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ABSTRACT

This report describes the work of the Task Force on Library and Information Services to Cultural Minorities, which was appointed by the National Commission on Libraries and Information Science (NCLIS) to explore the status of services, resources, and programs for American Indians, Asian Americans, Hispanic Americans, and Afro-Americans, and to make recommendations for improvement. Sections cover: (1) minority library and information needs; (2) the representation of minorities among library personnel, with a discussion of salaries, library schools and library education, continuing library education, staff development programs, and specialized library skills; (3) library services and programs for minorities including adult education programs and information and referral services; (4) the material and resource needs of America's minorities, touching on availability of resources, networking, barriers to access, collection development, selection policies, publishing, and other areas of concern; and (5) financing of library programs for minorities, covering the funding status of these programs, financial planning, and funding requirements. Forty-two recommendations are presented. Also provided are an executive summary and a foreword noting eight recommendations which NCLIS has declined to support. Appendices describe the methodology and findings of a needs assessment study of library/information service for Asian Americans (with a sample questionnaire provided); report on the needs of other minorities; and list Task Force participants. (ESR)

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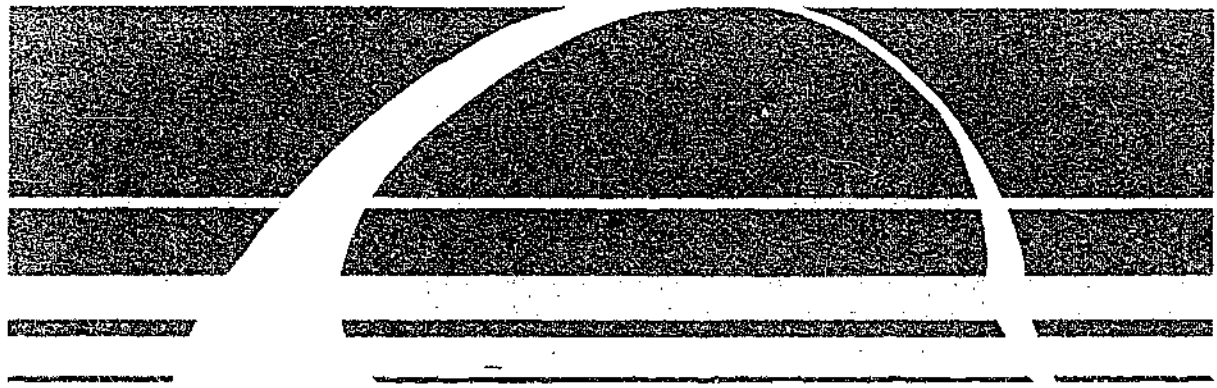
REPORT

Task Force on Library and Information Services to Cultural Minorities



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NATIONAL COMMISSION
ON LIBRARIES AND INFORMATION SCIENCE

REPORT OF THE
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TO CULTURAL MINORITIES

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FOREWORD

The National Commission on Libraries and Information Science (NCLIS) received this report of the Task Force on Library and Information Services to Cultural Minorities in November 1982. The Commission strongly supports the fundamental principles expressed concerning the provision of library and information services to meet the needs of cultural minorities. The Commission is very grateful to all the members of the Task Force for the many hours they spent developing, discussing, and finally determining the 42 recommendations that are the focal point of this report. The Commission is very pleased and impressed with the work of the Task Force. We recognize fully the importance of both the findings and recommendations we have before us.

The Task Force has fully met its charge "to explore the status of library and information services, resources, and programs, concentrating on four minority groups . . . and to produce a final report with recommendations for improvements . . . " Beyond meeting the charge, the results of the Task Force have caused the Commission to look carefully at the implications of the ideas expressed in the recommendations. In short, the Task Force has taken us beyond the immediate concerns for library and information services to cultural minorities into an arena of other major issues such as whether to assess fees for certain public library services. We have accepted the challenge to concern ourselves with some of these other issues as well as with the specific recommendations of the report.

It is important to note that this is a report to the Commission from an independent Task Force that was convened by the Commission. We have not assisted the Task Force substantively in the preparation of the report, and have been especially careful not to attempt to influence the expression of the recommendations in any way. For the purpose of consistency, unless a specific type of library was indicated, we assumed that each of the recommendations referred to public libraries. Also, although the Task Force concentrated on the four largest cultural minority groups in this country, we share with them the belief that the recommendations will be of benefit to our entire society.

The Commission endorses the majority of the 42 recommendations in this report. However, just as there was a diversity of interests and views among the members of the Task Force, we have differing views and do not agree with all the recommendations. While the Commission supports strongly the fundamental philosophy of the report, we have declined to support eight of the 42 recommendations at this time. The eight recommendations follow:

Recommendations #7 and #8

> 7. Urge the American Library Association to conduct a study of the racial, ethnic, and sexual composition of library personnel resources in school libraries.
>
> 8. Urge the Special Libraries Association to conduct a study of the racial, ethnic and sexual composition of special libraries.

While employment statistics have been developed for public and academic libraries, the Task Force did not have comparable data regarding school and special libraries when this report was prepared.

The American Library Association could make a significant contribution by heightening awareness of the need for a study of school library personnel, but it would need the cooperation of state and local education agencies to carry it out. Without advice and assistance from the state and local levels, it would be impossible to identify the over 74,000 school libraries and gain access to their personnel data.

It has been brought to our attention that the Special Libraries Association has just recently completed its Triennial Salary Survey which notes the racial, ethnic, and sexual composition of its members. Therefore, we believe the intent of recommendation eight has been met.

Recommendation #30

> Urge publishers and producers to remove the negative and stereotypical images of cultural minorities which are in print and nonprint materials.

The Commission found the wording of this recommendation unclear. It could be assumed that the recommendation implies censorship. While we are emphatically against negative and stereotypical images of cultural minorities in print and nonprint materials, we are equally emphatically opposed to the removal of ideas from published materials.

Recommendation #31

> Urge publishers to produce and to market works by minority authors. A marketing study by an independent agency should be developed under the auspices of NCLIS.

The Commission supports publication and marketing of works by minority authors. However we do not believe a market survey is the ideal method for accomplishing the goal of this recommendation. The needs for publication by minority authors is discussed fully in Chapter Four on Materials and Resources and the Commission agrees with the conclusions reached by the Task Force concerning the fulfillment of these needs. However, we do not believe that NCLIS should be involved in the development of a marketing study for private publishing ventures.

Recommendation #38

> States should specify that, in the block grant allocation to libraries, certain percentages of the monies be used to meet cultural minority library and information needs.

The Commission believes it is inappropriate for it to tell states that certain percentages of block grant funds should be used to meet library and information needs of cultural minorities. Although this is certainly an appropriate application of such funds, states are the appropriate agents to make such allocation decisions.

Recommendations #5, #25, and #37

> 5. Benefits of the new technologies in libraries must be distributed equitably among patrons from all walks of life and all strata of society. User fees for such benefits must be avoided.
>
> 25. Urge libraries to remove the various barriers to information and services which exist. Funds should be made available to prevent barriers which are the result of insufficient numbers of staff, cost of automated services which cultural minorities are unable to absorb, and denial of access to information in the native tongue of some cultural minorities.
>
> 37. Tax supported libraries should avoid charging fees which might create barriers to minorities and minority communities.

