditation of Master's Programs in Library and Information Studies* (ALA, 1992) that include a set of provisos that "responds to the needs of a rapidly changing, multicultural, multiethnic, multilingual society including the role of serving the needs of underserved groups" (American Library Association, 1992). ALA Council member Sal Güereña, Albert Milo, and others lobbied forcefully and rallied support for the new language in these standards.

### "GUIDELINES FOR LIBRARY SERVICES TO HISPANICS"— REFERENCE AND USER SERVICES ASSOCIATION OF THE AMERICAN LIBRARY ASSOCIATION

The "Guidelines for Library Services to Hispanics," an important ALA document, was prepared in 1988 by the Library Services to the Spanish Speaking Committee of the then called Reference and Adult Services Division (RASD), now called Reference and User Services Association (RUSA), of the American Library Association. It is "the articulation of long-awaited guidelines to reach this important minority community."

Among the various guidelines for materials are those suggesting that they be purchased in Spanish, English, and bilingually in both languages and that these materials be visible and accessible to the community. As far as programs, services, and community relations, the diversity of Hispanic culture should also be reflected in the development of programming. In pursuing outreach initiatives, the library should also collaborate with local community Hispanic organizations in the development and presentation of library programs and services. Furthermore, bibliographic instruction should be offered in Spanish. Librarians serving Hispanic communities should be actively recruited; "bilingualism and biculturalism are qualities that should be sought in librarians and support staff alike." The guidelines also suggested that "bilingual and bicultural librarians and support staff should be adequately compensated in positions where job specifications or actual conditions require the knowledge of Spanish." Though recognizing numerous terms for this target population, the guidelines use the word "Hispanic" as used on the 1980 census:

Persons of Spanish/Hispanic origin or descent are those who reported Mexican, Puerto Rican, Cuban, or other Spanish/Hispanic origin in question 7. Persons who reported "other Spanish/Hispanic" origin were those whose origins are from Spain or the Spanish-speaking countries of Central or South America, or they are persons identifying their origin or descent as being Spanish, Spanish-American, Hispano, Latino, etc.

Origin or decent can be regarded as the ancestry, national group, lineage, or country in which the person or person's parents or ancestors were born before their arrival in the United States. It is important to note that persons of Spanish origin may be of any race. In this

report, households and families are classified by the Spanish origin of the householder. (Source: U.S. Dept. of Commerce, Bureau of the Census. *1980 Census of Population*, "General Social and Economic Characteristics: United States Summary," Appendix A, pp. B-4, B-5)

In addition to those developed by ALA, other guidelines of service for Spanish-speaking and/or Latino populations have also been developed by some state library associations (e.g., California, Arizona, and Texas, to name a few) some of which are readily found on the Internet.

### MAJOR STUDIES, WORKS, AND REPORTS

A spate of recent publications point to a growing body of professional literature covering Latinos and libraries, but what is most telling is that the one or two monographs that appear every several years are indicative of the continuing paucity of Latino librarians in the field. It is no wonder, given that only 1.8 percent of all librarians are Latina/o, a statistic that has remained relatively static over the past several decades (St. Lifer & Rogers, 1993). Compounding this problem, only a relative few of the Latino professionals who have excelled at serving their communities, who have worthy ideas, and who could share their practices and strategies for service, have had the time, support, or inclination to write for publication. Conference and institute proceedings and articles in newsletters have been alternative, albeit sporadic, outlets, and in some cases conference presentations were later edited into published proceedings, but these are the exception. The Internet is another avenue that some Latina/o librarians are pursuing to disseminate their ideas. Despite some limited progress in publications, especially in journals, there is as yet no critical mass of published Latino research covering library theory, professional issues, library practices, and case studies. The following overview focuses on a survey of existing monographic publications, proceedings, and anthologies.

An early work in the professional literature was *La Biblioteca Pública en los Estados Unidos* (Bostwick, 1941), published in 1941 by the American Library Association. Funded by the Rockefeller Foundation, this was a translation of Arthur E. Bostwick's (1929) *The Public Library in the United States*. The book was a project of the ALA Committee on Library Cooperation with Latin America and was in essence a basic primer on the nature of public libraries and their philosophy of service. Its contents, however, did not relate in any way toward serving U.S. Latinos but rather was an attempt to respond to the increasing interest in Latin America at that time in the development of the public library in the United States (Bostwick, 1941).

The most recent publication of great import for libraries today is *Serving Latino Communities: A How-to-Do-It Manual for Librarians* by Camila Alire and Orlando Archibique (1998). The book's authors are two REFORMA leaders who responded to the pressing need to issue a practical guide-

book on how to go about providing library services to Latinos. It covers all major areas of library planning, including rationale for service, getting to know the community, programs and services, personnel issues, collection development, outreach, and more. This is a book that is destined to have long-term value, given that the strategic planning and methodologies are based on time-proven principles and techniques (Alire & Archibique, 1998).

Prior to Alire and Archibique's manual, there was a period of eight years without a major general work on library services to Latinos, as far back as *Latino Librarianship: A Handbook for Professionals*, an anthology edited by Salvador Güereña (1990). Received well by the library community, it covered a broad range of topics, including public and academic libraries, collection development, community analysis, reference sources, and archives. It was a solid introduction to the field but it lacked coverage of library services to Latino children (Güereña, 1990). A decade later, a follow-up volume edited by Güereña complemented these recent books by bringing out case studies of public and academic library programs in New York and North Carolina and examined children's services, community college library services, Internet-based Latino information services, leadership development, and other topics (Güereña, 2000).

Before 1990, Roberto P. Haro's (1981) *Developing Library and Information Services for Americans of Hispanic Origin* was hailed in the introduction by Arnulfo Trejo as "the first book to focus on Hispanics in the United States within the context of librarianship" (p. ix). The work stood out as a scholarly treatment, an exegesis on the issues, theory, strategies, and models of service. The major Latino subgroups discussed in the book were Mexican Americans, Puerto Ricans, Cubans in the United States, and "Latinos" as a composite group (Haro, 1981).

Haro's groundbreaking work was preceded by two books that appeared within six years of each other, focusing on the Mexican American experience, the largest Latino demographic group. The first was *Library Services to Mexican Americans: Policies, Practices and Prospects* (1978) edited by Roberto Urzua and others, and the second was *Biblio-Política: Chicano Perspectives on Library Service in the United States*, an anthology edited by two academic librarians, Francisco García-Ayvens and Richard F. Chabrán (1984). The former was essentially a reader on the status of library services but especially directed toward discussions of library developments in public schools and at the university level. *Biblio-Política*, on the other hand, focused on Chicano bibliographic research and library service, partially constituting the proceedings of the National Symposium for Academic Library Services for Chicanos held in conjunction with the 1981 ALA annual conference. Both contributed in valuable ways to a better understanding of library services to Latinos but, in particular, were very important treatments of the poorly represented field of Chicano librarianship.

Libraries desiring to improve their services to Latino children benefitted from several good sources that covered history, approaches, professional issues, and resource information. Adela Artola Allen (1987) covered both theory and practice in *Library Services for Hispanic Children: A Guide for Public and School Libraries*; Patricia Beilke and Frank Sciarra's (1986) *Selecting Materials For and About Hispanic and East Asian Children and Young People* examined broad areas of socio-cultural backgrounds of the major segments of the young Latino population and the East Asian groups as well. Moreover, Beilke and Sciarra gave substantial attention to in-service training and staff development.

Another dimension to the literature that has much relevance to the needs of the Spanish speaking are the published studies and reports examining issues related to ethnic minority groups and the special regional reports in geographic areas with large concentrations of Latinos. With one of the nation's largest populations of ethnic minorities in the country, especially Latinos, it is no wonder that there was no shortage of research and publications that were issued in California, some of which were controversial, on library services to ethnic groups. Such reports include those by the California Ethnic Services Task Force (CESTF), that grew out of concerns over the need to develop multilingual and multicultural resources and services and the need to coordinate the efforts addressing those needs. One of the best, *A Guide for Developing Ethnic Library Services* (California Ethnic Services Task Force, 1979), took a comprehensive approach that libraries used as a basis for strategic planning to launch successful library services to their Spanish-speaking communities. More detailed background and history of the CESTF is found in the special report *The California Ethnic Services Task Force 1977-1980: An Evaluation and Recommendations* (Manoogian, 1980-1984).

Of special note is one particular report that elicited severe criticism by library consultant Patricia Tarín (1988) about its faulty methods and findings, was the Rand document, *Public Libraries Face California's Ethnic and Racial Diversity* (Payne, 1988). The report was commissioned for use as a background paper for the conference "A State of Change: California's Ethnic Future and Libraries." That conference and its resulting proceedings (Jacob, 1988) gave focused public attention to issues of service and equity involving the ethnic communities in a state that has been rapidly undergoing change in its demographics.

Several important reports that were issued around the mid-1980s that had a national scope include *Equity at Issue: Library Services to the Nation's Major Ethnic Groups* (1985) prepared by the ALA President's Committee on Library Services to Minorities (American Library Association, 1986) and *Report of the Task Force on Library and Information Services to Cultural Minorities* of the National Commission on Libraries and Information Science (1983), also known as the NCLIS report (United States, Task Force

on Library and Information Services to Cultural Minorities, 1983).

Both reports address the concerns of the country's four largest ethnic minority groups which include Latinos. The *Equity at Issue* (ALA, 1985) committee was appointed by the visionary ALA president E.J. Josey. The committee's co-chair was none other than REFORMA co-founder Elizabeth Martínez who would later go on to become ALA executive director. The report was a masterwork that consisted of twenty-two recommendations that could be carried out by ALA to provide leadership to the nation's libraries to reverse the inequities in library services to ethnic minorities. Part of the charge of the Presidential Committee was to suggest ways to implement the recommendations of the NCLIS report (United States, 1983). The ALA Council subsequently endorsed the committee's recommendations and charged its Committee on Minority Concerns to monitor progress in ALA.

