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Ethnic Diversity in Library and Information Science

Kathleen de la Peña McCook

Issue Editor

UNIVERSITY OF ILLINOIS
GRADUATE SCHOOL OF
LIBRARY AND INFORMATION SCIENCE

LIBRARY TRENDS

Library Trends, a quarterly thematic journal, focuses on current trends in all areas of library practice. Each issue addresses a single theme in depth, exploring topics of interest primarily to practicing librarians and information scientists and secondarily to educators and students.

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Ethnic Diversity in Library and Information Science

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Introduction

KATHLEEN DE LA PEÑA MCCOOK

AN ASSESSMENT OF THE STATUS OF LIBRARY SERVICE to minority populations of the United States first requires an understanding of the long struggle to include people of color among the ranks of those providing library service. This issue of *Library Trends* presents an overview of the efforts of African-Americans, Asian/Pacific Islander-Americans, Chinese Americans, Latinos, and Native Americans to develop services, identify important issues, foster leadership, and establish inclusive definitions of identity. Without these narratives, there would be insufficient philosophical, intellectual, or emotional bases on which to develop future programs and collections.¹

In 1988, the American Library Association (ALA), Office for Library Personnel Resources (OLPR) under the leadership of its director, Margaret Myers, issued *Librarians for the New Millennium* (Moen & Heim, 1988). In that volume, the need for emphasis on the recruitment of minorities to the library and information science professions was a central theme. Efforts to secure ALA funding for the recruitment of minorities, including OLPR hearings held in 1987, are summarized and a 1988 invitational preconference on recruitment described. As background for the preconference, OLPR supported an analysis of students enrolled in U.S. programs of library and information science: the Library and Information Science Student Attitudes, Demographics and Aspirations Survey (LISSADA Survey) (Moen & Heim, 1988). The *LISSADA Survey* reported that enrolled students in 1988 were 90 percent white. Thus began a decade of studies, initiatives, and a profession-wide commitment to emphasize recruitment among people of color (Josey, 1999; McCook & Lippincott,

1997a; McCook & Lippincott, 1997b; McCook & Geist, 1993; McCook & Gonsalves, 1993). A decade later, the 1998 annual statistical report of the Association for Library and Information Science Education found 83 percent of enrolled students are white (Saye, 1999).

This improvement in minority enrollment provides hope that general recruitment of minorities in librarianship is demonstrating some success. However, it is important to realize that even this modest success is the result of a concerted effort on the part of the profession in the last decade of the millennium and that the increase in minority enrollment is not proportionate by ethnicity.

Over the years, professional associations have provided minority scholarship funds, but these have not been concentrated in a way to make a strong impact in overall patterns of recruitment and occupational entry. The establishment of the ALA SPECTRUM scholarships, first awarded in 1998 to fifty library and information science students of color, marked a sea change in the profession's commitment to recruitment of a diverse workforce. The years of meetings, reports, and studies initiated by OLPR have finally borne fruit. The SPECTRUM program provides national publicity, a recruitment network, leadership seminars, and mentoring support for the SPECTRUM scholarship recipients. The national campaign to recruit students for the SPECTRUM scholarship program has provided publicity that has generally enhanced recognition of library and information science as a viable career option for people of color.

This step forward by ALA to recruit a diverse cohort of minority librarians must be seen in the context of the ongoing movements to recognize and value differences among the people of the United States. Without the establishment of strong ethnic caucuses in the American Library Association and the subsequent creation of a grassroots leadership, ALA would not have had the foundation to support the development of this creative program.

Today the American Library Association has included "Diversity" as one of five key action areas to fulfill its mission of providing the highest quality library and information services to all people. By "diversity," ALA means race and ethnicity as well as physical disabilities, sexual orientation, age, language, and social class (*Diversity*, 2000). An ongoing new initiative by the ALA Office for Literacy and Outreach Services is the "Diversity Fair" held at ALA's annual conferences and providing an opportunity for librarians to demonstrate possibilities for other librarians in search of "diversity in action" ideas.

New energy fueled by the SPECTRUM initiative, the delineation of "diversity" as a key action area by the ALA, and the recognition that the United States is becoming a nation characterized by growing cultural acceptance and inclusion has been infused into the thinking about the kind of profession librarianship needs to become. This issue of *Library Trends*

captures the rich traditions of the major ethnic groups that have struggled to achieve a position in the development and delivery of library services.

To capture the intellectual foundations and informed activism that characterize the profession's commitment to diversity, authors have been selected who have a history of scholarship and advocacy. These librarians and scholars all began their careers before or at the time that the civil rights movement provided a legislative mandate for equality. They know from personal experience and personal journeys of the long road to full participation in U.S. society. They have devoted their professional careers to providing excellent service informed by social consciousness and commitment to equality.

Alice Robbin is a political scientist whose research focuses on the classification of racial and ethnic data. She presents statistical data on selected economic and social indicators derived from the U.S. Census that provide this issue with robust demographic information with which to assess the achievements and challenges that confront us in the decades to come.

Alma Dawson, who has chaired the Association of College and Research Libraries Committee on Racial and Ethnic Diversity and the Association of Education for Library and Information Science Recruitment Committee writes of the achievements of African-American librarians and the Black Caucus of the ALA from the perspectives of a professor of library and information science with experience as an administrator and student at historically black as well as at majority universities.

Kenneth A. Yamashita, former president of the Asian/Pacific American Librarians Association (APALA), has been active in many areas of the American Library Association including Council and member of the Committee on Minority Concerns and Social Diversity. His article traces the history of APALA with special attention to the work of Janet M. Suzuki in APALA's precursor, the Asian American Librarians Caucus.

As former President of the Chinese American Librarians Association, Mengxiong Liu has studied library services for ethnolinguistic students. She provides a history of Chinese American librarians in the United States with a special focus on the building of East Asian libraries. Her article places the experience of Chinese American librarians in a cultural context with attention to contributions and accomplishments.

Edward Erazo has been president of REFORMA and the Border Regional Library Association; Salvador Güereña has also been president of REFORMA and was honored by the association as 1992 "Librarian of the Year." From their broad experience in serving Spanish-speaking users, Erazo and Güereña provide a complex portrait of efforts to establish services to Latinos taking into account the many different cultures joined by a linguistic heritage.

Lotsee Patterson is professor at the School of Library and Information Science at the University of Oklahoma. She is of Comanche and

Chickasaw heritage. Her work to affect government policy change for library service to Native Americans has been recognized by the NCLIS with the Silver Star Award and by the ALA Equality Award. As Patterson points out, the tribal governments of Native Americans define a mutual interdependence with the U.S. government unique among the nation's ethnic minorities. Thus, describing the history of service development is rich in complication. Separate legislation regarding Native Americans creates a shifting basis for describing and assessing service.

The issue concludes with Sandra Ríos Balderrama's essay on diversity. As the first diversity officer appointed by the American Library Association, Balderrama asks why we want someone distinct from us to work with us, not for us; to create with us, not duplicate us; to reciprocate with us, not assimilate to us; to mentor us, not intimidate us; to be an equal, not a box in the organizational hierarchy. Her essay is a poetic discourse that invites readers to contribute equally their ideas, expertise, potential, and distinctiveness. Balderrama's synthesis elicits the dream of individualized hope for a coexisting sense of care.

These ideas reach back to touch the spirit of former OLPR Director Margaret Myers whose work on personnel concerns within the American Library Association during the 1970s, 1980s, and early 1990s laid much of the foundation on which we build today. Upon her return from the Peace Corps where she provided community library service in Botswana, Myers expressed a calm thanksgiving that ALA has dedicated resources to expand its commitment to diversity (M. Myers, personal communication, January 18, 2000).

Acceptance of diversity as a value of librarianship is crucial to the goal of librarians seeking to build communities. The decision to identify diversity as a key action area by the ALA is a decision by librarians to work to build communities that will be resilient and enduring.

NOTE

- ¹ This issue focuses on the development of services to a diverse population and the efforts to recruit a diverse workforce as reflected by the efforts of members of the American Library Association. Researchers should be aware that other library-related associations have also endeavored to increase the participation of minorities in the profession, including the American Association of Law Librarians (Committee on Diversity, Scholarships); the Association of Research Libraries (Diversity Program; Conferences on Career Development and Leadership); the Medical Library Association (scholarships); as well as initiatives in state library associations.

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We the People: One Nation, a Multicultural Society

ALICE ROBBIN

ABSTRACT

THIS ARTICLE EXAMINES SELECTED ECONOMIC and social indicators of our multiracial and multiethnic society at the end of the twentieth century to provide an information base for wise decisions about effective library services. The statistical profile describes the demography, economic well-being, and educational attainment of the principal racial and Hispanic origin groups. The data show that progress in our nation's well-being has occurred, but a great deal remains to be done to achieve the goals of equity and equality of opportunity.

INTRODUCTION

This article is a statistical profile of our nation at the end of the millennium. It examines selected economic and social indicators of our multiracial and multiethnic society that describe the journey our nation has taken and the distance that remains to achieve the goals of equity and equality of opportunity. An alternate title of this article could be "Correlates and Predictors of the 'Digital Divide'" and yet another title: "What Must Be Done?"

Part one briefly discusses the origins of U.S. statistics on race and ethnicity, how these statistics represent membership in the polity, and caveats about the data. Part two describes the demographic characteristics of our nation—immigrants all, an extraordinary tapestry of races, ethnic groups, and cultures—and what our nation is projected to become by 2050.

Parts three and four summarize a number of indicators of progress and disparities in the economic well-being and educational attainment of the major racial and Spanish-speaking populations; they focus our attention on distributional issues in the society.

Creating a statistical profile requires choices about which measures to include and exclude from a wealth of information collected by the U.S. government. This study was guided by a theoretical model that assumes the unequal distribution of life chances and creates a framework for understanding causes, effects, and outcomes. This model posits success (attainment) as a function of a complex array of related variables that include family background and choices made by society (through government), parents, and young adults (Haveman & Wolfe, 1994; Robbin, 2000c).

The statistical profile concentrates on the contribution that immigrants have made to the changing demography of our nation and on the family and its progress over the life course. The family is the single most important social agent for producing human capital, and its well-being significantly affects whether other social institutions have sufficient resources to carry out their missions. This conception of the determinants of attainment forms the basis for a large number of data and record keeping systems that are designed to carry out the constitutional, legislative, and administrative mandates of government as well as programmatic functions of non-governmental institutions, including the library.

How then, and in what ways, can the library, as an influential social institution, contribute to the well-being of people? The concluding remarks offer a cautionary note about the hype induced by the "Digital Divide" metaphor and whether social institutions can radically alter the choices that people make in their everyday lives. It seems indisputable, however, that, as a nation, social spending for educational resources must be significantly increased, in particular, to improve parental and child literacy. The data speak volumes about how education creates social capital, and it is here where the library community can make its most significant contribution.

ORIGINS OF RACIAL AND ETHNIC DATA IN THE NATIONAL STATISTICAL SYSTEM

Historical conceptions of race and which persons fall into majority and minority groups are fundamental to understanding the collection and reporting of racial and ethnic group statistics. Federal statistics on race and ethnicity are the product of more than two centuries of legislative initiative and public law that are policy responses to politics and social and economic conditions. The U.S. Constitution, hundreds of treaties, federal and state statutes, Supreme Court rulings, and case law have established the legal and political relationship of racial groups in the United

States. Policies related to property rights, political representation, and citizenship in the polity have motivated administrative practices for collecting data on race and ethnicity (Anderson, 1988; Starr, 1987; Thernstrom, 1978).

Statistics on race and ethnicity have reflected the official record keeper's assessment of a social group's identity, status in society at a particular historical moment, and recognition of membership in the polity (Robbin, 1999). Government statistical systems that record race and ethnicity have created or erased social identity and excluded or included groups in the body politic (Robbin, 2000b). Until recent decades, immigration and naturalization laws contained explicit language that identified particular ethnic groups in racial terms and as ineligible for citizenship. At one time, the Irish, Syrians, and Spanish-speaking populations were considered "races" until they were officially designated an "ethnic" group (American Anthropological Association, 1997; Hayes-Bautista & Chapa, 1987; Ignatiev, 1995; U.S. Bureau of the Census, 1989). Federal statistics have created a similarity of identity where none existed, as with "Latino" identity based on shared language rather than culture and as with "Asian" or "Oriental" identity based on shared discrimination and ethnic stereotyping (Espiritu, 1992, pp. 13-14; Fugita & O'Brien, 1991; Obolér, 1992).

STATISTICS AND REPRESENTATION IN THE POLITY

Representation in the decennial census and administrative data and reporting systems has meant entry to the "political arena to have needs addressed and grievances resolved" (Feeney, 1994, p. 3). Being counted is the first step toward making claims for entitlements to resources and participating in the public policy process. Groups must be counted in order to make credible claims for political representation, demonstrate discriminatory practices against them, seek and obtain legal remedies, receive governmental assistance for a host of social programs, and evaluate current, as well as develop new, public policy.

National statistics on American Indians and Blacks, for whom data had been collected since the 1790 decennial census, constituted the most developed series on minority populations until the 1980s. Vital statistics records have historically identified a category related to the Black population. The decennial census began counting "Orientals" in the 1870 census, but restrictive immigration, exclusion, and right-to-work laws contributed to their numerically small size until after 1965. The concentration of Asian populations in only a few geographic areas of the country greatly limited their visibility and contributed to rationalizing the lack of statistics on these population groups until recent decades.

The status of the Spanish-speaking populations was established early in the history of the Republic by the Monroe Doctrine and Treaty of

Guadalupe Hidalgo of 1848 and codified in a host of exclusionary federal and state immigration, naturalization, employment, taxation, education, and segregation laws. Statistical evidence of Spanish-speaking and Latin American identity became available in national statistics beginning in the mid-1800s and, specifically, in the 1930 decennial census on the Mexican. A key reason why government agencies did not collect statistical data on the Latino and Hispanic populations was the belief that they were geographically concentrated in only a few regions of the country (Robbin, 2000b).

The U.S. government first collected information on citizenship in the 1820 and 1830 censuses, again in 1870, and then from 1890 through 1990. During the mid-1800s, the U.S. government began collecting information on place of birth for both persons and their parents. During different periods in U.S. history, the census has collected information on ancestry and language, a response to changes in the demographic composition of the nation that were often perceived as threats to the body politic.

"Great Society" initiatives of the 1960s fostered the rise of identity politics and the entrance of minority population interest groups into the political arena. During the 1970s, African-Americans, Latinos, Asians, and Pacific Islanders mobilized to influence Congressional and administrative policy decisions about federal statistics on race and ethnicity (Robbin, 2000b). Minority statistics became an integral part of the federal statistical system because of their efforts.

The federal government issued "Statistical Policy Directive 15" in 1977 and "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" in 1997 (Edmonston et al., 1996; Robbin, 2000a). The 1977 version of the classification system established four racial categories (American Indian, Asian or Pacific Islander, Black, and other) and one ethnic group category (Hispanic/not of Hispanic origin). People were permitted to select only one category to identify their racial heritage. Racial and ethnic self-identification was the recommended way of collecting data, but observer identification was permitted.

Two major changes took place in the 1997 revision that were implemented in the 2000 decennial census. The "Asian or Pacific Islander" category was split into "Asian" and "Native Hawaiian or Other Pacific Islander" for a total of five categories. Recognizing the diversity and growing multi-racial nature of American society, respondents were permitted to identify multiple racial identities. The official publications of the Census Bureau will report on sixty-three different combinations, but there will not be a category labeled "multiracial." It is important to emphasize that both the original 1977 and revised 1997 directive cautioned that the standard was not to be used to determine eligibility for participating in any federal program, nor were the categories to be construed as representing biological or genetic racial origins.

The directive became the foundation for collecting and reporting data on racial and ethnic groups in the U.S. population and ushered in a conceptual change in the official definition of race. Although the status differences of the White majority and various minority groups continued to be maintained, the "effect of the standard was to redefine the U.S. population beyond a White and non-White classification" (Lott quoted in *Review of Federal Measurement*, 1993, p. 38). Even though there were difficulties in how people interpreted the meaning of "race" and "ethnicity," the classification system provided evidence that the United States was no longer a "White" majority and "Black" minority society; the nation had become a rich tapestry of multiracial and multiethnic heritage.

In the decades that followed the issuing of Directive 15 in 1977, the classification system provided policy makers with a powerful tool for summarizing and tabulating a vast quantity of statistical data. Policy makers and administrators documented disparities and differentials in income, education, health, and access to information. A host of social welfare issues related to racial and ethnic identity found their way onto the public policy agenda. Constitutional, legislative, and administrative mandates of government, including the programmatic functions of non-governmental institutions, resulted in the development of extensive administrative record-keeping systems to register the health and welfare of social groups in the U.S. population. It is these record-keeping systems that illuminate our understanding of the demography and well-being of American society.

CAVEATS ABOUT THE PUBLISHED STATISTICAL DATA

There are at least four caveats about the statistics that must be stated. First, reflecting our history as an immigrant nation, "We The People" are a rich tapestry of nationalities, ancestries, and cultures. However, this statistical profile frames the discussion in terms of the official racial and Hispanic origin categories assigned by the government employing the rules issued under Statistical Policy Directive 15 issued in 1977 (i.e., four categories for race and one ethnic group category and self-identification for only one racial category).

The statistical profile thus reflects population aggregates for racial and Hispanic origin groups, although there are significant socioeconomic and demographic differences within all the groups that are related to their country of origin, time of arrival in the United States, incorporation experiences, generation or cohort, and membership in different ethnic groups. "Hispanic origin" includes Spanish speakers of any national origin, unless otherwise specified (the 2000 census will add "Latino" and "Chicano" as designators). There are, of course, distinct cultural, ethnic, and other differences that reduce the utility of the "Hispanic" label.

Similarly, the category label of "African-American" or "Black" masks a highly diverse population of recent immigrants from Caribbean and Afri-

can nations, as well as the native born who experienced a history of slavery. The category "Asian" does not reveal the significant demographic and economic well-being differences in the very heterogeneous populations of Southeast Asia and the Pacific Islands (Hernandez, 1996). The category "American Indian" includes Eskimos and Aleuts, who have different histories from the American Indian population. Again, it is important to emphasize that this article is not designed as a comparative analysis of specific ethnic or nationality groups unless they are particularly significant. Nonetheless, these differences are critical for developing appropriate national and local library and other policies.

Second, much of our understanding of who we are as a nation derives from the decennial census, but the 2000 census was conducted after this article was written. Thus, the 1990 decennial census—the basis for government and non-governmental sampling frames—provides information that is somewhat degraded by its lack of recency. Nevertheless, what is important is the consistency in the trends and their direction and the differences in the indicators among the racial and ethnic-origin groups.

Third, the data reported here are from statistical series and record-keeping systems whose data collection and processing methodologies, data quality, procedures for reporting, time periods, and other factors result in numbers that are different, even when the published report describes the same subject matter. Projections of the racial and ethnic composition of the population may differ because, for example, one series derives from the complete enumeration of a decennial census and another series from sample data of the Current Population Survey. Even when estimates are drawn from the same series, such as the Current Population Survey, they may be issued in published tables whose numbers may have been computed with new information, assumptions, or methodology. In some cases, "large" differences may result, particularly when a new methodology is employed. It becomes essential to read the methodological reports in order to understand the differences. To the extent possible, the data presented in the following tables are consistent, and every table cites the original source of the statistics, so the reader can return to the original published reports and tabular data.

Fourth, although government surveys usually have sample sizes that are much larger than polls or surveys conducted by academic researchers or professional polling firms, sample surveys may have too few people of a particular racial or ethnic heritage to provide statistically significant results. Consequently, detail on a particular group will often not be provided in published reports, in particular, for the American Indian and Asian populations. The Aleut and Eskimo populations in the "American Indian" category and Pacific Islanders in the "Asian" category are also affected by extremely small sample sizes.

Typically, information is provided for the "White," "Black" ("African-American"), and "Hispanic" populations. Sometimes, publications provide more detail on the "Hispanic" population ("White" or "Black"), and the "White" population is further disaggregated as "White, non-Hispanic" and "Black non-Hispanic." The category "Asian" includes Pacific Islanders and is referred to as "API." "American Indian" includes the Eskimos and Aleuts.

Finally, a word about naming conventions. Many publications continue to refer to the "White" population as the "majority" race and all others as either the "minority" or "non-White" population. I use the naming conventions employed by the source I cite, although I place double quotes around the name, as in "non-White" when the reference is to "minority" populations. Official government documents and academic publications are inconsistent about whether "White" and "Black" are capitalized; however, this article capitalizes all racial group designations in order to make the discussion of racial and ethnic group differences easier to read. Percentaged data are subject to rounding when the text does not describe the data to a tenth of a percent.

OVERVIEW OF THE DEMOGRAPHIC COMPOSITION OF THE UNITED STATES: ON THE EVE OF THE MILLENNIUM THROUGH 2050

The United States grew from under 20 million people in the early part of the nineteenth century to almost 250 million people in 1990 (Gibson & Lennon, 1999). The U.S. population more than tripled in size during the twentieth century and, between 1970 and 1990, increased by nearly 50 million people. In March 1998, its population was estimated at 269,094,000 (U.S. Bureau of the Census, February 1996b).

The March 1998 Current Population Survey estimates that young people between 5 and 25 years old constitute about 30 percent of our total population, and the 35 to 44 and 45 to 54 year old cohorts about 38 percent. Of our nation's population, 70 percent is 21 years and over; 20 percent, 55 years and over; and almost 12 percent, 65 years and over. Married couples comprise somewhat more than 76 percent of the family household population, with about 18 percent headed by female single parents and 5.5 percent by male single parents. The "baby-boomer" generation and the elderly populations are two cohorts of the population that will constitute a much larger proportion of society during the twenty-first century (U.S. Bureau of the Census, February 1996a).

Educational attainment has changed markedly since the Census Bureau first collected information about schooling in 1940, when only 25 percent of the American people had completed high school and 4.6 percent had completed four or more years of college (U.S. Bureau of the Census, September 1998b, p. 25). Today, nearly 88 percent of the

population has a high school diploma, 28.5 percent have had “some college” or received an associate degree, and about 27 percent have received a bachelor’s or higher degree (U.S. Bureau of the Census, February 1999b).

On the eve of the millennium, our nation witnesses the longest running expansion of the economy in its history (Hershey, 1999; Uchitelle, 1999a, 1999b). More people are working than ever before, household income has climbed after remaining “flat” for most of the 1990s, the United States leads the world in the production of goods and services, consumer confidence is high, and poverty rates have declined. Selected indicators of social and economic well being for the principal racial and ethnic groups are examined below to determine whether all Americans have benefitted equally from these developments—i.e., does the “rising tide” carry everyone along?

CONTRIBUTION OF IMMIGRATION TO OUR NATION

Immigration has had major effects on the demographic composition of the nation, notably on the size of the foreign-born and “non-White” populations, number of interracial marriages, and the age distribution of the population (Gibson & Lennon, 1999). The immigrant share of the population has always been a function of immigration policy.

The Immigration and Naturalization Act of 1924 established permanent quotas on immigration and preferences for country of origin for immigrants from northern and western Europe, and the relative share of the population contributed by immigration decreased dramatically over the next several decades (Espenshade et al., 1996-97, p. 3). The 1965 Immigration and Nationality Act Amendments changed the rules for entry, including preferences, scope, magnitude, and country of origin, subsequently altering the size of the native and foreign-born stock, diversity and heterogeneity of the U.S. population, and geographic distribution of immigrants (Espenshade et al., 1996-97, p. 3). Among the most important changes made by these amendments were the family unification policy and elimination of national and ethnic group quotas. Education, skills, and national origin no longer determine whether people “get to pursue the American dream” (Nasar, 1999, p. BU6).

CHANGES BETWEEN 1970 AND 1990

At the time of the 1970 census, about 83 percent of the population was classified as non-Hispanic White; 11 percent Black/African-American; about 5 percent Hispanic; under 1 percent Asian; and .4 percent American Indian (Passel & Edmonston, 1994, p. 43). Twenty years later, the 1990 census enumerated a population classified as about 75 percent non-Hispanic White; 12 percent Black/African-American; 9 percent Hispanic; 2.9 percent Asian; and under 1 percent American Indian.

Between 1970 and 1990, the foreign-born stock increased from 4.7 percent to 7.9 percent of the population, about 9.6 million to almost 20 million people (Gibson & Lennon, 1999). By 1996, the foreign-born population was estimated to be 24.4 million people. Although the White foreign born remained about 5 percent of the population, immigration that originated in Latin America and Asia contributed to very large changes in the racial and ethnic composition of the foreign-born population.

Persons of Hispanic origin increased from about 20 to nearly 36 percent of the total foreign born population between 1970 and 1990. By 1996, about 11 million Hispanics constituted more than 44 percent of the foreign-born and about 38 percent of the total Hispanic population (U.S. Bureau of the Census, September 1998b, p. 45). Based on the 1990 census, Passel and Edmondston (1994, p. 52) calculated that almost two-thirds of the 1990 Hispanic population consisted of either immigrants who came to the United States since 1950 or were descendants of those immigrants. In 1990, Mexicans constituted the largest group, followed by persons of Puerto Rican and Cuban origin (U.S. Bureau of the Census, September 1999m).

Chinese, Japanese, and Korean constituted the largest Asian groups (46 percent), joined by Thai, Cambodians, Hmong, and Laotians (totaling about 8 percent) (U.S. Bureau of the Census, September 1993, p. 2). The Asian population increased from nearly 6 percent in 1970 to about 23 percent in 1990 of the foreign-born population. Blacks, many originating from the Caribbean and Africa, increased from 1 to 5 percent of the foreign-born population. "Races other than White" accounted for about 38 percent in the 1990 census, up from nearly 28 percent in 1970.

According to the 1990 census, 75 percent of the immigrant population is concentrated in only seven states with one-third of them living in California and residing "overwhelmingly" in urban areas (Espenshade et al., 1996-97, p. 3). About half of them live in only seven metropolitan areas: Houston, Los Angeles, New York, San Francisco, Miami, Chicago, and Washington, DC.

Immigration between the 1960s and 1980s contributed to modifying the composition of interracial marriages (U.S. Bureau of the Census, June 1998a, June 1998c). The 1970 census recorded about .7 percent of the total number of married couples and, in 1990, interracial marriages accounted for 2.7 percent of married couples, a nearly four-fold increase. By 1998, estimates indicate a more than 13 percent increase in interracial marriages with most of the interracial marriages between Whites and races other than African-Americans (U.S. Bureau of the Census, January 1999a). The number of children in interracial families also increased, and by 1990 represented about 4 percent of the more than 47 million children, a four-fold increase from 1970 (U.S. Bureau of the Census, June 1998f).

Immigration also contributed to changes in the age structure of the

population. On the whole, the immigrant population is younger and with higher fertility rates than the native-born population. As immigration has rendered major changes in the demographic composition of our nation, it has also had significant effects on the services that institutions provide, "taxing some city resources like already overcrowded school systems" (Sachs, 1999, p. A24). Now, for example, the New York City public school system accommodates children of 196 different nationalities (Sachs, 1999, p. A24). Hollywood High School in Los Angeles records thirty-two different languages spoken by its student body (Swerdlow, 1999, p. 16). Immigration has also contributed to a growth in public library use, especially in major urban centers, making them the "busiest libraries" in the nation and leading to revisions in collection development policies (Toy, 1998, p. 30).

Although the U.S. statistical system does not collect data on religious affiliation, anecdotal evidence describes how immigration has also expanded the religious pluralism of the United States and transformed neighborhood religious life. For example, one block in Flushing, Queens in New York City—a microcosm of the world and probably the most heterogeneous small geographic area in the United States—is representative of a reality shared throughout the major urban centers of our country (Sengupta, 1999). Old Jewish synagogues share the neighborhood with Islamic mosques, Buddhist and Hindu temples, a Chinese evangelical church, a Sikh gurdwara, an African Methodist Episcopal parish church, and a Korean American Presbyterian church.

ECONOMIC EFFECTS OF IMMIGRATION

Immigration continues to provoke controversy and disagreements among thoughtful and well-informed people just as it did at the beginning of the twentieth century, about its contribution to our nation's economic well-being. Have immigrants contributed to the two decades of prosperity that the United States has experienced, or have they been responsible for the nearly stagnant wages that most Americans have experienced and also for the growing disparity between the have's and the have-nots? (Nasar, 1999). Have immigrants depressed opportunity and pay for the most disadvantaged, displacing African-Americans and other native-born at the lowest rungs of the economic ladder because they are willing to work hard for lower wages? (Borjas, 1999). Do immigrants create a burden that is shouldered by the native-born population because they have fewer years of schooling and fewer skills than the average native-born American? (Borjas, 1999). Or does the youthfulness of the immigrant population benefit the United States by reducing the effects of an aging work force?

These were some of the questions that the National Academy of Sciences Panel on the Demographic and Economic Impacts of Immigration

considered in its deliberations during the mid-1990s (Smith & Edmonston, 1997). The panel concluded that there was a "wage gap between foreign- and native-born workers," but that "immigration has had a relatively small adverse impact on the wage and employment opportunities of competing native groups . . . [and] is dispersed throughout the United States" (p. 7). Most affected by immigration were the immigrants themselves (p. 7). Yes, there is a wage gap, and immigration "has played some role in explaining the declining wages of high school dropouts, but it has played little part in the expanding wage inequality for any other group of native workers" (p. 7). Below is a very short discussion of the differences in the economic well-being of our foreign- and native-born populations.

PROJECTIONS OF THE DEMOGRAPHIC COMPOSITION OF THE UNITED STATES

Population projections are critical for developing sound public policy to meet the needs of our citizens. For example, we need to have a good estimate of the ratio of children and the elderly population to the working population because it is the latter that provides the financial support taxes for social, educational, library, medical insurance, and other programs.

Demographic tools are remarkable for their quality; nevertheless, it is still necessary to issue a caveat about the estimates and projections that are provided here. Projections are always subject to error. They are based on the best information that demographers have for the past and a set of assumptions about people's behavior. We know, however, that people do not always behave in the future as they have in the past. Thus, demographic projections are continually reassessed as new information becomes available, which will occur after the 2000 census.

The cumulative effects of births, deaths, net immigration, and interracial marriage are significant for the future racial and ethnic composition and age distribution of American society. The population is projected to be more than 310 million shortly after 2010 and nearly 400 million by 2050, and older than it is now (U.S. Bureau of the Census, February 1996a, p. 7). The forecast is that the United States will become a "nation of minorities," and no particular racial or ethnic group will dominate.

Table 1 shows the projected population change by racial and ethnic groups between 1995 and 2050. The Hispanic-origin population growth between 1995 and 2050 is projected to be close to 260 percent, while the Asian population growth during the same period is nearly 270 percent. In contrast, the White population is projected to experience only a 35 percent change, while the Black population, about an 83 percent change over the fifty-five years, and the American Indian population, a 95 percent change.

Table 1. Population Change by Race and Hispanic Origin: 1995 to 2050
(Middle series. As of July 1. Resident population).

Percent Change	Total	Race				Hispanic Origin ¹	Not of Hispanic Origin		
		White	Black	American Indian	Asian		White	Black	American Indian
1995 to 2050	49.9	35.1	82.8	95.0	267.1	258.3	7.4	69.5	83.0
									269.1

Note. Information includes all 50 states and District of Columbia but not residents of Puerto Rico.
American Indian represents American Indian, Eskimo, and Aleut. Asian represents Asian and Pacific Islander.
Source is U. S. Bureau of the Census, February 1996a.
¹Persons of Hispanic origin may be of any race.

The White-Not-of-Hispanic origin will decline in size from an estimated 75.6 percent in 1990 to slightly more than 50 percent in 2050 but after 2030 would "contribute nothing in size to population growth" (U.S. Bureau of the Census, February 1996a, p. 14). Growth in the total White population after 2040 will be entirely due to White Hispanics and in the American Indian population due nearly all to natural increases (U.S. Bureau of the Census, February 1996a, p. 15). If current levels of interracial marriage continue, the proportion of the population of multiple ancestry will increase, "adding complexity and ambiguity to ethnic definitions . . . and blurring ethnic and racial" identity (Smith & Edmonston, 1997, p. 4).

Birth trends also indicate significant age distributional changes in the total population. The White population will experience a decrease from about 78 to about 71 percent between 1995 and 2050. Slight increases from 17 to about 19 percent are projected for the African-American population. There will be a slight increase from 1 to 1.3 percent for the American Indian population. The most dramatic increase will be in the Spanish-speaking and Asian populations, more than tripling by 2050 (U.S. Bureau of the Census, February 1996a, p. 20). The Asian population is projected to grow from 4.1 to 7.6 percent. The Hispanic origin population will grow from 15.6 to nearly 33 percent.

AGE STRUCTURE

A growing proportion of the population will be elderly because of the maturing of the baby-boom cohort and "sharp declines in mortality at the adult and older ages in the recent past and the prospect of continuing low mortality" (U.S. Administration on Aging, February 1999, p. 4). Aging will be significant for the White population, now the oldest population group (median age 33.8 years) and projected to comprise the oldest group (median age nearly 40 years). The Hispanic-origin population, currently the youngest (median age 25.4), is projected to have a median age of 31 years by 2050. The median age of the African-American population will increase from 28 years in 1990 to nearly 33 years in 2050, and the American Indian population, from 26 years in 1990 to 31.6 in 2050.

According to Census Bureau projections, the elementary and high school population in the range 5 to 17 years will increase from an estimated 45.3 million in 1990, to 52.5 million in 2010, and to nearly 70 million by 2050 (U.S. Bureau of the Census, February 1996a, p. 9). This school age cohort will account for under 20 percent of the total population for each of the decades between 1990 and 2050. The college age 18 to 24 year old cohort will account for about 10 percent of the total population between 1990 and 2050. Asian and Hispanic families will contribute a larger percentage of children to the school systems than the other racial and ethnic groups.

It is, however, the 45 to 64 years and 65 years and older cohorts where large population increases are projected. By 2020, 45 to 64 year old co-

horts will account for one-quarter of the total population, decreasing in size to about one-fifth by 2050. The population aged 65+ years will increase from an estimated 31.2 million in 1990 to a projected 47.8 million in 2020 and to a projected 85.5 million in 2050. The elderly population will more than double in size in absolute numbers between the 1990s and 2050, accounting for about one-fifth of the population beginning in 2030. The large projected growth of the very old, 85 years and older, is of particular concern to policy makers.

The "racial and ethnic composition of the elderly population is expected to change profoundly in the next 50 years" (U.S. Administration on Aging, 1999, p. 5). Projections indicate a growth from 4.5 percent in 1995 to 17.5 percent in 2050 for the Hispanic elderly population. The proportion of the elderly in the Hispanic, Black, and "Other Races" populations are "also expected to increase," but the "proportion of Whites in the elderly population will decrease from 90 to 82 percent" (p. 6). The "shift is even greater for the non-Hispanic White population, from 85 to 66 percent" (p. 6). What this means is "that in 2050 about one-third of the elderly population would be Black, Hispanic, or in the 'Other Races' category" (p. 6).

CORRELATES AND PREDICTORS OF ECONOMIC SECURITY AND WELL-BEING

We live our lives in networks of social relations—families, friends, churches, schools, voluntary organizations, neighborhoods, and communities—that are responsible for, and contribute to, our well-being. Economic security of the household is essential for a host of quality of life issues, and family circumstances matter greatly, particularly parental income as a proxy for parental earnings capacity and educational attainment and as a predictor of exposure to the national information infrastructure. The well-being of families also affects the well-being of society.

Over the last fifty years, the United States has experienced growing income inequality due, in part, to changes in the composition of households and changing labor market conditions (Weinberg, 1996). There is concentrated advantage at the same time that there is concentrated disadvantage. Affluence is growing at the same time that many people experience poverty, and more people than ever do not have health insurance or adequate medical care.

The United States has seen large changes in living arrangements—no longer the "traditional" family of husband and wife but a shift to more single-parent households that "typically have lower incomes" (Weinberg, 1996, p. 4). There are also increased demands for highly skilled and well-educated college graduates but fewer opportunities for low-skilled and low-educated workers.

Economic well-being is differentially distributed among the racial and Spanish-speaking populations. The "Digital Age" has made more visible the fault lines of our society (Mueller & Schement, 1996; U.S. Department of Commerce, 1995, 1997, 1999).

HOUSEHOLD, FAMILY, AND PER CAPITA INCOME

Household income has risen significantly over the last decades principally because women joined the labor force in ever increasing numbers. In recent years, the nation has seen an increase in the median income of households (U.S. Bureau of the Census, September 1999m).¹ Even as income has risen, however, there remain large differences among the principal racial and Hispanic-origin groups (U.S. Bureau of the Census, March 1998).

In 1997, about 45 percent of the Asian population, in contrast to 40 percent of the White Non-Hispanic origin population, has a household income of \$50,000 and higher (see Table 2). Data collected in March 1998 indicate that nearly 50 percent of the Hispanic and African-American households have incomes below \$25,000 in contrast to about 30 percent of White households. About 20 percent of the Hispanic origin and about 24 percent of African-American populations are at or below the poverty line.