Each of these three recommendations addresses the issue of removing financial barriers between cultural minorities and their use of library and information products and services. Both recommendations five and 37 specifically mention avoiding the assessment of fees that might create such barriers.

The Commission supports, in general, the concept of "free" basic library service. However, in order to take advantage of the enormous power of technology, it may be necessary to pass on certain related costs to users. Because of the importance of the issues regarding the assessment of fees for certain public library products or services, the Commission plans to examine the implications of this issue further and is pleased that the Task Force focused the Commission's attention on it.

We find it a sobering reality that a rapidly growing portion of our population needs and will continue to need more library and information services than they have had available in the past. In some cases, the services have been unavailable or inappropriate; in some cases members of these groups have not known how to use the services available to them. It is in our national interest to make appropriate library and information services available to all our citizens, and to help those who need our assistance to derive personal and professional benefits from these services. The Commission remains committed to carrying out its mandate to "conduct studies . . . of the library and informational needs of economically, socially, or culturally deprived persons . . . "

Therefore, we are committed to the dissemination of the Task Force report as widely as possible, especially to agencies, organizations, and individuals with specific interests in the provision of library and information services and in services to the cultural minorities in this country. Where it is appropriate, we will bring individual recommedations to the attention of specific groups. We will also try to connect potential proposers of projects with potential sources of funds as they become known to the Commission. Our intent is to encourage widespread consideration of the recommendations and assist with their implementation whenever appropriate. We urge the library and information community and all persons concerned about the needs of cultural minorities to review this report and take appropriate action.

Elinor M. Hashim
Chairman
National Commission on Libraries
and Information Science

August 1983

EXECUTIVE SUMMARY

The population of the United States is quite diverse in terms of race, religion, and national origin. Evidence of this is clearly seen in the identification and location of 106 ethnic groups living in the United States by the editors of The Harvard Encyclopedia of American Ethnic Groups.[1] Each of these groups has made its own special contribution to the shaping of a democratic society and to the promotion of this nation's cultural heritage.

In a penetrating and illuminating essay on the Americanization of the Colonists, John Hope Franklin, John Matthews Manly Distinguished Service Professor of History Emeritus, The University of Chicago, pointed out that Hector St. Jean de Crevecoeur in 1782 described the process of Americanization and the American person as follows:

> He is either an European or the descendant of an European, hence that strange mixture of blood, which you will find in no other country. . . . He is an American who, leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced, the new government he obeys, and the new rank he holds. He becomes an American by being received in the broad lap of our great Alma Mater. Here individuals of all nations are melting into a new race of men, whose labours and posterity will one day cause great changes in the world.

Franklin indicates that "this was one of the earliest and most clear-cut expressions of the notion of the pluralistic society in America, one that involved the creation of an entirely new mode of life that would complement but not entirely eradicate the ethnic backgrounds of those who were part of the process."[2] Crevecoeur has been supported in recent years by an explosion of the myth of the melting pot in America by such authors as Nathan Glazer and Daniel Patrick Moynihan in their book Beyond the Melting Pot, Andrew Greeley in Ethnicity in the United States, Arthur Mann in The One and the Many, and James Stuart Olson in The Ethnic Dimension in American History.[3]

Among America's ethnic groups there are the cultural minorities: American Indians, Asian Americans, Hispanic Americans, and Afro-Americans, who are for the most part nonwhite. While ethnic groups in the country for the last twenty years have been fighting to preserve their heritage, cultural minorities have had limited access to library and information services to aid them in the preservation of their cultural roots and to provide basic information which is the center of education and the lifeblood of a democratic society. In order to reflect the culture of minority groups, library collections must incude materials by and about these groups. For this same period, cultural minorities have

insisted on the principle of the inclusion of bilingual and bicultural resources in library collections. Many studies have shown that resources of bilingual and bicultural materials in public, school, and academic libraries have been woefully inadequate and in too many instances nonexistent.

The Task Force on Library and Information Services to Cultural Minorities was established by the National Commission on Libraries and Information Science (NCLIS) in 1980. The impetus for the appointment of the Task Force was the feeling of minorities that the White House Conference on Library and Information Services did not adequately address the library and information needs of this large segment of the American population. Concomitantly, NCLIS had been considering the appointment of such a Task Force and had commissioned a paper to explore its purpose.

The Task Force was asked to review the status of library and information services programs in support of the library and information needs and interests of minority groups. The Task Force was also asked to consider the development of programs designed to encourage ethnic groups in local communities to cooperate in the planning, delivery, and evaluation of library programs; information and referral centers; and cultural and educational centers. Sixteen persons, representing Afro-Americans, American Indians, Asian Americans, and Hispanic Americans were appointed to the Task Force. In addition, individuals representing government agencies and other organizations, who have responsibility for and are involved in programs designed to serve the library and information needs of cultural minorities, were also invited to participate in Task Force activities.

This Executive Summary is designed to provide an overview of the Task Force's report. It is impossible to summarize the important ramifications and implications of the critical subjects in the full report; therefore, the Task Force encourages readers to examine and study the entire report.

Work of the Task Force

The Task Force held its first meeting in November 1980 and by February 1981 had revised the original charge and agreed to a goal that would guide the work of its members:

> To explore the status of library and information services, resources and programs, concentrating on four minority groups: American Indian, Asian, Black, and Hispanic; and to produce a final report with recommendations for improvements in five broad areas: Needs, Materials and Resources, Personnel, Programming, and Funding. Elements to be included

in the recommendations are legislative provisions, equitable dispersion of existing funds, cultural awareness programming, cooperation with other service agencies, recruitment of minorities into librarianship, education of library personnel including continuing education, collection development, utilization and preservation, production of multimedia materials by and for minorities, and literacy programs.

The work of the Task Force was relegated to the following subcommittees: Needs, Materials and Resources, Personnel, Programs, Funding, and Other Minorities. While the Task Force recognized the importance of community and information referral services to minority communities, it elected not to duplicate the work of another NCLIS Task Force, and it appointed a member to serve as liaison to this group.[4] Early during its deliberations the Task Force expressed serious concern for the focus of its work and strongly debated its options: should the group confine its work to the four disadvantaged minorities, or should the work include other minorities? The Task Force voted to limit its considerations and concentrate on American Indians, Asian Americans, Black Americans, and Hispanic Americans. Further, the Task Force considered whether a needs assessment study was appropriate. After serious deliberation and reflection, the group agreed that many assessment studies relating to three of the minority groups have been made, but such studies excluded Asian Americans. Subsequently, NCLIS funded a survey on library and information needs assessment of Asian Americans, the results of which appear in this report as Appendix 1. Although the Task Force's focus was on the four disadvantaged minorities, a short essay on other minorities is included in this report as Appendix 2.