*The Report Card on Public Library Services to the Latino Community: Final Report, June 1994* by Reynaldo Ayala and Marta Stiefel Ayala (1994) was a project initiated and sponsored by REFORMA, the National Association to Promote Library Services to the Spanish Speaking, but funded by a grant from the W.K. Kellogg Foundation of Battle Creek, Michigan. Martín Gómez prepared the proposal for this study during his REFORMA presidency (1992-93). Reynaldo and Marta Ayala from California were selected to compile a report card to evaluate public library services to the Latino community in the United States. The Texas State Library and Archives Commission Library Development Division reprinted the final report in 1996 in Austin, Texas. The Ayalas observed that the rapid growth of the Latino population, and especially Latino children, demanded that public libraries improve their service to this population (Ayala & Ayala, 1994). They also lamented the fact that there were incredibly few Latino librarians—only 1.8 percent of all librarians (McCook, 1993). Of those, even less are bilingual English/Spanish and serve in Latino community libraries. It would be insightful to see this study repeated in the next few years to see if this situation in public libraries is better or worse.

The Report Card's "Project Summary" (Ayala, 1994) states that activities and organizational and environmental characteristics distinguish an effective library from an ineffective one—for example the number of bilingual/bicultural staff per Latino population is one of the benchmark criteria. The Ayalas's key findings reveal that major budget cuts in public libraries had caused a "deterioration of services by reduced staff, materials and programs." They also presented both positive and negative findings respectively: (1) some libraries were seeking outside funding for innovative programs and some public libraries were establishing working relationships with community organizations that serve the Latino community; and (2) data collection was inadequate to evaluate library services to Latinos in public libraries, and Latino children's services continued to

suffer from the lack of qualified bilingual/bicultural and/or Latino professional staff and adequate materials and programming (Ayala et al., 1994).

Among the most critical recommendations from the Report Card are to: (1) increase recruitment, retention, and mentoring of bilingual/bicultural and/or Latino professional personnel; (2) include members of the Latino community in the process of planning library services for the community as a whole; and (3) foster networking among libraries providing service to the Latino community.

Some mention is also due for ALA's report *Equal Voices Many Choices: Ethnic Library Organizations Respond to ALA's Goal 2000*. Published in 1997 under Executive Director Elizabeth Martínez, the purpose of the report was to elicit the reaction of ethnic minority library leaders about "ALA involvement in advancing the public interest in the national information policy discourse." REFORMA President Edward Erazo and President-Elect Sandra Balderrama spoke on behalf of that association, making the point that, while libraries must seek to fully involve members of the Latino community so that they may access electronic resources, equal attention is warranted in addressing under-served needs, in particular providing Latinas/os the basic traditional library services that they require.

### KEY FIGURES, FIRSTS, SCHOLARS AND EDUCATORS, AND LIBRARY LEADERS

The many advances made in library services to Latinas/os would not have happened without the committed involvement of Latina/o librarians who brought their vision and special abilities to bear on the libraries in which they worked. Often, they faced many obstacles and resistance to their initiatives. In spite of this, many persevered to establish innovative library services and programs that met real needs. The Latina/o librarians of distinction who are worthy of recognition are too numerous to include in this article. There are many librarians who truly are meritorious, and who have been role models of service to their communities and whose work in some cases made a regional impact while, in other instances, had national significance. Those selected for this article do not make up a comprehensive list by any means, but they are representative of this group and have either led at the national level or they are among those whose work has made a lasting impact on the library profession.

#### *Pura Belpré*

First, the legendary Pura Belpré was a Puerto Rican children's librarian and writer of children's stories who touched the lives of many, and her love for children and books served her well in her work as a bilingual, bicultural librarian in New York City in the Bronx. She is believed to be one of the first Hispanic librarians in this country. Born in Cidra, Puerto Rico, she moved to New York where she attended Columbia University

and the Library School of the New York Public Library. Belpré began her career at a library branch on 115<sup>th</sup> Street in 1921 as a children's librarian and was a pioneer in providing services to the Spanish-speaking during a library career that spanned sixty years. Her enchanting story hours were fondly remembered by those who knew her, and her inspiring life led many others to enter the library profession. Belpré's first book, *Perez and Martina: A Puerto Rican Folktale*, was first published in 1932 and remains a classic of children's literature. The REFORMA children's book award, initiated by REFORMA's Northeast Chapter, carries her name (Vásquez, 1998).

#### *Lillian López*

Retired librarian Lillian López is best known for her work as supervising librarian for the South Bronx Project where she was instrumental in establishing effective and culturally sensitive library programs and outreach services (described elsewhere in this article). She worked in a geographic area where Puerto Ricans comprise the largest concentration of Latinos of any urban locale. And it was in this setting that López did her most memorable work, beginning in 1967, and where she also worked by that time with Pura Belpré. Tens of thousands each year attended bilingual library programs. The project involved nine libraries that worked with hundreds of community groups as part of library outreach. Subsequently, she held several coordinator positions with the NYPL until 1985 when she retired. López received her M.L.S. from Columbia University in New York in 1962 and held a series of important positions with the New York Public Library. She has a long record of involvement with many professional and civic groups and associations. At first López was not active in ALA because she did not find it sympathetic to her concerns in serving the Spanish-speaking. Later, however, she held various important positions in ALA and in the New York Library Association and was appointed to the National Commission on Libraries and Information Science's Minorities Task Force from 1980 to 1982.

#### *Arnulfo D. Trejo*

Of the people who have contributed to Latino librarianship in this country, there is no one who has made a greater impact on advancing this cause than Arnulfo D. Trejo, indisputably one of the country's most illustrious and distinguished Latino library leaders. He is probably best known for having been the driving force behind the founding of REFORMA in 1971. Born in Durango, Mexico, Trejo received his M.A. in library science at Kent State University in 1953 and earned his Litt.D. from UNAM (Universidad Nacional Autónoma de México) in 1959. Never at a loss for inspiration and idealism, Trejo, who had joined the faculty of the Graduate Library School at the University of Arizona in 1970, founded the Graduate Library Institute for Spanish-speaking Americans, an ALA-accredited M.L.S. program that trained fifty-four Latino librarians between 1976 and

1980. A highly respected academic with impressive credentials, Trejo has a long record of promoting discourse through special institutes, seminars, and publications that have addressed the library and information needs of the country's Spanish-speaking population.

Following his retirement from the University of Arizona in 1980, he co-founded Hispanic Books Distributors, Inc. (HBD), a thriving business that has specialized in providing Latino and Spanish language materials for libraries of all types; even its catalog has been used as a vehicle to publish articles on contemporary issues. Beginning in 1991, HBD joined with REFORMA to sponsor the "Librarian of the Year" award. In 1992, Trejo and his wife Annette founded the Trejo-Foster Foundation for Hispanic Library Education that has sponsored, as of this date, three national institutes for educational change (see "Institutes" in this article). These important institutes have, foremost, stimulated discussion about the issues concerning the education of Latino librarians and on library and information services to the Spanish speaking.

#### *Martín Gómez*

Martín Gómez' long record of achievements makes him prominent not only as a major Latino library leader, an advocate for quality library services for all, and a librarian who has met and worked through many personal and professional challenges. Gómez, currently the director of Brooklyn's Public Library, leads one of the nation's largest systems, serving 2.5 million residents with sixty libraries. As director, he established the library's Multilingual Center and led an effort to fund a multimillion-dollar program that provides Internet access to Brooklyn's libraries. He has been director of the Oakland Public Library where his innovations and leadership strengthened library funding and improved library services to ethnic minorities. He also was a top administrator with the Chicago Public Library. A past president of REFORMA (1992-1993), he realized the importance of integrating Latinos into ALA and maintained a high profile there in leadership positions. Gómez was an early graduate of the Graduate Library Institute for Spanish-speaking Librarians at the University of Arizona, Tucson (Gómez, 1998).

#### *John Ayala*

An academic librarian, John Ayala currently is dean of the library at Fullerton College, a position he has held since 1990. Ayala is a veteran Latino library leader whose early involvement with the Committee to Recruit Mexican American Librarians led to the founding of the Mexican-American Library Training Institute, where he also served as a member of the faculty. In 1971-1972, his concerns about the needs of Latinos led him to help found REFORMA. He led REFORMA as president in its early years (1974-1976) and helped rescue the young organization at one of its weakest points. Ayala also became a respected leader in ALA, advocating for

the needs of the Spanish-speaking within the association. Ayala has served in libraries since 1963; his only break in service was to perform military duty during the Vietnam War. A bookmobile driver for the Long Beach Public Library for five years, he worked as a bilingual reference librarian for the Los Angeles County Library and directed an outreach bookmobile for one year (1971-1972). From 1972 through 1989, he was the director of the Pacific Coast Campus Library of Long Beach City College. His proven administrative abilities contributed greatly to the redevelopment of the Pacific Coast Campus, and he was instrumental in the building of a new Learning Resource/Library facility in 1989.

*Elizabeth Martínez*

Elizabeth Martínez has led an illustrious career as one of the country's top library administrators and has made a far-reaching impact on Latinos and non-Latinos alike. She has received numerous awards for her far-flung work, including Hispanic Librarian of the Year in 1990. She has been a national library leader for over a quarter-century. As executive director of the American Library Association (1994-1997), she instituted a variety of major programs in such areas as national information technology policy, created a major library support foundation, the Fund for Libraries, established strong partnerships with the corporate sector, helped found the National Coalition for Literacy, and created the Spectrum Initiative, an ALA-sponsored, \$1.35 million three-year project that awards scholarships to people of color. Prior to that, she was city librarian for the Los Angeles Public Library and oversaw the \$214 million expansion of the Central Library and had established the LAPL Foundation. She also had been county librarian for Orange County. As a lecturer in the early 1970s in the library school at California State University, Fullerton, Martínez helped to establish the pioneering Mexican-American Library Training Institute. A member of the late 1960s Committee to Recruit Mexican American Librarians and a co-founder of REFORMA in the early 1970s, her strong commitment, sense of idealism, and numerous career achievements influenced many aspiring Latina/o librarians. Currently she is a Senior Fellow at the Graduate School of Education and Information Studies at UCLA and, as an expert on strategic planning and management, she owns her own consulting business (Vásquez, 1998).