Household, family, and per capita median incomes in 1998 differ significantly among racial and Spanish-speaking groups (Table 3). African-Americans and Hispanic origin (all races) populations have much lower household median incomes than the Asian and Non-Hispanic White groups. It is important to recognize, however, that the higher API household income masks the fact that their household size is larger than the other racial groups (U.S. Bureau of the Census, July 1999i); thus, a better estimate of economic well-being for the Asian population is its per capita median income of \$18,700, which is below the Non-Hispanic White population median per capita income. The Non-Hispanic White population is nearly double the per capita income of the Hispanic-origin (all races): \$22,952 to \$11,434. These large differences in family income across racial groups have not changed over the last forty years (U.S. Department of Education, 1996a, p. 45).

ROLE OF THE FAMILY

The social context of the family is essential for ensuring the economic well-being of children. Family resources contribute to the cognitive and social development of the child (Gamoran et al., 1999). The presence of two-parent family households is critical because children who live in two-parent families experience significantly lower levels of poverty than children in female-headed families with no husband present.

Economic security depends on having wage earners in the family in order to meet basic needs, pay bills (such as rent or a mortgage), and

Table 2. Annual and Median Household Income by Race and Hispanic Origin in 1997 and 1998

Household Income	1997				1998		
	All Races % of Total	Asian ¹ % of Total	White, Not of Hispanic Origin % of Total	All Races % of Total	Black % of Total	White % of Total	Hispanic Origin ¹ % of Total
Number of Households (in thous.)							
Under \$5,000	102,528	3,125	77,936	103,874	12,579	87,212	9,060
	3.4	4.7	2.5	3.2	7.3	2.6	4.7
\$5,000 to \$9,999	7.6	5.0	6.2	7.0	14.1	6.1	10.1
\$10,000 to \$14,999	8.1	6.4	7.5	7.8	10.6	9.0	10.9
\$15,000 to \$24,999	14.8	10.4	14.0	14.0	17.4	13.7	17.9
\$25,000 to \$34,999	13.3	10.8	13.0	13.2	13.5	13.2	16.3
\$35,000 to \$49,999	16.3	17.3	16.4	16.0	14.3	16.3	15.8
\$50,000 to \$74,999	18.1	19.2	19.5	18.6	13.2	19.3	14.0
\$75,000 and over	18.4	26.1	20.8	20.1	9.0	21.3	10.2
Median Income	\$37,604	45,248	40,576	38,885	25,351	40,912	28,330

Note. Percentages calculated from raw numbers. Adapted from U.S. Bureau of the Census, July 1999; for 1997 income; U.S. Bureau of the Census, September 1999m for 1998 income.

¹Hispanic origin may be of any race.

Table 3. Household, Family, and Per Capita Median Income by Race and Hispanic Origin: 1998 (Households and people as of March of the following year. Income in current dollars)

Race and Hispanic Origin ¹	Households		Families		Persons	
	Number (thous.)	Median Income	Number (thous.)	Median Income	Number (thous.)	Per Capita
All Races	108,874	\$38,885	71,551	46,737	271,743	\$20,120
African American/Black	12,579	25,351	8,452	29,404	35,070	12,957
Asian & Pacific Islander	3,308	46,637	2,381	51,860	10,897	18,709
White	87,212	40,912	60,077	49,023	223,294	21,394
Non-Hispanic White	78,577	42,439	52,871	49,640	193,074	22,952
Hispanic Origin ¹	9,060	28,330	7,273	29,608	31,689	11,434

Note. Data for American Indians, Eskimos, and Aleuts populations not tabulated from the CPS due to small size. Table adapted from U.S. Bureau of the Census, July 29, 1999; for "Income, All Races, African American/Black, White, and Hispanic;" (Table 9). U.S. Bureau of the Census, July 29, 1999; for "Income, Asian."

¹Hispanic origin may be of any race.

obtain medical care. Income provides choices about the neighborhoods where families will reside, and the affluence of neighborhoods and the surrounding community appear "instrumental in allowing many neighborhoods to achieve an efficacious environment" for meeting children's needs (Sampson et al., 1999, p. 656).² The key to ensuring economic security and well-being is parental educational attainment.

LIVING ARRANGEMENTS

Table 4 describes the difference that family structure and the age of the head of household make in terms of income in 1998 for all racial and Hispanic origin populations. Female-headed households make up about 45 percent of African-American and about 24 percent of Hispanic-origin families in contrast to about 11.6 percent for Asian families and 15 percent for White families.

Among all races, married couple families are significantly better off than single parent families, and male-headed families fare significantly better than female-headed ones. The median income for married couple families is \$54,276; for male-headed families, \$39,414; and for female-headed families, \$24,303. These income differences are even greater when disaggregated by racial groups. Although Asian families have a higher median income than all other groups, there remains a significant difference in family median income between married couples (\$55,864) and female-headed households (\$30,303). White married couples have a median family income of \$54,736, but the median income of female-headed Black and Hispanic-origin families is under \$17,000.

The presence of children under 18 influences economic well-being. Families with children have more difficulty meeting basic needs than adults 60 and older (Bauman, 1999, p. 3). All families experience less economic security when children are under 18. Of all families in 1997, 10 percent—but only 5 percent of all married couples—with or without children under 18 years of age, had incomes below the poverty line (U.S. Bureau of the Census, 1998a). Families with children under 18 are, however, poorer (16 percent for all races, 7 percent for married couples).

PRESENCE OF WAGE EARNERS

The key to economic security is the family wage earner. Here, too, racial group differences are visible (U.S. Bureau of the Census, September 1999b, pp. 14-16). In 1998, White families with no earners have a median income of \$22,672; with one earner, \$34,486; and with two or more earners, \$62,695. The median income for Black families with no earners is \$9,422; one wage earner, \$20,524; and two or more wage earners, \$51,737. Hispanic-origin families have similar median income with no wage earners (\$9,574) and one wage earner (\$20,548), but have

Table 4. Median Income of Racial and Hispanic Origin Populations by Family Type and Age of Householder: 1998 (Households as of March of the following year. Income in current dollars)

Characteristic	All Races		Black		White		Hispanic Origin ¹		Asian ²	
	Number (thous.)	Median Income	Number (thous.)	Median Income	Number (thous.)	Median Income	Number (thous.)	Median Income	Number (thous.)	Median Income
Family Type										
All families (all types)	71,551	46,737	8,452	29,404	60,077	49,023	7,273	29,608	2,381	51,850
Married couples	54,770	54,276	3,979	47,383	48,461	54,736	4,945	34,816	1,946	55,864
Male householder, no wife present	3,976	39,414	660	27,087	3,087	37,788	600	29,227	156	44,010
Female householder, no husband present	12,789	24,303	3,813	16,770	8,529	25,175	1,728	16,532	278	30,303
Age of Householder										
Under 65 years	60,053	50,259	7,489	30,946	49,646	52,550	6,683	30,363	2,147	NA
65 years and over	11,498	31,568	962	22,102	10,231	32,398	591	21,935	234	NA

Note. Data for American Indians, Eskimos, and Aleuts populations are not tabulated from the CPS due to their small sample size. Totals for "All Races" apply only to data for African American, White and Hispanic origin. Data for Family Type for "Asian" are calculated on a different base, but are unavailable for "Age of Householder." Table adapted from the U.S. Bureau of the Census, September 1999 ("Family Type" and "Educational Attainment" for All Races, Black, White, and Hispanic); U.S. Bureau of the Census, July 29, 1999i, j, k ("Family Type" for Asian).

¹Hispanic-origin may be of any race.

²Derived from percentaged data.

significantly less (\$42,679) than Black families. Of Asian families, 20 percent have three or more wage earners in the family compared to the national average of 13 percent (U.S. Bureau of the Census, September 1993, p. 8; U.S. Bureau of the Census, July 1999l).

LIVING IN POVERTY³

The experience of poverty is a significant stressor in the life of all family members but especially its children. Children whose families live in poverty experience more low birth weight births, higher infant mortality in the first year of life, lower rates of vaccination, and debilitating chronic conditions that limit activities (U.S. Federal Interagency Forum, 1998a). Growing up in poverty means that children are less likely to graduate from high school, more likely to be a teenage mother, and even less likely to continue education beyond secondary school.

There are significant differences among the racial and ethnic groups who live in poverty, and the effects of family structure and number of children under 18 years of age persist. Again, an intact family significantly reduces the risk of falling into poverty. Somewhat more than 8 percent of all White families with or without children under 18 experienced poverty in 1997, whereas the percentage of White married couples was under 5 percent. Of Black married couple families, 8 percent—but 30 percent with children under 18—were poor. Nearly 27 percent of Hispanic families live in poverty, but even Hispanic married couples experience high rates of poverty (17.4 percent).

Female-headed family households with children under 18 years of age experience high rates of poverty, and the racial group differences are large. Nearly 38 percent of White, 47 percent of Black, and 54 percent of Hispanic-origin female-headed families are poor.

The poverty of Hispanic families and married couples increases if children are under 18: 30.4 percent and 21 percent, respectively. The incidence of poverty in the Hispanic population varies considerably by place of origin, however: Cuban children are far less likely to experience extreme poverty than Puerto Rican and Mexican children (U.S. Administration for Children and Families, 1999, p. 63).

Educational attainment of the household head is key to whether families are at risk for falling into poverty. Years of schooling is highly related to future labor market and earnings success. Families whose household head is not a high school graduate are more than twice as likely to live in poverty than families whose household head is a high school graduate (U.S. Bureau of the Census, October 1998i). In 1997, more than 26 percent of family heads 15 years and older who are not high school graduates live below the poverty level. In contrast, 11.4 percent of high school graduates and 2.4 percent with a bachelor's degree or more, live below the poverty level.

There are large poverty status and educational attainment differences between the Asian Pacific Islander and White populations. Of Asian Pacific Islander family heads without a high school degree, 30 percent reside in poverty, but only 16 percent of White family heads live in poverty. These marked racial group differences remain, even for high school and college graduates: household heads with a high school diploma, 14.6 (Asian Pacific Islander) and 7.5 percent (White); and with at least a bachelor's degree, 6.0 (Asian Pacific Islander) and 1.8 percent (White).

HOUSEHOLD INCOME OF THE NATIVE- AND FOREIGN-BORN

U.S. society also sees differences in median household income between the native born (\$39,677) and foreign born (\$32,962) (U.S. Bureau of the Census, September 1999m). More striking, however, is the income differential between the naturalized and unnaturalized foreign-born populations (\$41,028 and \$28,278 respectively).

Recent arrivals come from poorer countries "where the average education and wage and skill levels are far below those in the United States" (Smith & Edmonston, 1997, p. 7). The recently arrived immigrants and those from Latin America earn the lowest wages. The wage gap between the newly arrived and those who have been here longer "closes significantly for entrants from Western Europe and Asia, somewhat for others, but not at all for those from Mexico" (p. 8).

These large household income differences also have fiscal impacts on the nation and on individual states with large numbers of immigrant households like New Jersey, California, Texas, and Florida. Taxes pay for government services and, at the beginning, immigrants contribute less revenue than the native born and also have larger families.

First- and second-generation children "experience somewhat higher poverty rates, overall, than third- and later-generation children, but the differences [for most children] are concentrated in the first generation" (U.S. Administration for Children and Families, 1999, p. 426). Twelve countries of origin account for nearly half the children of immigrant children who live in poverty, and two-thirds of these children are of Mexican origin.⁴

The traditional assimilationist model of immigrant incorporation has assumed that subsequent generations of immigrants are gradually absorbed into the dominant society, as achievement norms are inculcated by the second generation. This has not occurred with Hispanic and Latino immigrant groups. Not only is the recent Hispanic and Latino immigrant population on the whole poorer and less literate than other immigrant groups but, even after two or three generations, their educational attainment remains lower than other immigrant groups. The generational status of children and adults is also related to various educational outcomes, and its effect is most visibly seen in the educational and occupational differ-

ences of parents and children and between immigrants and the native born (U.S. Department of Education, 1998a).

EDUCATIONAL INDICATORS OF WELL-BEING

The most significant predictors of economic well-being are related to education—literacy or a home environment where parents read to children; educational attainment of both parents and children; years of schooling; and English fluency. Comparative educational advantage is a function of family background. Future labor market and earnings success depends on years of schooling. Investing in our children also means that the community provides adequate educational resources to ensure successful outcomes. Racial and Hispanic origin differences persist.

Contribution of the Family to Literacy Activities, Schooling, and Educational Attainment

Parental involvement in the educational experiences of their children is known to have positive effects on student achievement and success in school (U.S. Department of Education, 1998i). Their involvement can mitigate the negative influences of the environment (U.S. Department of Education, 1999d).

Participation in literacy activities, achievement in elementary and secondary school, high school completion, and attendance at a four-year college are related to parental educational attainment, income, and race/ethnic background (Hauser et al., 1997; U.S. Department of Education, 1998c). Computer ownership, for example, is highly correlated with family income and educational attainment (Department of Commerce, 1995, 1997, 1999). Coming from a family whose parents did not complete high school—families at risk for low income and lower employment opportunities—greatly reduces the probability that parents engage in literacy activities with their children and that their children will complete high school, do well enough in high school to qualify for admission to college, or attend and complete college.

Early Literacy Experiences In and Outside the Home

Parental literacy is essential for children's success in school. Children who improve their literacy do better in school and increase their chances for graduating from high school. Data collected from the 1996 National Household Education Survey indicate that Hispanic and Black children ages 3 to 5 are less likely than White, non-Hispanic children to be read to by a family member "every day" (U.S. Federal Interagency Forum, 1998c). Even when the data are calculated for "three or more times in the past week" for all races, the percentage of children who are read to increases but the differences among the racial and ethnic groups remain: 65 percent Hispanic, 76 percent Black, and 89 percent White, respectively.

As part of the assessment of early childhood literacy activities, the National Center for Education Statistics also collects information on whether or not children "visited a library in the past month." Overall, only 39 percent of children of all races (includes the Asian population) and ethnic groups frequented libraries in 1996; however, there are differences among the Hispanic, Black, and White populations (U.S. Department of Education, 1999a). Only 26 percent of Hispanic children visited a library in contrast to 34 percent of Black children and nearly 43 percent of White children.

Black young children are much more likely (63 percent) than White non-Hispanic (54 percent), and significantly more than Hispanic (37 percent) children to be enrolled in center-based programs (U.S. Federal Interagency Forum, 1998c). However, Hispanic children under the age of 6 (not yet entered kindergarten) participate much more (54 percent) than White non-Hispanic (38 percent) and Black non-Hispanic (38 percent) children in child care and early education programs on a regular basis (U.S. Federal Interagency Forum, 1998d).

Reading to young children and visiting a library are highly correlated with parental or mother's education (U.S. Department of Education, 1999d; U.S. Federal Interagency Forum, 1998c). For example, in 1995, 59 percent of parents with less than a high school diploma and 90 percent with a bachelor's degree read to their children ages 3 to 5 three or more times a week. Only 19 percent of parents with less than a high school diploma visited a library during the previous month, and 30 percent of those with a high school diploma. The percentage of library visits rises for parents with a bachelor's degree (52 percent) and a graduate or professional degree (60 percent). Similar differences in mother's educational attainment are also observed in the number who read every day to children 6 to 12 years: 37 percent with less than a high school education; 49 percent have a high school or GED; 62 percent have a vocational/technical schooling or some college; and 77 percent are college graduates. Hispanic (all races) children who are "told a story at least once in the past week" increases to 79 percent for mothers with a college education (U. S. Department of Education, 1999c).

PARENTAL EDUCATIONAL ATTAINMENT, EMPLOYMENT, AND INCOME

Overall, there are significant improvements in two of the three family characteristics that strongly predict children's school completion rates (U.S. Department of Education, 1998e). The educational attainment of parents with children ages 6 to 12 years old increased substantially between 1972 and 1997 from 66 to 84 percent of mothers having completed at least high school (U.S. Department of Education, 1999c). Fathers also experienced similar gains in educational attainment.

Between 1972 and 1997, attainment of a high school education for White mothers with children age 15 to 18 years significantly declined from 32 to 8 percent. Significant increases (from 39 to 50 percent) have been observed for White mothers earning a high school diploma. White mothers with "some years of college" more than doubled (11 to 29 percent) and nearly tripled (8 to 22 percent) for those with a bachelor's degree or higher (U.S. Department of Education, 1998e).

The decline in Black mothers with less than a high school diploma has been even greater, approximately 64 to 22 percent. The percentage of Black mothers with a high school diploma has increased approximately 26 to 40 percent, and there has been more than a 22 percent increase for Black mothers with "some college." With the exception of a 22 percent decline in mothers with less than a high school diploma, Hispanic mothers have not experienced the same percentage gains in educational attainment between 1972 and 1997: from 16 to 25 percent for a high school diploma, about 6 to 14 percent for some college, and 2 to 6.5 percent for a bachelor's degree or higher. These increases have generally been matched by fathers, although the gains for Black and Hispanic fathers graduating from college are slightly greater than for Black and Hispanic mothers.

Between 1972 and 1997, the percentage of employed mothers for children between 6 and 18 years of age increased for all races by more than 20 percent (49 to 73 percent), but father's employment status for all races declined somewhat from 92 to 89 percent (U.S. Department of Education, 1998e). Employment rates for mothers of 6 to 12 year olds rose between 1972 and 1997 from 39 to 91 percent while fathers experienced a slight decline from 93 to 91 percent.

More mothers and fathers of young people ages 15 to 18 years are employed than ever before (U.S. Department of Education, 1999c). White mothers increased their employment participation from nearly 50 to 77 percent; Black mothers approximately 51 to 70 percent; and Hispanic mothers from slightly more than 31 to 56 percent. More than 90 percent of White fathers and around 85 percent of Black fathers were employed in 1972 and 1997. However, the percentage of employed Hispanic fathers declined from 90 to 85 percent.

Family income is also related to whether high school graduates are qualified for admission to a four year institution. Between 1992 and 1994, data collected from the National Educational Longitudinal Study of 1988 (NELS88) and Third Follow-up (1994) indicate that nearly half the marginally or unqualified students came from families whose income was less than \$25,000. In contrast, 32 percent came from middle income (\$25,000-74,999) and only 14 percent from high income (\$75,000 or more) families (U.S. Department of Education, 1998g).

FLUENCY IN THE ENGLISH LANGUAGE

Fluency in the dominant language is viewed as critical for incorporation into the cultural, social, and economic life of the majority group. Three questions asked in the 1980 and 1990 censuses provide information about what languages are spoken in the home and how well English is spoken: Does this person speak a language other than English at home? What is this language? and, for those who spoke another language, How well does this person speak English—i.e., very well, well, not well, not at all?

The 1990 census data for language use indicate that nearly 14 percent of the total U.S. population 5 years and older speaks a language other than English at home (see Table 5). The 1990 census records more than twenty-two language groups (e.g., Uralic, Romance, Scandinavian, Germanic, Slavic, Indic) represented in the foreign-born population, with more people speaking Indo-European, Spanish, and Chinese languages than other languages (U.S. Bureau of the Census, March 1999c).

According to *Current Population Surveys*, the number of children who spoke another language at home other than English increased from about 40 to 66 million between 1979 and 1995 (U.S. Federal Interagency Forum, 1998b). Nearly 75 percent of Spanish-speaking and somewhat more than 45 percent of Asian children accounted for the vast majority of these children, with the West region of the United States experiencing the greatest growth.

How well do people assess their ability to speak English? According to the 1990 census, 56 percent of people 5 years and older say they speak English "very well" and another 23 percent "well." However, the number of children who had "difficulty speaking English" increased from 1.25 million in 1979 to 2.4 million in 1995—5 percent of the school age children in the United States (U.S. Federal Interagency Forum, 1998f).

Data tabulated from the 1995 *Current Population Survey* indicate that 31 percent of Hispanic (all races) children and 14 percent of Asian and other origin children between the ages of 5 and 17 years are identified as "having difficulty speaking English" compared with 1 percent of White non-Hispanic or Black non-Hispanic children (U.S. Federal Interagency Forum, 1998b, 1998f). Data tabulated directly from the 1990 census indicate that more than 40 percent of Spanish-speakers 65 years and older speak English "not well" or "not at all," in contrast to about 28 percent for the 8 to 64 years cohort and about 15 percent for persons 5 to 17 years of age (Robbin, 2000c).

The Bureau of the Census constructs a measure of "linguistic isolation" based on how well people assess their English language fluency. A linguistically isolated household is one in which no person 14 or older speaks English at least very well (U.S. Bureau of the Census, April 1999d). Nearly 25 percent of people 5 years and older, 28 percent between 5 and 17 years, and 23.4 percent 18 years and over are deemed "linguistically isolated."

These statistics mask significant differences in English fluency by national origin and racial groups (U.S. Bureau of the Census, April 1999h). More than 70 percent of people of German and French origin, followed by Italian (67 percent), Polish (63 percent), Filipino (60 percent), and Hispanic/Latino (52 percent) heritage speak English "very well." The Spanish-speaking and Asian populations rank highest in the total number of people who are not fluent English language speakers.

SCHOOL ACHIEVEMENT, HIGH SCHOOL COMPLETION RATES, AND EDUCATIONAL ATTAINMENT

How well our elementary and secondary students are learning has been assessed by the National Assessment of Educational Progress (NAEP) surveys conducted since the 1970s. Overall school performance in science and mathematics has improved, but no gains have been made in reading (U.S. Department of Education, 1999b). Nevertheless, between 1971 and 1988, average reading proficiency scores rose for Black students by about 20 or more on the scale, and the gap between Black and White students narrowed. The narrowing of the gap has been less pronounced between White and Hispanic students.

Since the late 1980s, the gap between Black and White students has remained about the same. White non-Hispanic students "consistently [had] higher reading and math scores than either Black, non-Hispanic, or Hispanic students ages 9, 13, and 17" (U.S. Federal Interagency Forum, 1998e). The gap between Hispanic students and White non-Hispanic students in the 1996 mathematics achievement scores was about the same across the three age groups—between 21 and 25 points lower for Hispanic children (U.S. Federal Interagency Forum, 1998g). Hispanic 17 year olds (all races) did somewhat better in mathematics achievement than Black non-Hispanic students. Reading achievement scores of Hispanic children for ages 9, 13, and 17 demonstrate a similar differential between White non-Hispanic and Hispanic children that is consistent across all cohorts with scale scores that average between 26 and 29 points.

HIGH SCHOOL COMPLETION

Completing high school is critical for success in the workplace and in becoming a fully functioning member of society. According to data collected in 1996 by the U.S. Department of Education, 5 percent of students who were in grades 10 through 12 had dropped out of school the previous year (U.S. Department of Education, 1998d). Black and Hispanic young people are disproportionately at risk of not graduating from high school because, proportionately, more Black and Hispanic young people come from families with lower parental education, lower income, and headed by single parents (U.S. Department of Education, 1999b).

Black and Hispanic young people are more likely to drop out of school

than White teenagers. The drop out rate between 1975 and 1994 among persons aged 16 to 24 declined for White non-Hispanic children from 11.4 to 7.7 percent. The Black non-Hispanic rate declined from 22.9 to 12.6 percent. However, drop out rates for the Hispanic population show no decline over the two decades, remaining at about 30 percent (U.S. Department of Education, 1996b).

The Black population has, however, made very large gains between 1940 and 1996, closing the White/Black educational attainment gap at the high school level (U.S. Department of Education, 1998f; 1999b). High school completion rates have improved markedly for Black children since the early 1970s, with most of the improvement taking place during the 1980s. The proportion of Black high school graduates increased from about 8 percent in 1940 to more than 74 percent in 1996, compared to the White high school graduate population from 26 to more than 82 percent (U.S. Department of Education, 1996c). African-Americans increased their high school graduation rates to 86 percent in 1997 (U.S. Bureau of the Census, June 1998g).

This progress has not been reflected in Hispanic population school completion rates, which have remained at about 57 percent between 1980 (first year of data collection) and 1995. The gap between White and Hispanic rates has not narrowed (U.S. Department of Education, 1996c, 1999b).

Asian American students continue to demonstrate very high completion rates. According to data collected in 1997, 90 percent of the API population has graduated from high school (U.S. Bureau of the Census, October 1998j).

HIGHER EDUCATION ENROLLMENT AND COMPLETION

More than 85 percent of parents expect that their children will "at least acquire some education beyond high school [and] . . . nearly 60 percent expect that their children will *at least* finish college" (Carbonaro, 1999, p. 653; italics in the original). Are high achievement norms and expectations of the home environment consistent with the reality of college completion and educational attainment?

The Condition of Education 1998 reports that "about half of the Black and Hispanic high school graduates were qualified for college admission, and Asian and Pacific Islanders, 73 percent, while 68 percent of White high school graduates were qualified" (U.S. Department of Education, 1998g; see also Chronicle of Higher Education, 1998a, 1998b). Nevertheless, students of all races and ethnic groups who are academically prepared enroll in college at the same rates (U.S. Department of Education, 1999g). Once African-American and Hispanic high school students graduate from high school, differences between the two population groups disappear.

Minority students now make up about 25 percent of all students enrolled in colleges and universities. This reflects an increase of 10 percent between 1976 and 1996 (U.S. Department of Education, 1998i). Most of this increase is due to enrollment growth in the Hispanic and Asian populations. American Indian students increased their enrollments by 81 percent; Asian students, 319 percent; Black students, 46 percent; Hispanic students, 204 percent; and White students, 13 percent (Chronicle of Higher Education, 1999a).

For the ten year period between 1987 and 1997, Black high school graduates increased their enrollment in college by nearly 10 percent, Hispanic students by 7.5 percent, and White students by 8.7 percent (Chronicle of Higher Education, 1999b). Black students now make up the majority of minority students enrolled in colleges and universities, accounting for 10 percent of the total enrollment, and Hispanic and Asian populations for 8 and 6 percent, respectively. At the same time that minority student enrollments have climbed, White student enrollments have climbed even faster, widening even further the gap in educational attainment between White and minority populations (U.S. Department of Education, 1999e).

About 68 percent of White students and 54 percent of Black and Hispanic students complete "some college" (U.S. Department of Education, 1999g; 1999i). Bachelor degree or higher completion rates for the 25 to 29 year olds in 1997 are similar for African-Americans (16 percent) and Hispanic (18 percent) students; and 35 percent of White students graduate with a bachelor's degree (U.S. Department of Education, 1998h). Of the Asian population 25 years and older, 42 percent has a bachelor's degree or higher (U.S. Bureau of the Census, October 1998j).

Another measure of persistence toward degree completion is reflected in the number of degrees conferred by U.S. colleges and universities. White students account for nearly 75 percent of all degrees awarded; Hispanic and API students, 5 percent; American Indian students, .6 percent; and African-American students, 7.5 percent in 1993-94 and 1995-96 (Chronicle of Higher Education, 1999c, 1999d).

Asian American and Hispanic students experienced the greatest growth in the number of degrees conferred between 1993-94 and 1995-96, about 14 percent. Asian Americans and Hispanic students experienced very large increases in Associate degrees (21.4 percent and 15.4 percent, respectively), bachelor's degrees (about 13 percent), and master's degrees (12.5 percent and 14.7 percent, respectively). Asian and Hispanic students received around 14 percent more professional degrees over the period. The number of doctorates received by Asian American students increased 23.1 percent.

Overall, the number of degrees awarded to African-American and American Indian groups increased 8.5 and 9.0 percent, respectively. American Indian students received 14 percent more doctoral and 22 percent more professional degrees over the period. Black students saw increases

of about 12 percent for master's and doctoral degrees. White students saw an overall decline of 4.2 percent and a 9.4 percent decrease in the number of bachelor's degrees awarded.

Although the number of professional degrees awarded to minorities has increased, very few translate into library school degrees (Association for Library and Information Science Education, 1998). Minority populations constitute a very small percentage of public, school, and academic librarians, well below their share of the total population; the White population accounts for nearly 87 percent of academic and public librarians according to the 1998 ALA Survey of Librarian Salaries (American Library Association, 1998a).

OUR NATIONAL INVESTMENT IN EDUCATION AND LIBRARIES

Education is the principal vehicle for equalizing opportunity. Our commitment is measured by various indexes that reflect how much our nation spends to educate our children and to provide access to educational resources through the public school system and public libraries.

The United States spent 3.5 percent of its gross national product (GNP) on primary and secondary education and 1.1 percent on higher education in 1995, a smaller percentage than what the nation spent during the early- to mid-1970s (U.S. Department of Education, 1999e). The Digest of Education Statistics 1998 reports Fiscal Year 1998 estimates for funding for elementary and secondary education at \$37 billion; postsecondary education at \$16 billion; research at universities and related institutions at \$17 billion; and other programs at \$5.2 billion (U.S. Department of Education, 1991). Libraries, museums, and federal institutions received 14 percent of the total federal support for education in FY 1998 (U.S. Department of Education, 1999e).⁶

K-12 AND HIGHER EDUCATION

Per pupil expenditures for elementary and secondary education increased slightly between the 1989-90 and 1995-96 school years from \$6,700 to nearly \$6,900, but the amount spent on each student varies considerably by the wealth of the school district (U.S. Department of Education, 1999h). Wealthier school districts, whose median household income was \$35,000 or more, spent about \$7,500 for each pupil. In contrast, school districts whose median household income was less than \$20,000 expended \$6,000 per pupil.

Public school spending also varies by the size of the minority population in the district (U.S. Department of Education, 1998j).⁷ In the 1993-94 school year, districts with low minority enrollments spent on average \$500 less per pupil than districts with high minority enrollment (Table 6). As a percentage of total per pupil expenditures, those districts with 50 percent or more minority populations spend considerably less on capital

Table 6. Public School Expenditures per Pupil by Function and Percentage of Minority School-age Children:
School Year 1993-94
(in 1997 constant dollars)

Selected District Characteristics	Total	Instruction Total %	Support Services Total %	Capital Outlay Total %	Other Total %
Median household income					
Less than \$20,000	5,634	3,052 54.0	1,745 31.0	407 7.2	407 7.6
20,000 - 24,999	5,899	3,190 54.7	1,772 27.9	470 7.4	470 7.3
25,000 - 29,999	6,361	3,480 54.7	1,849 29.0	551 8.7	551 7.6
30,000 - 34,999	6,124	3,292 53.8	1,851 30.2	1,851 8.9	545 7.2
35,000 or more	7,027	3,806 54.2	2,174 30.9	2,174 8.6	606 6.3
Percentage of minority school-age children					
Less than 5	6,347	3,492 55.0	1,838 28.9	509 8.0	508 8.0
5 - 19	6,362	3,426 53.9	1,923 30.2	620 9.7	393 6.2
20 - 49	6,018	3,204 53.2	1,878 31.2	536 8.9	400 6.6
50 or more	6,847	3,779 55.2	2,054 30.9	448 6.5	565 8.3

Note. Percentages by function calculated on the basis of total dollars expended. Percentages subject to rounding. Table source is U.S. Department of Education, 1998j.

outlays than school districts where the minority enrollment is between 5 and 49 percent; about the same for "other services" than districts of less than 5 percent but considerably more than districts between 5 and 49 percent minority enrollment.

The difference in capital outlay expenditures between low and high minority population school districts suggests lower spending for information technology by districts with high minority populations. This is confirmed by the U.S. Department of Education and market research firms. Data collected by the U.S. Department of Education (1995a, 1996a, 1998d) since the early 1990s show that Internet access is correlated with income and minority population enrollment, and the lower the income and higher the minority population, the lower the access to information technology.

The November 1999 survey conducted by Market Data Retrieval, a unit of Dun & Bradstreet Corporation that specializes in the education market, found that "schools located in areas with high poverty rates and a high percentage of minority students are less likely to have up-to-date technology than others" (Mendels, 1999, p. 2). More than 90 percent of schools in the wealthiest communities, but 84 percent in the poorest areas, have Internet access.

Nevertheless, considerable progress has been made between 1995 and 1998. In 1995, 31 percent of high poverty school districts had access to the Internet in contrast to 82 percent in districts with very low poverty (U.S. Department of Education, 1999k).⁸ By 1998, most of these differences disappeared, and connections to the Internet increased to 89 percent (U.S. Department of Education, 1998k; 1999j). Still, "schools with high poverty were slightly less likely to have Internet access than schools in lower poverty districts" (U.S. Department of Education, 1999j).

Other indicators, however, show the distance that we must go to achieve equal educational opportunity through our school system. Access to the Internet is unequally distributed inside schools where education takes place. High minority enrollment districts have a lower percentage of instructional room access, a lower ratio of students to instructional computers, and fewer information technology resources available in a school media center or library (U.S. Department of Education, 1997). The National Center for Education Statistics (U.S. Department of Education, 1998k) reports that, in 1998, public schools with 50 percent or more minority enrollment had Internet access in 37 percent of instructional rooms in contrast to schools with lower minority enrollment (between 52 and 59 percent with Internet access).⁹

There are also racial differences in information technology use in higher education. Hoffman and Novak (1999, p. 3) report that more than 90 percent of private college freshmen used the Internet for research, but only 78 percent of students entering public Black colleges report doing so. About

80 percent of private college freshmen report using e-mail regularly, while 42 percent of Black public college students do. Novak and Hoffman also found that "access translates into usage" and that "White students were more likely than Black students to use the Web and were more likely to have used the Web at locations other than home, work or school" (p. 2).

PUBLIC LIBRARIES

Can public libraries mitigate the effects of existing inequity and inequality? A 1998 survey of connectivity in public libraries found that about 20 percent of all libraries are located in rural and urban poverty areas, but that public access to the Internet "is about equal in poverty and non-poverty areas" (about 73 percent) (American Library Association, 1998b, p. 3; Bertot & McClure, 1998). More libraries located in "extreme poverty" areas do, however, offer Internet access (79 percent).¹⁰

But are these libraries accessible to people in poverty? Work by Jue (1999) and his colleagues is instructive in this regard, although they caution that their sample is based on the 1990 decennial census and their conclusions are subject to a variety of caveats. They find that public library outlets are "disproportionately located in low poverty/middle class census tracts and may be inaccessible to potential library users in poverty" (p. 313). More people in poverty are not being served in the western than in the eastern part of the United States (13 percent versus 6.7 percent) (p. 316).

The study by Jue and his colleagues examines user activities within public libraries that serve lower income and "majority-minority" markets (Koontz et al., 1999a). Reading/writing and browsing constitute the major activities for minorities with 19 percent of African-American, 27 percent of Asian American, and 23 percent of Hispanic users engaged in reading/writing, and 27 percent of Native American users engaged in browsing (Koontz et al., 1999b).¹¹ There are also differences in question-asking: more questions about computer usage by African-American users; education and homework by Asian American and Hispanic users; and leisure and entertainment by Native American users (Koontz et al., 1999c). But there are virtually no differences in the types of questions asked by minority adults, the elderly, and children of all ages (Koontz et al., 1999c).

CONCLUSION

We arrive at a new century having made enormous progress in improving the life chances of many of our citizens. Our immigrant nation is the most dynamic in the world. Yet, the "fault lines" of society remain, as they have historically, between the "haves and have nots" and among the diverse races and ethnic groups that make up the American "melting pot."

Some people argue that the "Digital Divide" can be overcome with a change in priorities and by substantially increasing our investment in the national information infrastructure. This conception of problem solving,

however, assumes that the disparities among the races and ethnic groups can be eliminated by substantial infusions in government spending in technology. Yes, there is a "Digital Divide" in our society, but the metaphor is overused and, some would argue, misused (see Powell, 1999). Yes, federal priorities may make a difference; however, a cautionary note must be issued: We cannot be sure that "a given outcome is attributable to a social program or to a multiplicity of other possible causes . . . [because the] causal pathways between policies and desirable outcomes are seldom direct" (Fellegi & Wolfson, 1999, pp. 375, 376).

The "Digital Divide" is an outcome of long-standing inequalities in society and choices that people make. Our attention is thus more usefully directed toward understanding the antecedents, correlates, and predictors of this inequality, and toward determining the statistical data we need to help us develop wise and effective library policies that provide equal access to information for everyone and eliminate barriers to library and information services. We need to focus on a new millennium that brings a beautiful but very complex mosaic of ethnicities and cultures, and a large increase in the number of low-income, non-English speaking, and elderly people whose needs will require significant planning to provide appropriate services. The well-being of families is central and, in particular, the educational attainment of parents.

The library community will make its most important contribution to enhancing our social capital with its current commitment to programs that raise literacy levels, improve our children's interest in reading, and coordinate more closely the activities of school and public libraries. The research conducted on library markets needs to be taken very seriously: libraries need to be close to their users to be used. Finally, there is incontrovertible evidence that high minority and poverty school districts are comparatively disadvantaged in terms of instructional resources and capital funds. These are items on an agenda for action, where political activism of the library profession will make a difference. It is here where commitment is translated into national priorities.