The Task Force Perspective

From the outset the Task Force agreed on several broad and general concepts regarding libraries and a multicultural society. These are:

- That the concept of a multilingual and multicultural society is desirable and should be reaffirmed;
- That libraries are essential to all segments of society, providing basic information to support education and the democratic process and preserving the record of our heritage and culture;
- That responsibility for library service is a tripartite obligation of local, state, and federal levels of government;
- That libraries play an important and unique role in the integration of cultural differences within the community;

- That public libraries as community institutions have a unique role in the dissemination of information to all persons in society without fees;

- That all libraries can assist cultural minorities, the fastest growing segments of the population, to become equal participants in society through access to information.

The Task Force recognizes the need to collect current and reliable information that would aid in developing a viable program, and to give recommendations for strengthening and promoting library services for minorities. Further, the Task Force chose to establish a forum for the library community to have an opportunity to suggest the types of library services that are required to meet the library and information needs of minority communities in this country. The American Library Association (ALA) provided the NCLIS Task Force this opportunity at the 1981 Annual Conference in San Francisco. Two hearings for this purpose were held at the conference: the first on Saturday, June 27, and the second on Monday, June 29, 1981. Twenty-two persons participated in the hearings and addressed themselves to a wide range of topics. Others who were unable to attend the hearings submitted written testimony. Information presented at the hearings and through written testimony has been very useful to the Task Force.

The Findings

The 1980 United States Census reveals that the four major cultural minority groups in the United States today are Black, which comprises 26,488,218; Hispanic persons, 14,605,883; Asian and Pacific Islander, 3,500,636, and American Indian, Eskimo and Aleut, 1,418,195 persons. Together they comprise one-fifth of the nation's population.

In the year 2000, the projected population of the four cultural minority groups will consist of 77,942,000 persons. This figure represents 29 percent of the projected total American population of 267,990,000. The number of Blacks will have increased to 35,795,000; Hispanics, to 30,530,000; Asian and Pacific Islanders, to 9,934,000, and American Indians, to 2,223,000. In short, almost one-third of the United States population in the year 2000 will be composed of the four major cultural minority groups. Looking ahead to the year 2025, it is projected that the Black population will be 45,795,000, the Hispanic 41,892,000, the Asian American and Pacific Islander 14,408,000, and the American Indian 2,767,000*, making a combined total minority population of 104,862,000. This population growth will represent 35 percent of the total American population of 301,022,000. To describe this phenomenal growth in another way, over one-third of the United States population in the year 2025 will be comprised of the four cultural minority groups that are the focus of this report.[5] From the foregoing projections, it

*This projection for the American Indian population is up to the year 2010. There is no projection for the year 2025 for this group.

is clear that minorities are growing at a faster rate than the population as a whole, and during the next three decades, the proportion of the American population of white and of European ancestry will decline at a rapid rate.

To plan rationally for the future, the nation must be cognizant of the fact that by the year 2000, more than 30 percent of the American population will be 65 years of age or older. Since American society is rapidly growing older and the emerging younger age group will be comprised primarily of minority groups, the future work force of the nation will shift heavily to minorities. Today's young adults, born in the 1950's, will be retiring from the work force and depending more and more on state and federal budgets for benefits. These facts have serious implications for America's economic planning, the educational system, and library and information services. This means that, in the future, the working population will be smaller than that of the retired and nonemployed, and it wil consist of a larger proportion of minorities. Since minorities will constitute a major segment of the work force and will contribute substantially to the economic well-being of the nation, the United States government must be certain that its minority populations receive quality education and are guaranteed access to library resources and information. Further, the minorities of the country must have the knowledge and skills to use the new technologies in the workplace as well as in every aspect of their lives. The nation cannot afford to ignore the education, training, and library needs of its minorities.

The foregoing projections of the rapid growth of minority groups, coupled with the rapidly changing heavy industrial economy to one based increasingly on information, high technology, communications and services, make it imperative that libraries in the United States be prepared to support and provide the information and educational needs of a fairly substantial segment of society that, in too many instances, has been ignored in the development of services and programming, and unfortunately has not known how to utilize library services to its greatest personal and professional advantages. Moreover, it is in the best interest of the nation that the unique and valuable heritages within our multicultural population be sustained and preserved in the languages of their cultures. This is necessary for the benefit of this country as it seeks to improve human relations among the majority of the peoples of the world with whom the minority population of the United States has a natural cultural affinity. Multicultural programming and bilingual resources in the libraries of the nation constitute a paramount necessity for minorities and represent an investment in people and our nation's future. The information needs of cultural minorities relate to housing, consumer and political affairs, and other areas. Thus there is a need for materials and information by and for cutlural minority group members in addition to the need for bilingual and bicultural materials.

The findings support the need for a national commitment to the recruitment and training of minority personnel for careers in library and information science. A recent survey shows that minorities constitute only 11.8 percent of the professional staff of libraries, yet there are more than 40 million minority group members in American society. Minorities are also concentrated at the beginning professional levels and in nonprofessional positions in libraries. They must be given an opportunity for promotion and upward mobility. Funding sources should be expanded and more levels of funding made available for professional and support staff to aid in the recruitment of minorities. Continuing library education opportunities and staff development must be made available to provide the mechanism for minorities on staffs of libraries to grow and develop. Institutional racism has been one of the most destructive barriers to minority participation in librarianship at all levels, and professional organizations and accredited library schools should take the leadership to accelerate the recruitment of minorities. Funding from private, state, and federal sources is recommended as a means of removing financial barriers for cultural minorities who wish to enter the profession.

In the area of library services and programs, it is quite apparent that fiscal constraints have limited the outreach and other programs that have been beneficial to minority communities. Library administrators are urged to provide programs and services to minority communities, or there will continue to be a wide gap between the information-poor and information-rich classes in America. There is a need for cultural minority participation in library program planning, and there is an urgent need for greater involvement of minority communities in setting library policy and program direction. To correct this problem, it is imperative that minority communities be represented on boards of trustees and other policymaking or advisory library boards. Library-based adult education programs and basic literacy programs must take into consideration cultural and language differences among community residents. Programs considered significant to the service of cultural minority groups include community information and referral services, oral history projects, library cable television programs, ethnic history and cultural awareness projects, consumer protection education projects, multimedia ethnic materials, and computer-assisted instruction. These programs must be developed in concert with minority communities.

Materials and resources by and about cultural minorities must be collected, disseminated, and preserved if libraries are to attract these groups. There are several access barriers to libraries and information. These include inadequate facilities, limited or restricted collections, lack of bilingual and bicultural materials, and censorship by omission, i.e., failing to purchase materials by and about minorities, and charges for computerized searches in libraries. The Task Force also made special note of the collections and the resource needs of the minority academic libraries, including those in Black institutions, Hispanic institutions, and the American Indian-controlled institutions.