*Luis Herrera*

Luis Herrera is a librarian who has put into practice his vision to transform libraries into innovative and dynamic organizations through partnerships with communities that they serve. Herrera has long been recognized for his leadership in professional associations, his accomplishments in administration, and his positive influence over many Latina/o librarians. Herrera served as president of REFORMA during 1982-1983, chaired its Long Range Planning Task Force in 1987, and co-chaired the first

REFORMA National Conference in 1998. In 1993, REFORMA honored him as "Librarian of the Year." In that year also he served as president of the California Library Association. He was the first Latino elected to that position in its 104-year history and has held important appointments and elected office in the ALA, including service on its governing council. A former school librarian, Herrera has been director of the Pasadena Public Library since 1995. Prior to that he was Deputy Director of the San Diego Public Library (1989-1995) and held other management positions in various public libraries in El Paso and Long Beach.

*Albert J. Milo*

Albert J. Milo is a highly respected and popular library leader whose career in libraries has spanned twenty-five years. Milo was REFORMA president during 1983-1984. He has served as library director of the Fullerton Public Library, managing its \$2.7 million budget, and established a library foundation there. He has also been chair of the Santiago Library System. His administrative background in libraries includes serving as assistant director/acting library director for the City of Commerce Public Library. REFORMA honored him in 1984 for his excellence in service to the Hispanic library community and again in 1995 as "Librarian of the Year." He has managed the REFORMANET electronic mail list that has become one of the organization's most effective communications tools and he has been a long-time membership coordinator for REFORMA. Milo has maintained a highly visible presence within ALA and in 1985 helped produce one of ALA's most important strategic planning documents, *Equity at Issue: Library Services to the Nation's Major Minority Groups*.

*Isabel Schon*

Isabel Schon is a member of the founding faculty and professor of education at California State University at San Marcos as well as the director at the Center for the Study of Books in Spanish for Children and Adolescents. She has had an active career dedicated to research in the area of materials for children and young adults. The author has written more than a dozen books as well as more than 300 articles and book chapters. Schon has served as a consultant on books in Spanish for young readers as well as on bilingual/bicultural educational materials to many schools, libraries, and other educational institutions.

Born in Mexico City, Schon studied in the United States, receiving a B.S. from Mankato State University, an M.A. in Elementary Education from Michigan State University, and a Ph.D. in Library Media from the University of Colorado. From 1974 to 1989, Schon was a professor of Reading Education and Library Science at Arizona State University. Since 1989, she has been at the California State University at San Marcos. Schon received the 1992 U.S. Role Model in Education Award by the U.S.-México Foundation for her "remarkable contributions to our bi-national commu-

nity," and in that same year she also received the Denali Press Award from what was then the Reference and Adult Services Division (RASD), now the Reference and User Services Association (RUSA), of the American Library Association. The award was for "achievement in creating reference works that are outstanding in quality and significance and provide information specifically about ethnic and minority groups in the U.S." Additionally, Schon was the recipient of the 1987 Women's Book Award presented by the Women's National Book Association, "one of seventy women who have made a difference in the world of books." In 1986, Schon received ALA's Grolier Foundation Award for "unique and invaluable contributions to the stimulation and guidance of reading by children and young people." In 1979, Schon received the Herbert W. Putnam Award, presented approximately every five years, "to study the effects of books on students' perceptions of Mexican American people." By any account, Schon has made a significant contribution to Latino librarianship these past twenty-five years.

#### *Camila Alire*

As a highly respected leader in the library profession, in ALA, and in REFORMA, Alire serves as a strong role model and mentor to many emerging leaders in Latino librarianship. Camila Alire has been Dean of Libraries at Colorado State University in Fort Collins, Colorado, since July 1997. Previously, she was Dean/Director of Libraries at the Auraria Library in Denver for six years. Her earlier library experience includes serving as the director of the Learning Resource Center at Pikes Peak Community College (Colorado Springs), as an assistant to the dean/instructor at the University of Denver Graduate School of Librarianship and Information Management, and as a librarian/information specialist for Mathematica Policy Research (Denver). Alire received her doctorate in Higher Education Administration from the University of Northern Colorado, and she holds an M.L.S. from the University of Denver.

Alire has published extensively and focused her research on library services, specifically library services for Latinos and other minorities. Alire and Orlando Archibeque (1999), a colleague in Colorado and a recent co-author, completed a book entitled *Serving Latino Communities* published by Neal-Schumann Press and have presented workshops all over the United States in library services to the Hispanic community.

Alire is currently working on a book on disaster recovery in academic libraries. Alire was honored, along with Orlando Archibeque, with the Colorado Library Association's Exemplary Library Services to Ethnic Populations Award in 1998. She served as chair of the Fundraising Committee for the First REFORMA National Conference held in Austin in 1996 and raised more than \$65,000—enough to set aside \$50,000 for the second REFORMA National Conference. Alire was REFORMA presi-

dent from 1993 to 1994 and was awarded REFORMA Librarian of the Year in 1997.

*Susan Freiband*

Susan Freiband is professor at the Graduate Library and Information Science School at the University of Puerto Rico (Trejo, 1994). She earned a Ph.D. in Library and Information Science from Rutgers University, an M.S.L.S. from Our Lady of the Lake University, San Antonio, Texas, and a B.A. from the University of California at Santa Barbara.

Freiband is fluent in Spanish and for many years served on ALA's Reference and Adult Services Division's Library Services to the Spanish Speaking Committee, ultimately serving as committee chair. Freiband chaired the Evaluation Committee as part of the first REFORMA National Conference Steering Committee in 1996 along with Rhonda Rios Kravitz. Additionally, Freiband regularly presents at national conferences on issues of Latino librarianship. In addition to her work in the American Library Association and REFORMA, Freiband has also been active in the Association of Jewish Libraries. Freiband regularly publishes on a variety of issues related to Latino librarianship.

*Kathleen de la Peña McCook*

McCook is a distinguished library educator and author who is one of the most published and cited authors in the library profession. McCook also is a prominent figure in ALA, having served on an impressive number of committees and is one of only two Latinos to ever run for ALA president (1992). She also is one of about a dozen Latina/o graduate library school faculty members in the United States.

Currently, McCook is a professor at the School of Library and Information Science at the University of South Florida in Tampa, having served as its director until 1999. Prior to moving there, she was a professor at Louisiana State University and the University of Illinois at Urbana-Champaign. She earned a Ph.D. in 1980 from the University of Wisconsin-Madison. Since moving to Florida, McCook has been especially interested in the communities of immigrant Latina/o farm workers in Florida. Her areas of specialization in teaching are libraries and their role in building communities, poverty and library services, information policy, human resources, public libraries, and theories of reading.

It is in her writing, however, that McCook has made her national reputation. Her publications, including books and articles, are extensive. Her most recent books are *Women of Color in Librarianship* (ALA, 1998) and *Concepts of Culture: The Role of the Trejo Foster Foundation for Hispanic Library Education in Preserving and Promoting Diversity* (McFarland, in press). Recent articles include "The Search for New Metaphors" (*Library Trends*, Summer 1997) and "Library Schools and Diversity" (*Library Journal*, April 1997).

She was also commissioned to contribute the major overview article for the Congress on Professional Education held in Washington, D.C. in May 1999, "Using Ockham's Razor: Cutting to the Center."

McCook is a long-time REFORMA member—most recently serving on its Executive Board as Councilor at Large. McCook describes her ethnic heritage as half Latina from her Mexican mother's side of the family, the de la Peñas. Her father was Irish.

### FIRST REVIEWS

Generally speaking, reviews in periodicals of Spanish-language and bilingual books had been lacking in the national review literature up until the early 1990s. One exception had been the *REFORMA Newsletter*, which periodically contained some reviews of such books. Isabel Schon had also been publishing annotated bibliographies of books for children and young adults. Distributors such as Hispanic Books Distributors were buying Spanish-language books in Mexico, and some of these were being reviewed. Arte Publico was also publishing Spanish-language books, but this was considered a specialized market. Spanish-language books were just not readily available. Major publishers believed that no market existed for these books in this country.

Gradually, in an effort to meet the demand of the increasing Latina/o population, U.S. publishing houses began to produce books for this market, and reviews of these books began to appear in major publications. One such breakthrough came in August 1993 when Linda Goodman ran a Spanish-language review column in *Library Journal*. In January 1994, *Library Journal* started "En Espanol," a semi-annual review of Spanish-language books. Edward Erazo served as its first Spanish book editor under the direction of Francine Fialkoff at *LJ*. Letters were sent to major Spanish-language publishers and an announcement soliciting books for review was placed in *LJ*. Twenty-three books were reviewed from more than eighty sent from thirteen publishers and distributors. With these reviews, even library selectors who did not read Spanish could order books for their Spanish-speaking Latina/o patrons. The *MultiCultural Review* is another publication that now also regularly reviews Spanish-language and bilingual (English/Spanish) books.

### ASSOCIATIONS, ORGANIZATIONS, AND INSTITUTES

#### REFORMA

For almost thirty years, REFORMA has been in existence as an advocate for the library and information needs of the Spanish-speaking Latina/o community. There has been no other professional association like it. Subtitled the National Association to Promote Library Services to the Spanish speaking, REFORMA was organized by about a dozen Latina/o librarians

in Dallas in 1971 to pursue the ideals of reforming libraries' lack of outreach to Spanish-speaking people and create positive changes in the level of quality of library services to that community. These librarians included Esperanza Acosta, Emma Morales González, Alicia Iglesias, Modene Martín, María Mata, William Ramírez, and Arnulfo D. Trejo. Since its humble beginning, REFORMA has grown into a national organization with sixteen local and regional chapters criss-crossing the nation, ranging from the Los Angeles chapter to the Northeast chapter. Its ranks have swelled from a small group of members in 1971 to 1,000 members in 2000. Other older organizations, like the Seminar for the Acquisition of Latin American Library Materials (SALALM), founded in 1956, had a narrower focus, such as SALALM's specialized collections. REFORMA, on the other hand, clearly aimed for societal change—that is, positive change—so that libraries would move away from their tangential treatment of the Latina/o community to a new attitude of respect and enfranchisement. It was also formed to provide Latina/o librarians with a forum through which to share information with each other.