NOTES

¹ The U.S. Bureau of the Census (September 1999m, p. A-1) defines a "family" as a group of two or more people related by birth, marriage, or adoption who reside together. A "household" consists of all people who occupy a housing unit. It includes the related family members and all unrelated people, if any, such as lodgers, foster children, wards, or employees who share the housing unit. Group quarters are excluded from the count of households. A household may contain more than one family. The distinction between "family" and "household" is important for calculations of all wealth and income statistics. These definitions are foundational for interpreting statistics.

² Neighborhoods have effects, too, but these are not discussed in this article. For relevant discussions, see Sampson et al. (1999) and Brooks-Gunn et al. (1997).

³ In 1997, the poverty threshold for a family of four was \$16,400.

⁴ These countries are the former Soviet Union, Cambodia, Laos, Thailand, Vietnam, El Salvador, Guatemala, Nicaragua, Mexico, Honduras, Haiti, and the Dominican Republic.

- ⁵ Earlier censuses asked questions about "mother tongue" (the language spoken when the person was a child) or only for a select group (e.g., the foreign-born) (U.S. Bureau of the Census, April 1999d).
- ⁶ This index measures the amount of revenue raised for educating our students relative to the income of taxpayers adjusted for the number of students and the total population. The U.S. Department of Education (1999f) explains that "the numerator measures average financial resources available for the education of each student. The denominator measures the taxpayer's average ability to pay. The index is the number of dollars of revenue raised for each student from each \$100 of income received by each member of the population."
- ⁷ Another indicator of social investment in education is the "national index of public effort" (U.S. Department of Education, 1999f). Our national investment in higher education has fallen precipitously since 1970 (9.9 in 1996, 31.1 in 1970). The index for national investment in elementary and secondary education increased from 19.5 in 1970 to 23.5 in 1996. The differential in spending is reduced when adjustments are made for cost of living (U.S. Department of Education, 1995b).
- ⁸ The "poverty" indicator used by the U.S. Department of Education is the number of students eligible for a free or reduced price lunch (U.S. Department of Education, 1999k).
- ⁹ Yet, even were these existing inequalities alleviated by an infusion of funding to build an information infrastructure, significant barriers would remain. Extensive work by Schofield and colleagues offers a cautionary note regarding implementation of computer technology in the classroom (Eurich-Fulcer & Schofield, 1995; Schofield, 1994, 1995, 1997; Schofield & Davidson, 1998; Schofield et al., 1997). Computer technology use depends on social and political processes inside schools and the relationship between schools and the outside world, and these, Schofield and colleagues find, are significant barriers to technology implementation.
- ¹⁰ "Extreme poverty" is defined as a condition where more than 40 percent of the population in a particular geographic area (e.g., census tract) lives below the poverty level. A particular geographic area is "poor" if 20 percent or more of its inhabitants live at the poverty level. A "low poverty area" is one where 20 percent or less of the population live at the poverty level. See Jue et al. (1999) for more information about the effects of defining poverty and low income tracts on siting public libraries.
- ¹¹ The user activities are: reading/writing, browsing, using computer, checking out/library card, library program/tours, sitting alone/socializing, schoolwork, and non-library program.

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Celebrating African-American Librarians and Librarianship

ALMA DAWSON

ABSTRACT

THIS ARTICLE CELEBRATES THE ACHIEVEMENTS of African-American librarians and their contributions to librarianship. It identifies and reviews records of scholarship that can serve as starting points for students and scholars. It chronicles the achievements of numerous individuals and provides additional resources for further investigation. Although it includes major studies, major organizations, and recurring themes in the literature, attention is also given to lesser known individuals and facts that appear in primary and secondary sources. Suggestions are made for areas of further investigation where the history of library services to African-Americans remains to be written.

INTRODUCTION

Throughout their history, African-American librarians have been pioneers, visionaries, risk-takers, hard-workers, innovators, organizers, and achievers. Through dedication and persistence, they have developed library collections and archives in spite of limited resources. They have provided reference and information services, and their libraries have served as cultural centers for many blacks in all types of communities. African-American library educators at Hampton Institute (1925-35), Atlanta University (1941—now Clark-Atlanta), and the University of North Carolina Central (1939-) have had the leading role in educating black professionals to pursue careers in librarianship and leadership positions. Together,

library educators and librarians have pioneered and persisted in achieving access to, and participation in, professional organizations. They have served as mentors and role models for many individuals and have contributed to the scholarly record of librarianship. These achievements are an inspiration worthy of continued emulation and cause for celebration. Therefore, this article will chronicle some of these individuals and their achievements, note major organizations, review major studies, and indicate recurring themes of African-American librarianship. It is intended to bring together and identify records of scholarship to serve as a starting point for continued research.

The issue of minority librarians to serve new diverse clientele in the twenty-first century has been explored in the literature, been the subject of conferences, and been addressed in part by schools of library and information science and by professional organizations such as the American Library Association through increased scholarship funding to recruit new members to the profession. Therefore, a review of demographics is important.

Table. Academic and Public Librarians by Race and Ethnicity

Ethnicity	Am. Indian	Asian/ Pacific	Black	Hispanic	White	Total
Number	898	6,776	15,000	6,164	171,470	200,800

Source: 1990 Census, Civilian Labor Force (librarians, p. 164). *Library Personnel News* (1993, November-December), p. 7.

DEMOGRAPHICS

As of November 1, 1999, the U.S. Census Bureau estimated the U.S. population to be 273,866,000 persons. Blacks make up 12.8 percent of the population or 35,078,000 persons. In 1991, 82 percent of all blacks 25 to 34 years of age had completed four years of high school, up from 75 percent in 1980. Approximately 12 percent of those blacks were college graduates. In 1991, the American Library Association's Office for Library Personnel Resources prepared the statistical report "Race and Ethnicity in Academic and Public Libraries" based on the 1990 Census. The table reflects the number of librarians.

The *Statistical Abstract of the U.S. 1998* lists a total of 217,000 librarians, archivists, and curators employed in the civilian labor force. Of that number, 77.1 percent were female; 7.8 percent were black; and 1.6 percent were of Hispanic heritage. Using 1996-1997 data, the ALA Office for Library Personnel Resources (1999) reported that the ALA-accredited master's degree was awarded to 193 (4.4 percent) African-Americans; 1

(2.2 percent) post master's to African-Americans; and 3 doctorates (8.5 percent) to African-Americans.

Although the American Library Association is beginning to collect statistics, no general database currently exists that reflects salaries or positions of employed minority or African-American librarians. As part of its *Annual Salary Survey*, the Association of Research Libraries (ARL) includes a table on the number and average salaries of minority U.S. librarians. The numbers are analyzed further to include minority librarians by region. During 1997-98, the number of librarians employed in ARL libraries totaled 6,834 individuals. Of this number, 11 percent of the population, or 848 individuals, were minorities. Of the minority population, black librarians accounted for 32.4 percent or 275 individuals. Within Wilder's (1995) broad study of ARL libraries, he provided age distributions for minority librarians and related his findings to recruitment to the profession. He found that the Asian-American population had the most striking distribution, with 14.5 percent in the 60 to 64 age group, suggesting that new efforts at recruitment for minority entrants have kept this population fresh, with matching retirement and recruitment levels. On the other hand, 8 percent of Hispanic librarians were 65 years and older, suggesting a significant loss of positions if not refreshed by new recruits to the profession. African-Americans composed the youngest age group with the highest proportion of librarians between 20 and 49 years of age, suggesting that past discrimination and new recruitment efforts are evident from data studied (Wilder, 1995). As a black dean of an ARL library, Williams (1994) provided a historical analysis and perspective of black librarians employed for the years 1981-89.

The Association for Library and Information Science Education (ALISE) publishes an annual statistical report that includes documentation on enrollment and degrees conferred in library and information science programs as well as faculty employment, ranks, and salaries of minorities. The number of African-American students enrolling and graduating from schools of library and information science represents approximately one-third of the U.S. black population, now estimated at 12.8 percent. For example, fifty-one schools reported a total of 12,480 students enrolled in ALA-accredited master's programs during 1997-1998. Of that number, only 558, or 4.8 percent African-American students, were enrolled. During 1997-98, with forty-eight schools reporting, there were only thirty-five black library educators in schools of library and information science in the United States or 6.4 percent of a total population of 547 faculty. Of that number, three were deans, six were professors, eight were associate professors, fifteen were assistant professors, and three were lecturers (*ALISE Statistical Report*, 1998, Table I-17). Frost (1994) provided an interesting analysis of the 1989-90 data as it related to the characteristics and accomplishments of black library educators in the 1990s. She found that their

contributions were significant in terms of deanships, scholarly publications, and other contributions to the profession.

DOCUMENTATION OF THE AFRICAN-AMERICAN LIBRARY EXPERIENCE¹

Generally, the African-American contribution to librarianship is reflected in research articles and secondary analysis of original studies, monographs, surveys, doctoral dissertations, and masters' theses; in biographies of individual pioneers and trailblazers; by major contributors and important firsts; in studies of library development by state, region, and individual counties; and in individual libraries. Master's theses, particularly the early ones produced at Atlanta University, document the African-American experience. Research papers to fulfill requirements of the master's degree in programs of library and information science, such as those written at Texas Woman's University and Kent State University, are other sources of important information. Association activities, including the American Library Association's early efforts in library education of African-Americans, are represented in the literature.² Goedeken (1998) discussed those general library historical sources and specific histories of African-American librarianship that he considered essential for historical research in this area.

GENERAL STUDIES AND KEY MONOGRAPHS

Although accessible through the library literature, it is important to note some general works and studies on African-Americans. Several sources combined provide an overview. In his chronological research essay, Marshall (1976) documented the African-American experience in librarianship from 1865 to 1975. He included historical events that impacted library developments affecting African-Americans, important studies and major efforts to establish services, important legislation, and responses to changes. Jordan and Josey (2000, pp. 3-18) provided a "Chronology of Events in Black Librarianship from 1808 to 1998," and Jordan (2000) identified and profiled important forerunners (pp. 24-35). Monographs, such as the *Handbook of Black Librarianship* (Josey & Shockley, 1977; Josey & DeLoach, 2000), document the early developments of library education and library services for blacks, important events and organizations, and pioneers. Gunn (1986) studied the early education of African-American librarians in the United States. DuMont (1986) examined the historical position of the library profession on the question of racial attitudes toward blacks in providing library service and library education for blacks. Josey (1994) documented the reluctant steps of the American Library Association in incorporating African-American participation in the organization and the profession, a recurring theme in the literature of librarianship. Some key authors provided an overview

and study of developments related to the African-American experience in librarianship (Shores, 1932; Barker, 1936; Jackson, 1940; Wilson, 1949; International Research Association, 1963; Carmichael, 1988). Several dissertations were produced through the years on various aspects of the African-American experience; for example, academic libraries (Gaymon, 1975; Taylor, 1980; Young, 1980; Fisher, 1991; Sherpell, 1992); school libraries (Jones, 1945); public libraries (Gleason, 1941; Shockley, 1960; Franklin, 1971; Malone, 1996; Graham, 1998); careers (Rhodes, 1975; Merriam, 1983); library education (Gunn, 1986); and racism (Fisher, 1991; Sherpell, 1992). See the listing of representative titles at the end of this section.

The publication, *What Black Librarians are Saying* (Josey, 1972), framed the issues of the day, but Josey's (1970) seminal work, *Black Librarian in America*, is considered the publication that launched the modern period of African-American librarianship. Prior to this publication, "Black librarians were unseen, unheard, and unknown," according to Josey (2000, p. 82). *Black Librarian in American Revisited* (Josey, 1994), a collection of thirty autobiographical and issue essays, presented important African-American figures from the original collection and added the experiences of new African-American librarians. Between 1992 and 1999, the black caucus of the American Library Association (BCALA) held four national conferences around the theme of African-American librarians as culture keepers of their communities. The papers and presentations contained in the proceedings are important sources of information on a variety of topics and individuals. A recent valuable collection of essays entitled *Untold Stories: Civil Rights, Libraries, and Black Librarianship*, edited by John Mark Tucker (1998), is presented around three distinct themes: Legacies of Black Librarianship; Chronicles from the Civil Rights Movement; and Resources for Library Personnel, Services, and Collections.

Scholars also examined the research record and provided an assessment of the scholarship produced up to 1995. For example, Fisher (1983) reviewed studies on all the major minority groups, including African-Americans, and suggested additional areas of research. Tucker (1996) concentrated on works that would be of interest to African-American library historians. Fisher's (1983) "Minority Librarianship Research" provided a state-of-the-art review of studies that appeared in monographs, the periodical literature, dissertations, and other resources. She focused on early developments, the civil rights era and contemporary developments of that period, and professional and advisory organizations. For Afro-American librarianship, she reviewed the works of Gleason (1941); Jones (1945); Shockley (1960); Ballard (1961); Florida A&M University, Urban Resource Center (1974); Jordan (1974); Clack (1975); Rhodes (1975); Craft (1976); Smith (1977); and Taylor (1980). In his article, "Let the Circle Be Unbroken: The Struggle for Continuity in African-American Scholarship, 1970-

1995," Tucker (1996) reviewed those works produced during the period that should be of interest to historians of African-American librarianship. In addition to reviewing key monographs and articles, he provided valuable coverage of sources of information on black book publishers (i.e., *Gatekeepers of Black Culture: Black Owned Book Publishing in the U.S., 1817-1981*; *Black Book Publishing in the United States: An Historical Dictionary of Presses 1817-1990*; *Black Bibliophiles and Collectors: Preservers of Black History*, 1990), and sources that cover important black personalities (i.e., *Dictionary of American Library Biography*, 1978; *Dictionary of American Negro Biography*, 1982; *Notable American Women, 1607-1950*, *Notable Black American Women*, 1992; and *Black Women in America: An Historical Encyclopedia*, 1993). A representative listing of dissertations produced on the African-American experience is included below.

Dissertations

- Clack, D. H. (1973). *Investigation into the adequacy of Library of Congress Subject Headings for black subjects*. Unpublished doctoral dissertation, University of Pittsburgh.
- Craft, G. (1976). *Communications network system in selected Negro state-supported colleges and universities*. Unpublished doctoral dissertation, Southern Illinois University at Carbondale.
- Fisher, E. M. (1991). *Modern racism in academic librarianship towards Black Americans: A California study*. Unpublished doctoral dissertation, University of Pittsburgh.
- Franklin, H. R. (1971). *The relationship between adult communication practices and public library use in a northern, urban, black ghetto*. Unpublished doctoral dissertation, Rutgers University.
- Gaymon, N. E. (1975). *Attitudes of academic library directors of traditionally black institutions of higher education toward whites and the effect of their attitudes on their hiring practices*. Unpublished doctoral dissertation, Florida State University.
- Gleason, E. A. (1940). *Government and administration of public library service to Negroes in the South*. Unpublished doctoral dissertation. University of Chicago.
- Gleason, E. A. (1941). *Southern Negro and the public library: A study of the government and administration of public library service to Negroes in the South*. Chicago: University of Chicago Press.
- Graham, P. T. (1998). *Segregation and civil rights in Alabama's public libraries, 1918-1965*. Unpublished doctoral dissertation, University of Alabama.
- Gunn, A. C. (1986). *Early training of black librarians in the U.S.A.: A history of the Hampton Institute Library School and the establishment of the Atlanta University School of Library Service*. Unpublished doctoral dissertation, University of Pittsburgh.

- Jones, V. L. (1945). Problems of Negro public high school libraries in selected Southern cities. Unpublished doctoral dissertation, University of Chicago.
- Malone, C. K. (1996). *Accommodating access: Colored Carnegie libraries, 1905-1925*. Unpublished doctoral dissertation, University of Texas.
- Merriam, M. M. (1983). *Augusta Baker: Exponent of the oral art of storytelling: Using video as medium*. Unpublished doctoral dissertation, Texas Woman's University.
- Rhodes, L. G. (1975). *A critical analysis of the career patterns backgrounds of selected black female librarians*. Unpublished doctoral dissertation, Florida State University.
- Sherpell, B. (1992). *Racial and gender integration patterns of professional librarians in Texas academic libraries*. Unpublished doctoral dissertation, Texas Woman's University.
- Shockley, A. (1960). *A history of public library service to Negroes in the South, 1900-1955*. Unpublished doctoral dissertation, Delaware State College.
- Taylor, C. R. (1980). *Contributions of black academic libraries in providing services to the black community*. Unpublished doctoral dissertation, Florida State University.
- Young, E. M. W. (1980). *A study of self-perception of the leadership behavior of black library directors*. Unpublished doctoral dissertation. Florida State University.

KEY FIGURES AND BIOGRAPHICAL SOURCES

Six African-American librarians were selected by *American Libraries* (October, 1999) as leaders of the twentieth century: Augusta Baker, Sadie Peterson Delaney, Virginia Proctor Powell Florence, Virginia Lacy Jones, Joseph Henry Reason, and Charlemae Rollins. These and other key pioneers, trailblazers, and library educators are represented in major biographical sources. The following profiles therefore are brief sketches with citations for further study. The author made no attempt to determine who is an African-American library leader but tried to include as many firsts as possible as already identified in the literature. A list of biographical sources follows the profiles and indicates other persons included for each source. These sources can also be used to identify other African-American firsts, African-American authors, and their personal and professional work experiences.

Regina M. Anderson (librarian, playwright, arts patron). Anderson, an integral figure of the Harlem Renaissance, served as an assistant to Ernestine Rose at the 135th Street Branch of the New York Public Library (later renamed the Schomburg Center for Research in Black Culture) and held a variety of managerial positions with the New York Public Library. She was an acclaimed playwright of that period, and her works include *Climbing*

Jacob's Ladder. She received her library degree from Columbia Library School. Source: *Notable American Women*, 1992.

Augusta Baker (1911-1998; storyteller, librarian, educator). Baker is cited as the first lady of storytelling by *American Libraries* (1999, December) in its "100 Leaders of the 20th Century." Jessie Carney Smith described her as "a catalyst for social change brought about through books that give a positive portrayal of people regardless of race, culture, or religion and made an impact on literature and libraries as a promoter of accurate portrayals of ethnic, cultural, and religious groups in children's literature" (Smith, 1998). Sources: McCook, 1998; Merriam, 1983; Rhodes, 1975; Rollock, 1952; Smith, 1992, 1998; *American Libraries*, December 1999).

Hannah Diggs Atkins (librarian, educator, state legislator). A graduate of the University of Chicago Graduate Library School, Atkins served as school, public, and academic librarian, as well as library educator in Tennessee and Oklahoma. She was the first African-American woman to sit in the State Legislature in Oklahoma and first African woman Secretary of State of Oklahoma. Sources: *Notable American Black Women, II*, 1998; *Black Women in America*, 1993.

Thomas Fountain Blue (pioneer librarian). Blue served as head of branches for Negroes in the Louisville, Kentucky, public library, the first public library to establish branch library services for blacks in the South. He was the first African-American to deliver a speech before the American Library Association. Sources: Van Jackson, 1939; Wright, 1955; Jordan, 1977.

Virgia Brocks-Shedd (1943-1992; actress, poet, archivist, and librarian). A poet and humanist, she served as librarian at Tougaloo College. She was a founding member of the Society of Mississippi Archivists and the African-American Librarians Caucus of Mississippi. Brocks-Shedd was the first black appointed to the Mississippi Library Commission. Source: Hunter, 1993.

Doris Hargett Clack (author, educator, cataloger, activist). Professor of library science at Florida State University, she is remembered for her effective teaching of cataloging courses; her scholarly work on Library of Congress subject headings for resources on black studies; and her active involvement in professional, civic, and religious organizations. Sources: Stone, 1996; Wilkes, 1998.

Jean Ellen Coleman (librarian and founding director of ALA's Office for Outreach Services, now Office for Literacy and Outreach Services). Coleman guided the activities of the Office for Outreach Services from 1973 to 1986. She wrote often in the library literature about ALA's role in providing adult and literacy services in libraries. She also encouraged librarians to accept responsibility for literacy education. At the 1996 ALA

conference, Coleman was honored for her work in libraries at the twenty-fifth anniversary of the Office for Literacy and Outreach Services (OLOS). Source: Obituaries, *American Libraries*, 1997, January, vol. 28, p. 69).

Gwendolyn Cruzat (librarian, educator). She received the first "Distinguished Service Award" to be bestowed upon a faculty member by the University of Michigan. Now retired, she worked in hospital and medical libraries, including a long association with the National Library of Medicine. Medical bibliography and collective bargaining were her specialties. Source: Personality plus, *American Libraries*, 9(February), 81, 1978.

Sadie Peterson Delaney (librarian, bibliotherapist). Delaney began her professional career at the 135th Street Branch of the New York Public Library. She is best known for her work as Chief Librarian (thirty-four years) at the U.S. Veterans Administration Hospital in Tuskegee, Alabama, where she provided library services to recuperating African-American veterans. She is cited in *American Libraries* as one of the leading librarians of the twentieth century. Sources: Gubert, 1993; Jordan, 1977; "100 of the Most Important Leaders We had," 1999.

Virginia Proctor Florence (pioneer librarian). In 1923, Virginia Proctor Florence became the first African-American woman to complete a professional education program in librarianship. Sources: Gunn, 1989; "100 of the Most Important Leaders We had," 1999.

George W. Forbes (1864-1927; Assistant in the Boston Public Library, editor). He served as assistant in the West End Branch of the Boston Public Library from 1896 to 1927 and was editor with the *Boston Courant*, *Boston Guardian*, and other publications. Source: Van Jackson, 1939.

Nicholas Edward Gaymon (library director, educator, campus leader). Personal portrait of his career's work and as library director, Florida A&M University. Source: Gaymon, 1999.

Eliza Gleason (librarian, library administrator, educator). First African-American to receive a doctorate in library science from the University of Chicago Graduate School of Library Science; first dean of the School of Library Service, Atlanta University; first comprehensive study of public library services for African-Americans. Sources: Rhodes, 1975; Josey & Shockley, 1977; Smith, 1992, 1998.

Vivian Harsh (librarian). First black to head a branch library in the Chicago library system; established black collection for Chicago; made library a cultural center. Source: Smith, 1992.

Jean Blackwell Huston (library administrator and curator). Famed for guiding the development of the world's leading public repository of materials that document the history and culture of peoples of African descent, the

Schomburg Center for Research in Black Culture. Source: Cooper-Johnson, 1996.

Mollie Lee Huston (librarian, civic leader, organizational leader). Cited as one of the most distinguished African-American librarians during the segregation era, she established a library for blacks in Raleigh, North Carolina, creating an outstanding collection of black materials. She was instrumental in organizing the North Carolina Negro Library Association in 1934. It became the first association controlled by blacks to be admitted as a chapter of ALA. Sources: Valentine, 1998; Smith, 1998.

Althea Jenkins (librarian, administrator). First African-American executive director of the Association of College and Research Libraries, former president of the Florida Library Association and Florida Chapter of the Association of Research Libraries, and university librarian. Source: Smith, 1992, p. 8.

Clara Stanton Jones (librarian, activist). First African-American to serve as director of the Detroit Public Library; first African-American to serve as president of the American Library Association; an author and international library leader. Numerous biographies are available on Clara Stanton Jones. Sources: Smith, 1992; McCook, 1998.

Virginia Lacy Jones (librarian, educator). Numerous biographies are available of Virginia Lacy Jones, second dean of the Atlanta University Library School and second black to receive a doctorate from the University of Chicago. She was active at local, state, and national levels, elected president of the American Association of Library Schools (now ALISE), and honored for her outstanding contributions to librarianship in general and black librarianship in particular. Sources: Jordan, 1994; Rhodes, 1975; Smith, 1992.

Casper Leroy Jordan (librarian, educator, scholar). Jordan's contributions to the scholarly record of African-American librarianship is evident in his writings. He tells his own story "I Have Paid My Dues," in Josey's (1970, pp. 98-119) *Black Librarian in America*. Jordan is former associate professor of library services at Atlanta University and deputy director of the Atlanta-Fulton County Public Library.

E. J. Josey (librarian, writer, activist). First African-American male to be elected President of the American Library Association. He is founder of the Black Caucus of the American Library Association, a leader, mentor, and scholar. Various biographies exist for this outstanding librarian and library educator. One of the most important, *E.J. Josey, an Activist Librarian*, edited by Ishmaul Abdullahi (1992), contains twenty-two essays, poems in his honor, and a bibliography of his writings. Sources: Abdullahi, 1992; Smith, 1999; Josey, 2000.

Catherine A. Latimer (librarian). First black professional librarian appointed by the New York Public Library. Source: Smith, 1992.

Mary F. Lenox (librarian, African-American library science dean in a majority university). Her career path includes elementary school librarian, both head of the Education Materials Center and member of the faculty at Chicago State University. In 1978, she was appointed associate professor in the School of Library and Information Science at the University of Missouri-Columbia. In 1984, she became dean and first black dean in the 145 year history of the largest public university in Missouri. Source: E.J. Josey, 1994.

Ruby Stutts Lyles (librarian, pioneer in establishing library services for blacks in Mississippi). First professional librarian in Mississippi and librarian at Alcorn State University. Source: Hunter, 1994.

Albert P. Marshall (librarian, activist, writer). His positions included serving as librarian at Winston-Salem State University and dean of academic services at Eastern Michigan University. He was active in the development of the North Carolina Negro Library Association and was the first African-American member (1965) of ALA to be appointed to chair a nominating committee. An articulate spokesman for equality of African-American librarians, Marshall received the BCALA Leadership in the Profession Award in 1992. Sources: Phinazee, 1980.

Emily Mobley (special librarian, academic librarian, library educator). In 1989, Mobley became the first dean of libraries and professor of library science at Purdue University. Responsible for fifteen campus libraries and the University Press, Mobley was named the Ellis Norton Distinguished Professor of Library Science in 1997. Before going to Purdue in 1986 as its associate director, Mobley held positions in corporate libraries and served as a science librarian at Wayne State University library. Active in professional organizations, she served as president of the Special Libraries Association in 1987-88. She has authored publications on special libraries, serials pricing, and activities of the International Federation of Library Associations and Institutions. Sources: Biographical Sketch (1988). *ALA Yearbook of Library and Information Science*, number 13, p. 74; Sheets (1997). Dean of libraries receives award (http://ftp.cioe.com/~eonline/archives/June6_97/campus/dean.html).

Daniel Murray (librarian at the Library of Congress, bibliographer, collector of black materials). He served 52 years with the Library of Congress in various capacities. Began in 1871 as personal assistant to Ainsworth Rand Spofford. "He made the greatest single attempt to stimulate interest in materials by or about persons of African ancestry in the Library of Congress to date" (Render, 1975, p. 67). Sources: Jordan, 1977; Van Jackson,

1939; Render, 1975; Smith, 1999).

Major R. Owens (librarian, U.S. Congressman). The country's only librarian in the U.S. Congress, Owens is a graduate of Morehouse College and Atlanta University. He is an articulate spokesman for education and library issues everywhere. Source: Josey, 1994.

Annette L. Phinazee (librarian, educator, trailblazer). She is known for her contributions to cataloging and classification, as effective library educator, and dean of the School of Library Science at North Carolina Central University. She was the first black president of the North Carolina Library Association, the first black controlled library association to be admitted as a chapter of ALA. Honored by the Black Caucus, she was recipient of many awards for dedicated service to librarianship. Numerous articles are available on Annette Phinazee's life and works. Sources: Smith, 1992; McAllister-Harper, Jones, & Schell, 1998.

Joseph Harry Reason (librarian, administrator, first African-American President of ACRL). Included in *American Libraries'* 100 leaders, Reason was elected the first African-American President of the Association of College and Research Libraries in 1971. In 1965, he was the first African-American nominee for ALA president. He had a long career as librarian of Howard University. Sources: Josey, 1970; "100 of the Most Important Leaders We Had," 1999.

Charlemae Rollins (librarian, storyteller, author). She was the first African-American to receive honorary membership in the American Library Association. Rollins gained national prominence for her crusade against stereotypical images of blacks in children's literature. Author, storyteller, librarian, Rollins received many awards and has been profiled in numerous publications and is cited as one of *American Libraries'* 100 leaders of the twentieth century. Sources: Smith, 1992; *American Libraries*, December 1999, p. 45.

Henrietta M. Smith (librarian, educator, author, consultant). Henrietta M. Smith, Professor Emerita at the University of South Florida, School of Library and Information Science, is editor of *The Coretta Scott King Awards Book: From Vision to Reality* (Chicago: American Library Association, 1994) and *The Coretta Scott King Awards Book: 1970-1999* (Chicago: American Library Association, 1999). Smith was the first African-American professor at the University of South Florida, School of Library and Information Science and also taught at Florida Atlantic University. Prior to earning the doctorate, she was a children's librarian at New York Public Library, a media consultant and media specialist for Broward County Public Schools. She has been active in numerous activities for the American Library Association, including the Coretta Scott King Task Force, the Newbery and

Caldecott Awards Committee; the Florida Association of Media Educators; and the Florida Library Association. She is a prolific author. Source: McCook, 1998.

Jessie Carney Smith (librarian, administrator, author, editor). University librarian at Fisk, Smith's historical research and publication efforts have focused on African-American women and, more recently, African-American men. Her published biographical sources are standard references in academic and public libraries. Her *Black Academic Libraries and Research Collections: An Historical Survey* is a seminal work. Recipient of numerous awards, Smith was selected the Association of College and Research Libraries' Academic Research Librarian of the Year in 1985. She received the BCALA for Leadership in the Profession Award in 1992. Sources: Rhodes, 1975; Josey, 1970, 1994; Culture Keepers: Enlightening and Empowering Our Communities. *Proceedings of the First National Conference of African-American Librarians*. September 4-6, 1992, Columbus, Ohio.

Lucille C. Thomas (teacher, school librarian, library administrator, BCALA Trailblazer Award winner). Lucille C. Thomas was the first and only African-American elected president of the New York Library Association; the first African president of the New York City School Librarian's Association, and first African-American elected president of the New York Library Club. She has also served as president of the International Association of School Libraries. She held positions as a teacher, librarian, district supervisor of school libraries, director of elementary school libraries for the New York City Board of Education, and as a librarian in the Brooklyn Public Library. She is recipient of many awards including the Grolier Foundation Award for her contribution to the stimulation and guidance of reading by children and young people and the ALA Humphry Jury/OCLC/Forest Award for her significant contribution to international librarianship. She was recipient of a BCALA Leadership in the Profession Award in 1992 and recipient of the 1995 BCALA Trailblazer Award. Source: Stanton Biddle, 1999, July 9 on AFAS-L@listserv.KENT.EDU.

Robert E. Wedgeworth (library administrator, educator, organization executive). Wedgeworth became the first African-American Executive Director of the American Library Association in 1972, the first black dean of the library school at Columbia University, the first black library director at the University of Illinois, and the first African-American as well as non-European to head the International Federation of Library Associations (IFLA) in more than sixty years. He is also a prolific author. Source: Smith, 1999.

Dorothy Porter Wesley (curator, librarian, scholar, consultant). Known as the dean of ethnic collections libraries, she is responsible for building the Moorland-Springarn Research Center, Howard University. Sources: Britton, 1994; Davis & Tucker, 1992; Rhodes, 1975; Lubin, 1973.

John F. N. Wilkerson (Assistant in the Library of Congress Law Library from 1857 to 1912). Wilkerson represents the many African-Americans who have worked at the Library of Congress, providing exemplary services. Source: Render, 1975.

Edward Christopher Williams (first professionally-trained African-American librarian; educator, writer). He is cited as one of *American Libraries'* 100 library leaders of the century. He graduated from the New York State Library School in 1900. His library career began at Adelbert College. As one of the organizers of the library school at Western Reserve University, he served as both library director and instructor in the library school. He taught reference work, bibliography, and criticism, and selection of books. After fifteen years at Western Reserve, he served as principal at the M Street School in Washington, DC and then as director of the library at Howard University from 1916 to 1929. In 1921, he was appointed head of the romance languages department and taught courses in Italian, French, and German. He wrote classical dramas, short stories, and poetry. Sources: Van Jackson, 1939; Josey, 1969, p. 111; Jordan, 1977, 1999; Latimer, 1994; Smith, 1999.

Monroe Nathan Work (bibliographer, editor). Founder and director of the Department of Records and Research at Tuskegee in Alabama. Known best for his annual cyclopedia, the *Negro YearBook*, and *Bibliography of the Negro in Africa and America*. Cited by Jordan as an Afro-American forerunner in librarianship. Sources: Jordan, 1977; Tucker, 1991.

SOURCES OF BIOGRAPHIES OF AFRICAN-AMERICAN LIBRARIANS

100 of the most important leaders we had. (1999). *American Libraries*, 30(December), 38-48.

[Profiles: African-American library leaders named are Augusta Baker, Sadie Peterson Delaney, Virginia Proctor Powell Florence, Virginia Lacy Jones, Joseph Henry Reason, and Charlemae Rollins.]

Abdullahi, A. (1992). *E.J. Josey: An activist librarian*. Metuchen, NJ: Scarecrow Press.

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PROFESSIONAL ORGANIZATIONS

Historically, professional organizations have been pivotal in the careers of librarians. Before the 1960s and full participation in state and regional associations, blacks joined a professional group of another organization, became an adjunct to another professional organization, or formed their own associations. There were also problems with ALA in terms of development of library services and collections, the education of blacks, and full participation in association activities (American Library Association Committee on Discrimination, 1937; Segregation and ALA Membership, 1962; Josey, 1994). Therefore, blacks in the South formed their own state associations and professional groups. The North Carolina Negro Library Association became the first black library association admitted as a chapter of the American Library Association in 1943 (McPheeters, 1988, p. 9). The *Handbook of Black Librarianship* also provides documentation of several of the early black professional organizations (Josey & Shockley, 1977). At the national level, African-American librarians formed the ALA Black Caucus to work within ALA to effect desired changes.

Black Caucus of the American Library Association

Organized January 1970, the history, mission, goals, and accomplishments of the Black Caucus of the American Library Association are well-documented in the library and information science literature (Axum, 1972; Josey, 1977; Cunningham, 1987; Josey, 1992; Biblio, 1994; Bracey, 1995; Josey, 2000). Therefore, only a capsule overview is provided. For regular communication with members, the organization publishes the *BCALA Newsletter*, and the *BCALA Membership Directory*, and maintains a Web page at www.bcala.org. Members may also subscribe to a listserv at bcala@listserv.kent.edu. The BCALA defines its mission as:

The Black Caucus of the American Library Association serves as an advocate for the development, promotion, and improvement of

library services and resources to the nation's African-American community; and provides leadership for the recruitment and professional development of African-American librarians.

Activities of the black caucus are guided by eight purposes that require ALA to respond to the needs of the African-American community. Those purposes include caucus review and evaluation of positions of candidates and active participation of black librarians. The caucus also serves as a clearinghouse of information and channel of communication to ALA. Finally, its purposes are to facilitate library services to meet the information needs of black people and to encourage the development of authoritative information resources about black people and the dissemination of this information to the larger community.

The black caucus is governed by an executive board of elected officers (president, vice president/president elect, secretary, treasurer), and the immediate past president and the fifteen members elected by the membership to serve on the executive board (Article VII. Section 2. Constitution and By Laws of the Black Caucus of the American Library Association as amended February 5, 1995). The BCALA meets at the ALA Midwinter and ALA Annual conferences. Seventeen presidents have served between 1970 and 2000. They are, in order of service: E. J. Josey, William D. Cunningham, James R. Wright, Harry Robinson, Jr., Avery Williams, George C. Grant, Dorothea R. Madden, Robert L. Wright, Barbara Williams Jenkins, Marva L. DeLoach, Edith M. Fisher, John C. Tyson, D. Alex Boyd, Stanton F. Biddle, Sylvia Sprinkle-Hamlin, Gregory Reese, and Gladys Smiley Bell.

The ALA Black Caucus has presented four national conferences on major issues and concerns of black librarians. The conferences offer opportunities for shared discussion and reflection on services to black communities, histories, authors, artists, and publishers. They also offer to the membership continuing education and networking opportunities; management and recruitment strategies; updates on technology; cultural enrichment through shared discussions with black artists and authors; and a celebration of heritage through legacies and retired African-American librarians.

- 1st National Conference of African-American Librarians: Culture Keepers: Enlightening and Empowering Our Communities, September 4-6, 1992, Columbus, Ohio.
- 2nd National Conference of African-American Librarians: Culture Keepers II: Unity Through Diversity, August 5-7, 1994, Milwaukee, Wisconsin.
- 3rd National Conference of African-American Librarians: Culture Keepers III: Making Global Connections, July 31-August 3, 1997, Winston-Salem, North Carolina.
- 4th National Conference of African-American Librarians, Culture Keep-

ers IV: Challenges and Opportunities in the New Millennium, July 19-23, 1999, Las Vegas, Nevada.

BCALA has established several awards that include its literary award, award for excellence in librarianship, trailblazer's award for outstanding service, and other awards as determined by the BCALA Board, and the E. J. Josey Scholarship.