Turning to financing library programs for minorities, the Task Force found that funding for services to minorities has come primarily from federal sources. Because of the cutbacks in federal dollars, many invaluable programs have been eliminated by library administrators. Most minorities in the United States reside in urban centers, yet statistics reveal that urban libraries are receiving a decreasing share of their local budgets. Additional funds are not being allocated. Those libraries that have provided outreach services have found it difficult to continue some of them. Funding for library programs and resources in public, college, university, and school libraries was found to be woefully inadequate. The Task Force recommends that libraries avoid relying solely on external funding for such programs and services, and make funding for these activities a part of the library's regular budget. For funding of publicly supported libraries, the Task Force strongly recommends a tripartite approach from local, state, and federal levels. In addition, funding should be sought from corporate sources, such as business and industry, trusts and foundations, and endowments. Publicly supported libraries are urged to avoid charging fees, which create barriers to the use of library and information resources and services by minorities.

Recommendations

Recommendations given in this report are reasonably explicit. For a full discussion of the findings which led to the recommendations, consult the full report. Only the recommendations are given here, and, following the order given in the report, they are grouped under chapter headings.

Library and Information Needs of Cultural Minorities

1. Community needs assessment studies should be conducted from the library user's point of view as well as from that of the library service provider. Particular emphasis should be given to assessing the needs of cultural minorities.

2. Library and information service providers must set new goals and establish new priorities for meeting the library and information needs of cultural minorities. Further, such goals and priorities should be constantly measured and modified to satisfy the needs which they were intended to addresss.

3. Library and information service providers should devote some of their funding and efforts to promoting actively specific services for cultural minorities within the community and to making sure that the library's resources and services are known.

4. Libraries must improve both qualitatively and quantitatively the services that they provide to cultural minorities and initiate services to such groups where none exist.

5. Benefits of the new technologies in libraries must be distributed equitably among patrons from all walks of life and all strata of society. User fees for such benefits must be avoided.

6. As noted in the WHCLIS report, libraries must increase the public's awareness of their resources and services, and prepare library and information services professionals to market techniques to increase public use of the library.

Library Personnel

7. Urge the American Library Association to conduct a study of the racial, ethnic, and sexual composition of library personnel resources in school libraries.

8. Urge the Special Libraries Association to conduct a study of the racial, ethnic, and sexual composition of special libraries.

9. Urge library schools and the profession to accelerate the recruitment of minorities. Such action carries out the intent of the WHCLIS resolution on addressing the needs of minorities in the profession.

10. Urge ALA-accredited library schools to prepare, publish, and distribute widely policies and procedures for recruiting cultural minorities in their programs.

11. Urge libraries to provide an opportunity for promotion and upward mobility for minorities who are already in the profession, or who will be recruited for the profession.

12. To carry out the WHCLIS resolution further, encourage the Association of American Library Schools to direct its members to examine curricula in their individual schools and reevaluate their programs for evidence of courses on services and materials to cultural minorities. Where it is shown that such courses do not exist, they should be added. If needed, existing courses should be expanded.

13. Urge the National Council for Accredition of Teacher Education to include in its standards for accreditation a requirement that students have a basic understanding of multicultural, multiethnic society.

14. Urge libraries to adopt a continuing education policy and to provide opportunities for minorities to participate. Eliminate barriers to participation in such programs, such as lack of release time and affirmative action programs. A program of continuing education for trustees should also be established.

15. Encourage libraries to ensure growth through staff development programs for professionals and for support staff.

16. Urge libraries and library schools to provide opportunities for minority librarians to obtain specialized skills to serve in specialist positions in libraries.

17. Seek funding from private sources and from state and federal agencies as a means of removing financial barriers for cultural minorities who wish to enter the profession. Priority funding should be for

    (a) continuing and expanding funding for professionals in ALA-accredited library schools

    (b) training of staff at differentiated levels for which credit can be earned (the emphasis here is to categorize levels of funding according to career ladders and to give highest priority to the highest level of education)

    (c) providing scholarships and fellowships which are no less than the current economic level (e.g., in 1982, $12,000 each for professionals and $6,000 each for support staff levels).

Services and Programs

18. Urge political jurisdictions and public libraries to include minority representation on library boards of trustees and other policy-making or advisory boards to guide libraries in developing programs that address the needs of cultural minorities in the community.

19. Urge library administrators to base decisions for planning library services on the ethnic, linguistic, and cultural representation of the populations(s) within the community.

20. Urge library policymakers to provide relevant library programs and services, such as basic literacy, learners' advisory programs, and community information and referral services based on the educational, cultural, social, and linguistic needs of the community.

21. Urge libraries to recruit cultural minority people as trustees, librarians and as support service employees who are representative of the population(s) within the community.

Materials and Resources

22. Urge libraries to disseminate information on their resources that service the needs of cultural minorities.

23. Urge the Library of Congress to develop a national, comprehensive system of bibliographical control of cultural minorities resources.

24. Urge state library agencies to establish networks and to implement other programs of resource sharing to strengthen collections of materials on cultural minorities.

25. Urge libraries to remove the various barriers to information and services that exist. Funds should be made available to prevent those barriers that are the result of insufficient numbers of staff, cost of automated services that cultural minorities are unable to absorb, and denial of access to information in the native tongues of some cultural minorities.

26. Urge libraries to strengthen the collections of print and nonprint materials and to acquire in generous supply information on the four cultural minority groups discussed in this report.

27. Urge libraries to review their materials selection policies and to assess their appropriateness for building collections that include information on the four cultural minority groups.

28. Urge libraries to develop an effective program of acquisition and preservation of minority archival collections. It follows also that such programs require facilities with space for archival storage, appropriate environmental control, and adequate staff with professional training in archival processing and preservation.

29. Urge libraries to provide for the preservation of the oral tradition among cultural minorities, and ensure that projects involve audio- and videotaping.

30. Urge publishers and producers to remove the negative and stereotypical images of cultural minorities that are in print and nonprint materials.

31. Urge publishers to produce and to market works by minority authors. A marketing study by an independent agency should be developed under the auspices of NCLIS.

32. Urge local, federal, and state governments to provide support specifically for minority colleges to build and to strengthen their library collections.

Financing Library Programs for Minorities

33. All types of libraries should include the funding of such programs and services as part of their regular budgets rather than rely solely on support from outside ancillary sources.

34. Public funding should be tripartite: from local, state, and federal sources.

35. Additional funding for library and information services for cultural minorities should be energetically solicited from other than governmental sources, such as from business and industry, trusts and foundations, and endowments.

36. Funding for libraries serving minority communities should provide for adequate personnel, materials, supplies, services, facilities, and equipment.

37. Tax supported libraries should avoid charging fees which might create barriers to minorities and minority communities.

38. States should specify that, in the block grant allocation to libraries, certain percentages of the monies be used to meet cultural minority library and information needs.

39. Libraries should also explore funding sources from the private sector for cultural minority library services, and actively seek the use of such funds.

40. Library schools, ALA, and state library associations should seek from state and federal levels priority funding for scholarships and fellowships to be granted at the 1982 economic level: $12,000 for professional and $6,000 for support staff.

41. Library schools, ALA, AASL, and school media specialist training institutions should explore scholarship funds from the private sector to provide minority teachers with a professional librarianship training program.