REFORMA now describes itself as avowing to seek “improvement of the full spectrum of library and information services for the approximately 28 million Spanish-speaking and Hispanic people of the United States” (REFORMA, 1999). From its beginning, REFORMA was concerned about recruitment and training of bilingual librarians, and its library school scholarships program has become one of its most successful initiatives. REFORMA's annual scholarship drive has made it possible to offer several scholarships to deserving students each year. The need to reverse the severe lack of bilingual bicultural librarians has always been a major goal. In fact, even before REFORMA existed, a Los Angeles-based group, led by a handful of librarians such as José Taylor and Elizabeth Martínez, had in 1968 already formed a group called the Committee to Recruit Mexican American Librarians whose hard work led to the founding of the Mexican-American Library Training Institute at California State University, Fullerton (Güereña & Erazo, 1996). This was the first time that there was a library school program aimed at training Latina/o librarians with specialized course work and seminars and providing financial aid to participants. That program (1972-75) was followed by the Graduate Library Institute for Spanish-speaking Librarians, also known as GLISA (1976-1980), at the University of Arizona, and founded by REFORMA's first president, Arnulfo D. Trejo. Together, both institutes had 104 Latina/o librarian graduates who were trained to meet the special needs of the Latina/o community (Güereña, 1985). These two programs were created by such leaders as Elizabeth Martínez, José Taylor, John Ayala, and Patricio Sánchez. Due to their pioneering work, the ranks of some of the most prominent and current Latina/o library leaders and top administrators were filled by such people as Martín Gómez, Luis Herrera, and Liz Rodríguez-Miller,

who are alumni of these institutes.

The REFORMA organization, while faltering in its earlier years due to lack of funds and a small leadership core, now serves as an important national network for people. It is made up of twelve active chapters consisting of both Latina/o and non-Latina/o members, sharing the common goals of effective outreach, equitable library and information services, and advocacy at the local, regional, and national levels.

#### *Bibliotecas Para la Gente*

Another important librarian organization that later became a REFORMA chapter was the Bibliotecas Para La Gente (BPLG) (translated, the name means "libraries for the people"). Formed in 1975, the BPLG is based in Northern California and since its inception has been committed to improving library and information services to the Spanish-speaking and Latina/o communities of Northern California. Its broad goals mirror those of national REFORMA, and BPLG members have worked together to support mentor programs with San Francisco Bay Area library schools; they have offered special workshops and published a variety of reference materials such as bibliographies, annotated lists, and guides. Their voice has been heard locally, statewide, and nationally on issues and projects that deal with the library and information needs of Latinas/os (*Bibliotecas Para La Gente*, 1999).

#### *Border Regional Library Association*

The Border Regional Library Association (BRLA) is an organization founded in 1966 for the promotion of library service and librarianship in the El Paso/Las Cruces/Ciudad Juarez metroplex. Current membership includes over 100 librarians, paraprofessionals, media specialists, and library friends and trustees from all types of libraries in the tri-state area of Trans-Pecos West Texas, Southern New Mexico, and Northern Chihuahua, Mexico.

As librarians and information specialists, BRLA members find that the organization provides a forum for local issues, which impact the future of all types of libraries in the region. BRLA also serves as a support group to promote libraries as important educational and cultural institutions which have a direct impact on communities and democratic action (<http://libraryweb.itep.edu/brla/about.html>).

The opportunities for professional growth and development, as well as organizational participation, are abundant. The two major BRLA activities are an Annual Fall Workshop, co-sponsored by the Texas Library Association, and the Annual Awards Banquet featuring the Southwest Book Awards, Librarian- and Staff-Member-of-the-Year Awards, and the awarding of a scholarship for a student enrolled in a library and information science program. Standing committees include Continuing Education, Scholarship, Editorial, Intercultural, Hospitality, Intellectual Freedom, Book Award, Publicity, and By-Laws. There are also special interest groups including the Friends of Children's Literature Study Group, which meets monthly to discuss children's books. Publishing the BRLA Newsletter and an annual

BRLA Membership Directory also makes the organization strong. The organization keeps members and non-members alike informed through the BRLA discussion list <brla@nmsu.edu> and from the BRLA Web page: <http://libraryweb.utep.edu/brla/default.html>.

Since 1971, the Southwest Book Awards have been presented in recognition of outstanding books about the Southwest published each year in any genre (e.g., fiction, nonfiction, reference) and directed toward any audience (scholarly, popular, children). Original video and audio materials are also considered. To be eligible for an award, an item must be about the Southwest as defined by BRLA—i.e., as “West Texas, New Mexico, Arizona, and northern Mexico” and reflect this “Southwestern culture and/or be set in the Southwest.

### *SALALM*

The Seminar on the Acquisition of Latin American Library Materials (SALALM) held its first meeting in 1956 when approximately thirty librarians and professors and one international bookseller met at Chinsegut Hill, Florida, to discuss and to solve problems “concerned with the selection, acquisition, and processing of library materials from the Latin American nations and the dependent territories of the Caribbean.” The conference was originally intended as a one-time effort, but it became immediately apparent that more extensive study of the problems was needed, and it was agreed to continue the discussion through the medium of annual seminars held at the invitation of an institution or organization. Plenary sessions of each conference consider: (1) the topic of the conference, and (2) committee reports and progress made on SALALM-sponsored activities.

Since its founding, SALALM has provided the only national and international forum focused exclusively on collection development and services in libraries with Latin American collections. In 1968, SALALM was incorporated as a nonprofit association, a constitution and bylaws were adopted, and A. Curtis Wilgus was elected the first president. An executive board administers SALALM, and various executive board committees handle the operational aspects. Program committees are devoted to the intellectual and technical activities related to the collections and services of libraries with Latin American resources. The SALALM secretariat is housed for periods of from three to five years in institutions with strong Latin American programs. At the present time, the secretariat is at the Benson Latin American Collection at the University of Texas at Austin. The Executive Secretary is Laura Gutiérrez-Witt.

SALALM's primary missions are the control and dissemination of bibliographic information about all types of Latin American publications and the development of library collections of Latin Americana in support of educational research. Promotion of cooperative efforts to achieve better library service is an equally important activity. SALALM is also concerned with the special problems of librarians of Latin America and the Caribbean and with library development in those areas. Providing library materials for the Spanish- and Portuguese-speaking populations in the United States is another field of interest. Through various committees, the members of SALALM promote, conduct, and participate in research and studies of current and potential problems. The compilation of bibliographies is an especially impor-

tant aspect of these studies. SALALM has an international membership of approximately 500, including about 150 institutions (<http://www.library.cornell.edu/colldev/salalmhome.html>).

*Foro Transfronterizo de Bibliotecas (Transborder Library Forum)*

From its inception, the Foro Transfronterizo de Bibliotecas or the Foro (as it is commonly known in library circles) was founded to share information and discuss common concerns among librarians who share borders—in this case, librarians from the United States, Mexico, and Canada (Hoffert, 1993). Information from a recent Web page states that, from the initial informal meetings of a few dozen librarians, attendance at the Foros has grown to over 200 at recent meetings. For the first time, in 1997 the Foro included the presidents of the American Library Association (ALA), the Special Libraries Association (SLA), and the Asociación Mexicana de Bibliotecarios (AMBAC). Participants at the 1999 Foro in Mexicali heard keynote speaker Elizabeth Martinez, fellow at the University of California at Los Angeles and former executive director of ALA, tell them to “expect a borderless 21<sup>st</sup> Century journey—librarians can be the cyber dream catchers of the next century” (McPhail, 1999). Issues of concern to all attendees are highlighted in a wide range of programming and breakout sessions at the Foro. This enables librarians in academic, public, school, and special libraries to discuss their specific needs and projects of particular interest to their type of library. Also of interest at the Foros is the ongoing simultaneous interpretation, which ensures that every Foro attendee has the opportunity to participate equally across linguistic borders. The Foro has successfully gone beyond borders and established a network of North American librarians interested in working together on common issues. “The forum remains a triumph of grass-roots planning and dedication” (Hoffert, 1993, p. 35).

Foro’s goals, roughly stated, are as follows:

- to learn about the problems concerning library services in the globalization era;
- to create and strengthen links among libraries;
- to update on technological and service options;
- to link the information centers in projects and opportunities for the developing of human resources; and
- to enrich our personal and working experiences ([http://www.ciad.mx/biblioteca/eventos/foro\\_xi.htm](http://www.ciad.mx/biblioteca/eventos/foro_xi.htm)).

A variation of these goals from another recent Web page (see sources) states that their goals are “to provide a venue for the cooperative exchange of ideas, experiences, and efforts concerning the provision of library services in the binational border regions between the United States and Mexico and trinationally including Canada” (<http://www.ciad>.

mx.biblioteca/eventos/foro\_xi.htm). Objectives range from strengthening links between librarians interested in building information bridges along international borders; planning and implementing cooperative projects between libraries across geographic borders; facilitating the development of resource networks beyond library borders; introducing librarians to the most recent commercial library products and services; and sharing cultural heritage.

Foro's history goes back to 1989, when librarians from Arizona and Sonora identified the need for better communication between libraries in Mexico and the United States. In 1990, Arizona and Sonoran librarians invited their counterparts from Sonora, Mexico, to participate in organizing Foro I, held in Rio Rico, Arizona. The following year, librarians in Hermosillo, Sonora, hosted the group. Subsequently, Foro conferences have taken place in El Paso, Texas (1993); Monterrey, Nuevo Leon (1994); Mexico City (1995); Tucson, Arizona (1996); and Ciudad Juárez, Chihuahua (1997). The University of California, Riverside, hosted the 1998 conference. Foro IX was held in Mexicali, B.C., Mexico (1999) and Foro X in Albuquerque, New Mexico (2000).

Foro has developed partnerships between librarians and exhibitors. From the vendors' point of view, the smaller size of the Foro conference permits them to discuss their newest products and services. Librarians get the opportunity to view these exhibits and discuss their library needs with vendors. These interactions between exhibitors and librarians have been so successful at past Foros that exhibitors reportedly have returned repeatedly and participated enthusiastically in all aspects of the conference. Organizers observe that each year the Foro attracts new vendors and consistently sells out all exhibit space.

The Foro or Transborder Library Forum holds its annual events for the exchange of ideas, experiences, and efforts related to border, binational, and trinational matters about libraries. By the date of this publication, ten Foros will have been held. This is a remarkable accomplishment when one considers there is no standing executive committee and there are no dues or any other typical association structure. At some point during a Foro meeting, the following year's organizing committee meets and begins the planning. They take it from there. What they do have is a strong commitment to make it work year after year. Generally, the location of the Foros alternates back and forth across the U.S./Mexico border. This may explain why it has been successful in attracting librarians from both sides of the U.S./Mexico border and Canada as well over the years. Foro V met in Mexico City in 1995, but more than likely the location of a typical Foro is just a few hours ride from the U.S./Mexico border, such as Foro VI in Tucson, Arizona, in 1996 or Foro X in Albuquerque, New Mexico, in 2000.