The BCALA Literary Awards were founded by Alex Boyd, director, Newark Public Library, and Cecil Hixon, Adult Programming specialist, New York Public Library, to recognize outstanding works of fiction and nonfiction by African-American authors for adult audiences. The first awards were presented in 1994 at the Second National Conference of African-American Librarians in Milwaukee, Wisconsin, in August 1994. The co-chairs of the first awards were Cecil Hixon and Brenda Mitchell-Powell who established the award criteria and procedures. In the fiction category, the award and honorable mention recognize books of exceptional merit relating to the African-American experience. In the nonfiction category, the award and honorable mention recognize achievements that significantly add to the body of knowledge within the African-American experience. Winners of the BCALA Literary Award for fiction and nonfiction receive the BCALA Medallion and an honorarium of \$500. Certificates are given to the authors of books named as Honor, First Novelist, and Outstanding. Citations for "Contribution to Publishing" are honored for outstanding depictions of the cultural, historical, and sociopolitical aspects of the black diaspora experience. The books must be published in the year prior to the award. Beginning in 1995, winners are announced during the Midwinter meeting of the American Library Association and presented at the ALA Annual Conference. The first awards were presented August 1994 as follows:

Fiction winner: Ernest J. Gaines for *A Lesson Before Dying* (Knopf).

Nonfiction winner: David Levering Lewis for *W. E. B. DuBois: Biography of a Race 1868-1919*.

First Novelist Award: Alexis D. Pate for *Losing Absalom* (Coffee House Press).

Outstanding Contribution to Publishing Award: Darlene C. Hine and Carlson Publishing for *Black Women in America: An Historical Encyclopedia*.

The DEMCO/ALA Black Caucus Award for Excellence in Librarianship is an annual award of \$500 presented to the librarian who has made significant contributions to promoting the status of African-Americans in the library profession. Specific contributions may include, but are not limited to, research and scholarship, recruitment, professional development, planning or implementation of programs, or advocacy (public relations). The award is made possible by a grant from DEMCO, Inc. of Madison,

Wisconsin. In 1994, E. J. Josey received the first Black Caucus Awards for Excellence in Librarianship. Other recipients include Mohammed M. Aman (1995); John Tyson (1996); Samuel F. Morrison (1997); Rebecca Bingham (1998); and Bobby Player (1999).

The Trailblazer's Award is the highest award given by the Black Caucus of the American Library Association. It is presented once every five years in recognition of an individual for outstanding and unique pioneering contributions, and whose efforts have "blazed a trail" in the profession. The first BCALA Trailblazers Awards were granted at the 20th Anniversary Celebration of BCALA in 1990 to E.J. Josey, Virginia Lacy Jones, Clara Stanton Jones, and Dorothy Burnett Porter Wesley. The second 5th Trailblazer Award was presented during the BCALA 25th Anniversary Celebration in 1995 to Lucille Cole Thomas.

Other BCALA Awards are presented on an annual basis and are administered by the BCALA Awards Committee. These include the Black Caucus Distinguished Service Award, Black Caucus Certificate of Appreciation, and Black Caucus Special Recognition Plaques. Additional awards are authorized in connection with the BCALA national conferences. They are administered by special committees established in conjunction with the individual conferences.

The E. J. Josey Scholarships are two unrestricted grants of \$2,000 (beginning in 1997) awarded annually to African-American students enrolled in, or accepted by, ALA-accredited programs. Applicants are judged on the basis of application essays of 1,000 to 1,200 words discussing issues, problems, or challenges facing library service to minority populations such as African-Americans and other supporting documentation submitted for review by the scholarship committee. Beverly Huda Abdus-Sabur was the first recipient of the E. J. Josey Scholarship followed by Tamara Stewart (1995); Steven Haynie (1996); E. Murell Dawson and Steven G. Fullwood (1997); Danielle M. Green, Roland Lemonius, and Patricia M. Richard (1998); and Sterling Coleman (1999).

Related Black Professional Associations

Related professional organizations exist within and without the American Library Association. Fisher (1983) identified several and also reviewed early associations, such as the "Work with Negroes" round table in ALA (Fisher, 1983, pp. 12-13). The African-American Studies Section (AFAS) of the Association of College and Research Libraries is an example of librarians at the national level addressing information needs of a unique clientele.

Established in 1989 as a section within the Association of College and Research Libraries of the American Library Association, AFAS is the outgrowth of a discussion group consisting of dynamic librarians with interest in and concern for African-American Studies and librarianship. Its circle

of founding leaders includes Wendral Wray, Clarence Chisholm, Stanton Biddle, Doris H. Clack, William Welburn, and others. The purposes of AFAS are to study librarianship and collection development as it progresses and relates to the Afro/African-American Studies collection; to conduct an ongoing evaluation and discussion of research in the area of Afro/African-American Studies collections; to focus on areas such as resource sharing, archival materials, bibliographic control, retrospective collecting/purchasing, mechanized information retrieval, selection policies and procedures, oral history, and others as they relate to collection development and librarianship of African-American studies; and to encourage and promote professional development opportunities for librarians providing service to researchers of the African-American experience.³ The section publishes the *AFAS Newsletter*, provides a discussion list at AFAS-L@listserv.Kent.edu, and maintains a Web page: <http://www.library.kent.edu/~gladysb/afas.html>.

Within the American Library Association, many groups, committees, and task forces work on minority issues. Reflecting on aspects of African-American librarianship, it is of historical importance to recognize the establishment of the youth-oriented Coretta Scott King Award in 1969. During the 1960s, a small group of African-American librarians, under the leadership of Glyndon Flynt Greer and Mabel McKissick, focused their energies on a strategy to bring public attention to the work of outstanding authors and illustrators of African-American heritage. The "movement" was based on the observation that records of the prestigious Newbery and Caldecott indicated that the work of no African-American had been selected for either award since their establishment—one in 1922 and the other in 1938. Interest in the concept grew as other librarians joined the group, among them: Effie Lee Morris, Virginia Lacey Jones, Augusta Baker, Barbara Rollock, E. J. Josey, and supporter Basil Phillips. With criteria developed, the first award was presented in 1970 to the late Lillie Patterson for her biography of Martin Luther King, Jr. The first illustrator award was presented in 1974 to George Ford for the art in Sharon Mathis's *Ray Charles*.

From its fragile beginning, the Coretta Scott King Award has grown in prestige and importance. Under the umbrella of the Social Responsibilities Round Table, the voice of the Coretta Scott King Task Force continues to be more forcibly heard by librarians, parents and, in particular, the publishers of books for children and young people. This constant growth was marked by an important milestone in 1994 when the Coretta Scott King Award celebrated twenty-five years of lauding African-American authors and illustrators. The gala occasion included the presentation of the historical document, *The Coretta Scott King Awards Book: From Vision to Reality* (ALA, 1994). Edited by Henrietta M. Smith, the book includes the history of the award, biographical sketches of winners and honor

recipients in both art and literature, and an annotation for each title. The color reproductions of the works of all the artists add a visual treat to the volume. Continuing the saga, *The Coretta Scott King Awards 1970-1999*, with similar format, marks the next five years of the award. This edition also includes the biography of the winners of the New Talent Award, established in 1993, along with annotations and current art reproductions (Smith, 1999). "Those who serve diligently on the Coretta Scott King Task Force continue to seek and select only the best, even as we remember the words of author, poet, Walter Dean Myers, "let us celebrate the children."⁴

LIBRARY DEVELOPMENT AND SERVICES IN PUBLIC, ACADEMIC, AND SCHOOL LIBRARIES

The literature that addresses the information needs of African-American librarians and African-American library communities exists in every form. These include opinion pieces, general articles, histories, incidence reports, dissertations, biographies, legislation, monographs, and others. Historical coverage of the various areas is uneven at best and in some instances still needs to be written. Josey's *Black Librarian in America Revisited* provides the most comprehensive overview presented as thirty autobiographical essays into six parts. The parts include library education, the public library, academic libraries, the state library, and profiles and issues. *Handbook of Black Librarianship* (2d ed., 2000), designed as a reference tool, it updates the first edition of the handbook published in 1977. In seven parts and 816 pages, this second edition covers "Pioneers and Landmark Episodes: Early Library Organizations; Vital Issues; African American Resources; African Americans and the Knowledge Professions; Health Sciences and Blacks; and African Library Information Resources and Education." Tucker (1998) observed that an important study on African-American scholarship appears approximately every ten years.

Public Libraries

Attention has been given to early public library development for African-Americans, and recent studies are appearing with some regularity. The types of works produced include dissertations, histories, incidence reports, articles, opinion pieces, biographies, and legislation. Examples that exist within the literature include studies on all types of public library development for blacks (Gleason, 1941; Parker, 1953; Shockley, 1960; Bell, 1963; International Research Associates, 1963). Malone (1996) focused on select Carnegie libraries established for library services to African-Americans, and Graham (1998) studied segregation and civil rights in Alabama's public libraries. Histories continue to be written of public, county, and state library development (Huston, 1944; Bell, 1963; Cole, 1976; Malone, 1995; Lee, 1998; Williams, 1998).

Fascinating accounts of early and alternative services to blacks are

included in a recent volume of essays entitled *Untold Stories: Civil Rights, Libraries, and Black Librarianship* edited by John Mark Tucker. This collection includes such works as Albritton's "Founding and Prevalence of African-American Social Libraries and Historical Societies, 1828-1918" and Pettit's "Library and Literacy: Sunday Schools and Reading for African-American Females in New York City, 1719-1826." Lee's (1991) "Faith Cabin Libraries: A Study of Alternative Library Service in the Segregated South, 1932-1960" is another example for this category (Ball, 1995).

The histories of public library development in relation to African-Americans in some states remain to be written. For example, Reed (1931) reported that early library history in Louisiana appeared in the minutes of the Louisiana Library Association (LLA). The LLA was organized in 1909 and integrated in 1966. The *Bulletin of the Louisiana Library Association* began publication in 1931. It is interesting to note that, between 1937 and 1944, the editorial board provided for an "Assistant editor, libraries for Negroes." Idella Washington became the first African-American to serve as president in 1998-1999. Nathaniel Stewart, university librarian at Dillard University, the second of the African-American editors, was a prolific author and provided detailed reports on libraries of all types for Negroes. In addition, he conducted studies of library services for African-Americans in the South that were published in the *LLA Bulletin* and *Library Journal*. Subsequently, he became the chair of the College and Reference Section of the LLA and served as the editorial representative on the board of the *LLA Bulletin*. The history remains to be written where Webster Parish became, in 1931, the first public library system to offer library service to blacks and where Juanita S. Barker became the first African-American public library director in 1938 (*Louisiana Library Commission Fourteenth Biennial Report, 1950-51*, pp. 24-25). Annual and other reports of state libraries can serve as rich sources of history about library developments in library services to African-Americans. The Louisiana Library Commission reported several activities in its biennial reports on the development of library services to African-Americans. The Louisiana Library Commission reported such developments as Webster Parish was the first public library system to serve African-Americans in Louisiana (Parish Library Progress, Webster, 1931, fourth biennial report). Other annual or biennial reports noted progress: "Service for Colored People," Tenth Biennial Report, 1942-43; "Negro Service, Mrs. Adele Washington, Librarian, Negro Branch of the State Library," Fourteenth Biennial Report, 1950-51, pp. 24-25). Juanita Barker became the first library director of the Washington Parish Library in 1998 and Gertiana Williams became director of the New Orleans Public Library in 1999.

Finally, Morrison (1994) and Welbourne (1994) discussed issues of access and the urban public library respectively as new issues of concern for African-American librarians in public libraries.

Academic Libraries

Studies exist on academic library development and services for African-Americans. The types of literature include monographs, surveys, articles, histories, opinion pieces, and related materials. The areas covered include library development; types of black institutions—public, private, land grant, historically black, black faculty and students in majority institutions; and personnel, collections, and services. Smith's (1977) *Black Academic Libraries and Research Collections* is still considered the seminal study and serves as a guide for development of special collections. Early studies of academic library development include those of Robinson (1941), Hulbert (1943); Baker (1943, 1947); Lyells (1945); Totten (1969); Jordan (1971, 1974); Smith (1974); Taylor (1980); and Olbrich (1986). Studies have been done on various categories of personnel. Library directors were studied by Smith (1951); Shockley (1967); Young (1980); and Ball (1995). Sherpell (1992) examined racial and integration patterns of professional librarians in Texas academic libraries. More recent studies include those of Preston (1998) and Yang (1999) on "Present-Day Attitudes of African-American Librarians Towards Their Profession and Work Environment." Aside from the U.S. Census Bureau's various statistical reports, the National Center for Education Statistics, among other agencies, provides periodic studies (Historically Black Colleges and Universities, 1976-1994, 1996).

Special collections and archives on African-Americans, including those in the historically black institutions, were specifically addressed during the National Conferences of African-American Librarians. For example, "The Plight of Archives in Black Colleges and Universities" was addressed in panel session at the First National Conference held in Columbus, Ohio, September 4-6, 1999. The Second National Conference held August 5-7 in Milwaukee, Wisconsin, focused on "Diversity in Special Materials, Special Collections, and Collection Development." Through programming at conferences and identifying archives and special collections, the African-American Studies Section (AFAS) of ACRL provides a continuing dialogue and documentation of key sources for the study of African-American librarianship. Black archives and special collections are too numerous to list. The African-American Studies Section (ACRL) addresses these resources in its programming and through links to major sites on the section's Web page.

School Libraries

Virginia Lacy Jones appears to have written the first dissertation on school libraries for African-Americans in 1945: school librarians were often associated with teacher organizations in their respective states; research in this area must tie in with the history of those organizations. Jones (1997) offers an example in her work, "The Early Kinship: Kentucky Negro Pub-

lic Education, Libraries, and Librarians (*Kentucky Libraries*, 61[3], 12-16). In addition, children's and young adult literature, represented by the works of Charlemae Rollins and Augusta Baker, is an appropriate area to examine in relation to school library services for African-Americans. Although beyond the scope of this article, school librarians are addressing issues of diversity in school media services, and black book publishers, such as Just Us Books, Inc., are providing new titles that present positive role models for African-American children.

LIBRARY EDUCATION

The role of black academic libraries in providing training for African-Americans is indicated in short notices in the literature and offers new areas for investigation (Negro Library Training Agencies, 1947). Several publications exist on the education of African-Americans. Early works describe American Library Association and other efforts to meet training needs of African-Americans and the role of black schools in meeting these needs (Rising, 1935; Barker, 1936; Smith, 1940; Dumont, 1986; Gunn, 1986; Jones, 1979; Phinazee, 1981; DuMont & Canyon, 1990; Shiflett & Martin, 1996; Speller, 1991; Jordan, 1994).

Studies have focused on the declining numbers of minorities entering the field of librarianship and the need to both recruit and make available funding opportunities. McCook's (1987) research has been significant in the study of occupational entry, minority student enrollment, and graduation rates in LIS programs. The study focused on under-representation in library and information science education and was the basis for the ALA Spectrum Initiative. Using McCook and Moen's (1988) "LISSADA Survey," Brown (1992) studied the distribution of population demographics for the purpose of advising library and information programs and offered suggestions for the local level. Randall's 1988 study sets a standard, but the library literature in this area is rich in recruitment strategies (i.e., Moen & Heim, 1989; Totten, 1992; Wright, 1992; Hayden, 1994; Reese & Hawkins, 1999).

Committees, task forces, individuals, and many organizations are addressing minority shortages for professions in library and information agencies. For example, the Association of College and Research Libraries established the ACRL Racial and Ethnic Diversity Committee in 1991 to develop strategies and initiatives for its strategic directions (ACRL Racial and Ethnic Diversity Committee Report to the ACRL Executive Board, June 1997). In 1997, an updated set of diversity initiatives was presented to the ACRL Executive Board. These initiatives supported recruitment, retention, and advancement of minorities at all levels in libraries. The Association of Research Libraries (ARL) and other organizations have similar structures and initiatives. ARL's diversity program includes a career resources Web site, minority mailing list, the publication *Leading Ideas*,

Leadership and Career Development Program, and *Academic and Research Internship Database*. The issues of recruitment of all minorities, job satisfaction, discrimination, racism, retention, and advancement of minorities are recurring themes in the literature.

RECURRING THEMES: CIVIL RIGHTS, RACE, SEGREGATION, DISCRIMINATION, DIVERSITY, TECHNOLOGY, AND LEADERSHIP RECRUITMENT

There is still ample evidence from the literature to indicate that civil rights, discrimination, and racism are still concerns of African-American librarians. Renewed efforts to increase the numbers of minority students in the information profession is a recurring theme, important in terms of the needs of developing diverse staffs for twenty-first century information agencies. Josey and DeLoach (2000) devote a section on vital issues to current information professionals reflective of the above named topics. Examples of early works and recent works are listed below. Many of these works tell the story but also enable the progress made in providing services to African-Americans to be noted, celebrated, and offered as sources of inspiration for future developments and plans. The selected examples are in alphabetical order.

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CONCLUSION

As African-American librarians plan and visualize library and information services for twenty-first century users, the struggles and experiences of early pioneers and visionaries can serve as inspiration, as road maps, as reminders of the cultural and information needs of current and future African-American populations. Those written histories of individuals, organizations, and foundations tell only part of the story and are partially written. The resources appear in various sources, but are accessible only through diligence and through road maps provided by library historians, library educators, and practicing professionals. These authors demonstrate the need for current African-American professionals to write their stories and experiences to encourage and inspire new librarians and new recruits to the profession who will serve a growing population of diverse library users.

NOTES

- ¹ Bibliographic tools that provide access to the African-American experience and contributions in American library experience require persistence through various name changes of negro, colored, black, Afro-American, African-American, minority, multicultural, and diversity. For example, from 1921 to 1978, *Library Literature* used the subject terms "Negro and the Library" and "Negro Librarians." These subjects were subdivided by such topics as "segregation and training." Abstracts of major studies and articles were provided. With the rise of different types of libraries, *Library Literature* of the 1950s used specific subject areas, such as "College Libraries (Negro)"; "University Libraries (Negro)"; "Public Libraries—Services to Negroes"; and "School Libraries (Negro)" (*Library Literature* 1952-54, p. 522). During the 1960s and 1970s, the subject term "segregation" provides the most citations. Although the term "Negroes" continued to be used, the subject term "black" appeared—e.g., Black Caucus (*Library Literature*, 1970-71, p. 89). The term "black" replaced "Negroes" in 1979 (*Library Literature*, 1979, p. 70). Although "black" is still used and searchable in *Library Literature*, the subject terms "Afro-American" and "African-American" are also currently used for retrieval purposes.
- ² African-American popular journals, but most importantly, scholarly titles such as the *Journal of Negro Education* and *Negro History Bulletin*, are valuable sources on early library development. Newspapers and archives of libraries in historically black institutions and organizations provide rich resources (Smith, 1977). WPA records and reports of state libraries provide a rich array of background resources.
- ³ Historical notes were provided by Mary G. Wrighten, Chair, 1999-2000 and Stanton Biddle, one of the founders.
- ⁴ Historical notes provided by Henrietta M. Smith.

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Asian/Pacific American Librarians Association— A History of APALA and Its Founders

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ABSTRACT

THIS ARTICLE DESCRIBES THE SOCIETAL AND professional, as well as the personal, contexts which motivated the creation of the Asian/Pacific American Librarians Association (APALA) and its predecessor, the Asian American Librarians Caucus/Association (AALC/A). The article includes profiles of the Asian/Pacific American library leaders who established these organizations and background information about APALA and AALC/A.

INTRODUCTION

The Asian/Pacific American Librarians Association (APALA) was established at the 1980 American Library Association (ALA) Annual Conference in New York. It was incorporated in the state of Illinois in 1981 and initiated affiliation with the ALA in 1982. APALA's founders included Lourdes Collantes, Suzine Har Nicolescu, Sharad Karkhanis, Conchita Pineda, Henry Chang, Betty Tsai, and Tamiye Trejo Meehan. According to Collantes, most of the first generation Americans of Asian descent who made up this group of concerned librarians sought to focus on *librarians* of Asian and Pacific Islander ancestry with the new organization; hence the use of the word "librarians" instead of "libraries" in its name. It was felt that the ALA, the large national professional association, had libraries and library services as its primary focus. This focused program provided limited opportunities for ALA to devote time or attention to the specific needs of Asian/Pacific American (APA) librarians. An association such as APALA would support their aspirations and serve as a forum for the

discussion and presentation of work-related issues, successes, and problems. Other areas of importance to the founders of APALA were communication with the wider ALA membership and the public at large to gain visibility and recognition for the contributions of APA librarians to the profession and the APA community. There was a predecessor of APALA, the Asian American Librarians Caucus (AALC), which came into official existence at the 1975 ALA Annual Conference in San Francisco as a caucus of the ALA Office for Library Service to the Disadvantaged (OLSD). The AALC was the culmination of the determined spirit and dedicated work of its co-founder, Janet M. Suzuki (1943-87).

THE ASIAN AMERICAN LIBRARIANS CAUCUS/ASSOCIATION (AALC/A)

The AALC's purpose statement included the goal to support and encourage library services to the Asian American community. Suzuki's strong commitment to social responsibilities ensured that this goal would become a primary focus of the AALC. She was a Sansei (third generation Japanese American) who was born in Westboro, Ohio, when many other Japanese Americans of her generation were being born in internment/concentration camps elsewhere in the United States. She graduated from the University of Nebraska in 1968 (bachelor's degree in history) and earned the M.S.L.S. at the University of Denver in 1969. Her first job was in the Applied Science and Technology Department of the Central Library at the Chicago Public Library, and her entire career was spent providing reference services in that library's business, science, and technology-related divisions in increasingly responsible positions. Suzuki was active in professional organizations and was appointed to committees of ALA, including the OLPR Advisory and OLOS Advisory, and of LAMA, PLA RASD, and GODORT. She was a member of the Special Libraries and Illinois Library Associations as well as the Chicago Library Club. Significantly, she was appointed co-chair of the ALA Office for Library Service to the Disadvantaged (changed to the Office for Library Outreach Services [OLOS] in 1980), Ad-hoc Subcommittee on Minority Concerns from 1980 to 1982, and pressed for its establishment as a Council Committee on Minority Concerns, which occurred in 1981. Her ALA committee work brought her into contact with Jean Coleman, director of the ALA OLSD/OLOS. Coleman encouraged and supported Suzuki's efforts to form a caucus of Asian American librarians to address issues of concern to themselves and especially to promote and improve library services to Asian American communities.

The Black Caucus of ALA, which had been organized by E. J. Josey at the 1970 ALA Midwinter Meeting in Chicago, and REFORMA, which was established the following year by Arnulfo Trejo at the ALA Annual Conference in Dallas, provided inspiration to Suzuki and served as role mod-

els for their socially responsible missions and member issue-driven organizational structures. Suzuki also acknowledged the founding in 1973 of the Midwest Chinese American Librarians Association in her own area of the country and the older Chinese Librarians Association in California as excellent precedents of Asian American librarians joining together for a common, albeit regionally-based, purpose. Suzuki's dream—to provide an opportunity for Asian American librarians of all Asian ethnicities to work together at the national level within the ALA structure—was influenced by her work with national Japanese American community organizations and participation in the Asian American movement. The Chicago Chapter of the Japanese American Citizen's League (JACL) was the first to encourage Sanseis to aspire to leadership positions in the 1970s; other chapters of this national organization reserved those positions for the Niseis (second generation Japanese Americans). Suzuki was active in the JACL and was elected to its board of directors in 1973; she retained a position on the board through 1983. It was an important way for her to give something tangible back to her community.

The Asian American movement, according to William Wei (1993), began in the late 1960s and was primarily the result of the convergence of two historical developments: (1) the emergence of a generation of college-age Asian Americans, and (2) the public protests surrounding the Vietnam War. Suzuki graduated from library school at a time (1969-70) when 100,000+ baby-boomer Asian Americans, 83 percent of whom were Chinese and Japanese Americans, were enrolled in colleges and universities. Except for activists from the working class, these middle-class second- and third-generation Chinese and Japanese American college students made up the majority of "movement" activists and were the movement's main driving force. Wei's excellent historical narrative of the Asian American movement describes the alternative presses that emerged during the late 1960s and 1970s on both coasts and emphasized the power of the printed word to college students in the movement whose ethnic community stories had so long been ignored by the mainstream media.

Suzuki was drawn to the issues that were rallying points for Asian American students from reading alternative press articles and networking with friends and colleagues. West Coast issues included the living conditions in San Francisco's Chinatown, the lack of Asian American studies curriculums at colleges and universities, the Manzanar Relocation Camp Pilgrimages to memorialize the Japanese American evacuation and internment, the firing of Los Angeles Coroner Thomas Noguchi, and the destruction of San Francisco's International Hotel. In the East, important issues were the loss of ethnic identity and ethnic pride (especially among younger Japanese Americans), the concept of pan-Asian unity, and the poor living conditions in New York's Chinatown. The Vietnam War and the underlying feelings of anti-Asian racism that it propagated figured

prominently in the agendas of political activists on both coasts. There were branches of the movement in the midwest, and Suzuki was an active participant in Chicago-area causes. As a member in the Chicago JACL, she supported the general resolutions that were passed at the 1970, 1972, and 1974 JACL National Conventions urging the organization to pursue a redress bill (for the mistreatment of West Coast Japanese Americans during WWII) in Congress. In 1976, when she was a board member, another convention resolution was passed which formed a National Committee for Redress. That action, aligned with the concerted efforts of two other groups (the National Coalition for Redress/Reparations and the National Council for Japanese American Redress) eventually resulted in President Reagan's signing of the Civil Liberties Act in 1988 to provide reparation payments and a formal letter of presidential apology to Japanese American concentration camp survivors. The Japanese American redress campaign was tremendously important to Suzuki as a social justice/civil rights issue. She did not live long enough to experience the satisfaction of the president's signing of the 1988 Act.

Suzuki joined the 1974 crusade led by the Chicago Chinatown New Youth Center (NYC) to convince the Pekin (Illinois) High School basketball team to change its name from the "Chinks" to some other nonracist symbol. NYC members and other Asian American supporters, including Suzuki, traveled to Pekin (near Peoria) to make a presentation to the school and urge the student council to hold a referendum on the question. They noted that the school mascot, Mr. Bamboo, who welcomed fans wearing a silk gown and cap and sporting a drooping mustache and queue, degraded Chinese Americans. The teach-in developed a new social sensitivity among the students but did not achieve the desired results. In 1982, the school administration changed the name of the team to the Dragons after determining that "Chinks" was indeed derogatory to Chinese Americans. Suzuki felt that the decision of the school administration was overdue but she applauded it; there was still student body opposition to the change and older Pekin High School alumni still called themselves "Chinks," making the victory bittersweet. Also in 1974, Suzuki spearheaded the establishment of Chicago's Japanese American Resource Center (JARC) which was co-sponsored by the local JACL chapter and the Japanese American Youth Organization; she was an advisor to the latter and a board member of the former. The purpose of the JARC was to establish a collection of materials on Japanese Americans to serve the needs of JACL members, students, and other members of the community. She utilized her background in librarianship to help her community, selecting and organizing the materials and providing access to resources of interest to Chicago's Japanese Americans; she was named the first chair of the JARC in 1975.

Suzuki's interest in creating a pan-Asian American organization was influenced in part by the reality that there were not enough Japanese

Americans in the library profession and active in ALA to form a separate caucus, and there already were librarian associations for Chinese Americans (in 1976, the Midwest Chinese American Librarians Association changed its name to the Chinese American Librarians Association to reflect a large and growing national membership; the sizable Chinese Librarians Association in California later merged with it). However, Suzuki aspired to a broader representation of viewpoints than that of one Asian ethnic group and hoped that an organization that welcomed all Asian ethnicities—including Asian Indian, Filipino, Japanese, Korean, as well as Chinese—could bring a group of individuals with different cultural heritages and unique perspectives together to discuss librarianship and service issues common to all Asian Americans. She knew that Asian Americans were not considered by many in the profession to be a marginally-represented minority group or even an acknowledged minority group within it. In a chapter of *Opportunities for Minorities in Librarianship* (Scarecrow Press, 1977) that Suzuki and Yamashita (1977) wrote, they noted the June 1972 nine-page feature article in *American Libraries* on "Recruitment of Minorities" which never mentioned Asian Americans. The lack of visibility of Asian Americans in the profession and the perception that no special effort needed to be exerted to recruit them were Suzuki's motivation to form an Asian American librarian's group. Lastly, and perhaps most important to Suzuki, there were large populations of Asian Americans, predominantly in urban areas, who were equally invisible and therefore often ignored when it came to the provision of library services and whose needs the caucus could address.

Suzuki was present at ALA's first conference program to address an issue of particular concern to Asian Americans. The program, "Asian American Consciousness Raising: Overcoming Distortions, Gaps and Lacks in the Media," was sponsored by the Ethnic Materials Information Exchange Task Force (EMIETF) of the ALA Social Responsibilities Round Table (SRRT) at the 1973 ALA Annual Conference in Las Vegas. It was an honor for this writer to be invited to participate as a panelist who reacted to the remarks of Frank Chin, the noted Chinese American playwright, editor, and literary commentator/critic at the first ALA conference of my career. Panelists also told their personal stories about the joys and challenges of being an Asian American librarian. This author met Suzuki at that program, and she said that it was exciting to see new-to-the-profession Asian American librarians participating in a conference program dealing with social issues. She described her efforts to organize the AALC and said that the EMIETF program was the type of thought-provoking forum that she envisioned the AALC sponsoring. She also said that she was working with Jean Coleman, director of the ALA OLSD and the staff liaison to the SRRT, who was also present at the program.

At the ALA Annual Conference in New York the following year, Suzuki

asked me to attend the upcoming Midwinter Meeting in Chicago to discuss the AALC with Henry Chang, Yen Tsai Feng, and herself. The AALC was born in January 1975, and Art Plotnik, editor of *American Libraries*, preserved the birth in photos that appeared in the March 1975 issue. The co-founder of AALC, Henry Chang, was a dynamic and visible spokesperson for the caucus and was elected as its first chair; he would be the first to confirm, however, that Suzuki did most of the organizational groundwork for the caucus since she was conveniently located in Chicago near the ALA and he was in the Virgin Islands. A Chicago Public Library colleague of Suzuki's who was an early supporter of the AALC and later a founding member of APALA, Tamiye Trejo Meehan, recalls that Janet Suzuki worked with others, including Jean Coleman, on the initial AALC purpose statement and bylaws, usually at evening meetings held in the lunchroom of the ALA headquarters on Huron Street. Suzuki was, at that time, one of the highest-ranking (acting division chief) Japanese American/Asian librarians within the Chicago Public Library. She was visible, outspoken, and persistent in her effort to develop the caucus. Chang remembers that, in the late 1960s and early 1970s when he became active in ALA, some Caucasian colleagues believed that there should be an Asian (and Pacific) American librarians organization like the Black Caucus of ALA and even attempted to organize such a caucus for Asian librarians. Chang was concerned and embarrassed about this paternalistic patronizing offer and decided that, if an Asian American librarians group was needed, Asian Americans must be responsible for its establishment. He and Suzuki joined forces, leading to the formation of the AALC in 1975. In 1977, the AALC became the Asian American Librarian Association (AALA) for state of Illinois incorporation purposes. From the beginning, the AALC leadership determined that the caucus would be closely aligned with the ALA OLSD for financial and office support and particularly the provision of conference meeting/program venues that such an arrangement allowed. Meehan states that Jean Coleman nurtured the AALC as one of several ethnic librarians groups within the ALA structure. The AALC's connection to ALA OLSD gave the few Asians in the association a rallying point, a means of combining their voices so they could be heard.

The first AALC program was held at the 1975 ALA Annual Conference in San Francisco and featured Harry H. Kitano, the renowned UCLA professor of social welfare and sociology, whose keynote address was "Asian Americans as a Middleman Minority." The program drew a large and appreciative audience of Asian Americans and other conference attendees. Suzuki was enthusiastic about the auspicious beginning program which she hoped would be a prototype for future conference events planned by the AALC.

Suzuki began to have serious health problems in the late 1970s and was compelled to take a disability retirement from the Chicago Public

Library in the 1980s. Despite her worsening condition, she volunteered as an assistant in the understaffed ALA OLOS and consulted for the OLOS Advisory Committee. A new organization, the Asian/Pacific American Librarians Association (APALA) was born in 1980. Suzuki may have precipitated its creation; she served on the AALA's Constitution Revision Committee in 1979-80, and it is not known if that revision caused an internal rift between AALA members. In any case, while APALA's purpose statement (drafted in 1980-81) was similar to that of the AALA, and the new group had attracted several AALA members, Suzuki felt that there was still a need, and there was room for another professional association to respond to the concerns of Asian/Pacific American librarians according to the social responsibilities mission that had driven the AALA. She chose to establish and incorporate the Asian/Pacific American Librarians Midwest Association (APALMA) in 1981, not as a chapter of APALA but as an alternative to it. The new APALMA and the Midwest Chapter of CALA held a joint conference at Rosary College in May 1982 that she felt was helpful in legitimizing APALMA. According to the brochure for the "APALMA/CALA First Joint Annual Conference," the purpose of APALMA was to provide a forum for discussing problems and concerns of Asian/Pacific American librarians, the exchange of ideas by Asian/Pacific American librarians, and supporting and encouraging library services to the Asian/Pacific American communities. The recruitment of Asian Americans into the profession and the seeking of library school scholarships for APA students were no longer a part of the purposes of this organization.

Suzuki was as determined to make APALMA into a professionally recognized and respected association as she had been with AALA. She passed away from complications of lupus in 1987; the APALMA, which was so inextricably tied to her social consciousness and determined spirit and to herself, ceased to exist without her leadership. APALA, which had absorbed most of the former AALA membership, had already eclipsed the APALMA in stature among APA librarians and prominence within the ALA at the time of its affiliation in 1982 and had become the primary association for pan-Asian/Pacific American librarians to join.

ASIAN AMERICAN LIBRARIANS CAUCUS/ASSOCIATION, 1975-1980

The families of Janet M. Suzuki and Henry Chang have no files on, or archives for, the AALC/AALA housed at ALA headquarters. Jean Coleman retired as director of ALA OLOS in 1987 (the year of Suzuki's death) and passed away in 1996. Some of the information about the organization and its founders is anecdotal—i.e., from conversations with Janet Suzuki at/after work (I was employed by the Chicago Public Library from 1975 to 1978), at ALA conferences, and frequently on the phone, from July 1973

to 1987. I have been unable to determine if there was an AALA chairperson in 1979–80.

AALA Chairpersons:

1974–75 Janet M. Suzuki

1975–76 Henry C. Chang

1976–77 Leo C. Ho (AALC became the AALA in 1977)

1977–78 Vivian Kobayashi

1978–79 Raymond Lum

1979–80 ?

Other Elected Officers: Vice chairperson/Chair-elect, Secretary, Treasurer

Purpose Statement:

- To provide a forum for discussion of problems and concerns of Asian American librarians
- To provide for the exchange of ideas by Asian American librarians and to increase communication between Asian American librarians and other librarians
- To support and encourage library services to the Asian American community
- To recruit Asian Americans into the library/information science profession
- To seek funding for scholarships in library/information science for Asian Americans

Standing Committees: Affirmative Action, Liaison, Membership, Program, Publicity, Recruitment, and Scholarship

Highlights/Accomplishments:

- Published four newsletters annually through the ALA OLSD/OLOS.
- Held programs at the 1975–79 ALA Annual Conferences and membership meetings at those conferences and at the 1975–79 Midwinter Meetings.
- Sent a Survey of Library Services to Asians to the fifty public libraries in the country with the largest percentages of Asians in their service area populations. The survey was supported by the ALA OLSD/OLOS. The survey analysis revealed that library resources for, and services to, Asian Americans were quantitatively inferior compared to those available to other Americans.
- Produced *Asian Americans: An Annotated Bibliography for Public Libraries* through the ALA OLSD/OLOS.
- The chairs wrote articles on the AALC/AALA and library services to Asian Americans for *The ALA Yearbook* in 1976–78.

THE ASIAN/PACIFIC AMERICAN LIBRARIANS ASSOCIATION (APALA)

A group of Asian/Pacific American librarians met at the 1980 ALA Annual Conference in New York to establish the APALA. Whether this effort was supposed to be a transition from the AALA or the establishment of a new organization was not documented; what is evident is that there was a definite change in the leadership from the AALA to APALA and a shift of organizational goals and program content. There may have been representational issues of geographic region and institutional type, as well as generational considerations, which motivated the primary APALA founders, but they shared the AALA's founders' concern about the invisibility of Asian American librarians. As Lourdes Collantes recalls, the focus of the APALA was to be on Asian/Pacific American librarians. Suzine Har Nicolescu agrees, stating that the existence of and contributions to the profession by APA librarians had been virtually unnoticed and unrecognized up to that point in time. Sharad Karkhanis was elected the first APALA president, and he retained the position for a second term. He was determined to set up APALA on a sound financial and programmatic foundation which he accomplished during his two-year tenure. Karkhanis was also responsible for heightening the viability of the organization through advocacy for APALA in membership drives and published conference program proceedings.