42. ALA, Chief Officers of State Library Agencies, and other national library and professional associations are urged to continue to work with the Congress to extend and strengthen LSCA including the new proposed Title, Library Service for American Indians, and work toward other provisions that will ensure quality library service for the other three cultural minority groups. In addition, vigorous efforts should be made to include libraries and the information infrastructure in any legislation designed to rebuild the economic and educational infrastructure of the nation.

Notes

1. Stephan Thernstrom, et.al. The Harvard Encyclopedia of American Ethnic Groups. (Cambridge, Mass.: Harvard University Press, 1980).

2. John Hope Franklin, "Libraries in a Pluralistic Society," In Libraries and the Life of the Mind (Chicago: American Library Association, 1977), pp. 3-4.

3. Nathan Glazer and Daniel Patrick Moynihan, Beyond the Melting Pot, 1980; Andrew Greeley, Ethnicity in the United States, 1974; Arthur Mann, The One and the Many, 1980;

4. For information on the group and its work, see Community Information and Referral Task Force, Report to the National Commission on Libraries and Information Science, Washington: NCLIS, 1983.

5. The Task Force is indebted to Dr. Gregory Spencer, Demographic Statistician, U.S. Bureau of the Census, for projections on Blacks, Asian Americans, and the total American population; for the Hispanic projections, Dr. Roberto P. Haro, Assistant Vice-Chancellor for Undergraduate Affairs, University of California, Berkeley; and to Thomas E. Berry, Chief, Population Branch, Indian Health Service, for the American Indian population projections.

INTRODUCTION

In response to various resolutions of the White House Conference, the National Commission on Libraries and Information Science (NCLIS) undertook new initiatives and activities. Among these was the establishment of three task forces: The Task Force on Community Information and Referral Services, the Task Force on the Role of the Special Library in Nationwide Networks and Cooperative Programs, and the Task Force on Library and Informtion Services to Cultural Minorities. Created in April 1980, the Task Force on Library and Information Services to Cultural Minorities held its first meeting in November of that year. At that time the Task Force reviewed the group's mission, explored the appropriate means for achieving that mission, established subcommittees to perform specific activities, and reviewed the timetable for completing the work. Subsequent meeting dates of the Task Force were as follows:

March 6-7, 1981
October 15-16, 1981
November 20-21, 1981
August 5-6, 1982

Minutes of all Task Force meetings are on file in the NCLIS office. This report and a companion publication of hearings held at the American Library Association Annual Conference, San Francisco, California[1] are the results of the group's work.

The work of the subcommittees included a review of pertinent background literature on the subject, selecting comments from the hearings, making analysis of the information gathered, and drawing up a list of recommendations for improving the problems that impede the development of rich and vital library and information services to cultural minorities.

The work of the subcommittees underwent careful scrutiny by the full Task Force. Sometimes this meant that the basic outline and subsequent preliminary reports were rejected as submitted, and the subcommittees were required to alter the work substantially. Of special concern to the Task Force was the presentation of information and the use of terminology that would not be offensive to the four cultural minority groups whose library and information needs were being addressed: American Indians, Asian Americans, Black Americans, and Hispanic Americans. As noted in the Exeuctive Summary, the Task Force was equally concerned that the limited focus of its work would be fully understood, and that, in its limited time, the group could not make similar study of all minority groups and other underserved groups within the American public.

Following the process described above, the subcommittees presented final drafts of their work to the Task Force. An editorial committee was appointed to examine the reports in detail, to determine whether or

not each subcommittee had made the appropriate adjustments in its report, to set editorial style, and to prepare the work for publication. These reports were reproduced in a single draft document and distributed to the editorial committee for review. The first draft was revised and distributed to the full Task Force. At this point, the group examined each page of the document, reviewed each recommendation, and made additional modifications as necessary. Minutes of the meetings show that the final document was approved by the Task Force and in no way intentionally reflects the attitude of individual Task Force members. The report which follows is submitted from the Task Force as a whole.

Three appendices are included in the report. Appendix 1, "Needs Assessment Study of Library Information Service for Asian American Community Members in the United States," is the result of a study made possible by a research grant from NCLIS and prepared under the auspices of the Asian/Pacific American Librarians Association (APALA). One of its authors is a member of the Task Force, while the other actively participates in APALA activities. Thus, while sanctioned by the Task Force, this report required no approval by the group as a document which reflects the thinking of the full Task Force.

Appendix 2, "Report on Other Minorities," is the result of the work of a Task Force subcommittee and is submitted as a part of the Task Force Report.

The final part of the report, Appendix 3, "Task Force on Library and Information Services to Cultural Minorities," gives names and addresses of all Task Force members, including representatives from the Commission and its staff who participated in many of the Task Force meetings.

Note

1. National Commission on Libraries and Information Science, Task Force on Library and Information Services to Cultural Minorities, "Hearings held at the American Library Association Annual Conference, June 1981," San Francisco, California (Washington: NCLIS, 1982).

I

LIBRARY AND INFORMATION NEEDS

The Report of the White House Conference on Library and Information Services (WHCLIS) illuminates the crises that face our nation's libraries today, particularly with regard to the information needs of cultural minorities. Accordingly, the report notes:

> A free and open democratic society depends upon the ability of its citizens to make fully informed decisions about the choices that affect their lives and their communities.[1]

For the most part, library and information services have been geared to persons who felt more comfortable in utilizing them, who approached them with a background of education and literacy, and who were, for the most part, book-oriented members of the middle and upper classes. By contrast, members of society who lack an adequate education, who are the "informationally-deprived," and who consist of a fair number of cultural minorities, frequently have been unaware of the services available to them at their local library or unconvinced that such services would be of any benefit to them. For whatever reason, they have not been a part of the library's clientele.

Since their inception, public libraries in the United States have had as part of their mission the provision of most services without charge to any resident who wanted or needed them. To some extent, this obligation has been met: informational materials are distributed without charge to those who solicit them. According to the WHCLIS Discussion Guide on Library and Information Services for Meeting Personal Needs, "Equality of access involves active outreach to and servicing of the information-poor."[2] It is in this vein that our nation's libraries have failed. The WHCLIS Discussion Guide on Library and Information Services for Meeting Personal Needs comments on the information needs of the American public accordingly:

> People want accurate information to guide them in making intelligent decisions about issues that concern them. They want to know how to find the government services they need to solve their problems. They want information on how to adapt to rapid changes taking place in their environment. They want to expand their knowledge and range of choices through education.[3]

While our nation's libraries are the most viable institutions extant for fulfilling such needs and desires, the publication Our Nation's Libraries: An Inventory of Resources and Needs notes that libraries in the United Staes fail to meet even minimal standards of service in terms of staffing, materials, physical space, and hours of service.[4] Again, the group most seriously affected by inadequacy is the "disadvantaged,"

or the "information-poor." The "information-poor" segment of the population, which so desperately needs the vital information that libraries are meant to provide, consists largely of cultural minorities.