The International Federation of Library Associations and Institutions (IFLA), founded in 1927, serves as a global library association and has long been an advocate for multicultural and multilingual library services. Currently, it has more than 1,600 association, institution, and individual members from around the world, and IFLA provides them with a forum for "exchanging ideas and promoting international cooperation, research, and development in all fields of library activity and information service, including bibliography and the education of personnel." Through IFLA, "libraries, information centers and information professionals worldwide can formulate their goals, exert their influence as a group, protect their interests and find solutions for global problems."

The scope and goals of IFLA's section on Library Services to Multicultural Populations mirror concerns long held by advocates of library services for Latina/o populations: "The Section brings together libraries and institutions interested in the development and availability of library services designed to meet the needs of cultural and linguistic minorities. The Section is striving to share its experience in library services to multicultural populations in view of the necessity to ensure that every member in our global society has access to a full range of library and information services. In order to achieve this, it promotes international cooperation in this field" (<http://www.ifla.org/>).

The section on library services to multicultural populations lists eleven goals for 1998-2001:

1. promote the idea of diversity by making information available on library provision, practice, and materials in all formats for linguistic and cultural minorities for librarians planning and carrying out the provision of such services;
2. work toward the integration of multicultural and multilingual services into the general management of libraries, combat racism among library workers and management, and promote an enlightened approach to racial matters in the library services;
3. promote the application of library services to multicultural populations through IFLA programs and in research projects;
4. encourage the employment of linguistic and cultural minorities in libraries by urging the library community to provide equitable access to jobs;
5. encourage libraries to train local staff on multicultural issues;
6. promote the teaching of library services to multicultural populations in library and information studies departments of universities and colleges throughout the world;
7. reinforce the cooperation with the other Sections of IFLA by launching a multi-Section project focused on the concept of multicultural librarianship in a networked environment;
8. improve the participation of every member of the Section by conducting a survey on their expectations about the Section's activities;

9. advocate the co-development of multicultural services in public libraries of developed and developing countries;
10. advocate cultural and educational policies designed to fight illiteracy and promote reading in all languages; and
11. advocate equitable access to new information technologies for linguistic minorities. (<http://www.ifla.org/>)

### SPECIAL INSTITUTES AND CONFERENCES

Over the years, a variety of special institutes has been the means of continuing the dialogue in addressing the disparity in library service to the nation's Latinas/os and to seek solutions to those needs. Most recently, the Trejo Foster Foundation for Hispanic Library Education has sponsored a series of such institutes with an emphasis on addressing the multitude of issues faced by Latina/o librarians, foremost being the recruitment and training of Latina/o librarians, and second, providing effective strategies for serving the large and growing Latina/o population (St. Lifer & Rogers, 1993).

#### *Institutes on Hispanic Library Education*

Arnulfo Trejo, president of Hispanic Books Distributors and former professor at the University of Arizona School of Library and Information Science, had long wanted to organize a conference that would bring Latina/o librarians together to discuss library education. In 1993, Trejo and the Trejo-Foster Foundation made the Institutes on Hispanic Library Education a reality. Various library and information schools in the country have successfully hosted four of these institutes to date: Charlie Hurt at the University of Arizona in Tucson (1993); Brooke Sheldon at the University of Texas at Austin (1995); Betty Turock and Martín Gómez at Rutgers University in New Brunswick, New Jersey (1997); and Kathleen de la Peña McCook and Catherine Jasper at the University of South Florida in Tampa (1999). "Status of Hispanic Library and Information Services: A National Institute for Educational Change" (1993) was the name of the first institute, followed by "Latino Populations and the Public Library" (1995). The third was "Hispanic Leadership in Libraries" (1997) and the last (1999) was "Library Services to Youth of Hispanic Heritage" (McCook, in press). A fifth institute is planned for the year 2001 jointly hosted by Louise Robbins at the University of Wisconsin at Madison and Mohammed Aman at the University of Wisconsin at Milwaukee. Each institute has explored a different issue in Hispanic library education, providing a forum for librarians and educators from across the country. While the Trejo-Foster Foundation supports in part these institutes, major funding comes from host institutions with additional assistance from organizations such as REFORMA. The fees paid by participants' organizations or the participants themselves help subsidize the institutes' costs.

Earlier institutes and seminars include "*Seminario on Library and Information Services for the Spanish Speaking: A Contribution to the Arizona Pre-White House Conference*," held in 1978. This seminar was sponsored by GLISA of the University of Arizona in Tucson. Speakers who were brought in from around the country addressed national issues in their position papers covering library education, public libraries, school, college, and special libraries. Its proceedings included resolutions for each major area and constitute one of the earliest significant contributions to the body of literature dealing with library services and Latinas/os (Trejo, 1978).

*Binational Conferences on Libraries of the Californias*

The California/Mexico border was the site of the first and second binational conferences on libraries of the Californias (Ayala, 1984). The first one was held in Tijuana, organized by the Latino Services Project of the Serra Cooperative Library System and the second in Calexico, California, and Mexicali, Baja California (1985), organized by the Institute for Border Studies of San Diego State University (Binational Conference on Libraries of the Californias, 1985). Each attracted over 400 librarians. Both were funded through LSCA grants awarded by the California State Library and had as their purpose the convening of librarians from both sides of the U.S./Mexico border to discuss their common problems as well as goals so that they could provide better library services to their border populations. The scope of these two-day conferences covered both regional as well as national issues. Participants saw the value in cross-border dialogues in discussing such topics as the role of professional associations, state libraries, and library education agencies, library services to bilingual/bicultural communities, data bank reference services, and continuing education. Both conferences were very successful, and each issued a set of published proceedings of lasting value.

*REFORMA National Conferences*

Another milestone that signaled the maturation of the REFORMA organization was the REFORMA National Conference (RNC) that took place in Austin, Texas, August 22-25, 1996. Themed "Cultural Partnerships: Linking Missions and Visions," the RNC was a celebration of the first quarter-century of REFORMA's existence. Over 700 attended the more than sixty-five programs and workshops that were of value to librarians, educators, support staff, policy makers, and the community at large. Discussing the importance of holding such an event, conference co-chair Ingrid Betancourt stated: "For us to begin to coalesce, to galvanize and gain a sense of our presence and visibility, we need to build an identity beyond our affiliation with ALA." The conference was a historic occasion. It helped to increase the understanding of the issues confronting librarians serving Latina/o communities, and the many sessions covering dif-

ferent types of libraries ensured that everyone learned something new that would translate into better service. The RNC is also credited with having boosted the membership rolls beyond the 1,000 mark. This was without a doubt REFORMA's largest-scale undertaking, with a fund-raising campaign that raised in excess of \$60,000. Given the RNC's resounding success, REFORMA decided to follow up with RNC II.

The Second REFORMA National Conference (RNC II) was held in August 3-6, 2000 in Tucson, Arizona. The conference theme, "The Power of Language: Planning for the 21st Century," reiterated REFORMA's commitment to the promotion of library services to the Latina/o and Hispanic communities in the United States. The Spanish language unifies a very large and growing population that includes very different cultures, heritage, and histories. The conference focused on all types of library services, including collection development, children's services, and community outreach. Additionally, issues such as bilingualism and the recruitment of minority librarians were addressed. The conference embraced communication in its simplest form to the most technologically advanced modes and examined how librarians, educators, parents, community institutions, and political leaders need to plan for the future and capitalize on the power of this community. Susana Hinojosa, RNC II chairperson, in announcing the conference, stated that "language is powerful as a system of communication, and is one of the strengths of the Latino community." Hinojosa said the city of Tucson was selected as the conference site, in part, because of its Latina/o historic significance and because of the strength of the local REFORMA chapter as well as the strong public and university library support for the conference (REFORMA, 1999).

REFORMA also offered a preconference on electronic resources, "Electronic Resources for a New Majority," in connection with the REFORMA National Conference II. Demographers have forecast that the U.S. Latina/o population will reach 31 million by the year 2000 and will double its 1995 size by the year 2020. The continuing dramatic growth of the Latina/o population along with ongoing technological change demands that librarians serving these communities be active participants in shaping tomorrow's electronic libraries and resources.

#### GOVERNMENT-INITIATED ASPECTS, GRANTS, AND SPECIAL PROJECTS

*The Library Education and Human Resource Development Program, Title II-B of the Higher Education Act of 1965*

The Library Education and Human Resource Development Program, Title II-B of the Higher Education Act of 1965, is authorized to make awards for fellowships, institutes, and traineeships for the study of library and information science. The first year of operation for the Fellowship

Program was fiscal year 1966. In its first three decades, this program made grants to ninety-one institutions of higher education that had library education programs for more than \$46 million and trained over 5,000 students. These HEA Title II-B Grants have enabled members of underrepresented groups (minorities including Latinas/os) to attend graduate schools of library and information science. In a seven-year study for the years 1985-1991, 88 doctoral, 17 post-master's, and 223 master's fellowships alone were awarded and the amount of federal funds awarded was \$3,399,300 (Owens, 1997).

In addition to grants for study in graduate library school programs, institutes were also funded by National Leadership Grants of the Department of Education under the Higher Education Act Title II-B. In examining some of the institutes funded in 1998, the final year of HEA Title II-B, Kathleen de la Peña McCook described several successful institutes held around the country, which attracted racial and ethnic minority librarians and/or librarians who serve in racially and ethnically diverse library communities. The one held at the University of Minnesota Libraries, "Training Institute for Library Science Interns and Residents," illustrated what the grant covered in the week-long institute for twenty librarians: "[T]raining, transportation expenses, housing and breakfasts in a campus dormitory, an opening reception and dinner, a concluding lunch, and an Omega Zip drive used in the training sessions and kept afterward by participants" (McCook, 1998, p. 56). In another institute held at the University of South Florida's School of Library and Information Science, "Institute on Library Services to Migrant and Seasonal Farmworkers in Florida," forty librarian participants reviewed detailed examples of policies for Spanish-language materials, programming specific to Spanish-speaking populations, and marketing tactics. Participants were also given "daily language and culture instruction by USF SLIS faculty member Sonia Ramirez Wohlmuth—by the end of the week, participants were able to write signs, posters, and flyers in Spanish for their libraries" (McCook, 1998).