The founders of APALA hoped to address the visibility issue as its first priority. They succeeded in creating immediate and significant association-wide recognition for APAs and APALA by inviting Senator S. I. Hayakawa, the nationally famous/controversial linguistics professor and second term legislator, to be the speaker at the first APALA program held during the 1981 ALA Annual Conference in San Francisco. Hayakawa, who had been president of San Francisco State University in the era of the Asian American Movement's campus demonstrations for ethnic studies curriculums, proved to be a fitting attraction for the diverse ALA audience that APALA hoped to reach. Collantes noted that Hayakawa's presence became a keynote event for the entire ALA conference, with Information Access Corporation funding a reception and the Asia Foundation hosting a dinner; APALA had no funds to support these functions on its own. In addition to presentations by APA library leaders and high profile APAs from other professions, APALA conference programs in subsequent years have featured a cultural entertainment component that highlights the Asian heritages of its members and a reception featuring Asian refreshments for program attendees and members. Combined with the membership meetings, the program/reception/meeting package constitutes a conference within the ALA annual conference, typically held over the Sunday/Monday ALA dates.

FOUNDING MEMBERS OF APALA¹*Lourdes Y. Collantes*

Lourdes Y. Collantes was born in Manila, Philippines, and earned a bachelor's degree at the University of the Philippines. She emigrated to the United States and earned her M.L.S., M.Ed., and Ph.D. at Rutgers, The State University of New Jersey. She is generally acknowledged as one of the three primary founding members of APALA. (Another Filipina American librarian, Conchita Pineda, director of the Citybank North American Financial Library in New York, assisted in the establishment of APALA and served as its president in 1988.) Collantes's professional career has included an internship at the East Orange (New Jersey) Public Library; appointments as library subject division and acquisitions department head and library science assistant professor at the University of the Philippines; a job with the Rutgers University Mathematical Science Library while working on her M.Ed.; and appointments as associate librarian, acting director, and librarian/professor at the SUNY College at Old Westbury Library. Collantes is an active member of ALA and has participated on/chaired several awards committees, including the David Clift and Louise Giles Minority Scholarships and the H.W. Wilson Library Staff Development Award. Her ACRL activities included appointment to the Lazerow Fellowship for Research Committee. She also served as chair of the ALA Pay Equity Committee. Her APALA commitments included a term as president (1983-84) and service chairing almost all of its standing committees, as well as serving as newsletter editor. She is presently a member of the APALA Executive Board. In addition to ALA and APALA, Collantes belongs to the Association for Computing Machinery and ASIS. She serves on several college-wide, SUNY-wide, and Long Island faculty and library service committees/councils. Among her numerous awards are the SUNY Chancellor's Award for Excellence in Librarianship and induction into Kappa Delta Phi, the national honor society in education. She was selected to be interviewed for *Women of Color in Librarianship* (McCook, 1998) and is listed in *Who's Who Among Asian Americans* (Unterberger, 1994).

Collantes chose librarianship as an undergraduate major because a friend was interested in it; the friend left library science for law, but Collantes continued her studies into graduate school because she was "hooked." She lacked mentors when she started out in the profession and turned to friends for information and advice. The kind of support she received from her Ph.D. dissertation advisor would have been helpful earlier in her career, she states. Perhaps a greater emphasis on information science and a more immediate progression to the Ph.D. program from the M.L.S. are the only changes to a satisfying career that Collantes would envision if she had a chance to start over. She admitted encountering subtle and not so subtle discrimination and the glass ceiling in her work

life; her response was to return to school to bolster her credentials to break through the barriers to advancement. Her Asian background, which she feels is exemplified by self-discipline, high performance standards, cooperation, and an emphasis on the common good of the group rather than the individual, has been a source of strength for her. Using her analytical and evaluative skills in collection development/acquisitions and the challenges of one-on-one reference service to students give her much enjoyment and satisfaction. She would, however, steer young APAs toward computer science and technology where there are greater opportunities rather than into librarianship unless there is evident enthusiasm for, and commitment to, library service. Her own commitment to APALA has been nothing less than enthusiastic and has endured for twenty years.

Suzine Har Nicolescu

Suzine Har Nicolescu was born in Seoul, Korea, and earned her bachelor's in English Language/Literature and Fine Arts at Ewha Women's University in Seoul. She received the M.A. in Modern Languages/Literatures and Comparative Linguistics and the M.L.S. at the University of Denver and the Ph.D. in Library/Information Science at Simmons College, Boston. Nicolescu is acknowledged as one of the three primary founding members of APALA. She began her career at the University of Denver Reed Library as a cataloger/bibliographer; worked her way across the country to the Illinois State University Library, Normal, as an assistant professor/assistant librarian; and on to the SUNY at Stony Brook Library as an associate librarian/senior cataloger. Her history with the CUNY system began in 1968 as instructor/assistant to the chief of Technical Services at the City College of New York. Nicolescu's position as chief of Technical Services/deputy chief librarian started her long association with the CUNY Medgar Evers College. After she was promoted to associate professor/associate librarian for Bibliographic Control and Automation, she took a leave of absence to become acting registrar for the college. An appointment as director of information systems and services for the college and acting chief librarian was followed in 1985 by her selection as professor/chief librarian/chair, Library and Information Division. She held that position until her retirement in 1999 and was one of approximately thirty Asian American library directors in the country during that time. Her ALA involvements include appointments to the Nominating and Organization committees, and Association of College and Research Libraries (ACRL), LAMA, American Library Trustees Association (ALTA), Ethnic Materials Information Exchange Round Table (EMIERT), and International Relations Round Table (IRRT) memberships and committee work. She helped organize APALA and served as its president in 1986. She belongs to the NYLA, CALA, ASIS, and IFLA and many CUNY-wide, college-wide, and library departmental committees. Nicolescu has been widely

published and has made several presentations at regional, national, and international forums. Among her honors are scholarships/fellowships for all graduate work, appointments to boards of trustees/advisors for the Brooklyn Public Library and the Pratt Institute School of Information and Library Science, and the Fulbright-Hays Fellowship in 1984.

Nicolescu's background—growing up in an educated family of artists where creative expression was valued and early interest in linguistics and languages—led her to study literature, fine arts, and comparative linguistics and to pursue a master's degree at the University of Denver where she was offered a job as foreign language cataloger/bibliographer upon graduation. The library position began her career and sparked the interest in, and lifelong dedication to, the profession that she loves. She was fortunate to have had two extraordinary mentors. The first, Bodan Wynar, was the founder and president of Libraries Unlimited and chief of Technical Services and library school professor at the University of Denver when she started work at the library. Wynar helped Nicolescu to get a scholarship and scheduled her work hours so that she could attend library school. The second mentor was Seoud M. Matta, dean of the Pratt Institute School of Information and Library Science who served as a role model for Nicolescu later in her career. Since her career path has included library positions that allowed use of her knowledge of eight languages and the cultivation of her major interest in comparative linguistics, librarianship would continue to be Nicolescu's choice if she had to start over; there is a range of scholarly interests which were accommodated through her work. To overcome the discrimination that has touched all levels of her professional and personal lives, Nicolescu found that recognizing discrimination for what it is and dealing with it with patience, objectivity, and effort allowed her to achieve her goals. Her Asian ancestry espoused the advantages of hard work and perseverance, influenced her artistic ability, and sustained the ethical and moral values in her relationships with others. She has obtained the greatest satisfaction from academic librarianship in seeing the work of librarians become an integral part of scholarly and intellectual pursuits and the more recent recognition of the importance of libraries and librarians resulting from the availability of global information. Nicolescu encourages anyone to join the profession as long as they realize that librarians should be scholars in many disciplines and that it takes diligence to acquire that knowledge. From the confidence that is built from the acquisition of knowledge will come excellent library service. Since the beginning, Nicolescu has forthrightly shared her knowledge with, and expressed her convictions to, the APALA.

Sharad Karkhanis

Sharad Karkhanis was born in Bombay, India, and earned a diploma in Library Science from the Bombay Library Association before receiving

the bachelor's in Economics at the University of Bombay. He enjoyed his first job in the USIS Library, Bombay, and earned the M.L.S. at Rutgers, The State University of New Jersey, after a period as a library trainee in the Leyton (England) Public Library. Like Collantes and Nicolescu, he pursued a second master's degree (the M.A. at CUNY Brooklyn College in International Relations/American Government) before earning the Ph.D. in American Government at NYU. Karkhanis is acknowledged as one of the three primary founders of APALA. He was a library trainee at the Montclair (New Jersey) Free Public Library while he attended library school and worked for the East Orange Public Library as a librarian prior to and after graduation. He was appointed assistant librarian at the CUNY Brooklyn College Library and in 1964 was hired by Kingsborough Community College. He is currently professor and head of Periodicals/Serials at the college library. Karkhanis has also served as adjunct lecturer in history at Kingsborough since 1981 and was adjunct lecturer in social science at Bronx Community College in 1972-73. Activities in the ALA include membership on the Council Resolutions, the Bogle International Library Travel Fund (chair) of International Relations committees, and the Reference Books Bulletin Editorial Board of the Publications Committee, as well as appointment to several ACRL and RASD committees. He was a founder and president of the APALA from 1980 to 1982. He is a member of the Library Association of the CUNY (president, 1967-69) and serves on many departmental, college-wide, and CUNY-wide committees. He is the author of two books and numerous journal articles, has published book reviews (in *Booklist* and *American Reference Books Annual*), and has given presentations at regional and international conferences. Karkhanis is listed in *Who's Who in the East* (1998), *Who's Who in America* (1999), *Who's Who in American Education* (1993), *Who's Who in Library and Information Services* (Lee, 1982), *Contemporary Authors* (May, 1984, p. 282), and the *International Authors and Writers Who's Who* (Kay, 1989, p. 452).

Karkhanis attributes the poor handwriting that affected his grade on India's Civil Service exams and the inability to find a job after graduating from high school, coupled with his imagination and appearance, as the impetus to his seeking a job at the USIS Library in Bombay. The experience of that first job stayed with him and was the motivation for pursuing librarianship as a career. He did not have mentors in his career and learned to survive on his own using diplomacy and intelligence/common sense on the job. If given the chance to start over, he would probably have chosen law (as an extension of his interest/studies in American government) over librarianship, but he has no regrets. He experienced discrimination in his professional career and confronted it successfully through legal processes in one instance; other times he has had to compromise. Karkhanis states that his Asian ancestry has been neither a help nor a hindrance in his professional life. What has provided

the greatest satisfaction in his career is the stress-free work environment in the library that he feels will very likely lead to a healthier longer life. He would encourage young Asian Americans to pursue a career in librarianship by promoting the opportunities for fresh ideas, assertive leadership, and intellectual growth that would change the status quo. He believes that new librarians can be the change agents the profession needs. The diplomacy and reserve that is reflected in Karkhanis's responses helped to make him a leader in the APALA and may be unacknowledged gifts of his Asian ancestry.

Henry C. Chang

Henry C. Chang was born in Canton, China, and earned the Bachelor of Law degree at National Chengchi University in Taipei, Taiwan. He was a co-founder of the AALC and helped to establish the APALA. (Another Chinese American librarian, Betty Tsai, professor/systems librarian at the Bucks County Community College [Newton, Pennsylvania] Library, was also involved in the founding of the APALA. She was elected its president in 1987.) When Chang was attending the University of Missouri to pursue the M.A. in sociology and demography, he worked part-time in the library. His interest in librarianship began then, and he went on to earn the M.A.L.S. at the University of Minnesota, Minneapolis. As with the other high achievers in this group of APALA founders, Chang obtained a second master's degree before receiving the Ph.D. in Sociology at the University of Minnesota. After his first job as a library assistant, he became a book selector at the Braille Institute of America (Los Angeles); held reference librarian, instructor/section head librarian, and assistant division head positions at the University of Minnesota. He left the mainland for the Virgin Islands in 1974 where he began a fifteen-year career as chief librarian of the University of the Virgin Islands; was director of the Institute for Training in Librarianship at the College of the Virgin Islands; was project director for initiatives of the U.S. Department of Education and the National Endowment for the Humanities; was director of libraries; Museums and Archeological Services/Territorial librarian; and was special assistant to the commissioner/library consultant for the Department of Planning and Natural Resources for the U.S. Government. He returned to the mainland to become the president of his own investment corporation and was appointed director of library services at the Braille Institute of America in 1990. He is one of approximately thirty Asian American library directors in the country.

Chang's ALA involvements include election to council, two appointments to the OLOS Advisory Committee, membership on the Beta Phi Mu Award Jury, ACRL, ASCLA, and GODORT committee assignments and appointment to special presidential committees. He was the first chair of the Asian American Librarians Caucus in 1975 and is active in APALA. He is

active in the Library of Congress National Library Services Western Regional Library Group (vice chair/chair-elect); a member of the Chinese American Librarians Association; and was active in COSLA, NCLIS, and many territorial library, university, and government organizations. He has published numerous articles and presented papers at state/national conferences and has consulted for libraries in Puerto Rico, the British Virgin Islands, and California. Honors Chang has received include scholarships, fellowships, and grants; the Virgin Islands governor's Certificates of Appreciation/Achievement; and he is listed in *Who's Who in the World* (1998), *Who's Who in America* (1999), *Who's Who Among Asian Americans* (Unterberger, 1994), and *Who's Who in Library and Information Services* (Lee, 1982).

As noted, Chang's library career began with the part-time job at the University of Missouri. Several graduate studies advisors provided guidance and assistance to him while he was attending schools, but he had no career mentors. His enjoyment of working in the public life and his abilities in library management would lead him to choose librarianship again if he had to start over, although it would depend on the opportunities available in the bigger environment at the time of decision-making. Chang spoke about discrimination and the glass ceiling as barriers that were not necessarily a problem for him but that do exist for others. A comment about having to work harder as an Asian American to prove oneself to be as good as or better than the rest echoes a similar point made by Nicolescu. Chang noted that access to many top library administrative positions is less of an option for Asians, but the United States still provides the greatest opportunities for qualified minority candidates.

Working in the mainstream of library management as opposed to a specialized subject/language collection area, Chang does not think that his Asian ancestry has helped him in any way. His high level of job satisfaction comes from the intellectual stimulation of the academic library environment, the involvement in the political process of public libraries and, in his current position, serving individuals who have disabilities.

Chang, Collantes, and Nicolescu all agree that bureaucracy and budget constraints in library administration were the least satisfying elements of their jobs. The technological advancements and challenges of the new millennium, combined with the increasing importance of Asia to this country's and the world's economy, should attract Asian Americans to the profession and provide opportunities for their particular interests and talents. Chang serves as an excellent role model for future Asian American librarians through the interesting career paths he has chosen and the dedication he has shown to the publics he has served.

Tamiye Trejo Meehan

Tamiye Trejo Meehan was born in Chicago, Illinois, and received a bachelor's degree in Accounting at DePaul University, Chicago. Meehan

pursued an M.L.S. at Rosary College's Graduate School of Library Science and later earned an M.B.A. at DePaul University. She worked with the other APALA founding members to establish the association in 1980 and, with Henry Chang, served as a transitional reference between the AALA and the APALA leadership. She began her library career at the Schaumburg (IL) Township Public Library as a part-time reference librarian. Her long tenure with the Chicago Public Library (CPL) started as a branch reference librarian in 1974. She was soon promoted to branch manager and then to branch district chief in 1979 and was eventually appointed chief of staff development for the CPL. She left the CPL for the directorship of the Indian Trails Public Library District in Wheeling, Illinois, in 1997. Meehan's ALA commitments have included appointment to the OLOS Advisory Committee, LAMA, and PLA committees; she organized the PLA MLS Branch Coordinators Discussion Group and served on the board of the EMIERT. She was recognized for her work overseeing twenty-one branches of her district in the CPL for nineteen years, during which she increased circulation despite declining materials budgets and fewer staff, renovated buildings, created branch Friends groups, trained/developed staff, built language collections, and introduced new technology. She is listed in *Who's Who in America* (1999) and is one of approximately thirty Asian American library directors in the country.

Meehan attributes the intervention of one of her mentors, Kathleen Weibel of the Chicago Public Library, as the spark that inspired her to seek a career in librarianship. Weibel identified the need for minority librarians to reach out to, understand, and serve Chicago's growing minority communities and, while she was establishing deposit collections, she cultivated individuals who had the potential to be librarians. She wrote a grant application to create the Illinois Minority Manpower Scholarship, and Meehan was one of the ten recipients of that award. The scholarship enabled her to attend library school at Rosary College and to work part-time.

In addition to Weibel, the CPL's director of staff development, Peggy Barber, ALA's head of Communications, has mentored Meehan, especially during library school. Both mentors arranged internships and introductions to the ALA's leaders and provided the scholarship recipients high visibility. This early mentoring was appreciated and invaluable. Meehan would not change the directions that librarianship has taken her if she had to start over. The opportunity to make a difference at the branch neighborhood service level in changing Chicago communities would still excite and challenge her.

Her career barriers were probably caused by other than racial or gender discrimination, she admits, having decided long ago to take pride in all parts of her family heritage that built her self-confidence and a thick skin. Her Asian background has been helpful in that few she meets ever

forget her name. Being Asian American provides the credentials, credibility, and trust she has experienced when joining ethnic community organizations and serving minority communities. Meehan's greatest satisfactions have accrued from building ethnic collections and providing library services to Chicago's, and now its suburb's, changing ethnic neighborhoods; being able to network with colleagues from all over the country due to her participation in ALA is another source of satisfaction.

In her enthusiastic endorsement of librarianship as a career choice for young Asian Americans, Meehan emphasizes the ability to change lives and lead others to full participation in American society as the skills librarians must possess. She feels that a public service orientation is paramount and the facility to welcome change is vital. Asian Americans should thrive in the new technology environment of library science as long as they are willing to interact with both sides of a digitally divided society. Meehan's passionate dedication to public service, especially to help minority communities to become engaged in American society, is but one of the many admirable qualities of this Asian American library leader.

ASIAN/PACIFIC AMERICAN LIBRARIANS ASSOCIATION, 1980-

The establishment of the APALA archives is still in the proposal stage. Each APALA president and some elected officers have papers that need to be collected, organized, and preserved. The information about APALA is from the APALA Web site at the University of Illinois, Chicago (www.uic.edu/depts/lib/apala).

Presidents:

- 1980 – 82 Sharad Karkhanis
- 1982 – 83 Sally Tseng
- 1983 – 84 Lourdes Collantes
- 1984 – 85 Victor Okim
- 1985 – 86 Suzine Har Nicolescu
- 1986 – 87 Asha Capoor
- 1987 – 88 Betty Tsai
- 1988 – 89 Conchita Pineda
- 1989 – 90 Ichiko Morita
- 1990 – 91 Abdul J. Miah
- 1991 – 92 Charlotte Chung-Sook Kim
- 1992 – 93 Marjorie Li
- 1993 – 94 Ravindra N. Sharma
- 1994 – 95 Erlinda J. Regner
- 1995 – 96 Amy D. Seetoo
- 1996 – 97 Kenneth A. Yamashita
- 1997 – 98 Abulfazal M. F. Kabir
- 1998 – 99 Soon J. Jung

1999 – 00 Patricia M. Wong

2000 – 01 Sushila Shah

Other Elected Officers: vice president/president-elect, secretary, treasurer, two members at large. *Executive Board:* president, past president, and other elected officers

Purpose Statement:

- To provide a forum for discussing problems and concerns of Asian/Pacific American librarians
- To provide a forum for the exchange of ideas by Asian/Pacific American librarians and other librarians
- To support and encourage library services to Asian/Pacific American communities
- To recruit and support Asian/Pacific American librarians into the library and information science professions
- To seek funding for scholarships in library/information science programs for Asian/Pacific Americans
- To provide a vehicle whereby Asian/Pacific American librarians can cooperate with other associations and organizations having similar or allied interests

Standing Committees: Awards, constitution/bylaws, finance, membership, newsletter/publications, program, publicity, recruitment and scholarships. Annually appointed committees include nominations and local arrangements

Highlights/Accomplishments:

- Publishes four newsletters annually
- Has held programs at all ALA Annual Conferences since 1981 and membership meetings at those conferences and ALA Midwinter Meetings since 1981
- Publishes conference program proceedings
- The presidents wrote articles on the APALA for *The ALA Yearbook of Library and Information Services* in 1986–90
- Held a joint APALA/CALA program at the 1983 ALA Annual Conference in Los Angeles
- Has given Distinguished Service Awards to APALA leaders
- Analyzed demographic data of the 100 Asian/Pacific American librarians in *Who's Who in Library and Information Services* (ALA, 1982) in 1985
- Profiled members of APALA according to institutions and ancestry in 1986
- Provided representative to participate in the ALA Executive Director's Special Committee on Headquarters Affirmative Action, 1989

- Wrote the ALA Policy Manual Statement 60.6 on Library and Information Services to Asian Americans; adopted by ALA Council in 1992
- Provided representative to participate in ALA President-elect's Diversity Council, 1995
- Wrote "ALA Goal 2000: A Challenge and an Opportunity for Asians and Pacific Islanders for Equal Voices Many Choices—Ethnic Library Organizations Respond to ALA's Goal 2000," 1997
- Endorsed the proposal for the ALA Spectrum Initiative and donated \$1,000 to the Fund for America's Libraries to continue the Spectrum Initiative, 1996-98
- Provided representative to participate in ALA Spectrum Initiative Steering Committee in 1997

Planning for the Future:

- Joint APALA/CALA National Conference of Asian American Librarians for June 2001
- Presentation of the Ching-chih Chen Leadership Development Award (jointly sponsored by APALA and CALA) in June 2001+
- APALA Book Award for Asian/Pacific American literature
- APALA Scholarship Award for Asian/Pacific American library school students

APPENDIX

Questionnaire sent to APALA Leaders (Questions sent to Chang, Collantes, Karkhanis, Nicolescu, Meehan)

- Was there anything in particular, in your ethnic, cultural or family background; work experiences, or friendships/professional referrals, that led you to a career in librarianship?
- When you became a librarian, did you have someone who served as a mentor in advising and guiding you? If so, tell me about the mentor—how you met, his/her position, the type of help s/he gave you, etc.
- If you had a chance to start all over from the beginning of your career, what would you do the same and what would you change in your career path?
- As you advanced in your career, did you ever encounter barriers (e.g., glass ceilings or subtle/overt discrimination) due to your Asian/Pacific ancestry? If so, how did you deal with those situations? If not, why do you feel that you were not subjected to discrimination?
- Would you consider your Asian/Pacific ancestry to have been helpful to you in your career? If so, in what way?
- What has given you the most satisfaction in your career in librarianship? The least satisfaction?
- What would you tell an Asian/Pacific American high school senior or college freshman that would make him or her seriously consider library and information science as a profession?
- What was your role, if any, in planning for and organizing the Asian American Librarians Caucus in 1975 and/or the Asian/Pacific American Librarians Association in 1980? Why did you think that such (an) organization(s) was/were needed at the time (whether or not you were involved in planning or organizing the Caucus or the Association)?

NOTE

¹ Data gathered from résumés and questionnaire provided in Appendix.

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The History and Status of Chinese Americans in Librarianship

MENGXIONG LIU

ABSTRACT

THIS ARTICLE REVIEWS THE BRIEF HISTORY OF Chinese Americans in the United States and their contributions to librarianship. Despite the hardships and challenges they faced, Chinese American librarians made great contributions to the building of East Asian libraries, to the cataloging of East Asian and Chinese collections, and to the development of library automation. They have advanced information technologies, promoted multicultural and diversity library services, and participated in library management and administration. Chinese Americans are active in library and information science education, in professional associations, in international librarianship, in national library and information services policy making and programming, and national policy making. Pioneers and key figures are identified with their accomplishments. The origin, purpose, programs, and activities of the Chinese American Librarians Association are also described.

INTRODUCTION

The Chinese have been in the United States since the 1820s. Their history in this country is the longest among all Asian groups. With a population of 1,648,696, according to the 1990 U.S. census, it is also one of the largest ethnic groups in the country (Lai, 1995). During the last two centuries, Chinese Americans have played an important role in the nation's economy.

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There are basically four groups of Chinese in America: (1) Chinatown-centered Chinese; (2) Chinese in Hawaii; (3) scholars and professionals; and (4) Chinese who temporarily reside in the United States, including college students from China; industrial, business, and military trainees from China; visiting merchants; and governmental representatives (Hsu, 1971). Chinese American library and information science professionals fall into the category of "scholars and professionals," and a majority of these completed at least part of their higher education in China and then emigrated to the United States within approximately the last fifty years.

Early Chinese immigrants were chiefly engaged in labor and services. It was not until after World War II that an educated Chinese American middle class began to emerge. By 1965, with the reform of the U.S. immigration policies, the number of Chinese professionals emigrating to the country increased significantly. This group of Chinese professional immigrants was mainly from Hong Kong and Taiwan. Because there was great demand for librarians in the 1960s, library science became one of the favored professions for the many new Chinese immigrants. There were no statistics about Chinese Americans in librarianship prior to 1970, but the number of Chinese American librarians, archivists, and curators reached 795 according to the U.S. census in 1970 (234 males, 561 females) (Sung, 1976, p. 77). The next wave of Chinese professional emigration started in the 1980s and continued to the 1990s after the relaxation of China's emigration policy, which led to a great increase in Chinese immigrants from Mainland China. A great number of these new immigrants are well-educated professionals, and some eventually became librarians or library and information science educators. Unfortunately, the U.S. census no longer provided a detailed breakdown by occupation for Asian American groups in 1990. The total number of Asian/Pacific American librarians was recorded as 6,776, of whom 1,812 (27 percent) were males and 4,964 (73 percent) were females (U.S. Census, 1990).

After years of professional endeavor in librarianship, Chinese Americans have made great contributions to the profession just like their ancestors did to the U.S. economy. Although more writings on Chinese Americans appear in the literature in recent years, there is very little documented information on Chinese Americans in librarianship. This article tries to fill this information gap by joining pieces of available information through scattered documents, notes, messages, unpublished reports, and personal communications. A few significant achievements may have been overlooked. The writing of this article is to fulfill the purpose of a Chinese saying: "Throw a brick to bring forth a jade."

THE PROFILE

Two studies examined the status and characteristics of Chinese Ameri-

can librarians in the United States. Li (1979) established an early profile in the 1970s. His report showed that a great majority of Chinese American librarians (76.2 percent) worked in academic libraries; of them a large number were engaged in Asian studies. Knowledge of more than one language was a strong asset to this group. Advanced degrees in other subject areas also helped Chinese American librarians perform well as subject specialists. The reason that a majority of Chinese American librarians worked in academic libraries was because "a heterogeneous cultural background is perhaps more acceptable in academic circles" (p. 44). Similar to national trends, most Chinese American librarians were female, with the ratio approximately two to one. "Nearly nine out of ten male librarians are employed in academic libraries, and one out of three is in an administrative position. Female librarians in administrative positions account for 27 out of 176, or 15.3 percent" (p. 45). At that time, more than half of Chinese American librarians worked in technical services such as cataloging and acquisitions. Less than a fifth of them worked in public services (e.g., reference, reader service, and bibliographic instruction). Geographically, Chinese American librarians lived almost equally in each part of the country—Northeast, North Central, South, and West.

No further systematic studies on the Chinese American librarians' status could be found until Yang's (1996) job survey on Chinese American librarians was published. Yang surveyed members of the Chinese American Librarians Association (CALA). She found that a great majority of Chinese American librarians (96 percent) were born outside the United States, namely China, Taiwan, and Hong Kong. It was a female-dominant group (82 percent) just as Li (1979) observed. About half of the group was over fifty years old. One-third held a second master's degree and one-tenth held a doctorate degree. The largest groups of Chinese American librarians worked in academic libraries (47 percent) or public libraries (31 percent) with a small number (14 percent) working in special libraries. None of the surveyed librarians worked in school libraries. This finding differs from that of Li's study in which the number of public librarians was much smaller (16 percent). It indicates that, during the last seventeen years, the participation of Chinese American librarians in public libraries has increased. Another significant change found in Yang's 1996 study in comparison to Li's profile was the Chinese American librarians' job assignments. Seventeen years ago, the number of Chinese American librarians working in technical services was almost four times more than those in public services. Recently, they are nearly equally distributed with the number in reference slightly higher. This change reflects the importance of providing effective diverse services to multicultural communities. Bilingual communication skills can be valued in technical services but are equally valuable in providing direct information services to a diverse public. Chinese American librarians have good self-motivation and

are active in professional organizations at the national or state levels. It is encouraging to learn that three-quarters of Chinese American librarians were in managerial positions with a majority at the middle management level with job titles of branch manager or department head. The ratio of males and females in high level administration is still unequal. While 29 percent (8 out of 28) of male Chinese American librarians are directors or deans, only 6 percent (8 out of 129) of females hold the title.

It should be noted that, although a majority of Chinese American librarians are composed of first-generation immigrants from outside the United States, second-generation Chinese Americans began to join the workforce at a younger age. As many of the first-generation Chinese American librarians are at retirement age, it is encouraging to have new blood entering the profession to strengthen the group.

BARRIERS AND CHALLENGES

Like most ethnic minorities in the United States, Chinese Americans face a number of hardships and difficulties, namely racial discrimination and unequal opportunities. Historically, treatment of Chinese Americans in this country has not been kind. Early immigrants were treated with suspicion and disdain, which was reflected in laws that barred Asians from citizenship and the Chinese Exclusion Act of 1882 that barred Chinese immigration to the United States. For many years, white and minority societies were segregated. Chinese Americans had very limited opportunities for education and employment. Such restrictions are still felt by Chinese Americans. When the economy and job market shrink, Chinese Americans and other minority groups are affected first. Chinese American librarians are sometimes dismissed after years of dedicated service without legitimate reason. With limited knowledge of legal information, they did not always fight for their civil rights. The Equal Employment Opportunity Act was an improvement, but it cannot assure overall true affirmative and equal hiring practices.

Although discriminative laws are no longer legal, there are other barriers to Chinese Americans in the workplace and in daily life. These barriers were generated based on their cultural background, their method of communication, and their value system. There is a misconception that Chinese Americans are very successful in American Society. The mythical "model minority" label implies that Chinese Americans are able to acquire status without any assistance. Many Chinese American librarians perform highly skilled tasks in cataloging, reference, and other library operations with wholehearted devotion. But they are often bypassed when opportunities for promotion to management arise. Lack of opportunity to succeed often acts as a damper on ambition and self-esteem. Chinese American librarians who are placed in a dead-end loop with career limitations are often desperate and rarely voice their dissatisfaction because of

a fear of damaging working relationships. The silence is often interpreted as a lack of motivation. The unhealthy circle then goes on as these individuals continue to be overlooked for advancement.

Most of the foreign-born Chinese Americans who attain administrative positions have to utilize their linguistic competency to their best advantage in East Asian libraries. Very few Chinese Americans have reached top administration levels at academic or public libraries. Most Chinese Americans are at the middle management level and have difficulty in breaking the glass ceiling.

Recent reports on Chinese Americans and their connection to questionable political fund-raising revealed that those stereotypical views toward Chinese Americans still exist. Bridges must be built to help the general American public understand Chinese Americans. Hsia (1979) stated that a career in librarianship "can evolve in many directions. The challenges to a Chinese American librarian seem to have no bounds" (p. 64). To be a successful librarian surviving in American society, a Chinese American must examine his/her personal service philosophy, career expectations in terms of peer recognition, and adjust one's social consciousness and ethical viewpoints. Frequent and open communication with peers is the key in solving many misunderstandings. Chinese American librarians can enrich librarianship with their own cultural backgrounds.

Chinese Americans feel proud that their ancestors made a substantial contribution to the growth and development of this country in spite of prejudice, intolerance, and poor working conditions. They will follow their ancestors' positive spirit to meet the challenges and strive to make even greater contributions to society. As John F. Kennedy said: "Our task now is not to fix the blame for the past, but to fix a course for the future."

CONTRIBUTIONS AND ACCOMPLISHMENTS

Julia Li Wu (1979), former Commissioner of the National Commission on Libraries and Information Science, pointed out that "Chinese American librarians are characterized by their intelligence, diligence, and ability to assimilate American culture. Outstanding performers in the profession, they have tremendous upward mobility" (p. 72). Despite the hardships and challenges that they have to face, Chinese Americans have made great contributions to librarianship and have been, and continue to be, great assets to the library profession.

This author tried to group the significant achievements that Chinese Americans have made in librarianship into categories. However, there are a few outstanding leaders like the legendary Ching-chih Chen, Hwa-Wei Lee, and Tze-chung Li whose all-around accomplishments can hardly be categorized under one single section. Nevertheless, the author made the effort in placing their greatest contributions under a major category while incorporating their other functions in more than one section.

EARLY PIONEERS

Most East Asian libraries in this country rely on Chinese American librarians' comprehensive knowledge of the Asian/Chinese language, culture, and literature. And for almost a century, Chinese American librarians have made remarkable contributions to the development and organization of East Asian collections, making them accessible in the United States.

While the history of oriental vernacular language collections in this country can be traced back to the late nineteenth century, there was no significant growth of East Asian collections until the 1930s. A handful of Chinese American librarians began to devote their whole career to the building of East Asian libraries. Alfred Kaiming Chiu (1898-1977), one of the early leaders in Chinese American librarianship, started building the Harvard-Yenching Institute Library in 1927. He devised a unique classification scheme for Chinese and Japanese books, which was subsequently adopted by many American libraries with collections in East Asian languages and became the first librarian to apply modern library techniques to classifying and cataloging Chinese and Japanese materials in American libraries. His monumental works include *A Classification Scheme for Chinese and Japanese Books* published by the American Council of Learned Societies, Washington, D.C., in 1943 and *Cataloguing Rules for Chinese Books* published in 1931 by the Commercial Press in Shanghai. "The founding of the Harvard-Yenching library was a historic event in the history of East Asian librarianship and East Asian studies in the United States. It was a true pioneering effort to which all in the field will remain deeply indebted" (Wu, 1993, p. 69).

In addition to building the Harvard-Yenching Library, Chiu also helped build the East Asian library at the University of Minnesota and an academic library at Chinese University of Hong Kong. During his tenure, he trained numerous younger librarians, thus developing a group of competent Chinese American librarians (Wong & Chiu, 1978). "He can be seen as one who epitomizes the concept of the 'ideal librarian,' one who combines practical experience with scholarly endeavor" (p. 384).

Another notable early pioneer in librarianship was Tung-li Yuan (1895-1965). Yuan was an advocate of the modern library movement and a distinguished library administrator in China and later became a distinguished bibliographer on Chinese classics in the United States. Before settling in the United States, he was the director of the National Library of China and made great contributions to Chinese librarianship. While at the Library of Congress, as a consultant in Chinese Literature, he edited a descriptive catalog of rare Chinese books in the Library of Congress. He also served as the Chief Bibliographer of the Stanford Research Institute. Yuan was a productive scholar. Among his numerous works, his *China in Western*

Literature: A Continuation of Cordier's Bibliotheca Sinica (New Haven: Far Eastern Publications, Yale University, 1958) was worth special attention. It was a comprehensive listing of some 18,000 monographic works on China in English, French, and German published from 1921 to 1957. It was the most important bibliography on China since the appearance of the monumental compilation by Henri Cordier (1849-1925) several decades before. His other work, *Russian Works on China, 1918-1960, in American Libraries* (New Haven: Far Eastern Publications, Yale University, 1961), listed Russian materials not included in *China in Western Literature*. To record the academic interests and accomplishments of Chinese students who had pursued advanced studies abroad, Yuan compiled a number of lists of doctoral dissertations. The first one was *A Guide to Doctoral Dissertations by Chinese Students in America, 1905-1960* (Washington, DC: Sino American Cultural Society, 1961), a compilation of about 3,000 dissertation titles. This was followed by *Doctoral Dissertations by Chinese Students in Great Britain and Northern Ireland, 1916-1961* and *A Guide to Doctoral Dissertations by Chinese Students in Continental Europe, 1907-1962*. To honor his dedication and accomplishments, the T. L. Yuan Memorial Scholarship was established at the School of Library Service at Columbia University in 1966 (*T. L. Yuan: A Tribute*, 1967).