As commonly defined, and as enumerated in the 1980 United States Census, the major cultural minorities in the United States today are Black (26,488,218); Hispanic (14,605,883); Asian and Pacific Islander (3,500,636); and American Indian, Eskimo and Aleut (1,418,195) citizens. Together, they comprise one-fifth of America's population.[5] Many of these groups also share a legacy of low income and low education and live in urban ghettos or isolated rural areas. Speaking before the National Commission on Libraries and Information Science (NCLIS) Task Force, and in behalf of American Indians who live on reservations in Colorado, Lenore Bright stated that "geographical isolation is one of the most severe problems facing the tribes, as well as all citizens in the area."[6] This is true of all people living in remote regions, from the tundra of Alaska to the problem-ridden "tropical paradise" of the Virgin Islands. Although it is more difficult to grasp, it is equally true that a minority person or group may be just as effectively isolated from the world while living in the midst of a sprawling urban or industrial center. This is the consequence of lack of information concerning available services, lack of interest in a world in which one feels one has no place, or the inability to speak or understand the English language well. Clearly, cultural minorities have specific information needs.

Defining Needs

The process of defining the library and information service needs of cultural minorities is basic to the fulfillment of those needs. Indeed, "the whole White House Conference was . . . organized around user needs."[7] Several studies assessing the library and information service needs of cultural minorities have been conducted specifically in preparation for WHCLIS; however, some minority groups have received less attention than others. Henry C. Chang, Territorial Librarian of the U.S. Virgin Islands, and Suzine Har-Nicolescu of the New York City University System, recently completed a project entitled "Needs Assessment Study of Library and Information Services for Asian American Community Members in the United States" (see Appendix I.) The Task Force did not authorize needs assessment studies of the other three groups because there have been numerous studies made over the years. However, studies of all cultural minorities must be performed on state and local levels, and must be constantly updated as needs and population change.

Based on the data gathered thus far, the following general statements regarding the needs of cultural minorities can be made:

1. The library and information service needs of cultural minorities differ in fundamental ways from those of the majority population and particularly from those of the middle and upper class library user. Furthermore, these needs differ within the cultural minority groups themselves. Even though they may represent the same cultural minority group, pre-schoolers, young adults, and the aged differ greatly in their information needs.

2. Cultural minorities need special information regarding housing, health and welfare assistance, educational opportunities, jobs and career counseling, legal rights, consumer and political affairs, and family counseling.[8]

3. Cultural minorities need a body of literature (archival materials, legal documents, books by and for minority group members) of their own, and a knowledge of their cultural heritage, to fortify pride in their heritage and to boost their self-esteem. As Lucille Thomas notes, "It is important that other groups have an opportunity to read . . . [books about minorities]. Often we emphasize the fact that we want minorities to be able to read about minorities. But . . . it's important for everybody to read about each other because this . . . can promote a greater understanding."[9]

4. Cultural minorities may need help in interpreting and in using the information they receive. Perhaps Robert B. Ford said it best when addressing the NCLIS Cultural Minorities Task Force: "I'm convinced that adequate library service to academically disadvantaged students requires a great deal of patience and fortitude, careful planning, and a concerned and dedicated staff who will walk the extra mile with these students when necessary."[10]

5. Cultural minorities need to be contacted and drawn into a pattern of regular library use through vigorous outreach programs. Such programs must be designed to relate to each minority community in the most appropriate way. Programs should be bilingual where necessary, and they should "reach out" to those who are geographically and culturally isolated. Individual delivery service and the small branch library will work well for those whose problem is physical distance from larger libraries. By contrast, the culturally isolated may be physically close to library services, yet far away in their understanding of the services available to them at the library. This is where the development of truly innovative outreach programs becomes a necessity.

It has been asserted that cultural minorities have never enjoyed equal access to necessary information, because "one does not have equal

access to information which one cannot read or . . . which one does not know exists."[11] It follows that cultural minorities must be guaranteed free and equal access to vital information, even when it becomes necessary to develop programs and services to achieve this end. One may look upon the right to equality of access to information as a provision of the first amendment to the U. S. Constitution. Certainly the inclusion of this right would be a natural extension of basic democratic principles.[12] Further, Article I of the 1980 Library Bill of Rights states that:

> Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

Thus, the responsibility of library and information service personnel is to provide free access to information in two ways: to assist users in obtaining the information they require, and to offer materials freely regardless of the opinions that they express.

Present Status

It is unfortunate that library and information service providers fail to meet the information needs of cultural minorities. Generally, this is not the result of malice toward cultural minorities on the part of libraries and librarians, but the end-product of a cycle of misunderstanding between library and information service providers and the people in their communities. Many librarians interpret the non-use of their resources as a lack of interest rather than lack of awareness of their availability.

Assuming that no one will notice or care, libraries react to non-use by reducing services and minority programs. But the cultural minorities within the community take notice and view such actions as the library's way of turning its back to their needs. They no longer view the library as a source of assistance, and resentment grows on both sides. This cycle could be broken if the library and information service providers were to devote some of their funding and effort to actively promote the library's specific services within the community and to making sure that the people know what the library has to offer.

Many libraries across the nation fail to meet the information needs of cultural minorities because they are unable to obtain the funds required to support specific programs for such groups. Manifesting an "ivory tower syndrome," some libraries remain ignorant of the needs of the cultural minorities within their communities. Therefore, libraries for minorities become meaningless, irrelevant institutions.

Today's society is constantly changing in response to new technological developments. Recent advances in information retrieval--microfilm and microfiche, computer networks, audio and video recordings--have enhanced the capabilities of library and information service providers. The book is only one of the many alternative means of information storage. Library services can be provided with greater ease, speed, and comprehensiveness than ever before. It is inevitable that this technological pace will continue into the future. While such technological aids are more efficient than their predecessors, they are also more expensive. This is the conflict that library and information service providers of today must face. None can doubt that funds for library and information services will become even more scarce in the immediate future. Financial constraints are a reality. William Miles paints a bleak picture when he asserts that cuts in aid to libraries "are designed to trade progress for regression . . . people-oriented programs for machine readable programs . . . to close down branch libraries and substitute . . . nothing in their place."[13]

Library and information service providers will need to distribute the benefits of new and costly technologies equitably among patrons from all walks of life and from all strata of society. They must investigate the social, political and economic implications of information and data processing technology so that library and information services can utilize such technology for the benefit of all users. If providers of information initiate user fees for these costly benefits, cultural minorities and low-income members of the population will, once again, be excluded from library use simply because of their inability to pay the price.

What must library and information service providers do to cope with the current needs of cultural minorities? First, libraries must reach out to people and draw them into a pattern of library use in the planning and implementation of programs designed to fit their needs. One way to initiate this process is to conduct community needs assessment studies from the library user's point of view as well as from that of the library services provider. The results of such studies would enable library services providers to set realistic goals and to determine realistic objectives. The WHCLIS report suggests the need to "increase awareness of library and information services through public information and instruction in the use of library and information services," and to "train library and information services professionals in human relations, the effective use of public relations techniques, and marketing techniques to increase the public usage of library and information services."[14] It follows that unless more cultural minority groups "see those of their own group among the professionals attempting to provide library services, many potential patrons will not turn to the library."[15]

Next, libraries must improve both qualitatively and quantitatively the services which they provide to cultural minorities. The WHCLIS report suggests the development or expansion of "programs for special users such as . . . racial or ethnic minorities . . . the illiterate, the semi-literate and non-English-speaking groups, and other groups not now adequately served." The report further resolves that . . . "library collections and personnel training shall include a special emphasis on the indigenous ethnic populations of the local communities they serve."[16] Statistics show that while cultural minorities make up 20 percent of the United States population, they represent only 11.8 percent of all professional library workers.[17] These figures indicate that such a special emphasis is lacking.