#### *The Library Services and Technology Act (LSTA)*

The Library Services and Technology Act (LSTA), a federal grants-in-aid program for local libraries, is the successor to the Library Services and Construction Act (LSCA), which administers millions of dollars for local assistance awards on a competitive basis from local proposals that meet the criteria for these awards (Gregory, 1999). Over the years, this program has helped especially in the construction or replacement of libraries in Latina/o communities. The major shift in focus now seems to be from construction of libraries to the provision of the infrastructure to enable the use of electronic information and help communities exploit the information technology now so readily available. The differences between the old LSCA and the new LSTA programs, as Gregory points out, are: (1) the

LSTA administration has moved to a new federal agency; (2) there are several changes to how funds may be used—technological infrastructure and not construction, as stated—and new priorities, namely electronic networking and targeting the underserved; and (3) LSTA is now for use by all types of libraries—school, academic, and special libraries, not just public ones as was the case with the LSCA. Information on the LSTA program is available on the Web at <http://www.ims.fed.us>.

The passing of the Bilingual Education Act of 1974 created an interest in Spanish-language publishing and temporarily opened a floodgate to what turned out to be waves of inferior product (Carlson, 1992)—i.e., bad translations, among other problems. While bilingual education has fallen out of favor with voters in the 1990s, bilingual books are still being published so there must be an audience for them. They are appreciated by Spanish speakers looking for Spanish-language books as well as English-language patrons who are interested in the cultural themes often represented in bilingual books. There is also a large group of students in the United States who study the Spanish language and like the side-by-side language format of many of these books—i.e., English on one page, Spanish on the other.

Government documents are a great source of Spanish-language materials as well as demographic materials for and about Latina/o populations. These are also increasingly found as being universally accessible on the Web. One fine example is *Como ayudar a sus hijos a usar la biblioteca—julio de 1993* <<http://www.ed.gov/pubs/parents/Biblio/pt.3.html>>, a Spanish-language translation of the brochure, “How to Help Your Children Use the Library.”

### SPECIAL LIBRARY PROJECTS

Any discussion on library services to the Latina/o community would be woefully incomplete without a review of some of the important projects that were launched over the past thirty years in communities throughout the United States. A number of these projects may be considered conventional by today's standards but were actually innovative approaches for their time. These projects met with varying success rates—some were adopted by their libraries and became permanent programs; others never lived beyond their demonstration periods, were doomed by faulty methodologies, by lack of communication, or by a lack of interest to continue the projects under local funding. The nature and quality of library leadership and institutional commitment was of critical importance to their success. This was the case with Serra Cooperative Library System's highly successful “Latino Services Project” (1982-1984) under the project management of Martín Gómez. About a decade earlier, the same system's “*Que Será*” project (1971-1974) failed, having received \$130,000 in LSCA grant funds to support outreach to Indian reservations, migrant camps, barrios,

and shopping centers ("Outreach to Ethnic Minorities, #2," 1976).

Among the most successful was the South Bronx Project in New York. Founded in 1967 as a federally funded demonstration project under the direction of Lillian López, this was one of the earliest major attempts to reach the largely Puerto Rican community. The project provided relevant bilingual materials and staff, Latina/o cultural programs, and aggressive outreach that included three bookmobiles that extended service into the *barrios* as well as in-service workshops. In one year alone, 45,000 people participated in its programs. The project led to positive changes in the library system benefiting the Puerto Rican community there (Haro, 1981).

In California, the Oakland Public Library's Latin American Project was concerned with developing a library specifically tailored to meet the needs of the Spanish-speaking community of Fruitvale, most of them of Mexican origin. Opening in 1966 as a federally funded project with a new collection and bilingual staff, the library featured some experimental approaches that are as relevant today as they were then. From the beginning, the Oakland Public Library solicited the help of the Spanish-speaking community in the planning process, formed a citizens advisory committee, and involved them in the planning and evaluation of dynamic library services, development of collections, and a wide variety of programming (Wynn, 1970).

In Albuquerque, New Mexico, the Model Cities Library was another federally funded early project that aimed to provide new services to the inner city *barrios* with a 75 percent Mexican origin population. The planning was a result of exhaustive survey research and consultations with community leaders. In spite of careful planning, the project almost was derailed due to communication failures involving competing community interest groups, not the fault of library service planners. The library's initial approach was to experiment by providing a loosely structured storefront library with the accent on "specialized service," complementing library professionals with committed bilingual bicultural library trainees, minimally processing the materials, and tailoring programs to the needs and interests of the Chicano/Mexican community. The warm informality in services offered and innovative approaches made this an effective and successful program (Luján, 1973).

Notable later projects include the Queens New York Library's New Americans Project (NAP) established in 1977. The Queens Library serves the largest borough in New York City (about 2 million people), of which approximately 44 percent are not native English speakers. Yet another project funded federally, this one met with immense success during its demonstration period and continues today since its adoption in 1981 as a permanent program with a staff of ten funded through the Queens Library budget. Essentially, the project extends library services to non-English speakers and helps them to adapt to the United States. Close to

400,000 Latinas/os make this the largest immigrant group in the Queens Library service area. The NAP's English as a Second Language program is among its most popular, with almost 3,000 participants each year. Its free Books-by-Mail in Other Languages was one of its initial services that continues to the present. Cultural arts programs have also been highly popular with over 5,000 attending each year. The Coping Skills Program that offers lectures and workshops to help immigrants with their adjustment was added in 1986 through a New York State Library grant, and it also became permanently funded through the library in 1988. NAP's "Say Si" Collection was added in 1985 and focused on collection development and a public relations campaign targeted to Queens' large Latina/o community (Carnesi & Fiol, 2000).

In California, there was a cornucopia of special projects funded through LSCA grants and designed to serve the Latina/o community. The Los Angeles County Public Library (LACoPL) instituted a host of these during the 1970s. Among these was the Chicano Resource Center, founded in 1976, that continues to this day as a major multimedia collection and reference resource that documents all facets of Chicano (Mexican American) history and culture (Chicano Resource Center, 1980). About the same time, LACoPL also established Project LIBRE (Libraries Involved in Bilingual Reading Education) that featured an independent study and tutorial program to enhance reading and language skills among the residents of Montebello, Norwalk, Lyn Wood, and Compton (*Libraries Involved in Bilingual Reading Education*, 1980).

In New Jersey, the Newark Public Library (NPL) inaugurated a model program in 1979 to reach New Jersey Latinas/os. The program focused on hiring bilingual/bicultural librarians, collection development, outreach, a Spanish-language telephone hotline, library programming, library networking, and specialized marketing to the Spanish-speaking community. This successful program led to the founding of *La Sala Hispanoamericana*, a permanent program for Latina/o, Spanish-speaking patrons that offers a multitude of library and information services for walk-in patrons and by telephone. In 1991, the NPL won a grant to establish New Jersey's Multilingual Material Acquisition Center, a statewide information clearinghouse and resource center on library materials in non-English languages (Ingrid Betancourt, personal communication, October 8, 1999).

Another initiative in California, also funded through the federal Library Services and Construction Act (LSCA), was the Latino Services Project of the Serra Cooperative Library System, launched in 1982. This project was unique because its primary orientation was to improve system-level library services to the Spanish-speaking. It developed collections and plans of service for thirteen member libraries in the library cooperative; it also aimed to promote bi-national library cooperation with libraries in Baja, California. The project was a major sponsor—along with the *Bibliotecarios*

*de las Californias*—of the First Binational Conference on Libraries in California and Baja, California, in 1984 (Ayala, 1984). One of the most recent projects is Library Service to Hispanic Immigrants of Forsyth County, North Carolina. Begun in 1996, this was another LSCA funded project that enabled the library to inaugurate multimedia collections, undertake library promotion efforts, and network with other organizations to reach its Spanish-speaking immigrant communities.

One of the most innovative programs is that of California's Partnerships for Change, credited with revitalizing library services to Latinas/os and other ethnic groups in that state. This program was established in 1989. Partnership libraries are awarded LSCA grants administered by the California State Library. The program has, to date, supported several dozen libraries that recognize the changing needs of their diverse populations and have been willing to commit to assess their community's needs, undertake innovative library services, form community coalitions, and develop culturally relevant public relations to better meet the needs of their communities. These Partnerships for Change libraries have undertaken a wide range of strategies as part of their service program redesign, about half of which are aimed at serving Latina/o neighborhoods (*Partnerships for Change*, 1990).

## AWARDS

### *REFORMA Librarian of the Year*

The REFORMA Librarian of the Year (LOTY) Award is presented annually by REFORMA, the National Association to Promote Library Services to the Spanish Speaking. It is funded by Hispanic Books Distributors (HBD) of Tucson, Arizona. The LOTY Award was awarded as the HBD Hispanic Librarian of the Year until 1991, the first year it was awarded under the auspices of REFORMA with HBD. The award provides the winner with a cash prize and a plaque. It is described (Trejo, 1994) as recognizing "outstanding library professionals who have demonstrated exceptional leadership, true commitment, and extraordinary performance, particularly in the provision of library services to the Latina/o community." The LOTY Award Committee considers nominees who have demonstrated achievements in one or more of the following areas: (1) library work that improves and promotes library services to the Spanish-speaking and Latina/o populations; (2) contributions to the REFORMA organization; or (3) participation in library work in city, county, state, national, or international scopes. Included among the winners over the years are many outstanding leaders of Latina/o librarianship: Roberto G. Trujillo and Yolanda Cuesta (1988), Elizabeth Martínez (1989), Patricia Tarin (1991), Salvador Güereña (1992), Luis Herrera (1993), Mario Gonzalez (1994), Hector Hernandez and Albert J. Milo (1995), Lillian Castillo-Speed (1996),

Camila Alire (1997), Ramiro Salazar (1998), and Ben Ocín (1999).

*The Pura Belpré Award*

The Pura Belpré award honors Latina/o authors and illustrators whose works best exemplify authentic cultural experiences in children's literature. The biennial award is a cooperative effort of REFORMA and ALSC (the Association for Library Services to Children, a division of the American Library Association). To date, this award has been presented twice—in 1996 and 1998. It is administered by the Association for Library Service to Children and REFORMA, the National Association to Promote Library Services to the Spanish Speaking.