EAST ASIAN AND ASIAN AMERICAN COLLECTIONS

After World War II, more groups became interested in Asian/Chinese studies and in producing scholarship through traditional social science disciplines, particularly history and sociology, ethnic studies programs, historical societies, and associated groups in the community (Lai, 1994). In the late 1960s and early 1970s, ethnic studies emerged as an academic discipline, and courses on Asian history and culture as well as Asian American studies gradually became an integral part of many college and public school curricula. The increasing demand for research materials led to the establishment of many Asian, East Asian, and Asian American studies libraries. Chinese American librarians' devotion in systematically developing and organizing the core collections for these libraries was significant. With their knowledge of Chinese history and culture and their bilingual skills, they not only acquired and organized many valuable materials but also discovered a number of obscure and neglected documents and made them accessible to researchers. Currently, there are more than eighty East Asian libraries in this country. Approximately ten of these libraries are under the direct management of accomplished Chinese American scholar librarians such as those at Harvard University, Princeton University, University of Michigan, University of California at Berkeley and Los Angeles, University of Illinois, University of Chicago, University of Washington, University of Pittsburgh, University of Colorado, and Hoover Institute (CEAL Membership Directory, 1996).

One of the outstanding directors of East Asian libraries was Eugene Wu. For four decades, Wu was the dynamic leading force in the development of research sources for modern and contemporary China studies. As the curator of the East Asian collections at Hoover Institute and the librarian of the Harvard-Yenching Library, he presided over the growth of two outstanding East Asian collections, which have made possible the start of modern Chinese studies. Wu and his collaborators produced the invaluable bibliographic and research tool, *Contemporary China: A Research Guide*, based on the resources of libraries and research institutions around the world. With his effort, the Center for Chinese Research Materials (CCRM) was established. Wu's career was closely associated with the growth of the Council on East Asian Libraries (CEAL), a professional organization representing East Asian libraries and collections and their users in North America. As the chair of CEAL, Wu launched the study of the problems faced by East Asian libraries, bringing national attention and new funding to their solution. At his retirement, CEAL presented Wu with an award honoring his extraordinary achievements and leadership in the field of East Asian librarianship and scholarship and his many contributions to CEAL (*Tribute to Eugene Wu*, 1998).

Chinese American librarians in East Asian libraries often faced a pressing problem of national resource development and bibliographic control. Early efforts began with Tsuen-Hsueh Tsien's 1957 analytical survey of the growth of East Asian collections in the United States and Canada since 1930. The survey, which was repeated at five-year intervals, contained information on libraries' holdings, current status of acquisitions, and sources of financial support. The survey was then replaced by an annual statistical compilation conducted by CEAL (Wu, 1996).

Numerous bibliographies have been written to aid scholars in locating needed information. Among the significant reference tools are *A Guide to Reference and Source Materials for Chinese Studies* (Chicago: University of Chicago, 1970) and *East Asian Collections in America* (University of Chicago, 1965) by T. H. Tsien; *Chinese Newspapers Published in North America, 1854-1975* (Washington: Association of Research libraries, 1977) by Karl Lo; *Notable Books on Chinese Studies: A Selected Annotated, and Subject-Divided Bibliographic Guide Compiled and Edited, with Introductory Essays* (San Francisco: House of Overflowing Felicities) by C. H. Lowe, to name only a few.

While building East Asian library collections was not an easy job, development of the Asian American Studies Library was an even more demanding task. Few selection guides and tools systematically review the available Asian American works and the vendor or publication sources where they could be acquired. Some available bibliographies were outdated. To solve the problem, Chinese American librarians took the initiative of writing the selection guides to help the library select, purchase, and catalog these materials. One such valuable guide was Wei Chi Poon's

A Guide for Establishing Asian American Core Collections (Berkeley, CA: Asian American Studies Library, University of California, Berkeley, 1989).

Problems often occur in the process of organizing and cataloging these collections because traditional classification systems—i.e., Library of Congress and Dewey Decimal Classification—do not meet the needs of classifying the Asian/Asian American materials. “Not only are current available subject headings and classification schemes inadequate to meet the wide diversity of materials now available on Asian Americans, but some of them are racist in nature as well” (Poon, 1989, p. 133). With this problem in mind, some Chinese American librarians, such as Wei Chi Poon, the head of the Ethnic Studies Library at the University of California, Berkeley, developed lists of subject headings for her own collections. These were included in her guide and, based on the Library of Congress system and her own reference experience, she attempted to make this special collection more accessible. In 1998, Wei received the Distinguished Lifetime Service Award from the Association for Asian American Studies.

The valuable resources and their ready accessibility have helped the advancement of scholarship in Asian/Chinese and Asian/Chinese American cultures. With the increasing number of writings and publications, a new body of research materials and literature on the subject was created. All these efforts have helped the nation understand the ideas and values that the other cultures hold, thereby alleviating the ignorance that could cause racial conflicts and prepare one for survival in a multicultural society.

TECHNICAL SERVICES AND LIBRARY AUTOMATION

Lois Mai Chan is a Chinese American name widely recognized in the library profession for her outstanding contributions to cataloging and classification. Chan is a professor at the College of Library and Information Science of the University of Kentucky. She was presented the Margaret Mann Citation for outstanding achievements in cataloging and classification through her publications and participation in professional cataloging associations. Among her numerous publications, several textbooks with their updated editions are extensively used in library schools such as *A Guide to the Library of Congress Classification* (Libraries Unlimited), *Cataloging and Classification: An Introduction* (McGraw-Hill), *Dewey Decimal Classification: A Practical Guide* (Forest Press), *Library of Congress Subject Headings: Principles and Application* (Libraries Unlimited), and *Immroth's Guide to the Library of Congress Classification* (Libraries Unlimited). Her textbooks are highly praised as “models of clarity and precision, furnishing important analyses and explanations of basic concepts for students.” And her contributions “have enriched the study and teaching of cataloging and classification” (Carrigan, 1989, p. 423). In addition, Chan is a popular and highly regarded scholar known for her teaching, research, and service.

While Chan's contributions to technical services cover cataloging and classification in general, many Chinese American librarians have made contributions to cataloging and classification of East Asian and Chinese collections in particular, especially the automation of bibliographic control for East Asian and Chinese materials. When most libraries in the United States were automated twenty years ago, East Asian libraries in the United States mainly functioned as warehouses of books rather than as active information service organizations due to the lack of comparable bibliographic utilities. It was not until the late 1980s that most East Asian libraries in North America could process their Chinese, Japanese, and Korean (CJK) materials in vernacular languages and scripts in library computers in the same way as Western-language materials. Chinese American librarians and information professionals have made great contributions in this CJK automation process. When the Library of Congress and the Research Libraries Group (RLG) initiated a project for seeking means and methods to automate CJK bibliographic records, the Chinese American librarians, under the leadership of CEAL, responded enthusiastically. After years of collaborative efforts, a new era for East Asian libraries began on September 12, 1983, when the Library of Congress entered its first online cataloging record containing Chinese vernacular script into the RLIN database (Zeng, 1991). Later, OCLC also began to develop the CJK library support package. The discussions and studies on the capabilities of the RLIN CJK and OCLC CJK systems and their impact on libraries were carried out extensively among Chinese American librarians and other library professionals. Their writings were published in various library professional journals such as *Journal of East Asian Libraries*, *CEAL Bulletin*, *Information Technology and Libraries*, *Library Resources & Technical Services*, and *Cataloging and Classification Quarterly*.

In the process of automation, a major policy decision should be made on which romanization system of Chinese characters to use—i.e., Wade-Giles or Pinyin. A system using romanized letters is an absolutely essential tool for most Westerners to enter the Chinese intellectual universe (Zeng, 1991). Chinese American librarians participated in the discussion. CEAL formed a task force and conducted a survey among its member libraries on the question of whether to switch from Wade-Giles to Pinyin. In 1997, the Library of Congress announced plans to switch to Pinyin as the standard Chinese romanization scheme for bibliographic records no earlier than the year 2000 (PR97-158 LC, November 19, 1997). With the announcement, LC also plans to host meetings and discussion on the conversion. The Chinese American librarian representatives on the CEAL's Pinyin Liaison Group are working actively with LC and RLG on the Pinyin conversion project.

As the only professional organization of East Asian libraries and librarians in North America, CEAL has been playing a crucial role in the

development of East Asian studies and in the process of automation of East Asian libraries. It has worked successfully on the national standards, and encouraged and supported national and regional cooperative projects, training institutes, and resource sharing programs. "The fact that East Asian libraries no longer find themselves in a backwater, but in the mainstream of North American library development is the result not only of the indefatigable work of the libraries and librarians themselves, but, equally important, also of the existence of a national organization through which national planning and interlibrary cooperation can be effected through voluntary efforts" (Wu, 1996, p. 9). During the past thirty-five years, a number of Chinese American librarians chaired CEAL with strong leadership. They include Tsuen-Hsuei Tsien (University of Chicago), Weiying Wan (University of Michigan), Raymond Tang (University of California, Berkeley), Shih-kang Tung (Princeton University), Thomas Kuo (University of Pittsburgh), Eugene Wu (Harvard University), Karl Lo (Indiana University), and Tai-loi Ma (University of Chicago).

INFORMATION TECHNOLOGIES IN LIBRARIES

Very few people in the library world could be as dynamic and energetic as Ching-chih Chen in the application of new information technologies to libraries. Chen has spent almost forty years serving the library and information science community as an award-winning librarian, teacher, speaker, consultant, researcher, and innovator. She is an author and editor of more than twenty-nine books, 150 journal articles, and numerous reports, and has produced several electronic publishing products (McCook, 1998). Standing at the forefront of cutting-edge library development, she is always one step ahead of everybody else.

Chen's career started with scientific, technical, and medical librarianship in the early 1960s and later she became associated with teaching in library and information science at Simmons College where she was also the associate dean of the Graduate School of Library and Information Science (1979-1997). Her early work provided a number of essential reference sources which included *Scientific and Technical Information Sources* (MIT Press, 1977), *Quantitative Measurement and Dynamic Library Service* (Oryx Press, 1978), *Library Management without Bias* (JAI Press, 1980), *Health Sciences Information Sources* (MIT Press, 1981), and *Information Seeking: Assessing and Anticipating User Needs* (co-author) (Neal-Schuman, 1982), to list only a few.

When the microcomputer was first introduced, Chen began to concentrate her energy and professional activities on the application of new information technologies in libraries. During the years, she worked on numerous high-tech projects, from interactive videodisc technology, to multimedia technology, to electronic publishing and CD-ROM desktop publishing, to digital imaging, to Internet-related applications, the World

Wide Web, and the global information infrastructure. Her interactive videodisc and multimedia CD-ROM product entitled *The First Emperor of China* was awarded a Cindy Award of the Association of Visual Communicators and was chosen by *MacUser* as one of the "Best 50 CD-ROMs" in 1994. Recently, Chen launched a Global Digital Library (GDL) initiative which demonstrated how the repository information of various types of educational institutions, such as national libraries, national archives, major museums, networks, and research/academic libraries, can be linked together in one single global digital library system with a coherent and consistent interface (Chen, 1998, 1999).

To deliver new ideas and tools to librarians, information specialists, and the general public, Chen's publication emphasis has shifted to technology related areas since 1981. She has published extensively in the last fifteen years on various new technological topics, such as *Microcomputers in Libraries* (co-author) (Neal-Schuman, 1982), *Numeric Databases* (co-author) (Ablex, 1984), *HyperSource on Multimedia/Hypermedia Technologies* (Library and Information Technology Association, 1989), *HyperSource on Optical Technologies* (Library and Information Technology Association, 1989), *Optical Discs in Libraries: Use and Trends* (Learned Information, 1991), *Planning Global Information Infrastructure* (Ablex Publishing Co., 1995), *Electronic Resources and Consortia* (STIC, Taiwan, 1999), and *IT and Global Digital Library Development* (MicroUse Information, 1999). She was the founding chief editor of *Microcomputers for Information Management: Global Internetworking for Libraries* and serves on the editorial board of a number of professional journals including *Electronic Library*. She has been the keynote speaker at many national, regional, and international conferences in over forty countries. Chen's contribution to the library profession is beyond the country boundary.

Because of her extensive and thorough contributions to librarianship and information science, Chen has become one of the most decorated information professionals with numerous leading awards and recognition such as her Distinguished Alumni Award in 1980 by one of her alma maters, the University of Michigan. The citation appropriately stated, "as librarian, she worked with scientists; as scientist, she trained librarians Space and time are scarcely dimensions to her She is Newman's uncommon person, the discoverer and teacher caught in one." In the last two decades, she has continued this legacy and collected many more major awards, including the Distinguished Alumni Award from the National Taiwan University in 1983; the Distinguished Service Award from the Chinese American Librarians Association in 1982; Outstanding Information Science Teacher Award from ASIS in 1983; LITA/Gaylord Award for Achievement in Library and Information Technology in 1990; LITA/Hi-Tech Award in 1994; the first ALISE-Pratt/Severn National Faculty Innovation Award in 1997; and the Grazella Sheperd Memorial Award for Ex-

cellence in Education from Case Western Reserve University. In 1985, she was elected Fellow of the American Association for the Advancement of Science (AAAS). Ching-chih Chen's professional career was further highlighted when she was appointed by President Clinton to serve as a member of the President's Information Technology Advisory Committee (PITAC). She is also a member of PITAC/NGI (Next Generation Internet) and PITAC/IT*2 Review Subcommittees.

Following Chen as a role model in advancing library technologies, many Chinese American librarians are either doing research or applying cutting-edge information technologies to library services. In recent years, newly developed information technologies have made library collections even more accessible nationally and internationally. Problems occur when different languages are exchanged over the World Wide Web. Without a standard unified character code, patrons must use different software and terminals to display or enter data in different languages, especially when dealing with multiscripts. Therefore, a few Chinese American librarians began to work on the Unicode standards, which can support the creation of global software that can be easily adapted for local needs. Their research and proposals have received wide attention among international information processing communities (Zhang & Zeng, 1999). Many others are working on various digital library projects. Among the notable digital library projects is the American Memory, part of the National Digital Library Program at the Library of Congress. Under the leadership of Nora Yeh, the archivist of the American Folklife Center at LC, the center did a successful digital conversion of its multiformat collections. The project made millions of items from the center's incomparable collections relating to American history freely available on the Internet, such as manuscripts, sound recordings, photographs, films, videos, periodicals, microfilms, posters, and brochures. Having the items available through the Internet, the center fulfills its mission to preserve and present American folklife to a worldwide audience (Yeh, 1998). There is more research reported in the library science or information technology literatures by Chinese American librarians than it is possible to review here.

SERVICES FOR DIVERSE COMMUNITIES

During the last two decades, the demographics of the U.S. population changed. Society is becoming more culturally diverse with a greater minority composition. According to the 1990 U.S. census, there are more than 7 million Asians and Pacific Islanders living in the United States. About one-quarter of them are of Chinese descent. The projection for the year 2000 indicates that all ethnic minority groups combined will make up approximately one-third of the U.S. population (U.S. Bureau of the Census, 1995). Chinese Americans are significant in their numbers and their contributions to American society. As an integral ethnoracial group

in American life, the information needs of, and the dissemination of information about, Asian and Chinese Americans warrant special attention.

Minority groups, especially the new immigrants, are facing four major issues: education, health care, wages and jobs, and public safety. They need information about how to deal with these issues, and the information must be in a language that they can read. Therefore, there is a growing interest and need by academic and public libraries across the country in developing collections in languages other than English. Librarians have the responsibility to play a part in helping the new immigrants learn the English language and develop skills designed to help them fit in with the cultural mainstream.

The information needs and behavior of an Asian/Chinese American may be very different from those of a traditional library user due to variations in cultural experiences, language, level of literacy, socioeconomic status, education, level of acculturation, and value system. People with limited English ability may have to resort to other ways to solve their problems or get their questions answered. To help libraries plan more effectively for diverse communities, several libraries carried out needs assessments in their communities. With the active participation of Chinese American librarians, San Jose Public Library did a successful needs assessment. The assessment identified the key problems, changes needed, and suggested roles for the library. The changing needs were recognized, and recommendations were made to develop collections, resources, and services in multiple languages and easy English, and increase outreach to all segments of the community (Cromwell & Lyons, 1991). In order to aid librarians in developing systems and services to meet the challenge, Liu (1995, 1997) discussed ethnicity and information seeking and studied the information-seeking behavior of Asian students on university campuses. Liu found that barriers to effective communication in libraries include language, conceptual awareness of library services, and philosophy of education. Among Asian groups, informal social networks and gatekeepers play a crucial role in seeking information. She suggested that librarians develop intercultural communication skills, learn and understand Asian cultures, establish outreach programs, and treat patrons thoughtfully and courteously.

California is a highly diverse state, and everyone in the library community faces the ongoing challenge of providing effective library service to an ever-changing population, especially the Asian American community. In the last twenty years, California has been the primary preferred destination of new Asian immigrants to the United States. As a result, California public libraries are now serving larger numbers of Asian-language-speaking and -reading patrons than ever before (Wong, 1997, p. 6). With the collective efforts of Patty Wong, program manager for Children's Services at Oakland Public Library; Kathleen Low, the principal librarian

and Human Resources Development consultant for the California State Library; Suzanne Lo, the manager of the Fairfax Branch of Marin County Free Library; and many other librarians, a valuable publication, *Harmony in Diversity*, was produced. This booklet with its supplements provides clear and concise guidance to library directors, administrators, public service librarians, and staff on how to improve service to Asian-language speakers and readers throughout California.

With the support of the California State Library, Chinese American librarians were very enthusiastic in promoting diversity in library services. They began two notable library diversity projects, "Developing Library Collections for California's Emerging Majority" and "Partnership in Change." The first project produced two major tools to help librarians improve service to California's increasingly diverse multicultural population. One was a conference held in San Francisco in 1990, which brought librarians with ethnic collection development expertise together to share their knowledge with the broader library community. The second tool was a manual of resources for ethnic collection development entitled *Developing Library Collections for California's Emerging Majority* (Berkeley, CA: Bay Area Library and Information System). Chinese American librarians in California were not only active attendees at the conference but were also significant contributors to the manual. Their writings in the manual discussed collection development principles, guidelines and policies for ethnic studies collections, interlibrary loan, and interlibrary cooperation for ethnic materials and resources for Asian/Southeast Asian collection development (Scarborough, 1990). The "Partnership for Change" program created a strong support base for bringing libraries and communities closer, reaching out to people with diverse ethnic backgrounds. Library brochures were printed in Spanish, Vietnamese, Chinese, Japanese, Korean, and Filipino. Local resource directories and legal handbooks were published in multilingual editions. Special exhibits were displayed to promote cross-cultural understanding and appreciation. Some primary local historical materials that related to the specific ethnic group were preserved. Chinese American librarians took a very active part in this exciting and encouraging program with Patty Wong and Angela Yang as key players in northern and southern California respectively.

Many libraries in California created a new job position of Multicultural Services Librarian or Outreach Librarian. Among many of these librarians with this unconventional job assignment, Angela Yang stands out as a role model. Yang was the very first Outreach Services Librarian at San Diego Public Library. She then became the first Multicultural Services Librarian and later the first Outreach Services Librarian at the University of California at Irvine. During her long-time devotion to reaching communities, she planned, implemented, and supervised a very successful Adult Literacy Program that changed many functionally illiterate adults' lives.

By serving on the San Diego City Council for the Aging and the San Diego Council for Minority Elderly, she initiated and delivered library services to older adults and the disabled communities. She effectively planned and delivered the children's story hours with creativity. She was also a key player in "Partnership for Change" in southern California. For her outstanding work in eradicating illiteracy, Yang received the Finest Citizen of the Finest City Award from the San Diego City Club in 1989. With the same high spirit, Yang is now reaching out to students and faculty in providing library services on the UC Irvine campus. She said "the guiding principles that propelled me to take on new assignments and newly created jobs have always been my strong belief in the important roles of a library in the community, and my practice of Confucius' teaching that among any three people, I can find at least one teacher" (A. Yang, personal communication, September 27, 1999).

In another example, San Jose Public Library has successfully established an ongoing outreach program under the leadership of Maureen Kwok and Jia-Lih Lee, outreach librarians of the library. They have taken a proactive role in introducing the library to the residents of the city. With a mission of serving the underserved customers, promoting the library's visibility and encouraging lifelong learning, they set up information booths at cultural and community festivals, provided parent workshops, held information nights at schools, used bookmobiles to service remote sites, provided home delivery/mail service to users with disabilities, and partnered with other libraries and agencies to offer various programs. These innovative programs have received high praise from the San Jose community (J. L. Lee, personal communication, September 21, 1999).

On the East Coast, New York City is another ethnically diverse area of the United States, and the Chinese community of some 100,000 people is the second largest immigrant community in Queens. The Queens Borough Public Library launched the *Ni Hao* campaign to meet the community's growing demand for Chinese materials. Chinese American librarians at the library have put great effort and enthusiasm into making this innovative project a successful one. According to the director of Queens Borough Public Library, Gary Strong (1996), the Ni Hao Program is "the largest public library collection development program in the United States for general Chinese readers." The Ni Hao collection has a total of over 80,000 items. The library has emphasized the publications of modern literature by best-selling authors from the 1920s through the present. In addition to adult and children's books, audiocassettes, CDs, videos, magazines, and newspapers are also available. The library has developed an extensive service program including ESL (English as a Second Language) classes, Mail-a-Book in several languages including Chinese, performing arts programs that celebrate the cultures of Queens' immigrants, and lectures and workshops in native languages on topics that are essential to

new immigrants' acculturation. A Chinese home page has been developed on the library's Web site that provides pointers to resources in China and Asia in vernacular text, linking library customers to desired resources worldwide (Strong, 1996).

In Chicago, a Chinatown Branch of the Chicago Public Library was established about twenty years ago in the late 1970s with the effort of Chinese American librarians (Chiu, 1979). Many other Chinatown branch libraries increased their collections in major cities under the management of Chinese American librarians. Library services to ethnic populations also caught the attention of Chinese Librarians in Colorado libraries (Yang, 1995). In Maryland, the Cultural Minorities Services of the Montgomery County Department of Public Libraries was established in 1986 through a Library Services and Construction Act (LSCA) Grant to serve the Chinese, Hispanic, Korean, and Vietnamese populations, the four fastest growing cultural and language minorities in Montgomery County, Maryland. Its mission was to promote library services and to make library materials and general information more accessible to these racial and cultural minorities. With the effort of Chinese American librarians, the services have reached out to the Chinese, Hispanic, Korean, and Vietnamese populations with great success (Tse, 1997).

Chinese American librarians have proved that they can serve as effective catalysts to library users and nonusers in the communities with their bilingual and bicultural background. As information conveyors, they are conscious of reflecting Chinese and American cultural heritage in the profession.

LIBRARY LEADERSHIP

On June 22, 1999, an Ohio University News Release announced: "In recognition of his outstanding achievements, Ohio University's Board of Trustees adopted a resolution naming a new library building the 'Hwa-Wei Lee Annex.' By a separate action, the Board also conferred on Dr. Lee the title of Dean of Libraries Emeritus. A permanent office in the Library Annex has been provided to Dr. Lee for his use after retirement."

Hwa-Wei Lee's great retirement honor was based on his lifetime dedication to libraries and his forty-year distinguished career in academic libraries. During his twenty-one years as the Dean of University Libraries at Ohio University, the University Libraries experienced unprecedented growth and progress under his skillful leadership. The reorganization of the library resulted in more efficient service, and it became one of the founding members in OhioLink, a statewide system pooling materials of all major academic libraries into one unified entity. Library endowments grew to over \$8 million, major renovations were accomplished, a regional annex was constructed, the first digitization project was secured, and library acquisitions exceeded 2 million volumes. The library has become

one of the top 121 research libraries in the United States and Canada, achieving membership in the highly competitive and prestigious Association of Research Libraries (Ohio University News Release, June 22, 1999).

In addition to his domestic library services, Lee was also a model of international contribution. Under his administration, an international librarian exchange program was created and developed, and the unique status of depository for four countries was achieved, which allows the library to receive depository publications from these countries on a continuing basis. Lee left footprints on five continents as a library consultant and lecturer. "He is a world citizen and a remarkable role model to students and colleagues alike. His career has advanced scholarship and human understanding while setting unparalleled standards of service, loyalty, honor, honesty, and integrity" (Friends of Hwa-Wei Lee Committee, June 22, 1999). His tireless effort in promoting the practice of boundless modern libraries has made him internationally known (Hong, 1997).

The American Library Association (ALA) also commended Lee's remarkable contributions to American, Asian, Chinese, and international librarianship upon the event of his retirement. Lee served the American Library Association in a variety of capacities, including as a Councilor-at-Large and the chair of the Subcommittee on East Asia and Pacific of the International Relations Committee. He also served actively at the Ohio Library Association as a board director, was recognized as the Ohio Librarian of the Year in 1987, and was appointed as a delegate to the White House Conference on Library and Information Services in 1991. Lee was one of the founders and past presidents of the Chinese American Librarians Association and was the recipient of the CALA Distinguished Services Award in 1984. His valuable contributions also extended to the Asian/Pacific American Librarians Association (APALA). He was the recipient of the APALA Distinguished Services Award in 1983. In addition, Lee was a much sought after lecturer and consultant in many Asian countries and organized five international conferences. He is the author of three books and more than sixty articles (ALA/IRC East Asia and the Pacific Subcommittee, June 1999). More recently, the Ohio Library Council named him "Hall of Fame Librarian" of 1999. It is the highest honor one can receive as a librarian in Ohio.

Very few Chinese American librarians have reached top administrative library positions in the United States. Most Chinese American librarians with management responsibilities remain at the middle administrative level. An incomplete list of the few top library administrators includes Bessie Hahn, assistant provost for Libraries and University librarian, Brandeis University; Samson Soong, associate university librarian for Administrative Services, Rutgers University Libraries; Hsiping Shao, assistant vice chancellor of Technology & Information Resources, University of Wisconsin at Whitewater; Nancy Fong, city librarian, San Leandro Public

Library; Yvonne Chen, library director, Redwood City Public Library; and Hsu-Min Tan, director of the Central Library at Queens Borough Public Libraries.

LIBRARY SCIENCE EDUCATION AND RESEARCH EFFORTS

ALA-accredited library science programs have educated numerous qualified librarians for the profession yet, compared to other graduate programs in the United States, the number of library schools is very small. Only a small number of Chinese Americans holds teaching faculty positions in library science. It was not until recently that a number of Chinese American Ph.D. graduates joined the teaching profession in library and information science.

The earliest Chinese American pioneer in library science education is Tze-chung Li, scholar, teacher, lawyer, writer, and former dean of the Graduate School of Library and Information Science at what is now Dominican University. For the last fifty years, Li has held many important positions in Taiwan including judge, examination commissioner, and director of the National Central Library and has taught and lectured at numerous U.S. and international universities. During the years, Li has made significant accomplishments in the field of library and information education and became an undisputed leader in librarianship among Chinese American librarians. Li was the first and only Chinese American scholar to become the dean of a library school in this country. He is also a prolific writer and has published fourteen books and more than 100 articles in the fields of library and information science, law, land economics, and political science. In addition to his own publications, Li was the founding editor of the *Journal of Library and Information Science* and a member of the advisory board for the *Journal of Information, Communication and Library Science*. Li also helped create professional journals and series including *International Journal of Reviews in Library and Information Science* and *Guide to Asian Librarianship Series* (Greenwood Press). Among his notable accomplishments was the founding of the Chinese American Librarians Association. His tireless effort in promoting library education and Chinese American librarianship has won him great honors, including the Dominican University Elise O. and Philip D. Sang Award for Excellence in Teaching and the CALA Distinguished Service Award.

In addition to his domestic professional activities, Li is very active in international teaching and research. He has been invited to be a visiting professor at the National Taiwan University, Peking University, East China Normal University, Zhejiang University, and Suzhou University. He is also the honorary professor of Jiangxi University. Whether at home or abroad, his tireless teaching efforts and well-prepared lectures always received high evaluations from his students. He is widely recognized as "ardent, trustworthy and erudite Dr. Tze-chung Li" (Ho, 1997, p. 97). Recently,

Li announced his retirement in January 2000. In recognition of his longstanding commitment to the university and his distinguished career, Dominican University announced that Li would be named dean and professor emeritus.

In addition to Tze-chung Li, Ching-chih Chen and Lois Mai Chan are also among the senior library and information science faculty whose achievements and award-winning research activities were noted in earlier sections. Recently, as more Chinese Americans joined the library science faculty, they have gradually become a strong force in library and information science research. Notable research projects include Web search engine analysis (Long Island University), thesaurus management systems (Kent State University), multicultural library services (University of California, Los Angeles), distance education (University of Tennessee), and information-seeking behavior among interdisciplinary researchers (University of Kentucky) to name only a few.

Although not involved in teaching, many practicing Chinese American librarians are also active at research and have made numerous contributions to professional publications. There are two bilingual professional library science journals that are jointly edited and published by Chinese American librarians and their counterparts in Taiwan. The first title is the *Journal of Library and Information Science* published semiannually by the Department of Adult and Continuing Education, National Taiwan Normal University, and the Chinese American Librarians Association. Wilfred Wong and Mengxiong Liu are the U. S. editors. This journal provides a forum for the discussion of problems common to librarians and information scientists; to introduce new concepts, systems, and technology; to report leading events worldwide; and to promote the development of Chinese/Chinese American library and information services. It is indexed in major library science indexes, such as *Library Literature*, *Information Science Abstracts*, *PAIS*, and *Library and Information Science Abstracts*. The *Journal of Educational Media and Library Sciences* (Chang C. Lee and Sally Tseng, U.S. editors) is devoted to studies regarding the fields of library science, information science, and audiovisual and educational technology. It is indexed in *Chinese Periodicals*, *Information Science Abstracts*, *Library and Information Sciences Abstracts*, *CJJE-ERIC*, and *PAIS*. The publications of these Chinese American librarians have become an important part of library and information science literature.

PROFESSIONAL ASSOCIATION ACTIVITIES

The American Library Association (ALA) is the largest and most influential professional organization in the library and information science profession in the nation. Over the years, ALA has played a leadership role in promoting library and information services nationwide. However, there has never been an Asian American president in its over 150-year history.

In 1996, Ching-chih Chen broke the record by becoming the very first Asian American Presidential Candidate officially nominated by the ALA. The campaign in support of her election has motivated many librarians—Asian and non-Asian alike—who shared her vision for the libraries of the twenty-first century. Although ALA was not ready for an Asian American president, Chen has provided an excellent role model and inspired librarians in diverse backgrounds to strive for ultimate achievements in the profession. At ALA, she served for nine years as a three-term councilor-at-large and was involved in numerous committees such as chairing the Legislative Committee, LITA Board, and many other important committees. In addition to ALA, Chen is also very active in ASIS, ALISE, and other organizations.

Many Chinese American librarians are active in professional organizations at national or regional levels, serving in various capacities on committees of ALA and its divisions including ACRL, PLA, and state library associations. Six Chinese Americans served, or are serving, on the ALA Council. Ching-chih Chen, Hwa-Wei Lee, and Sally Tseng were past ALA councilors, and Peter Young, Patty Wong, and Betty Tsai are currently serving on the council.

Sally Tseng, the past APALA and CALA president and current CALA executive director, is a dedicated library professional and outstanding cataloging specialist, leading a serials cataloging team at the University of California, Irvine. Throughout her library career, she has demonstrated innovation and leadership. She has held offices in several library organizations, edits and writes for professional publications, and organizes and conducts workshops in the United States and abroad. During her tenure as an ALA councilor, she worked closely with colleagues in making ALA a stronger professional organization. For her outstanding achievements, she was awarded the CALA Distinguished Service Award.

It is not an easy job to be elected to the ALA council, especially for people of color. Betty Tsai was nominated as an ALA council candidate three times. It was not until the third time that she won the election. It takes courage and strength to fight for diversity in ALA. Tsai is a strong advocate for diversity in librarianship. She has been involved in the ALA Council Committee on Minority Concerns and Cultural Diversity (CCMCCD) for years and voiced to ALA the concerns and problems related to diversity issues. Through her tireless efforts, she became a recognized leader in diversity and eventually made her way to the ALA council. Tsai was a past CALA president and a recipient of the CALA Distinguished Service Award.

In recent years, a few Chinese American librarians have been appointed to some important committees and task forces at ALA. Mengxiong Liu was appointed to the Spectrum Steering Committee, which overlooks the association's three-year Spectrum Initiative to encourage and assist

ethnic minorities to pursue careers in library science. Harriet Ying was appointed to the Spectrum Jury Committee. Ling Hwey Jeng and Jium C. Kuo received appointments to ALA's Education Task Force.

CHINESE AMERICAN LIBRARIANS ASSOCIATION (CALA)

Although active at ALA and other professional organizations, Chinese American librarians felt a lack of a network to communicate with their ethnic colleagues on issues and problems of common interest. They felt that ALA did not adequately represent them, did not provide opportunities for them to participate in decision-making, and responded to their needs too slowly and tentatively (Echavarria & Wertheimer, 1997).

They needed an official professional organization to assist in fighting for fair treatment in recruitment, retention, and promotion in American libraries. On March 31, 1973, the very first Mid-West Chinese American Librarians Association was formally established in the Rosary College Graduate School of Library Science under the leadership of Tze-chung Li, the renowned library leader and library science educator. With a complimentary effort, another Chinese American librarians association headed by Irene Yeh was formed at Stanford University in California in 1974. In order to create a strong group with a single identity, the two organizations merged in 1983 under the name of the Chinese American Librarians Association (CALA) (Li, 1983). CALA is an active affiliate of the American Library Association (ALA) and a member of the Council of National Library and Information Associations (CNLIA). With over 700 members, CALA is one of the largest Chinese American professional associations in the United States.

The goal and purposes of CALA are: (1) to enhance communications among Chinese American librarians; (2) to serve as a forum for the discussion of mutual problems and professional concerns among Chinese American librarians; and (3) to promote the development of Chinese and American librarianship (Feng, 1999, p. i). To meet the goal of communication, CALA publishes a three-issue-per-year newsletter, an annual directory, and co-publishes the *Journal of Library and Information Science* with the National Taiwan Normal University. CALA also maintains a listserv (cala@csd.uwm.edu) and a Web site (<http://library.fgcu.edu/cala>) linked to ALA's home page. In addition to written communications, CALA provides members with opportunities for personal networking by sponsoring an annual program, a membership meeting, and a banquet in conjunction with the ALA annual conference. Each year, CALA sponsors a program on topics of members' interests. Renowned librarians, information professionals, library science educators, and community leaders were invited to speak at the programs. The themes of the last few years include "Global Information Internetworking: Pacific Rim Perspectives," "Building the Future: Library Youth Services in Asia and the U.S.," "CALA Reaches Across the Pacific,"

and "Leadership, Socialization and Community Relations." The annual program is usually followed by the annual membership meeting where reports are presented and official business is discussed.

To assist Chinese American library science students in pursuing their studies, CALA created two scholarships, the Sheila Lai Scholarship and the C.C. Seetoo/CALA Conference Travel Scholarship. The Sheila Lai Scholarship awards \$500 to a student of Chinese heritage who is currently enrolled in an ALA-accredited library school as a full-time student. The scholarship is designed to encourage the development of leadership in Chinese American librarianship. The C.C. Seetoo/CALA Scholarship helps a student to attend the annual ALA conference and CALA program. It is designed to provide the award recipient with mentoring and networking opportunities at the ALA conference. In addition to scholarships, CALA established an annual CALA Distinguished Service Award. Each year a librarian who has provided outstanding services to CALA and its related activities is selected. The winner list includes such distinguished leaders of Ching-chih Chen, Hwa-Wei Lee, Tze-chung Li, Lois Mai Chan, and many more. The names of the scholarship and award winner are announced at CALA's annual banquet.

CALA has been operated on a healthy budget that continues to grow due to the efforts of the executive officers, especially the dedicated executive officers, Eveline Yang, Sheila Lai, Amy Seetoo, and Sally Tseng. The Lai and Seetoo families both established a scholarship with generous contributions and worked diligently on overall CALA business. Sally Tseng is now serving the second-term as CALA executive director with expertise and devotion.

CALA has six chapters throughout the United States: California Chapter, Florida Chapter, Greater Mid-Atlantic Chapter, Midwest Chapter, Northeast Chapter, and Southwest Chapter. Members also live in Canada, China, Japan, Malaysia, Singapore, and Taiwan. Chapters hold their own meetings and programs at the local level, which give members an opportunity to network locally when national participation is not possible. To aid Chinese American communities in searching for local information, some chapters published local resources directories, such as the *Directory of Chinese-American Resources in the Greater Metropolitan New York Area* by the Northeast Chapter, the *Midwest Area Chinese American Resources Guide* by the Midwest Chapter, and *A Visitor's Guide to Major Chinese Resources and Attractions in the San Francisco Bay Area* by the California Chapter. Another valuable publication was *China and Chinese Culture: A Selected Bibliography to Promote a Better Understanding Preschool to Grade 12* by the Greater Mid-Atlantic Chapter.