Library and information service providers must set new goals and establish new priorities. In written testimony to the NCLIS Task Force on Cultural Minorities, Florence Wang stated, "It is very important that the Task Force establish some guidelines . . . to all the libraries . . . throughout the country to serve these . . . ethnic groups' needs . . . [and to] provide programs to meet their needs and make them as [sic] regular library users."[18] Before addressing the library and information requirements of cultural minorities, libraries must set relevant goals and define the groups' needs. To achieve such goals, all citizens must be active in developing new ways of disseminating vital information and in fulfilling specific needs. Furthermore, once goals and objectives have been set, they must be constantly measured, evaluated, and modified to assure that they will continue to satisfy the needs which they were intended to address. Of primary importance for the success of any such undertaking is the provision of bilingual materials--foreign language books, films, and tapes--when they are needed. Without them, the needs of the pluralistic community remain unmet, and the goals and objectives of libraries will not be fulfilled.

Fortunately, some libraries are making serious and successful efforts that implement the WHCLIS recommendations discussed earlier. One example is the Asian Community Library, Oakland, California, which was begun in 1976 with a $300,000 Library Services and Construction Act (LSCA) grant. Located in the center of a predominantly Asian American community, the library has designed specific services for three groups: non-English-speaking Asian immigrants, first generation Asian Americans, and non-Asians who have an interest in Asian culture. By providing a variety of print and audiovisual materials in five Asian languages and a one-of-a-kind collection of materials dealing with Asian culture written in English, the Asian Community Library has sought to enrich the cultural life of the community it serves. High usage figures and an enormously positive response from the community are indications of its success thus far.[19]

Another experiment in alternative library and information services that has proven successful is the Langston Hughes Community Library and

Cultural Center, founded in 1969. Located in the Borough of Queens (New York City), the Hughes Library and its all-volunteer staff provide unique library services to a community consisting largely of non-reading Blacks of all age groups. The list of services offered is extensive and includes story hours, film shows, adult literacy classes, information and referral services, training seminars, a Black Heritage Reference Center, a homework assistance program, and a cultural arts program. Because the library was established as an integral part of the community which it serves, it has won, in its thirteen years of existence, the respect and approval of the community residents and the admiration and interest of educators, librarians, and administrators who have visited from all over the world.[20] Other examples of special services to cultural minority groups are the Branch Information Center of the Brooklyn Public Library, the Hunt's Point Branch of the New York Public Library, the Chicano Resource Center of the Los Angeles County Public Library, and the Spanish Service Center of the Miami-Dade County Public Library. These programs stand as convincing evidence of the benefits to be achieved by a thoughtful concentration on the specific needs of cultural minorities.

The issues raised in this chapter must be resolved for the benefit of all people. The most appropriate way to begin is by formulating an accurate enumeration of the library and information service needs of the people, from the point of view of information providers and from the viewpoint of those in need of library and information services. In the words of Robert Wright,

> Coexistence within a free and open society requires that the interests of minorities be fully woven into the fabric of that society. When that occurs, the interests of minorities will cease to be considered as an addendum, an afterthought, a frill or a special program.[21]

Summary

The foregoing discussion has concentrated on the role of public libraries in fulfilling the information needs of cultural minorities. Academic, special, and school libraries also have a role to play in recognizing and in meeting the specific needs of these groups. It is in this vein that WHCLIS notes with special concern the information needs of cultural minorities and calls for people to be fully informed in matters that affect their lives and the decisions they make. All people need and want accurate information. Unfortunately, however, there are those in our society who are "information-poor," for whatever reason, and many among this group are cultural minorities.

America's major cultural minorities--American Indians (including Eskimos and Aleuts), Asian Americans, Blacks, and Hispanics--share a legacy of low income, low education, and unsuitable living conditions.

They also share a legacy of inadequate library and information services designed to fit their needs. This chapter identifies several general statements that characterize the problems and needs of cultural minorities, and notes that the needs differ according to cultural group and also differ from those of the majority population. Cultural minorities often lack a body of literature that enables them to examine their own cultural heritage, while members of the majority population need to be able to read about minority groups and have fuller understanding of cultural similarities and differences. Further, cultural minorities need to be drawn into a pattern of regular library use and to be provided help in interpreting and using the information that they receive.

While user studies have been conducted to assess the library and information needs of the Asian American community, far more needs to be done to determine the specific needs of other cultural groups, not only for users but also for providers. In terms of services to cultural minorities, it is important to note the work of the special programs that various libraries have offered and their efforts to serve the needs of Asian, Black, and Hispanic communities.

Finally, the impact of the new technologies on service to cultural minorities bears watching. Benefits of these technologies need to be distributed to patrons from all strata of society without user fees or other barriers which will result in cultural minorities' non-use of libraries and their services in the future.

Recommendations

To meet the library and information needs of the nation's cultural minorities, the Task Force makes the following recommendations:

1. Community needs assessment studies should be conducted from the library user's point of view as well as from that of the library service provider. Particular emphasis should be given to assessing the needs of cultural minorities.

2. Library and information service providers must set new goals and establish new priorities for meeting the library and information needs of cultural minorities. Further, such goals and priorities should be constantly measured and modified to satisfy the needs that they were intended to address.

3. Library and information service providers should devote some of their funding and efforts to promoting actively services for cultural minorities within the community and to making sure that the library's resources and services are known.

4. Libraries must improve both qualitatively and quantitatively the services that they provide to cultural minorities and initiate services to such groups where none exist.

5. Benefits of the new technologies in libraries must be distributed equitably among patrons from all walks of life and all strata of society. User fees for such benefits must be avoided.

6. As noted in the WHCLIS report, libraries must increase the public's awareness of their resources and/or services, and they must prepare library and information services professionals to use marketing techniques to promote public use of the library.

Notes

1. National Commission on Libraries and Information Science, Information for the 1980's: Final Report of the White House Conference on Library and Information Services, 1979 (Washington, D.C.: Government Printing Office, 1980), p. 17.

2. White House Conference on Library and Information Services, Library and Information Services for Meeting Personal Needs: A Discussion Guide, by Patricia Glass Schuman, prepared for the White House Conference on Library and Information Services (October 1979), p. 27.

3. White House Conference on Library and Information Services, The Final Report, p. 17.

4. Our Nation's Libraries: An Inventory of Resources & Needs (Washington, D.C.: Government Printing Office, 1978), p. 1.

5. U.S. Department of Commerce, Bureau of Census, "1980 Census of Population and Housing, PHC 80-V-1, United States Summary, Final Population and Housing Unit Counts, Advance Report" (Washington, D.C.: Government Printing Office, April 1981), p. 4.