The award is named after the distinguished author, storyteller, and puppeteer, Pura Belpré, who was the first Latina librarian to work at the New York Public Library. Pura Belpré was born in Cidra, Puerto Rico, moved to New York in 1921, and attended the Library School of New York Public Library and Columbia University. She published her children's classic *Perez and Martina* in 1932 and delighted children and adults with stories in a remarkable career that spanned over sixty years.

The Pura Belpré Award was established in 1996 and is presented to a Latina/o writer and illustrator whose work best portrays, affirms, and celebrates the Latina/o cultural experience in an outstanding work of literature for children and youth. It is co-sponsored by the Association for Library Service to Children (ALSC), a division of the American Library Association (ALA), and REFORMA, the National Association to Promote Library Services to the Spanish Speaking. For the first year of the award's existence, titles were selected from books published between 1990 and 1995. The announcement of the 1996 award and honor book winners was made during the ALSC Membership Meeting, July 8, 1996, at the ALA Annual Conference in New York City. The awards were presented at the First National REFORMA Conference in Austin, Texas, at a ceremony on August 23, 1996. In 1998, the awards were presented at the ALA Annual Conference.

**ALA'S SPECTRUM INITIATIVE**

Begun in 1998, ALA's Spectrum Initiative's purpose is to recruit minority librarians, and it will provide fifty \$5,000 scholarships per year for three years for graduate study in library and information science. That totals 150 scholarships awarded to members of racial and ethnic minority groups, substantially increasing the number of librarians in our multi-ethnic, multicultural, and diverse society. Betty Turock, a recent president of ALA, was the catalyst behind this program, succeeding in getting ALA leaders to commit \$1 million from ALA's endowment to start the Spectrum Initiative (Long, 1999). Turock's own family donated \$25,000 to this cause, and it remains one of her lasting major achievements while in of-

fice (Watkins & Abif, 1999). Scholarship recipients must be citizens or permanent U. S. or Canadian residents and be from one of four specified underrepresented groups: (1) African-American/Canadian, (2) Asian/Pacific Islander, (3) Latino/Hispanic, or (4) Native American/Canadian. The Spectrum Initiative's mission, found on the ALA Web page <http://www.ala.org>, is stated as "the improving of service at the local level through the development of a representative workforce that reflects the communities served by all libraries in the new millennium." ALA also states that "it is a troubling reality that our current ranks do not represent the communities served by libraries." The Spectrum Initiative hopes to meet these two major goals: (1) to address the specific issues of under-representation of critically needed ethnic librarians within the profession; and (2) to serve as a model for ways to bring attention to other diversity issues in the future.

Beyond the scholarships, ALA's Spectrum Initiative also provides an institute at each annual conference for scholarship awardees and as additional training for librarians. The Spectrum Initiative and the ALA Diversity Office have developed a recruitment training kit, "Spectrum and Beyond," to help librarians develop both their understanding and abilities in recruiting people of color to the profession and to maximize the benefits and changes that can accrue. Training sessions are scheduled for annual conferences and midwinter meetings and include materials that help participants with how to conduct training in their chapters (Watkins, 1999).

The Spectrum Initiative is helping to close the gap in fellowship funding created when the federal funding for institutes such as GLISA ceased and only funding of fellowships continued. The successful institutional models of the Fullerton program and GLISA (discussed earlier in this article) have never been replicated.

### SPECIAL COLLECTIONS

Latina/o history and culture are markedly rich and diverse, considering their 500 years of development in this country. The number of special collections around the country that are of interest to Latinas/os is actually much larger than many might imagine, estimated to be around 300, including historical associations, university-based archival centers, public library special collections, and those held by private organizations (Caballero, 1990). The University of California, Berkeley's Bancroft Library collecting emphasis, for example, is on pre-1900 California; however, included in its holdings are materials documenting early Latina/o history in that state, as is the case for the Eugene Barker Texas History Collection at the University of Texas in Austin. Inevitably, there are many Latina/o footprints scattered throughout many Americana and Southwestern collections as well as those documenting state histories. However, with some

exceptions, it was not until after the Civil Rights Movement of the 1960s that the building of American ethnic research collections and archives became a conscious systematic goal anywhere (Güereña, 1988). The student protests of the 1960s and 1970s gave birth to new programs in Chicano and Latino studies. Such was the case with the Centro de Estudios Puertorriqueños Library and Archives at Hunter College of the City University of New York. In 1969, CUNY instituted a new policy to develop black and Puerto Rican studies and open enrollment, resulting in large-scale increases in Puerto Rican student enrollment and increased faculty.

These events drove the demand for secondary and primary sources to support new teaching and research. In Arizona, mention is due the Documentary Relations of the Southwest Project of the Arizona State Museum that generated a computer database of primary source materials on Hispanics. Repositories with respectable holdings of early Hispanic materials are found throughout the southwestern states but also include institutions on the Eastern seaboard. Contemporary historical records on the Chicano/Latino experience, post 1960, however, are held by a handful of special collections. These include the University of Texas, Austin, with its Nettie Lee Benson Latin American Collection and Stanford University's Mexican American collections. The University of California, Santa Barbara, has for more than thirty years boasted of a Chicano studies research library that in 1988 spun off another permanent program, the California Ethnic and Multicultural Archives (CEMA) that also serves as a major repository for Chicano cultural and visual arts. Other Chicano library collections worthy of note include the Chicano Studies Collections, Ethnic Studies Library (University of California, Berkeley), the Chicano Studies Collection (Arizona State University), and the Chicano Resource Center (East Los Angeles branch, LA County Public Library) (Chabrán, 1984). To its credit, the Smithsonian has been building its Latino resources, and its holdings contain an appreciable amount of materials on U.S. Latinas/os as does the Hispanic Division of the Library of Congress. The latter includes folk music collections from San Antonio, Texas, and it has also pioneered the recording of Hispanic poets.

While there are hundreds of institutions that include in their holdings facets of Latina/o culture and society that are available to researchers, the number of special collections programs in place today that systematically focus on Latinas/os—that have made an institutional commitment to develop and maintain such collections—are relatively few in number, less than six in the United States. Over a decade ago, a historical survey of Latino special collections was published in a journal article. The author wrote then that the present status of Latino collections was very problematic and that “a major effort will be required to offset the presently skewed representation of American culture as represented in many of this country's libraries and archival institutions.” Unfortunately, with

very few exceptions, there has not been much progress in reaching that goal (Güereña, 1988, p. 10).

### LIBRARY EDUCATION

How should we educate future librarians to work with Latina/o Hispanic populations? One can consult ALA's *Standards for Accreditation of Master's Programs in Library and Information Studies* (American Library Association, 1992), specifically the section on the mission, goals, and objectives as well as the one on curriculum. These standards state that they reflect "the role of library and information services and provide a curriculum that responds to the needs of "a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups." Additionally, and consistent with this statement, schools should have policies to recruit and retain both students and faculty from "multicultural, multiethnic and multilingual backgrounds." This is explained as follows: "The multicultural, multiethnic, and multilingual nature of society is referenced throughout the Standards because of the desire to recognize diversity when framing goals and objectives, designing curricula, and selecting and retaining faculty and students." It is noteworthy that REFORMA leaders took a leading role in aggressively advocating the inclusion of these provisos in the standards which were ultimately adopted by the ALA council (Güereña, 1991).

The recent Congress on Professional Education made one of its six recommendations in its Final Report (1999) a call for the recruitment, education, and placement of students from diverse populations as a way of addressing diversity considerations—multilingual, multiethnic, multicultural—and to ensure programs and services as well as support for special needs and the underserved. The first five recommendations also all ended with the same two brief sections stating ALA must "give particular attention to diversity, including multicultural, multiethnic and/or multicultural considerations, programs and services and support for special needs and the underserved, in the context of these recommendations. This particular recommendation appears throughout these suggested strategies as it needs to be made visible and pervasive in the profession and its institutions."

In a paper presented at the Trejo Foster Foundation Institute on Hispanic Education entitled "The Status of Latino Library Education in the United States," Marta Ayala made the point that only five of the fifty-one schools of ALA-accredited library and information science "offered courses that could be classified under Hispanic librarianship"—not including those in Puerto Rico (Trejo, 1994).

### SPANISH-LANGUAGE PUBLISHING AND THE U.S. LATINO MARKET

While there has always been a market for Spanish-language materials in the United States, it has only been in the last few decades that publish-

ers have started working to fill this need. Distributors of Spanish-language materials in the United States had previously bought books in Mexico, Spain, or Argentina to serve this library market. The problem with materials from these areas is that often they do not translate culturally in the United States. These materials are published in the same language, but some of the Spanish words that they use are different than what the U.S. Latina/o population would feel comfortable reading, and their cultural references are to people with experiences other than the U.S. Latina/o population. Mexico is taking over from Argentina as the leader in publishing Spanish-language books (Taylor, 1998); the proximity will benefit U.S. libraries.

Books for children, for example, have been published in this country for many decades (Lodge, 1995), but not until the early 1990s did small and large American children's publishers delve into Spanish-language publishing. The most popular route has been to publish translations of English bestsellers, bilingual (English/Spanish) books, and Spanish-language works by Spanish-speaking authors who wish to preserve their native language and their Latino/Hispanic culture (Lodge, 1995). The difficulty with translations is finding translators who use a syntax and vocabulary with the widest possible appeal to a cross-section of Spanish speakers (Carlson, 1992).

The enormous potential of the Spanish-language publishing market and U.S. Latinas/os has only recently been recognized. The demand for these materials is at an all-time high. Karin Kiser (1998) states that "the 30 million Hispanics, more than a fourth of whom read Spanish, represent a large enough market to merit publishers' attention" (p. S3). Kiser also observes that "the United States is already the fifth largest Spanish-speaking nation in the world—within ten years, only Mexico will have more Spanish-speakers than the United States" (Kiser, 1999, p. 35).