As an affiliate of ALA, CALA takes an active role in ALA activities in general and with a special interest in its diversity programs. CALA has representatives in the ALA council, the diversity council, and the spectrum steering committee. CALA sent representatives to the recruitment

team of the ALA diversity officer and OLOS director. In promoting diversity, CALA also works closely with other ethnic librarians organizations, the American Indian Library Association (AILA), the Asian/Pacific American Librarians Association (APALA), the Black Caucus of the American Library Association (BCALA), and the National Association to Promote Library Services to the Spanish Speaking (REFORMA). In 1997, CALA produced an important document in response to ALA's GOAL 2000, which addresses Chinese American issues and concerns and recommends policy development and strategies. This position paper entitled "CALA and ALA: Partners for GOAL 2000" was published with papers from four other ethnic librarians associations in a special ALA booklet *Equal Voices, Many Choices: Ethnic Library Organizations Respond to ALA's GOAL 2000*.

While actively involved in the domestic library professional arena, CALA extends its relationship with international library organizations. CALA established sister relations with the Library Association of Central Governments Units and Scientific Research Networks of Beijing and with the Library Association of China in Taipei. CALA also exchanges publications with the East Asian Library Resources Group of Australia and many others. In recent years, two of its significant roles in the global arena were its co-sponsorship of the First China-U.S. Conference on Global Information Access: Challenges and Opportunities and its forum at the 1996 IFLA Annual Conference in Beijing. CALA members are frequently invited to lecture or present papers in East Asian countries. CALA also maintains the *Books to China* project, an ongoing effort that delivers gift books to libraries in China and Taiwan to help build their collections.

INTERNATIONAL LIBRARIANSHIP

While CALA as an organization is actively sponsoring international activities, many Chinese American library professionals are making individual contributions to international librarianship. Among those involved in international librarianship, Ching-chih Chen, Hwa-Wei Lee, Tze-chung Li, and Sally Tseng are the most notable figures who have made extensive contributions to librarianship in many Asian countries and developing nations.

In addition to her numerous accomplishments in information technology, library science education, and professional associations, Ching-chih Chen is also an international consultant to over twenty-five countries. Because of her genuine commitment to developing countries, since 1987, she has organized, mostly with her own resources, a series of eleven international conferences called NIT (New Information Technology) in Bangkok, Singapore, Guadalajara (Mexico), Budapest (Hungary), Hong Kong, Puerto Rico, Alexandria (Virginia), Riga (Latvia), Pretoria (South Africa), Hanoi (Vietnam), and Taipei (Taiwan). NIT has been so success-

ful in bringing together library and information professionals from both developing and developed countries that it has built a powerful network of over thirty countries.

Hwa-Wei Lee and Tze-chung Li are two more models of international contribution whose activities and accomplishments were described in the previous sections. Both Chen and Lee received ALA's Humphry/OCLC/Forest Press Award on International Achievement. Sally Tseng has developed close relationships with libraries and library associations in China, Taiwan, and other countries.

As professional organizations, both APALA and CALA have been assuming leadership roles in promoting international librarianship. Many Chinese American librarians were inspired by the themes of the 1985 APALA/CALA Joint Conference on "Areas of Cooperation in Library Development in Asian and Pacific Regions" and the 1996 CALA Annual Conference "Global Information Internetworking: Pacific Rim Perspectives." With the support of ALA's International Relations Committee, APALA, and CALA, Chinese American librarians are working diligently on establishing an unprecedented global information network.

GOVERNMENT PARTICIPATION IN NATIONAL LIBRARY POLICIES AND DEVELOPMENT

Federal government representation in the library profession is very important. There were two Chinese American librarians who have been active in the U.S. political arena, Julie Li Wu and Peter R. Young. Julie Wu was appointed by the president to serve on the U.S. National Commission on Libraries and Information Science (NCLIS), an independent executive branch federal agency to advise the President and Congress regarding library and information services and policies. Wu was the first Chinese American woman appointed to the NCLIS commission. In addition to NCLIS, she also served as the president and a member of the Board of Trustees of the Los Angeles Community Colleges for a number of years. Being a librarian and educator of a cultural minority group, Wu made every effort in urging the commission to heed the library and information needs of ethnic minorities. As a result, a committee on cultural minorities, handicapped, and other special constituencies was finally appointed. As a national library program planner, Wu had a positive vision for the roles that Chinese American librarians could play in assisting to achieve the goals of the national program. The most remarkable achievement of the commission during Wu's tenure was the outcome of the White House Conference on Libraries and Information Services. She strongly encouraged Chinese American librarians to make themselves visible and heard by actively participating and expressing their views at the White House Conference (Wu, 1979). Julie Wu has received numerous honors and awards, including the Distinguished Service Award

from Monterey Park City Council in California, and from the Asian/Pacific American Librarians Association, and the Chinese American Librarians Association.

Peter R. Young served as the executive director of NCLIS from 1990 to 1997 and now is the chief of the Cataloging Distribution Service at the Library of Congress. During his seven-year tenure as NCLIS executive director, Young directed and administered numerous commission programs and drafted legislation, policy recommendations, and congressional testimony. In addition to supporting numerous NCLIS initiatives, he directed the commission's program for U.S. library statistics in cooperation with the Department of Education's National Center for Education Statistics (NCES), and helped coordinate and support the Federal-State Cooperative System (FSCS) by which annual public library statistics are collected and published. He also managed the commission's program by which the Department of State provides NCLIS funding in accordance with the International Conventions and Scientific Organizations Contributions (ICSOC) to support U.S. involvement in international information, libraries, and archives activities.

One of his significant accomplishments at NCLIS was his successful administration, planning, and implementation of the 1991 White House Conference on Libraries and Information Services. This conference started with sixty-one state and regional pre-conferences and concluded in a five-day national conference in Washington, DC. At the White House Conference, delegates adopted ninety-six recommendations to improve library and information services for the American people. His other accomplishments include NCLIS activities related to the National Research and Education network (NREN), directing three national surveys of public library Internet connectivity, and holding regional hearings on the reauthorization of the Library Services and Construction Act (LSCA) by which the federal sector provides over \$150 million in support of U.S. libraries. In addition, he led the NCLIS effort to provide Federal Communications Commission (FCC) discounts for Internet connections in public schools and libraries. He also worked closely with library representatives, Congressional sources, and administration officials in assuring passage and enactment of legislation resulting in the Library Services and Technology Act (LSTA), and amalgamation of federal library funding programs within the Institute of Museum and Library Services (IMLS). In addition to NCLIS, Young is also actively involved with ALA. He is currently an elected member of the ALA council and served on LAMA, LITA, PLA, and ALCTS committees. He also served on the Section on Statistics of the International Federation of Library Associations and Institutions, was the U.S. representative to the International Standards Organization (ISO) library statistics and performance indicators working groups, and was president of the Chinese American Librarians

Association. In 1996, Young was recognized on the ALA Washington Office 50th Anniversary Honor Roll.

NATIONAL POLICY DEVELOPMENT

Although the U.S. government has been making national policies regarding library construction and development and information technologies with the consultation of library and information professionals, there was never a librarian at the top level of the President's Information Technology Advisory Committee (PITAC) until Ching-chih Chen was appointed in 1997. PITAC reviews the current over \$1.2 billion IT budget of the ten largest federal agencies and has been responsible for the administration's latest IT*2 initiative which provides \$366 million for new IT research and development. This is a committee composed of a very select group of world-class high-tech leaders in academics, computing, and industry. Created by a specific executive order, the committee is charged to provide guidance and advice to the President on all areas of high performance computing, communications, and information technologies of the nation. Involved in the national policy making process, Chen is able to present a librarian's viewpoint and influence the IT and R&D budgets of major federal agencies, such as the Library of Congress, the National Library of Medicine, NCLIS, IMLS, and so on. The committee's recommendations will set the IT policies and directions in the country and will have long-lasting effects nationally and internationally. When PITAC submitted its first-term report entitled *Information Technology Research: Investing in Our Future*, a new IT*2 Initiative with \$366 million of new money was introduced by the Clinton-Gore administration immediately. For this and her other leadership, *Avenue Asian* selected Ching-chih Chen as one of the 500 most influential Asian Americans in 1997 and 1998.

CONCLUSION

Like their ancestors, Chinese American librarians have overcome many difficulties and eventually been recognized as an indispensable part of the workforce in the library and information science profession. Diversity has become a reality.

However, it is still difficult to document accurate numbers and data about Chinese Americans in librarianship due to the lack of statistics. When responding to ALA's GOAL 2000 in 1997, CALA recommended that ALA encourage participation in Census 2000. CALA offered to work with ALA to help Chinese Americans, especially recent immigrants, understand the significance of Census 2000 and the importance of participation. CALA also promised to work with local Chinese American communities to increase the return of census questionnaires. Our goal is to ensure that Census 2000 will provide an accurate count of the U.S. population with detailed characteristics for race and ethnic origins so that diversity can be further valued.

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Latinos and Librarianship

SALVADOR GÜEREÑA AND EDWARD ERAZO

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) 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 Sciara'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 Sciara 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 115th 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 21st 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).

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 trilateral 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.imls.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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History and Status of Native Americans in Librarianship

LOTSEE PATTERSON

ABSTRACT

THIS ARTICLE WILL PROVIDE AN OVERVIEW of the development of tribal libraries, the events which have affected them, and their status today. Issues of recruiting and retaining Native American/Alaska Natives within the profession are discussed with suggestions for successful strategies.

INTRODUCTION

The relationship between Native Americans and librarianship is fundamentally different from that of other ethnic groups. Native Americans are unique in that their tribal governments have a formal relationship with the U. S. government set forth in the Constitution, in treaties, statutes, and court decisions. No other minority or ethnic group in this country has this mutual interdependence with the nation's government. Interaction between federally recognized tribes and the federal government is that of a government-to-government relationship and, by treaty, the United States agreed to provide certain benefits to tribal groups, including health, education, and general welfare (Patterson, 1995). While this status would seem to prove an advantage for those endeavoring to provide library services on Indian reservations or for Native Americans who want to pursue an education in librarianship, that has not been the case.

The passage of the Indian Self-Determination and Education Assistance Act in the mid 1970s enabled tribes to contract with the Bureau of Indian Affairs to manage their own affairs and has some positive effect on library development on reservations. In 1994, Congress passed the Tribal

Self-Governance Act which enabled tribes to negotiate annual funding agreements that allow them to have greater involvement in program management and operation (Patterson, 1997). Tribes can now plan and set priorities for themselves and, in many instances, having a library is high on their list. Libraries, however, must compete for scarce funds with roads, utilities, and other basic services on reservations. Where libraries do exist, most are staffed by non-degreed personnel who often have little or no training in operating a library. Even in instances where there are professional librarians available, tribes generally cannot afford to pay adequate salaries to attract qualified personnel; thus large segments of native people on reservations are without adequate library services.

Approximately one-half of the estimated 2 million Native American/Alaska Native populations live on reservations. According to 1990 census figures, almost one-half of these are living on the ten largest reservations and trust lands located in the Western part of the country (U.S. Bureau of the Census, 1992). In the past, many of the people living on reservations were without libraries and almost none of them envisioned librarianship as a career. In the latter part of this century, this has begun to change. This article will discuss how these two aspects, Native Americans in librarianship and tribal libraries, have developed in recent years.

NATIVE AMERICAN LIBRARIANS

The history of Native Americans in librarianship is really a history of tribal libraries. The two are inescapably interwoven. A search of the literature finds that scant attention has been paid to Native Americans in librarianship and not much more devoted to tribal libraries. Perhaps this is not a reflection of a lack of interest but rather that information on both of these subjects is not easily obtained. Tribal librarians are often not in the mainstream of the profession, and tribal libraries are just as often stand alone operations with no ties to state library agencies or other library systems. Therefore, much of what is known about these libraries comes from the few articles published in library journals, reports, and other narrative and anecdotal accounts.

The total number of Native Americans who hold master's degrees from American Library Association-accredited schools is not verifiable and neither is there an accurate count of existing tribal libraries. Some documentary sources related to the numbers of American Indians/Alaska Natives (AI/AN) librarians are available but provide limited information. Statistical data on ethnic categories for persons awarded degrees by ALA-accredited programs in the U.S. and Canada are collected annually by the Association for Library and Information Science Education (ALISE). The report for academic years 1995-96 shows nineteen American Indian/Alaska Native graduates at the master's level; 1996-97 lists twenty-six master's and two doctorates. At the master's level, the 1996-97 figures represent only

one-half percent of all graduates for that year (American Library Association, 1998). This is considerably better, however, than the year 1994-95 which identifies only seven, almost the same number (six) recorded ten years earlier in 1984-85. The year 1992-93 discloses twenty-two and years 1993-94 twenty-five, numbers which are approximately one-half percent of all graduates for those years (McCook & Lippincott, 1997).

Interestingly, the 1996-97 number of American Indian/Alaska master's graduates in Library and Information Studies (.5%) is the same percentage of American Indians reported enrolled in U.S. graduate programs in 1996 according to figures released in *The Chronicle of Higher Education Almanac* (1998, p. 24). This source also showed that 1,692 master's degrees were conferred on American Indians in 1996; those receiving degrees from library and information studies programs represented less than 2 percent of those (*The Chronicle of Higher Education*, 1999a). The number of full-time American Indian faculty listed for fall 1995 were 2,156 (*The Chronicle of Higher Education*, 1999b). At this time, there were three full-time American Indian faculty in all schools of library and information studies, a number which represents less than .5 percent.

It should be stated that the identification of those who are American Indian/Alaska Native is somewhat problematic and without a uniform and accepted definition of who falls within the category. Therefore, the validity of some statistical reporting can be questioned. In some institutions, such as the University of Oklahoma, students and faculty who claim status as AI/AN and are to be recipients of scholarships or minority hires designated for that purpose must provide documentation that they are enrolled in a federally recognized tribe. In other institutions and organizations, self-identification as AI/AN is accepted. The U.S. Census Bureau's Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity, which will be used in the 2000 decennial census, defines American Indian or Alaska Native as: "A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment" (U.S. Census Bureau, 1999, p. 16). It remains to be seen if this ambiguous definition will be accepted by other non governmental institutions. Tribes will retain their right to determine (often by blood quantum) who is a tribal member. The same Census Bureau document, detailing the principles which governed the review process, listed the following: "1. The racial and ethnic categories set forth in the standards should not be interpreted as being primarily biological or genetic in reference. Race and ethnicity may be thought of in terms of social and cultural characteristics as well as ancestry" (U.S. Census Bureau, 1999, p. 3).

In their analysis of the ALISE statistical reports, McCook and Lippincott (1997) advised that common themes emerged among those library schools reporting modest success in graduating minority students.

These included having faculty from ethnic or minority groups, mentoring by minority faculty or professionals, and financial support (fellowships and scholarships). It may be, in fact, that fluctuation in the number of graduating Native American students can be directly attributable to funding priorities set in Title II B fellowships. It can also be said that mentoring of Indian students by American Indian faculty is grossly insufficient since the analysis showed only three full-time American Indian faculty from a total of 539 in ALA-accredited schools and two of those are in the same school (Oklahoma).

Data collected in 1998 by the American Library Association's Office for Research and Statistics showed .57 percent of the librarians in academic and .25 percent in public libraries were identified as American Indian/Alaska Native (American Library Association, 1999). The sampling of 1,267 academic and public libraries, however, excluded public libraries serving populations of less than 25,000 which would eliminate most tribal libraries.

The genesis of recruitment of American Indians into the profession of librarianship lies with the activism of the 1960s. In the late 1960s, priorities in federal programs included reaching out to the "disadvantaged" to bring them into the profession. Within the Indian community, the Bureau of Indian Affairs, which at that time had almost total influence over tribal affairs and Indian education, began bowing to Congressional pressure to look at Indian preference in hiring practices. Over the next few years, these two circumstances created opportunities for Native Americans to enter the field of librarianship. The numbers of native people in library school have always been the smallest of all minority groups. The same is true of library school faculty. Gollop (1999), in commenting on the lack of representation of blacks holding faculty positions, stated:

Even more remarkable is the fact that the segment of the population least represented within LIS education in the nation happens to be American Indians. This is somewhat ironic given the fact that they are descendants of the original peoples of this land. Presently, fewer than five American Indians hold full-time faculty positions at schools of library and information science. (p. 388)

Josey (1993) stated that none of the four major ethnic minority groups had increased as a percentage of the entire population in library and information science education programs since the passage of the Civil Right Act of 1964. If, as some authors suggest: "Librarians of color are crucial to the provision of services in communities where knowledge of the language, the values, and the cultural heritage of the growing racial and ethnic minority communities is imperative" (Knowles & Jolivet, 1991, p. 189), then recruitment of underrepresented racial and ethnic librarians must be intensified.

A number of librarians as well as library educators have suggested that library education needs to respond to this issue by offering curricula that are relevant to today's clientele in libraries and information centers. Doing so is viewed as an important avenue for recruitment of minority students, but it is also fundamental in the education of non-minority students. A study conducted by East and Lam (1995) concluded that multiculturalism needed to be part of the library science curriculum to prepare librarians for work in an increasingly diverse society and library environment. Freiband (1992) identifies multilingual and multicultural issues relevant to library and information science curricula and provides strategies regarding pedagogical methods and course content to serve as a guide for doing so. In an extensive examination of library schools' advances toward effecting a multicultural library and information science education, Chu (1994) concludes: "It is evident that much remains to be done to fully implement library and information science education in a culturally diverse society" (p. 149).

If the numbers of American Indians and Alaskan Native students and faculty are to be increased, then the issue of recruitment becomes paramount. In the author's experience, the recruiting of native people to library school is most successful when it is done on a one to one basis. No amount of press releases, announcements, career fairs, recruiting trips, and other techniques often used to attract minority students, works with any degree of success with this segment of the population. Native Americans, especially those from a reservation environment, respond best to personal contact. Even then, it may take two to three years of encouragement before the potential student is ready to leave his/her job, families, or environment to come to library school. Smith (1983) cited a number of reasons library schools had limited success in attracting Native Americans. Among the ones given were the lack of role models in Indian communities, a lack of employment opportunities in their own communities and reservations for those with a library science degree, and a lack of other Indians in the programs.

The increase in the number of libraries on reservations has heightened awareness of the need to have native librarians in those communities. Hills (1997) advocates using staff development funds to provide credentials for untrained Native staff. He explained the importance of this effort by saying:

It is easy to overlook the fact, for example, that newly acquired Native staff in a library serving a Native community or a multicultural community with a Native population bring the invaluable gifts of cultural affinity and perhaps a Native language fluency, something worth a great deal to the library's service capability. (p. 256)

Tribal officials who seek to hire an M.L.S. Native American librarian often discover they cannot afford to pay adequate salaries and the result is that

Native librarians often do not return to the reservation to work. Hills (1997) expresses it this way:

I suspect that, unless economic conditions improve markedly in the respective Native communities, a high percentage of Native Librarians will be those who no longer have very close ties with home, who live in the cities or only visit home infrequently, and who feel comfortable moving around and working in new settings. In some very traditional and conservative tribes, a full-blood may be under strong pressure to stay home, or to come home and take a traditional leadership position. When away from home, the tendency is often to apply for those jobs within federal or state government, or the many non-profit corporations and foundations, that deal with native services and resources. (p. 257)

This represents something of a Catch-22 for library schools trying to recruit Native Americans from traditional communities. While on the one hand library educators would like to have Native people from reservation communities obtain degrees and return to serve their own people in libraries where the need is so great, when a native person obtains her/his M.L.S., they will often be attracted away from the reservation community.

Recruiting a native person from a traditional community regardless of the outcome after obtaining a graduate degree requires certain knowledge on the part of library educators. In the authors' personal experience, it takes extraordinary steps to assure success. First, one must recognize that most ALA-accredited schools are in large universities with all the accompanying bureaucracy and what seems like endless barriers to someone who is not accustomed to it. This is very discouraging to students from remote or isolated areas of the country and some cannot, or will not, cope with it successfully. Christine T. Lowery (1997), a Hopi-Laguna professor now teaching at the University of Wisconsin-Milwaukee, used the term "cultural loneliness" to express the pain she felt on separation from the reservation. Later, as a faculty member, Lowery found that it was not easy to reconcile her native philosophy with that of an academic institution. "Take for example, the academic merit review. At best, this is a hostile act. The rules are ambiguous and unwritten, but one is evaluated and measured and publicly ranked nonetheless" (Lowery, 1997, p. 7). The failure of recruiters to recognize the power of cultural ties is to predict negative results.

In order for many Native American/Alaska Native students to survive in a large university environment, it is crucial that a strong support system be in place. The normal institutional offices, such as those found in student services, are not enough. It often falls on one individual who is willing to commit much personal time and energy to assuring that the student's needs are taken care of; this may include locating appropriate housing, child care, orientation to the campus, and interceding when problems arise. This takes a toll on a faculty member and is more than what is usually

thought of as mentoring. This role is often carried by a minority faculty member thereby increasing that person's work load and, more often than not, taking time that should be spent on research and writing. If academic institutions are truly committed to recruitment of minority students, then adjustments in faculty expectations should be made. Kriza Jennings (1994), diversity consultant in the Office of Management Services in the Association of Research Libraries, stated it best when she addressed the recruitment issue. She said that schools should individualize recruitment by learning each person's needs and that people, not programs, recruit students.

It will take a concentrated effort on the part of library school faculty to actively recruit American Indian/Alaska Natives if the number of librarians from this ethnic group is to increase. Retention in the program is an additional issue. Arranging mentors, recruiting from the ranks of the paraprofessional workers in libraries, providing financial aid, having an extensive support system in place, and having Native American role models as practitioners and library school faculty are all important elements in attracting and retaining students of this ethnicity.

NATIVE AMERICAN LIBRARIES

Accurate data on the number of tribal libraries is equally difficult to obtain. Since no agency—state or federal—consistently gathers statistics or other reporting data on tribal libraries, there is no permanent reliable source of information that can be consulted for information about them (Patterson, 1998). In a survey of 300 tribes in the lower forty-eight states, Patterson and Taylor (1994) found that approximately one-half reported having a library. Personal experience with many tribes has led the author to observe that, of those reporting, a substantial number of these libraries have extremely small collections, sporadic staffing, and virtually no services. An earlier study of library services to Native Americans (Heyser & Smith, 1980) found less than fifty tribes reported having a library, evidence that, while the number of tribes with libraries is still relatively small, they have increased nearly threefold in the past two decades.

Native people in Alaska have a very different arrangement in terms of library services and their relationship with the state agency. The more than 200 Alaskan native villages are served almost exclusively by their state library agency (Patterson, 1998).

Tribal libraries are relatively recent in their origin. No authoritative history of them has ever been written, but it is known that, as early as 1958, the Colorado River Tribal Council in Arizona established their library (Patterson, 1998). Another began in the Southwest when, in the 1960s, Vista volunteers placed small collections of donated books in tribal buildings where they could be accessed by tribal members. The Mohawks in New York State and the Shoshone-Bannock on the Fort Hall Idaho reservation also initiated efforts to establish libraries in the late 1960s.

There was not much development in creating libraries for these groups until the advent of federal programs which gave high priority to minorities. In the late 1960s and early 1970s, the U.S. Department of Education began issuing competitive grants under the Higher Education Act Title II B which provided not only for fellowships targeted toward minorities but also for research and demonstration projects. Many of the Native American librarians practicing today and most of the library educators were recipients of Title II B fellowships. In addition, a number of tribal libraries currently operating were established under the auspices of a research or demonstration project. The importance of this piece of federal legislation in the development of tribal libraries cannot be overemphasized. Not only did the funded projects have an influence on the establishment and improvement of tribal libraries, they may have planted the seeds which later became the impetus for some Native Americans who lived on reservations to go to library school and pursue librarianship as a career.

During the 1970s, the director of the Department of the Interior's library, Mary Huffer, became concerned about the lack of library services on reservations, especially in Bureau of Indian Affairs schools which, at the time, provided a majority of the educational institutions on reservations. She asked a small group of individuals to assist her in drafting a plan of action for her agency to improve library services. Her stated purpose was to improve library media programs to:

meet the diverse needs of American Indian and other Native Peoples for information necessary to successful living in a multi-cultural society . . . , to provide the basis for informed decision making and self-determination in Indian communities; and to ensure that American Indian and other Native People served by the Bureau of Indian Affairs attain access at least equal to that which is recognized as basic for other American citizens to library/media/information services and resources. (U.S. Department of the Interior. Bureau of Indian Affairs. Office of Library and Information Services, 1977)

This document served as a planning tool for the 1978 Indian White House Pre-Conference and a revised version served the same purpose for the second Indian Pre-Conference (U.S. National Commission on Libraries and Information Science, 1991).

The 1980s saw a surge in the development of tribal libraries as a result of new federal legislation. This legislation, a rewritten Title IV of the Library Services and Construction Act (LSCA) and targeted for tribal libraries, was a direct outcome of the 1979 White House Conference on Libraries and Information Services and more indirectly of the Native American Pre-Conference (National Commission on Libraries and Information Science, 1978). The Pre-Conference, held in Denver in 1978, produced an omnibus bill for library services for American Indians which was accepted in its totality and passed by the delegates to the White House Conference.

Following the White House Conference, the National Commission formed a Task Force to study and make recommendations on library services to cultural minorities (U.S. National Commission on Libraries and Information Science, 1981). Included in the testimony were issues related to library services on reservations. Soon after, then U.S. Congressman Paul Simon took the initiative and, after holding Congressional hearings, drafted legislation which eventually was passed by Congress as the revised Title IV of LSCA. Although revised periodically, this piece of legislation has withstood funding cuts and other challenges to remain the single most important event in the development of libraries on reservations.

During the 1980s and the early part of the 1990s, the National Commission continued to monitor library services to this segment of the population and conducted a series of site visits followed by a number of regional hearings to assess local issues and concerns related to library services on reservations. Reporting on the hearings, Pelzman (1992) observed: "Not everything was bleak. Obviously the level of support for libraries varies with the size of the tribe, the extent of its resources, its own leadership, and the level of responsiveness at the state level" (p. 30). Pelzman continued by saying that most of the testimony scrolled through a repetition of unkept promises, makeshift efforts, and a diminution of small funding: "[O]ne of the requests most often heard was for again funding the former TRAILS (Training and Assistance for Indian Library Services) program" (p. 31). This well received fifteen month program conducted by the author from the University of Oklahoma was cut short by a newly appointed U.S. Department of Education officer who, in a personal conversation, stated she was not going to fund the TRAILS program again (it had only been operational five months when she took office) because she had three years to make a name for herself and it was not going to be with Indians. She added that Indians did not need libraries anyway because they could not read (unnamed, personal communication, January 1986). So much for success from a political appointee's perspective.

Another outcome from the 1978 pre-conference was the founding of the American Indian Library Association which today includes more than 300 members and publishes a quarterly newsletter aimed at keeping tribal librarians and others working with Indian materials informed on current events and new recommended publications.

In preparation for the 1991 White House Conference on Library and Information Services, Native Americans again held a pre-conference where recommendations from the delegates were made and carried to the White House Conference. Although some of them were adopted by the delegates to the White House Conference, no substantive action has yet been taken on them (U.S. National Commission on Libraries and Information Science. White House Conference on Library and Information Services, 1991).

Currently, interest in this topic by the National Commission has waned, and no further efforts are being made to maintain a high level of participation in this area. The results of the last major effort of the Commission can be found in their publication, *Pathways to Excellence: A Report on Improving Library and Information Services for Native American Peoples* (1992a). A summary report (which is part of the full report) is published separately (U.S. National Commission on Libraries and Information Services, 1992b). These reports provide ten major challenges involving federal, state, and local governments and agencies, the tribes themselves, and the nation at large. Among these are strengthening technical assistance to Native American communities, improving access and strengthening cooperative activities.

As we turn toward the twenty-first century, we can agree that some progress has been made in library services to Native American reservations but the anticipated increase in the number of librarians of Native American/Alaskan descent has not occurred.

Looking forward, it would appear that the arrival of technological advances holds promise for reducing the existing inequality of access to information for reservation citizens but, as one tribal librarian remarked to the author recently, "how can I worry about technology when I don't know if the heat is going to be working when I come in, or what I'm going to do with the toilet that overflows" (unnamed, personal communication, October 1999). A number of tribal librarians, including the one just cited, are making extensive use of the Internet and other online databases to enhance their collections and services and have found it has brought new users into the library. As tribal libraries increasingly make access to electronic communications available, it is changing both the clientele and the nature of the services they provide. The importance of this service is illustrated by Anderson (1999) who reported in a Benton Foundation publication: "Native Americans on reservations have historically lacked the high level of telecommunications services enjoyed by many Americans Native Americans, Eskimos, and Aleuts, some who live in the most geographically remote regions in the nation, have the lowest rate of household telephone penetration of any American racial or ethnic group Twelve percent of rural Native American households, for example, don't even have electricity."

A comprehensive study conducted by the National Telecommunications Information Administration (NTIA) reported that, in rural areas, only 9 percent of Native Americans have Internet access at home (<http://www.ntia.doc.gov/ntiahome/digitaldivide/>). The study also reported that Native Americans are more likely to access the Internet at schools and libraries than any other ethnic or racial group. The lack of telecommunication services in native people's homes can present a formidable barrier to elimination of the technology gap. The library may offer

the only interface in this gap. The unanswered question is, however, will this increase in patrons and visibility bring any accompanying increase in budget and staff?

A most significant development in tribal libraries in the 1990s has been the expansion of tribal colleges. Located mostly in the western part of the country, these institutions now receive direct funding from the U.S. Congress and due, in part, to concerns about accreditation, their libraries also function as public libraries for the reservations where they are located. They tend to have better educated library personnel with a small number having M.L.S. degrees from ALA-accredited library schools and others working to obtain them. Indian author and activist Vine Deloria, Jr. (1993) has said: "Tribal colleges may be the most important movement we have in Indian country today. In certain fundamental ways, they are the only transitional institutions standing between the reservation population and the larger society that can bring services and information to Indian people" (p. 31). On the twenty-seven reservations where these colleges are located, libraries are a paradigm for educational and cultural survival for both the college and tribal communities (Patterson & Taylor, 1996).

CONCLUSION

In terms of libraries and library services for America's native people, this brief overview has attempted to examine the past. The recruitment of native people into librarianship and the continuing development of libraries on reservations are enduring challenges. It will require leadership among those in the profession—both native and non-native. Participation in this effort presents an opportunity to make the next century better for library services to native people.

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This Trend Called Diversity

SANDRA RÍOS BALDERRAMA

ABSTRACT

THE WORK OF DIVERSITY IN LIBRARIES BEGINS at the crossroad where superiority, inaction, and denial become intolerable. Yet in working toward true diversity, we work without the familiar construct of a mainstream. We respond to, or ignore, repetitive critique of being too exclusive or not inclusive enough. We decide whether it is appropriate to quantify the existence of a people or to trust what we know intuitively. These paradoxes present us with questions that serve as teachable moments or paralyzing hurdles. Once at the crossroads, however, there are systematic strategies and operating principles for bringing significance, meaning, and action to this trend called diversity.

INTRODUCTION

"Diversity" is a trend that is ever contemporary, historical, and futuristic. It touched our foremothers and forefathers, it touches the seventh generation that follows us, and it touches us now—at this moment. Within the history of the designated borders that is presently called the United States, within the bookshelves, the oral traditions, and the Web sites and links located in the brick and mortar and/or click and point libraries that we work in, we find the stories of "difference." Our ancestors came by choice to this land, others were forced out of one land and onto another, and yet others who lived here on this land bore witness to someone else's "discovery" of their life. Perhaps the forefathers and foremothers, per-

haps James Byrd, Matthew Shephard, and Won-Joon Yoon watched their own lives “discovered” at the crossroads of dehumanization and survival while experiencing great trauma in the midst of strangers. The deaths and the lives of contemporaries and ancestors connect us. Suddenly the borders dissolve between Texas, Indiana, and Wyoming; between history and the new millennium; between what is “real” and what is online; what is national legislation; and what is “on the streets”; and what occurs inside the library building and outside of it. Here are the borderless crossroads where the connection to self-reflective questions about how one wants to live, how one wants to work, and how one will develop strength enough to take a stand on behalf of these personal and professional choices ruminate.

“Diversity” is named and defined in places of great power. It is articulated by one’s own “home talk” at the kitchen table with trusted friends, cousins, and elders. It is articulated by business terminology at executive retreats by designated leaders. “Diversity” is fiery and tame depending on one’s perspective, the context, the issue at hand, and one’s own energy flow for the day. Sometimes the definitions and visualizations are sharp and explicit: racism, white privilege, homophobia, heterosexual privilege, inequity of access, institutional racism, organizational barriers, apologies and reparation, “illegal” aliens, non-English speaking, non-white, non-user, old boys’ network, and old girls’ network. Sometimes the definitions and visualizations are easier on the senses and perhaps more elusive: celebration of difference, internationalism, intellectual diversity, global village, multiculturalism, organizational cultures, pluralism, diversity of work style, and diversity of learning styles. At times the term is simply empty and unfulfilling and has not earned its credibility. Peterson (1999) points to the “trivialization of discrimination, in curricula that present difference as a non-political, ahistorical concept, does not serve to educate for work in a multicultural environment” (p. 23). Welburn (1999), in his comprehensive essay on the debate surrounding the multicultural curriculum and the impact on academic libraries, cites Stanley Fish’s notion of boutique multiculturalism “characterized by its superficial or cosmetic relationship to the objects of its affection” (p. 158). Colleagues and librarians point to “window dressing,” “diversity officer as token,” and a professional value that “is too broad to have significance.” Which of any of these terms is “principally” correct? Where do the meanings land in the traditional hierarchies and trends of acceptable communication and acceptable interpretation? “We may understand, we do not misexperience” (DeLoria, 1991, from a promotional poster).

At times we speak “too strongly”—excitedly, forcefully, passionately, angrily—on diversity as it is experienced, and colleagues feel attacked, shut out, and equally angry as they hear and receive what they are supposed to understand. At times we speak “too softly—thoughtfully,

inclusively, matter-of-fact—on diversity as we rationalize it, and colleagues feel weary of the “talk” with no faith in action or credibility as they hear and receive the message that they are supposed to understand.

Even so, every so often we take a full breath from the integrity of our professional collective soul and we move from process to action with outcomes in sight. We have spent enough time on caution. This time we will take what we have learned and be effective. We take an aspect of diversity—where there is shared significance—one piece, and we create a goal, an initiative, and a plan. We communicate the intent and quickly it is cited as too narrow, too exclusive, too limited, too short, too sullen, too ambiguous, not created by the right people, not implemented by the right people and, thus, energy toward the desired outcome becomes diffused. It must come from the “top.” It must come from the “grassroots.” It must move from being an arm to being institutionalized. It must remain autonomous and non-mainstreamed.

At what point does developmental feedback and constructive criticism turn into an elevated art form—one that generates the exclusion of people’s presence and contribution? (O’Neill, 1998, p. 144). Accountability moves from shared to nebulous. Support wanes. Fragmentation occurs. Focus is clouded. Intent is distrusted. Credibility is dissipated. Maybe next time it would be simpler to avoid the topic, the session, the workshop, the initiative, the project, the effort, and the risk. Maybe next time we simply do the work at our own local level—among the generative people we “know” who see, hear, and work as we do. We return to where there is comfort, perhaps less risk, and, from our point of view, more directed action and less “mess.” Why not be selective with one’s time and energy? Why place one’s self in the midst of the tension of balancing public discourse with the private urge to “get it done.” Perhaps silence along with separatist action is a better strategy with consequences that are worth taking, including the betterment of one’s own health.

These are reasonable human questions when again, at the crossroads of deciding how we will work, we remember that last week’s multicultural food festival seemed a lot more fun and, quite frankly, much easier than “this.”

PROFESSIONAL PRIDE

Nevertheless, within our profession, our associations, and in many of our libraries, we claim “diversity” as a value and an operating principle. We responsibly and professionally quantify it with demographics, community-based surveys, customer surveys, user statistics, and percentages of potential access as we apply our technical skill to gather proof and rationale for its existence. The numbers, studies, and data—depending on how we interpret them nationally, regionally, and locally—will indicate and demonstrate the existence of diverse users and the “need” for, and/

or potential of, a diverse workforce, diverse collections, and diverse services. We are acutely aware of the connections between proof of "need" and its relationship to the mission statement, to customer service, and to resource allocation even though Hernon and Altman (1998) caution us to be aware that a mission statement comes alive with more than good intentions (numbers can be misleading) and that customers/patrons are the critical decision-makers. We sincerely attempt with our professional skills to collectively gather "around" diversity, to corral it with formations of diversity committees, diversity officer positions, and staff development committees. We charge ourselves with constructing meaningful diversity statements, designating budgets and monies, soliciting input and opinion, studying information-seeking behavior, and targeting services, collections, recruitment, and training. Finally, we apply interpersonal and cross-cultural communication skills. Whether in diversity study circles or dialogue groups described by Simmons-Welburn (1999) as one effective strategy of facing "into" our organizations or when one least expects it—e.g., in the break room or across the reference desk—diversity becomes qualitatively enlivened by the personal and the community narrative. The narrative, on some days, rises up from deep within our own personal mineshafts" (Aponte, 1999) of stored history, well-placed emotion—and unfinished business—and it emerges painfully disparate—"mine from yours"—with no possible bridge of respect, let alone understanding, or empathy. Everything clouds. On another day, the narrative deeply interconnects us with its message of what it looks like, feels like, tastes like to have our friend, our family, our elder, our child, our ancestor, ourselves dehumanized. In this case, sometimes for a moment, a clear bridge appears "between you and I." The clouds disappear and the choices of how to live and how to work become clear, possible, and even sustainable and renewable.