The history of Spanish-language publishing in the United States for a Spanish-speaking population—newspapers in the Southwest and other parts of the country aside—dates from only the end of the nineteenth century. In 1889, Jose Marti, the well known Cuban poet and philosopher, founded *La Edad de Oro* (The Golden Age) in New York City. Though short-lived, it was significant as the first periodical dedicated to Spanish-speaking children (Carlson, 1992). It was not until years later, with the passing of the Bilingual Education Act in 1974, that Spanish-language publishing got another jump-start (Carlson, 1992). Interestingly enough, the Spanish-language newspapers are making a decided comeback in parts of the country—e.g., *El nuevo Herald*, the *Miami Herald's* progeny and growing rival for readers, now circulates nearly 90,000 daily copies (Nicholson, 1999).

There have been a number of distributors over the years that specialized in Spanish-language materials, among them Bernard H. Hamel Spanish Book Corporation in California, Bilingual Publications and Lectorum Publications in New York, Hispanic Book Distributors in Arizona, and Libros Sin Fronteras in Washington. There are now more distributors as well as publishers in the United States, like Fondo de Cultura Economica USA, Inc. from Mexico and Santillan from Spain. There are still relatively few Latina/o bookstores—approximately 150 in the country—not enough for the 31 million Hispanic population. However, Spanish-language books are being stocked by Wal-Mart and Target stores (Lodge, 1995) among others so that they are gradually finding their way into the mainstream. The states with the largest markets were generally considered to be California, Florida, Texas, and New York (Bearden, 1995); however, there are now sizable Spanish-speaking markets in places across the country.

In the introduction to *Latino Periodicals: A Selection Guide*, Salvador Güereña presents valuable background on Spanish-language publishing and makes several interesting observations on the hundreds of periodicals published in Spanish. Besides those specifically developed for the U.S. Latino market, a great many have primary readership outside the United States—i.e., Latin America and Spain. The range of these materials appeals to many readers, from those that are more popular and recreational to those that are more sophisticated cultural material. There are an estimated 400 of these periodicals that target the Latina/o population of this country according to the National Association of Hispanic Publications, and all competing for the increased Latina/o purchasing power. This broader selection of materials for Latina/o readers is now available in the United States and is carried by mainstream subscription agencies. One must be encouraged by the fact that the publishing industry appears to be gradually giving greater attention now to Latino periodicals and, with the glaring exception of suitable children's magazines, which are still lacking, it is encouraging. Güereña writes that librarians must have much more to choose from to keep their patrons coming back to the library (Güereña & Pisano, 1998).

The Latina/o population is made up of those speaking only Spanish and those speaking only English, as well as those who are bilingual. Cultural-specific as well as language-specific materials are needed for our community as well as materials that reflect the values and customs observed by many Latinas/os. Güereña also indicates, that in order to begin to evaluate and select the range of periodicals available for their clientele, librarians must learn about the particular Latina/o groups within their service area (Güereña & Pisano, 1998). The more assimilated Latinas/os prefer English or bilingual materials, while recent immigrants tend to prefer Spanish-language materials.

In addition to the astonishingly increasing Latina/o population fig-

ures, Güereña notes that 51.3 percent of all Latinas/os are Spanish-speaking dominant and that their average time spent reading magazines was 1.4 hours per week. This is according to statistics compiled by the Miami-based Strategy Research Corporation, which also estimates that about 1 million more Spanish-speaking immigrants take up residence in Latina/o neighborhoods each year (Güereña & Pisano, 1998).

Güereña observes that newspapers have both played a special advocacy role in their communities when it comes to political and social issues of concern to Latinas/os and are also expanding their readership (Güereña & Pisano, 1998). Some examples are the Lansing, Michigan, based *El Renacimiento*, Los Angeles' *La Opinion*, New York's *El Diario/La Prensa*, San Francisco Bay Area's *El Mensajero*, and Miami's *El Nuevo Herald*. Another success story has been the *Vista News Magazine* Sunday newspaper supplement, which started in 1985 and is distributed in primarily English-language daily newspapers in communities with a large concentration of Latinas/os.

## THE FUTURE

What does the future portend relative to library services to Latinas/os? No discussion would be complete without addressing two major points: the changing demographics and advances in technology. Presently, Latinas/os make up the fastest growing segment of the U. S. population. Their sheer numbers are significant as is their growth pattern over the past few decades, and these facts should draw the attention of policy makers as well as library leaders. For example, in the 1970 official census, 10 million Latinas/os were counted. In 1980 there were 14.6 million recorded and, in 1990, 22.3 million. The projected Latina/o population for the year 2000 is 31 million, more than 11 percent—i.e., one in nine persons in the United States. The U.S. Census projects that in fifty years the Latina/o population will represent 96 million or nearly 25 percent—one in four—of the entire nation. Another key observation about these demographics is that in contrast to the increasingly graying population at large, the Latina/o population is a youthful one. Census projections are that by 2030 the difference in median age may be as much as ten years (33 years of age contrasted with 43.9) (Estrada, 1990).

In the meantime, over the past three decades the proportion of Latina/o librarians to Anglo librarians has remained unchanged, currently not more than 1.8 percent (St. Lifer & Rogers, 1993). Sonia Ramírez Wohlmuth writes: "Where are the Latino librarians? Where are their mentors? Where are the Spanish speaking professionals? The discrepancy between representation of Latinos in the public at large is great" (Güereña, 2000, pp. 41-50). She goes on to say that the numbers of Latina/o graduates of ALA-accredited library schools show almost no improvement, and there are few mentors for those who are in the pipeline. During the 1995-96 academic year, for example, there was only one recipient of a doctor-

ate in this field. Moreover, graduate programs are dropping language proficiency from their curricula (Wohlmuth, 2000). Therefore, it does not take a Rhodes scholar to realize that: (1) there is a severe shortage now for bilingual/bicultural librarians and that there will be an even greater need for them in the future, and (2) very few Latinas/os are being educated to replace those who move up and/or out of the profession.

This critical need has caused library educators like Kathleen de la Peña McCook (McCook & Geist, 1992) and library administrators like Luis Herrera to express their alarm about the dire need to find solutions to these problems in the years ahead. During Herrera's tenure as REFORMA president (1982-83), he established a library scholarship fund as a priority, and that continues to the present as one of its most important programs. Herrera underscored what he saw as REFORMA's main goals during the next twenty-five years: recruitment into the profession and leadership development (personal communication, March 22, 1996). To illustrate this, the core of effective Latina/o leaders has grown along with the maturation of REFORMA. Witness the increasing number of Latina/o CEOs at the helm of a small but growing number of public and academic libraries. A number of these key leaders, like Martín Gómez (Brooklyn Public Library), Luis Herrera (Pasadena Public Library), and Elizabeth Rodríguez-Miller (Tucson Public Library and now City Manager) were recipients of HEA Title-II fellowships and/or were participants of specialized institutes with focused curricula such as GLISA I-IV. These institutes no longer exist, and while the current catchword is diversity, in reality there are diminishing initiatives as well as resolve to recruit, prepare, and launch bilingual/bicultural librarians into the field.

Exacerbating this even further are the incursions on affirmative action strategies fomented by anti-Latina/o immigrant political movements in the 1980s and 1990s. The limited progress notwithstanding, there must be appreciable increases in the rank and file within the next ten to fifteen years. Without this occurring, the pool of future Latina/o leaders who may be the most effective change agents may become nonexistent.

Another development that presents major challenges as well as opportunities for Latinas/os and the librarians who serve them centers on the advances of the information superhighway. Going back to census figures, community college library administrator Ron Rodríguez states that "there are many Internet resources like CLNet (Chicano/LatinoNetwork) that have given students a new energy, understanding, enthusiasm and self-confidence" yet he observes that very few of these students have a computer at home. Richard Chabrán and Romelia Salinas, in their discussion on what they call "the digital divide," point out that there is a lack of equity of access by Latinas/os to the many advances in these emerging computer and telecommunications technologies. This gap, or divide, reflects the disparities between the "haves" and

the “have nots” and this translates into the “information rich” and the “information poor.” To illustrate this, they indicate that “by 1998, 46.6 percent of the Anglo population had computers compared to 23.2 percent of African Americans and 25.5 percent of Latinos” even as computer prices had dropped. A comparison in their respective levels of online access to the Internet, and even in telephone ownership that is still essential for an Internet connection, demonstrates a greater disparity, findings that clearly demonstrate just how far we still have to go if “we are to speak about emergent technologies as tools for creating an equitable and truly democratic society” (Chabrán & Salinas, 2000). Librarians must be very involved in the information policy debate and have a voice in the development of future programs to meet existing and future needs. Herrera points to the need for coalescing with other groups on national issues to address the public good, an operating principle that was embraced most by past ALA President E.J. Josey.

Latina library leader Ingrid Betancourt emphasizes that Latina/o librarians are the voice for the Latina/o people within ALA and within their own libraries. They must position themselves at the forefront to shape policy for the information society so that this information superhighway may serve the needs and priorities of Latinas/os (personal communication, March 22, 1996). Latina/o librarians will need to become far more active and formal participants in the national arena of information technology. This process must occur at local, statewide, regional, and national levels to be properly addressed. Romelia Salinas (2000) points out that through these technologies we can now offer an expanded definition of what will constitute Latina/o library services through new models that can better address the growing library and information needs of the Latina/o community. The Chicano/LatinoNetwork is one such model that has proven its success through its partnerships with other institutions as well as with community based organizations.

John Berry (1999), in a *Library Journal* editorial, echoed the need for, and the lack of, bicultural staff to serve in Latina/o library communities as a call for developing culturally competent librarians to serve all Americans, not just the white middle-class commonplace in our society. Berry observes that assimilation into mainstream American culture, into the melting pot, rather than a celebration of other cultures, has been the historical norm. “The idea of ‘culturally competent’ library service is nothing new to librarians from the African American community or the many other ethnic and cultural constituencies in America . . . yet true cultural competence has rarely blessed the librarian profession or even penetrated the professional consciousness.” Berry goes on to write that, while we have outreach programs and minority recruitment drives and “we spout endless words in tribute to diversity,” the profession takes little truly affirmative action to develop in its members the genuine cultural competency to

serve all the people in ways that are meaningful to them. Berry (1999) warns that librarians will become politically irrelevant if they do not become culturally competent.

The twenty-first century will be a time of dynamic development as well as one of major challenges for Latinas/os and librarianship; in the past we found much over which to commiserate as well as significant achievements to celebrate. Continued advocacy, unflagging hard work, and dogged perseverance will be much of the antidote for persistent institutional neglect before one can say that the best is yet to come, but we certainly hope that the tide will turn.

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