RECIPROCATION NOT ASSIMILATION

Zora Sampson (1999) states the reality of what the work of diversity entails, "to attempt cultural exchange that results in progress, not loss of identity. This participation takes courage. To question oneself and to question others is work. To speak up and try to move others to change is no task for cowards" (p. 107).

Any "shoring up," a jolt, a clarity of solidarity encourages us to get "back in the ring" (for some of us it is sometimes referred to as a "battle" or a "war"). We proceed to juggle and struggle with the multidimensionality, simultaneity, the definitions, the parallel tracks, the numerous "fronts," the legislation, our own professional principles of intellectual freedom and equity of access, and the dance of how we and others interpret privilege, power, exclusivity, and inclusivity. Energized, we strive to learn what effective leadership looks like, what collaboration and partnership with

like and unlike allies is like, what a work environment conducive to diversity looks like, and what quality and effective services look like. We learn and re-learn behavior and skills that will demonstrate respect, stewardship, and acceptance of what we don't fully understand.

The time and resources involved in learning and relearning new people skills compete with the time and resources required for ongoing technological training. Many librarians, library workers, library administrators, and library support staff "keep at it," and they choose not to avoid the risk, ambiguities, and tension, nor do they avoid the expenditure of their time because diversity requires ongoing learning—continual education—not learned in one swoop, with one handbook, with one set of guidelines. Essentially we arrive (again at the crossroads) and ask ourselves: How do we put into practice this value called diversity? This value suggests that, for a library system to be effective, we as librarians must allow for, encourage, and invite people that are unlike ourselves. Is it a better "business" decision? Is our profession "enlightened?" If we can't be enlightened, can we at least be selfish? (Gardner, 1996). Do we want more completely designed services, programs, and collections? Are we bored or dissatisfied with and diminished by homogeneity? Do we want to mirror the latest demographics? We must be able to articulate why we in our profession would want someone distinct from us to work with us, not for us. To work alongside us, not beneath us. To create with us, not duplicate us. To reciprocate with us, not assimilate to us. To mentor us, not intimidate us. To be an equal, not a box in the organizational hierarchy. To be a colleague. Susan Kotarba (1998) uniquely expresses what it means to work "alongside" her potential peers: "I have met the librarians of the future that I want to be working with and they are the high school students from diverse backgrounds that I work with currently" (remarks from a panel discussion).

OPENING THE LIBRARY FROM WITHIN

Some library organizations are attempting to implement various stages and levels of organizational transformation. Robert Quinn (1996) indicates the "many ways in which bureaucratic culture proves to be a barrier to change, including multiple layers of hierarchy, a tradition of top-down change, short-term thinking, lack of top-management support for change, limited rewards, lack of vision, and an emphasis on the status quo" (p. 134). Municipalities, universities, libraries, departments and, if necessary, "one's own work unit," have moved to flatten out hierarchies without losing accountability and to increase participation without being threatened by a truly free-flow of information, risk-taking, and creativity throughout the organization. Margaret Wheatley and Myron Kellner Rogers (1996) observe:

In fear-filled organizations, impervious structures keep materializing. People are considered dangerous. They need to be held apart

from one another. However, in systems of trust, people are free to create the relationships they need. Trust enables the system to open. The system expands to include those it excluded. More conversations—more diverse and diverging views—become important. People decide to work with those from whom they had been separate. (p. 83)

On paper, most of us agree. When the rubber hits the road, however, we feel the ground shifting. Something does not “feel” right. Some enthusiastic library directors open the gates and invite expression of creativity and culture, front-line input, opinion, and expertise. Some staff jump at this opportunity and thrive in it. Others may enjoy the idea but find the practice of sitting on teams and committees with supervisors and administrators new and uncomfortable. And sometimes they have good reason. Trust is not obtained overnight and to “speak one’s truth” may have catalyzed retaliation in the past or people have been discouraged from being themselves. Some librarians of color claim how ironic it is to be hired to serve their ethnic respective communities yet are told that they act “too ethnic on the job.” Thomas and Ely (1996) highlight the case of an African-American executive whose effective style of leadership outside of the company and in her church “works well if you have the permission to do it fully . . . I know if I brought that piece of myself—if I became that authentic—I just wouldn’t survive here” (p. 88).

Credibility has built upon the application of basic outreach principles: repeatedly visible presence, active listening, follow-up and accountability, consistency, integrity, and development of “your word.” Some library administrators who may be excited about the new tenets of participatory management may have a rude awakening when they fully comprehend their staff’s expectations of what it means to be at the table, participate at the table, and to be interested in designing the menu for the next meal. Following a few bumps, bruises, and sometimes big mistakes, the organization begins to explicitly clarify if participation means giving input, making recommendations, or making decisions. Empowerment is then more deeply reconsidered as a complex concept when it is understood that “true” empowerment involves giving up and giving away authoritative power. Quinn (1996) makes an intriguing distinction between the mechanistic (which starts at the top) and organic (starts with the needs of the people) views of empowerment (p. 223).

In an attempt to obtain the expertise of front line staff, to “open” the organization, there is a call for the formation of committees with membership from all job classifications (library administrator, library aide, library assistant, librarian, and support staff) and departments within the library (technical services, support services, cataloging, children’s service, reference services, and so on). A good faith effort is made to ensure gender and ethnic diversity on the committee but quite often

one may look around and find that the "visible" diversity in their workforce is limited or non-existent. Other times they may find that the few people of color or diverse "representatives" they know have sat on one too many committees and have no desire to sit on "one more." Most importantly, organizers must ask "who is missing?" in terms of skill, competency, and contacts, regardless of library classification, and focus on the desired outcome. But these committees take shape, have energy, and pursue the outcome of at least organizing a group. They liaison with the front-line staff and with the executive teams. Oftentimes, armed with a budget and decision making capabilities, they are charged with developing and/or researching, designing, planning, and implementing a program or a project for a year or two. Sorting out how to begin and carving out time to begin are the biggest challenges, and often the committees will survey the staff and/or pick an obvious issue to start with. It appears, however, that the committees often find the wealth of the work in the process of building a "team" among themselves while sharing definitions and stories, accountability, and the uncomfortable resistance from their fellow staff and others. Ultimately, after the sorting, deciding, and disagreeing, the actual "pulling together" (regardless of ethnicity, gender, classification, accent, or any other label) of the program, project, or event on the day it is scheduled to debut is when a team is built. As Wheatley and Kellner-Rogers (1996) describe: "Only when we join with others do our gifts become visible even to ourselves. We witness emergence any time we are surprised by a group's accomplishments or by our own achievements within a group. We expected a certain level of behavior, and instead we discovered unknown abilities" (p. 67). Collegiality is enhanced at a deeper level, and the work of diversity happens within the group regardless of the outcome of the day.

Aware of the history, issues, trends, and ambiguity, these librarians and library workers are pushing forward with a willingness to disrupt the boundaries of outdated procedures and to ask themselves not "if we" or "should we" but "how will we?" They examine well-intentioned policies and strategies that no longer serve their purpose. They are stretching and asking themselves about their own privileges, biases, and comfort zones. They ask themselves "is there a gap between what we say and what we do?" They have also discovered—given the pattern of short-term initiatives and less than desirable results—that diversity issues are not truly isolated or cut off from any system of inter-relationships. When you follow the roots of an issue, you are bound to reach the root system which consists of intertwined attitudes, comfort zones, policies, structures, and past practices.

An organization, and all of its players and members, does not get a rest from shared accountability on behalf of a committee. It is essential

that participating staff are recognized for their participation in, and contributions to, system-wide efforts beyond their specific job responsibilities, and that their coordination, project management, public relations, technological, risk-taking, and interpersonal skills are acknowledged formally in performance appraisals and informally by one another. If the work to be done in order to meet the "vision" of the organization requires stepping out of daily operations, then staff must be recognized for this participation. The projects and outcomes will need ongoing attention and follow-up in order to build "from" what was started. Longer-range effectiveness of the work will involve a required interplay between all employees at every level of the organization. Sampson (1999) asks us: "Indeed, how can any person of good conscience maintain the shallow hypocrisy that equality can be granted by oneself alone? He or she cannot. Until each citizen in society achieves full equality then civility requires our commitment to work for change toward that end" (p. 94).

THE ISSUES

As the American Library Association's first diversity officer, I am entrusted with, and take heed of, the frustrations, dreams, and opinions of members from all walks of life that represent different aspects of library work. Many pay their association dues but cannot always choose not to attend conferences or participate in ALA governance. Their work is local. They have an eye on the national but their urgency is "at home" and with immediate service to tangible users—i.e., those at the front door of the library building when it opens and those yet to be met at the door or out on campus or in the neighborhood. "The ALA Diversity Officer will coordinate resources and information to foster diversity initiatives at the grassroots level of the ALA membership" (job description, *American Libraries*, June/July 1997). I have been invited to see and hear what public libraries and some university libraries, state associations, and work groups are doing and what they are becoming; to converse in a frank manner; to offer and obtain feedback, tips, guidelines, and key questions; and, most importantly, to offer connections, contacts, and resources. These are their issues:

- recruitment of students of color to library school
- recruitment, hiring, retention, and promotion of librarians of color
- recruitment, hiring, retention, and advancement of library staff of color
- interpersonal and cross-communication skills training
- creation of a workplace and an organization conducive to, and respectful of, diversity
- effective outreach to diverse communities in rural, suburban, and urban service areas
- personal leadership, personal mettle as related to diversity initiatives

STAFF DESIGNED

Staff development days and staff institutes devoted to diversity are designed, planned, and implemented by staff committees throughout the country or by library systems and cooperatives. The Staff Development Committee of the Metropolitan Library System (serving Oklahoma county) organized "We Are Family" on October 12, 1998. Staff was offered an array of sessions to attend—everything from working with stroke survivors (of all ages and ethnicities), to learning the multicultural history of Oklahoma, to strategizing for outreach to the Spanish speaking, to discussing the video "Bill Cosby on Prejudice." Discussion and dialogue at each session was encouraged and facilitated. Library trustees were also invited.

The Staff Concerns Committee of the Indian Trails Public Library District (Illinois) organized their Eleventh Annual Staff Institute Day on May 7, 1999. The theme was "Adapting to a Multi-Cultural Community" and the focus was to learn how to effectively serve the multi-lingual and newcomer populations in their service area. Latino, Korean, Japanese, and Russian community members were invited to tell their own truth, speak in their own words about their own perspectives on cultural protocol, about their experience with libraries in this country, and make suggestions about how to communicate with elders, children, and families when there is a language barrier. The library staff developed frank and practical questions based on everyday occurrences at the reference desk, the circulation desk, and at the public computer stations.

At the Cuyahoga County Public Library (Ohio), an all-day training session entitled "A Workplace of Difference" was carefully prepared and implemented by the library's diversity committee. The intent was to explore the cultural differences and similarities among the committee members, the administrative team, and the library board.

At the end of the staff development day or institute, there is pride and exhaustion but the beginning of another level of work. Administrators, trustees, and all staff share in the accountability of evaluation, application of the knowledge and/or skill objectives, and opportunity for ongoing dialogue. Simply, but very importantly, with diversity, people often want to talk about what they learned, what they heard, and what they are processing. They must also be convinced that it is not a "one-shot" deal. Formal and informal opportunities must exist at the closing of the day and later on in the week or month for those who choose to reflect and ruminate before proceeding with dialogue.

OUTSIDE THE LIBRARY

"Public relations," "marketing," "partnering," "networking," and "collaborating" are terms which intertwine with, and occasionally replace, the tried and true term of "outreach." Whether or not library service to diverse populations is collectively shared by all library departments, a few

library organizations have identified the need for a coordinated effort to reach outside of the library building and into the library service area. "Out there" it is predicted that allies will be identified, resources will be shared, partnerships will be made, and potential users will be introduced to the wonders of library and information services. Quite often, the job is self-defined, and the person who holds it may enjoy working autonomously. Usually the person is trusted and counted upon to do what they do best—to use their interpersonal, cross-cultural, and people skills to enter another person's "home" and "community" and to positively influence potential users of the library by building and replenishing rapport, trust, and credibility. Boulder Public Library (Colorado) provides a fine example of a public outreach librarian position as well as the W.E.B DuBois Library at the University of Massachusetts at Amherst.

This strategy, like the other, depends on systematic support. Quite naturally, when potential users are convinced to go to the library, they will look for the "welcome" of the outreach librarian who is "out in the field." While working autonomously and with discretion is invaluable to many outreach librarians, administrators and library colleagues must be aware of the nature of outreach work. It requires stamina, persistence, and focus. It requires entering new environments on a consistent basis. It requires ongoing communication, visits, follow-up, and establishment of one's credibility about what the library is and what it can offer. It may take from six months to three years to convince a new patron, student, or family to enter the library, and/or an academic department or social agency to partner and collaborate with the library. Nothing can sabotage the work of outreach staff more quickly than an outdated policies and procedures English-only flyer on basic registration and check-out information, rude and judgmental attitudes on the part of staff and/or administrators, and an overall invisibility of significant appreciation of multiculturalism as demonstrated in collections, displays, and staffing. Instead, colleagues working in the library must be ready to receive the baton and to proceed with the respectful customer service every new patron deserves regardless of any visible differences. The skills implemented within the library building complement the skills implemented outside the library building. Effectiveness can only occur with seamless reciprocation and interaction between the two.

PERSONNEL

Personnel and recruitment committees also result from participatory management, empowerment strategies, and flattening of the library organization. They usually consist of librarians who are charged with looking at the recruiting, hiring, and retention processes or at least one of these areas. Sometimes they participate in the reviewing of applications and the interviewing and hiring processes. Depending on the local personnel

procedures, regulations, and policies, whether or not there is a union or staff association, and how involved is the library's or the home institution's human resource department, the approach and the required partnerships will vary. Most often, the common thread is that the library director, library trustees, and/or staff are not satisfied with the diversity of the applicant pools, the interview panels, the finalists, and every classification of the work force but especially the professional levels. Some public and academic libraries are working hard to analyze and detangle the processes that hinder or facilitate effective recruitment and hiring. The journey of these committees begins with assessing the library's current status, deciding on its future direction, and strategizing how to get there. The committees also examine the gap between what the library has been saying and what it has been doing with regard to diversity. This often means rewriting job descriptions and announcements to reflect an organization's new and genuine interest in a potential workforce with diverse skills, competencies, contacts, and potential. Simply put, it means explicitly identifying the work to be done to get where the library wants to be. James Williams (1999) suggests that libraries creatively use vacancies and strive to break the cycle of crisis hiring: "[T]he hiring opportunity should be looked upon as a means to move the library to the next level of excellence by creating a post that is broad in scope, flexible, and based on requirements that are likely to change over the length of the assignment, instead of posting for the traditional assignment held by the person who just left the organization" (p. 44).

Another crossroads occurs when a committee unveils the obstacles to diversifying their workforce. At this point, there is an opportunity to disrupt, stretch, and destroy the once effective, and very often beloved, traditions, past practices, procedures, and even job descriptions. Quinn (1996) captures the urgency of these crossroads:

Overcoming our fears and facing the challenges of change can be a painstaking process. To champion our vision, we must be willing to deviate from conventional methods, strive through the seemingly endless series of hurdles and roadblocks, and continue confidently and with courage toward our goal. We must accept the fact that we have the power and the ability to change. (p. 217)

Here is when and where a diversity initiative, vision statement, and organizational value has the potential of transforming from paper to reality—or not.

Regardless of what area of the country and what the salary, personnel, recruitment, and human resources, committees must ask what their library organization, their community, their city can offer a candidate. The library organization and its advocates must build trust with the targeted audiences by being consistently visible with the message on the net,

at the conference placement centers, at the schools, in journals, and so on. This reflection, articulation, and delivery impacts the authenticity and effectiveness of the recruitment message. Because many personnel committees do not feel that their organization (colleagues, administration, the union, and/or human resources) is ready for the financial, time, or human commitment (not to mention a look at organizational transformation), they begin, as individuals, with placing job announcements on the ethnic affiliate electronic discussion lists. This is a worthy start. The personnel committees, just as with outreach staff and diversity and staff development committees, need to be able to call on shared accountability from throughout the organization when what needs to be done to make change might be unpopular.

THE WORK OF DIVERSITY

What is our responsibility in the process of implementing strategies? What is our responsibility when we each sit as individuals on a committee, at the executive table, or at the local potluck and potlatch? Once we have the rationale, the reasoning, and the justification about "why" our profession, our organization, our association, our workplace, and even our life must honor diversity, then what is the work? The work has a backdrop of affirmative action backlash, hate crimes, individuals who now claim the right to self-identify as they see fit outside of any labels and boxes, the relationship between civil rights and equal access in contemporary times as exemplified by information technology and universal access (Evans, 1999) and, finally, the relentless dissemination of diminishing images and stereotypes. Neely (1998) provides the answer to those of us who ask, "What does this have to do with librarianship?" "The practice of librarianship, in the aggregate, mirrors the lack of diversity that is reflected nationally, everyday, in media representation, news and sound bites, and by major players in the political arena. It reflects the national dominant culture and therefore, has the tendency to share and echo similar ideologies and biases about diversity, race, and affirmative action" (p. 590).

REALIZE THE POWER OF STORY

Paula Wehmiller (1998) powerfully states:

When there are walls of ignorance between people, when we don't know each other's stories, we substitute our own myth about who that person is. When we are operating with only a myth, none of that person's truth will ever be known to us, and we will injure them—mostly without ever meaning to. What assumption did you make because she's a woman? What assumption did you make because he is black? What myths were built around the employment of the father or the absence of the mother? What story did we tell ourselves in the absence of knowing this person's real Story? (p. 96)

The story and experiences accompanied by trauma, joy, devastation, and survival must be acknowledged, listened to, respected, and sometimes acted on behalf of. In this way, diversity does not trivialize discrimination or, more importantly, we as librarians do not. Patrick O'Neill (1998) articulates: "The meaning of the word 'respect' is 'to look again.' By suspending our assumptions, we recover the ability to extend respect, to look again. This creates an opening for another person to be seen and understood on his or her own terms, not on our own rigid or fixed terms" (p. 141). The stories, many of them disseminated through our information systems, our own collections, and our own work in this profession, impact self-esteem, cultural-esteem, and community esteem. When a person, a community, a history, a culture, a story, a poem, a song is "named" (i.e., displayed, sung, invited, hired, recited, "called out to"), then it is treated as having "equal value" in a diverse community. This demonstration shores up confidence and encourages self-determination, not insecurity and defensiveness. Author and poet Luis Rodriguez (1999) has suggested that when young people are given the opportunity to learn their stories and traditions and are given the opportunity to create their own future, they are less likely to do harm to one another, or perhaps they will stop for a moment before acting with violence. Maybe from a more inclusive and complex sense of self we can see another "whole" person. This whole person works with us and comes into the library for the first time. This whole person dresses differently than us, speaks a different language, carries an accent from Kentucky, and moves in a wheelchair. This whole person may resemble us on the surface until they speak or write or share their political or religious views with us. This whole person may be in the fourth grade and carry the pressure of being the family translator, the family navigator. This whole person may appear to cling to their language, their culture, their traditions because they feel just "too old" to "let go" of yet one more piece of their lives. This whole person may just want some time and space in our library to be alone, to reflect, to read, and to rest. This whole person may hesitate to ask for help because just as we judge "them," they judge "us." And what of a "whole" much larger, more expansive, more mysterious than ourselves? After observing the vastness of the skies, the constellations, and the nebulae, one may understand the placement of the human being "and yet we have the nerve to think we are superior to another man because of the color of his skin?" (C. Moralez, personal communication, 1999).

REALIZE THE POWER OF INTERCONNECTIONS

For any diversity initiative to be achieved, we must see the interconnectivity, the inter-relationships. Diversity will remain cosmetic if not addressed holistically and systematically. Both the technical and so-

cial, the technological and interpersonal, the human processes and quantifiable measures must be equally weighted, continually integrated, simultaneously balanced, and acted upon in parallel ways. By excluding the intellectual diversity of ethnically diverse peoples in the design of technological access and content, sustainable and adaptable infrastructures, proactive and creative organizations, ongoing performance and procedure improvements, relevant programming and collections, and new models of leadership, diversity strategies will remain "toothless" and even arrogant. When we take an ostrich's approach to the impact of interdependence on institutional change or by not looking at the root system of organizations, diversity initiatives remain short-lived or at the first-step level. Just as we apply our cross-referencing skills to organizing information, we must apply these skills to the cross-referencing of diversity with education, strategic planning, intellectual freedom, personnel procedures, technological design and access, organizational transformation, continuing education, publishing, association development, leadership tenets, equity of access, and twenty-first century information literacy.

THE POWER OF COMMUNICATION

Effective diversity dialogue at a "real" level is most often non-neutral and includes the expression of well-placed emotion based on one's passion, trauma, hurt, anger, joy, triumph, perspective, and essentially one's experience with what one is speaking about. Wood (1997) states: "Within Western culture differences are not regarded as neutral—that is, as simply different. Instead, we view them as better or worse, and better is usually our way and worse the other person's way!" (p. 15). Regardless of the causes of non-neutrality, appropriate tension and constructive conflict can occur if we are willing to go through it rather than around it. George Jackson (1998) inquires: "[A]re we really afraid of the constructive conflict that can attend alternate viewpoints, because we do not want to hear about different ways to do things or think about things?" (p. 585). Perhaps active listening is a place to begin. Deborah Triant (1998) looks at the power of listening within communication: "Why not have listening classes as well? [For some] debating is easy; listening with an open mind is not" (p. 98) and in any domain conducive to diversity, "individuals are allowed to tell of their experiences without listeners interrupting, comforting, or inserting anything of their own" (Foss & Griffin, 1995, p. 11). The work of diversity requires listening—a slowing down of one's own thought, agenda, story, and time—and, when tension arises, Wood (1997) contends that one must claim "a responsibility to sustain the tension inherent in opening ourselves to multiple perspectives and in recognizing diversity and commonality as an intertwined dialectic" (p. 21). If we are ready to do the work of diversity, are we willing to "hang in there with" the inevitable tension and conflict in public discourse that is so necessary?

Josina Makau (1997) suggests that: "Responsible and responsive pedagogy inspires as it embodies a will and ability to participate in a process of inclusive, reciprocal, open, equitable, respectful, dynamic, empathic, caring dialogic interaction" (p. 49). For those who prefer to listen rather than debate, what are the consequences of silence, if any? Sometimes it is regarded as mere deferment to the designated or appointed authority of the group (a chairperson, a president, a CEO) or to the group (the committee, task force, association). At other times, we are not viewed. We are invisible. Sometimes this is a strategy (Linda Hogan). Sometimes, as Goff (1998) describes, exclusion can also take the form of "abrupt silent withdrawals from membership or a refusal to engage" and thus "devaluing the significance of contact" (p. 24). This type of exclusion is exacerbated when the individuals collude in the hallways "after" the forum and not at the table. We find in this true diversity that exists without a mainstream, the necessity to expend energy and time on determining what is public and what is private, when to listen and when to speak, when to stretch outside of one's parameters without losing one's self and when to maintain cultural and social behaviors that one respects and treasures. Many of us may have experienced something similar to author and poet Pat Mora (1993), "raised as I was, to value courtesy, warm interpersonal relationships, family, education. We were taught respect for authority and the importance of celebration, to listen to the elderly and delight in the newborn, to express our feelings: to laugh with enthusiasm, to cry with abandon, to take time with people" (p. 16). Who of us has not been afraid of losing our identity and becoming someone "new," not because we are conforming or assimilating or losing but because we are creating new and different skills, competencies, and contacts to increase our capabilities for effectively interacting with people different from ourselves and who are now merging (each of us is demanding respect, inclusion, reciprocation, and exchange)? A part of us feels as if it is dying in order to make room for something new. Finally, the role of acknowledgment is critical to communication in diversity. Just as with the respect for the storytelling and for that which we don't understand, O'Neill (1998) reminds us that "acknowledgment is the speaking that generates inclusion—actively cultivating people's involvement by recognizing that their presence and contributions are important. We have underdeveloped and underutilized our skills of acknowledgment" (p. 144).

REALIZE THE POWER OF DISTINCTION

As a child, as you're growing up. . . you leave your community without knowing where you're going to go because you don't know. You had no control of all that time and when they send you off and you learn about the outside world from a different family and you come back to your people again and you don't know nothing. So you have to seek information all the time and you say "Go back. Go Back. Go back to your roots, to your great grandfather." (Putumayo World Music, 1998)

What makes us distinctive individually is what brings our greatest strength to the forefront and what impacts the design of programs, collections, and systems. Sometimes we cannot teach diversity, enforce diversity, or "convince" diversity. We can only live it, be it, become it. Integrity paves a way. Heritage, culture, family, schools, and society all play a role in determining how we decide to fit in, to succeed, or not. There is often a livelihood at stake. Many of us are often told and asked: "What you say is fine and good but what about when I go 'out there?'" "Out there" is where it has been known to be unsafe and unwelcoming. These questions are not easy, and the answers are not easy. How we approach this often depends on perspective, integrity, self-determination, and the energy and courage for the day. Ian Frazier (1999) describes the story and legend of a young Lakota teenager and high school basketball player who takes on the hecklers from the opposing team who are shouting out racist statements before the scheduled basketball game: "She unbuttoned her warm-up jacket, took it off, draped it over her shoulders, and began to do the Lakota shawl dance SuAnne began to sing in Lakota, swaying back and forth in the jump-ball circle, doing the shawl dance 'All that stuff the Lead fans were yelling—it was like she *reversed* it somehow a teammate says'" Frazier goes on to say that "it showed that their fake Indian songs were just that—fake—and that the real thing was better, as real things usually are" (p. 81).

What are the benefits of non-Western cultures that incorporate silence, repose, and reflection before taking action or speaking? Where is the place for acknowledging an elder's experience, survival, and wisdom and yet respecting youth's open and free spirit and new ways of doing things? Without a mainstream, there is appreciation of visual, aural, and oral expression. There are intonations, ranges, and blending of sounds. Jerry Tello (1989) suggested at the very first Transition into Management Institute targeting ten librarians of color that many of us return to the memories that include the sounds and smells of that which gave us comfort as children. For some it is the sound of grandmother humming on the porch as she embroidered or the story of a great uncle who was a Tuskegee airman. For others it is the smell of the tortilla toasting on the comal (hotplate) or the story of a grandmother who ran away from home in an effort to live her life in her own way. Tello suggests that we return to familiar sounds, smells, and images for courage and strength before entering an environment that feels unsafe.

In a diverse society, without a mainstream, there is striking use of color and color combinations. There is a use of ceremonies that begin and end with gratitude and acknowledgment. There is protocol about entering another's domain. There is use of metaphor, a first language, home talk, code-switching, and bilingualism. Decision making and action

often flow not from assumption but from intuition, mother wit, one's conscience—the places where processing occurs in a far deeper place than logical processing (Triant, 1999, p. 98). Nair (1997) describes this as “feeling” the needs of the people, not just intellectualizing them (p. 84). As we restrain the traits that make us unique, we also restrain our capabilities for design, decision-making, creating, serving, and working. Our health is often impacted. If one's own unique distinctiveness is stymied by a work environment that is not conducive to diversity, what then? What are the options for the employer? For the employee? Or, rather, what are the options for colleagues who share issues of significance within librarianship? What are the options for the profession and those who are served by our profession? We know that the product, the service, not to mention the spirit, of the person is diminished. Will library organizations continue to maintain and value homogeneity, the status quo, and the separation of what goes on in the library from what occurs outside? Too many times it has been said that: “It is ironic that I have been hired because I am (fill in the ethnic group) and they want me to reach out to the (fill in the ethnic group) community, yet I am criticized for acting “too ethnic” on the job. The planners of the first Annual Spectrum Leadership Institute (1999) included in their operating principles and leadership tenets cross-cultural, non-mainstream, and non-traditional models and values. It was an absolute to ensure that all speakers modeled ethnic diversity and diversity of library specialty.

The Spectrum Scholars, one hundred of whom are in place at the time of this writing, clarify the issues of distinction. There are no complexities when we see their humanity before us. Every argument, every critique, every bit of applause fades away as we meet the Spectrum Scholars who symbolically and realistically take us into the new millennium. They were targeted because of their representation of the largest under-represented groups within our profession. They were selected because they spoke to the issue of how they planned to incorporate the work of diversity in their career. They come from all walks of life and ages as they approach their studies in their own unique ways based on their own unique circumstances. Contrary to some beliefs, the Spectrum Scholars do not come packaged and labeled neatly. They name themselves as whole beings with their own lifestyles, their own approaches, their own abilities and disabilities, and their own choices. They identify themselves ethnically, culturally, and religiously on their own terms. Some of them have crossed the country to go to library school, others stay near their hometown, and others commute to the nearest city. There is a chess champion. There is a film-maker. The scholars walk their lives in their own way, and there are some of us who pray that they will be appreciated for the distinctive “whole” that each of them offers our profession.

REALIZE THE POWER OF CREATING

Kyle (1998) offers: "Creativity comes from the Sanskrit 'kar,' meaning 'to make, to originate, to bring into existence'" (p. 118). With diversity, what must we do creatively and differently? Margaret Wheatley and Myron Kellner-Rogers (1996) suggest that: "An emergent world asks us to stand in a different place. We can no longer stand at the end of something we visualize in detail and plan backward from that future" (p. 75). Many of us have participated in the re-creation and duplication of that which we critique. Upon gaining positions of designated authority, we often gain a reward, begin to take the paths of least resistance, and forget about the stewardship we once believed in. Nair (1997) reminds us to ask ourselves what we are willing to do to be "successful": "You can exercise power through control or through service. Control motivates people through their attachments. Service motivates people through their sense of personal obligation and a moral imperative" (p. 90).

Based on the strategic choices of how we want to work and how we want to be alive in a diverse society, we make decisions, design systems, mission statements, invite, and discard. Is it possible to craft new frameworks? Creating involves risk-taking, disruption of boundaries, living new models of leadership, stretching, and courage. Once any of us understands the "lies of history," the toxicity of superiority, the boldness and nuances of racism, sexism, and homophobia, then what? Do we partner with a system or work within a system? Do we take risk and create anew, create something that may be essentially unknown and unpredictable? While we honor the traditions of our cultures, it is incumbent that we be responsible for creating a new future that accommodates all cultures. We begin by seeking out and highlighting nontraditional models of community and leadership and thus provide ourselves and forthcoming librarians with more options and choices.

REALIZE THE POWER OF LEADERSHIP: PERSONAL AND SHARED

Nair (1997) speaks to personal power: The greatest source of power in any organization is personal power—the character, courage, determination, knowledge, and skill of the individual members of the organization (p. 91). The personal leadership skills required of each of us is vital to the effectiveness of any diversity initiative. No matter how finely scripted, how inclusive, and how progressive any organizational vision or mission statement is, its intent can be devalued and even sabotaged at the reference desk, in the children's story hour, at the employee application review table, at the senior management table, and in the break room. Again, we each stand at the crossroads of how we will work and how we will live. Strategic choices and courageous decisions bring the value of diversity to life—no matter where we are within a library organization.

Supportive directors help. Supportive staff helps. Strong and vocal trustees help. Strategic plans with goals and objectives help. Ultimately, however, our own personal decisions, choices, and actions impact how diversity is hindered or facilitated in the larger organization. Not to mention that one of the highest forms of leadership is to simply "live out" our own integrity and principles. Whether referred to as quiet "modeling" or simply going about one's own business of the day, these actions have great influence. Perviz Randaria (1998) encourages groups to profess a shared commitment "to understand and accept the fact that their influence and impact upon others result from their conscious choices and their personal responsibility for those choices" (p. 131).

While we honor our champions and our heroes, many of them among us and many of them gone before us, some of them assassinated, some of them "locked away," some of them as young as SuAnne Crow Dog, and some who have paved the way before us—e.g., Albert P. Marshall, E.J. Josey, Lotsee Patterson, Arnulfo Trejo, and Ching-chih Chen. We must also realize how easy and comfortable it is to applaud and throw stones from the sidelines. A designated leader, particularly the ones who have earned respect and trust, take great risk and often ask us to risk "with" them and to share the accountability. Do we? It is easier to label a leader as "the one visionary" and the "sole expert" while simultaneously diminishing our own role and responsibility. By not sharing leadership or cultivating new leadership we are often left without successive leadership or we do not allow for new leadership at the same time that we have a "favorite" leader. These patterns diminish the power of shared multi-generational and multi-ethnic leadership. This type of leadership, which claims shared accountability and responsibility, retains the seed of potentially gathering around any issue of significance. The circle expands and retracts as people come and go and is appropriate. The circle expands with new leadership and non-librarian leadership—i.e., the partnerships, the collaborations with schools, churches, and boys and girls clubs. The circle keeps moving and does not remain in one place. There is no beginning or end and this is appropriate, much in line with the stresses and benefits of ongoing learning and continuing education. There is an agelessness and presence with this type of leadership.

CAMINANTE NO HAY CAMINO; SE HACE CAMINO AL ANDAR (ANTONIO MACHADO)

"Traveler, there is no road; You make the road by walking." This quote was shared with me by a colleague named Alma Garcia whose contacts, competencies, and skills as a library assistant, mother, sister, daughter, self-learner, teacher, "techie," and community library advocate led her to her present role as a systems administrator in a college library. I am sure that her story might be yours or mine. It might be the story of someone we

have just met. It is the story of a whole person who is walking her road. This quote has stayed with me, however, because it speaks to the simplicity and complexity of the diversity journey. There are often no fixed templates or guarantees. There are some guideposts, guidelines, advice, and suggestions along the road that we decide—strategically decide—to create on behalf of how we want to work and how we want to live as people who are committed to the profession and the work of library and information studies.

I am honored to hold the position of diversity officer for the American Library Association. This article speaks to pieces of a two-year journey that began in 1998. It also speaks to pieces of an intertwined personal and professional journey.

At the center of diversity in librarianship are the factors, stories, and experiences that motivated us to enter this work, this profession. I am nearly certain that each one of our motivations to enter the profession of librarianship will reveal a commitment to something larger than ourselves—service to others; equity of access to information, ideas, and stories; the delivery of relevant and quality library and information services; the idea of “the people’s university,” the power of intellectual freedom, and the awareness that “information management has everything to do with cultural and political survival” (Patterson, 1998). These are shared issues that represent a shared commitment that remains unsatisfactory until we are all equally contributing our ideas, expertise, potential, and distinctiveness.

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About the Contributors

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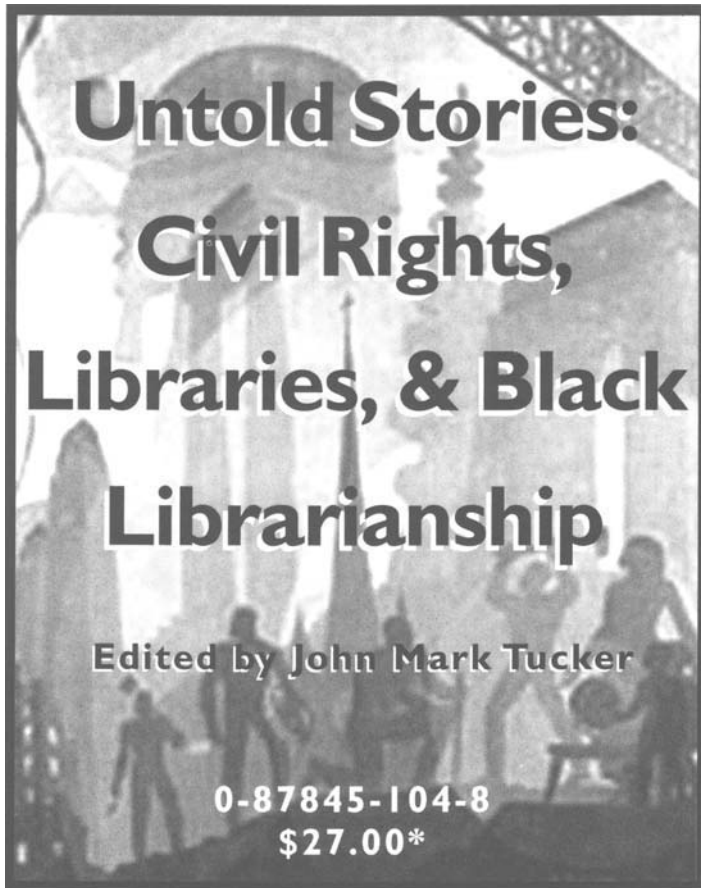
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