6. "Statement of Lenore Bright, Steering Committee, White House Conference on Library and Information Services Task Force," Proceedings of the National Commission on Library and Information Science Cultural Minorities Task Force Hearings (Washington, D.C.: National Commission on Libraries and Information Science, 1982), p. 28.

7. "Statement of Charles Benton, Chairman, National Commission on Libraries and Information Science," Proceedings of the Task Force Hearings, p. 3.

8. White House Conference on Library and Information Services, Library and Information Services for Meeting Personal Needs: A Discussion Guide, p. 27.

9. "Statement of Lucille Thomas, Assistant Director, Library Media and Telecommunications, New York Board of Education," Proceedings of the Task Force Hearings, p. 24.

10. "Statement of Robert B. Ford, Chief Librarian, Medgar Evers College," Proceedings of the Task Force Hearings, p. 32.

11. "Statement of Robert Wright, Black Caucus, American Library Association," Proceedings of the Task Force Hearings, p. 83.

12. White House Conference on Library and Information Services, The Final Report, (Washington, D.C.: National Commission on Libraries and Information Science, 1980), Resolution A-1, p. 45.

12. White House Conference on Library and Information Services, The Final Report: Summary, (Washington, D.C.: National Commission on Libraries and Information Science, 1980, Resolution A-1, p. 45.

13. "Statement of William Miles, Assistant Deputy Director, Buffalo and Erie County Public Library," Proceedings of the Task Force Hearings, p. 68.

14. White House Conference on Library and Information Services, The Final Report, Resolution A-6, p. 59.

15. "Statement of Miriam Crawford, University Archivist, Sampson Paley Library, Temple University," Proceedings of the Task Force Hearings, p. 72.

16. White House Conference on Library and Information Services, The Final Report, Resolution A-5, p. 47; Resolution D-4, p. 78.

17. American Library Association, Office for Library Personnel Resources, The Racial, Ethnic, and Sexual Composition of Library Staff in Academic and Public Libraries (Chicago: American Library Association, 1981), p. 5.

18. "Statement of Florence Wang, Asian Pacific Center Librarian, Los Angeles County Public Library System," Proceedings of the Task Force Hearings, p. 9.

19. Judy Yung, "Asian Community Library: First in U.S.," Special Libraries 69 (March 1978): 115-17.

20. Andrew P. Jackson, "Testimony to Post Secondary Committee on Education at South Connecticut State College, 25 September 1981," unpaged.

21. "Statement of Robert Wright," Proceedings of the Task Force Hearings, p. 83.

LIBRARY PERSONNEL

Generally, there is a low representation of minorities in all areas of librarianship. This is a reflection of the many barriers and disparities minorities face in obtaining the necessary educational and occupational experience to achieve equality of opportunity. A study of the racial, ethnic, and sexual composition of library pesonnel, conducted by the American Library Association's Office for Personnel Resources, shows that, with the exception of Asian/Pacific Islanders,[1] minorities are still recruited into librarianship in numbers that are fewer than their availability in the pool of college graduates. In 1979 Kenneth Vance, then Assistant Dean, School of Library Service, University of Michigan, testified in support of Title II-B of the Higher Education Act and pointed out that

> there are still too few disadvantaged persons from ethnic minorities entering the library profession. Throughout the nation today, there is a growing determination to expand library services to segments of our population that have not sought out services, because citizens from these ethnic groups--Blacks, Spanish Surnamed, American Indian, Asian American, etc., have not realized that libraries were a source of vital information for them--or because they do not know how to gain access to it. We need minority professionals to serve them. If a major goal is to attract minorities to careers in librarianship we still have a long way to go before their representation in the profession reflects their representation in the population generally.[2]

Librarianship is a predominantly white female dominated profession. Few occupations are more middle-aged, more female, and more white.[3] In addition, librarianship is characterized as a profession with limited opportunity for upward mobility and little concern for changing these demographic characteristics.

The issue of minority participation in the library profession has gained widespread attention since the 1960's and has resulted in efforts to improve the opportunities for minorities in the field. These early efforts consist of increased recruitment, legislation, funding of training programs, and employment in greater numbers. The profession has yet to assess the impact of these developments on libraries and librarianship. The limited data available suggests little improvement or change in the status of minorities; therefore, the "minority issue" in the

1980's remains the same as in the 1960's. Minorities are underrepresented in the profession as a whole and are disproportionately overrepresented in the lowest paying positions.

Statistical data on the employment, staffing patterns, and salaries of minority librarians is scarce and incomplete, but consistently attests to the low representation of all minority groups at the professional level. In the 1969 American Library Association survey, 8 percent of professionals in public libraries and 4 percent in academic libraries were minorities.[4] The 1970 Census data shows an 8.1 percent minority participation in the library labor force.[5] The latest survey of the Special Libraries Association revealed a 5.2 percent membership of minorities.[6] The most recent study conducted in 1980 and made available in 1981 surveyed 1,233 academic and public libraries.[7] Of a total of 21,896 professional staff, only 2,584 or 11.8 percent were minorities (see Table 1).

TABLE 1

Professional Staff By Racial and Ethnic Group in Academic and Public Libraries

	Number	Percent of Total Work Force
American Indian/ Alaskan Native	41	0.2
Asian/Pacific Islander	886	4.0
Black	1,269	5.8
Hispanic	388	1.8
White	19,312	88.2
Total	21,896	100.0

SOURCE: American Library Association, Office for Library Personnel Resources, "The Racial, Ethnic, and Sexual Composition of Library Staff in Academic and Public Libraries" (Chicago: American Library Association, 1981), p.3.

This study provides selected data on the status of minorities in management and middle management positions. Minorities represent 6.9 percent of 951 library director positions, and 10 percent of 6,975 middle management personnel. White males comprise the largest group representation in the top management positions; white females are locked into middle management; and minorities are concentrated at the beginning professional level and in nonprofessional positions.[8]

This employment pattern suggests that racial and occupational segregation clearly functions in librarianship. What this means to minority librarians is low representation in the profession, and a confinement to occupational categories with limited career potential and low paying salaries.

Salaries

The concept of equal pay for equal work is a live issue in the profession, particularly for minoritites who are concentrated disproportionately at the lowest job classification levels. In academic and public libraries, there are 11.8 percent minorities in the professional staff. It is at the beginning professional level that salary equity is more closely achieved between men and women and minorities and whites. The median salary in 1980 for all beginning professionals was $13,282. For minorities, the median salary was $13,020, a $262 differential. The increased percentage of minorities at the lowest job classification level with the lowest pay (28.3 percent of females and 25.9 percent of males earn less than $13,000) is not the hopeful sign of progress in equal opportunity. The inequality of income and the lack of equivalent returns for educational achievement in terms of earnings have a direct effect on minority participation.

Cultural minority librarians are keenly aware of the need to increase their numbers, and to improve their status and representation in administrative positions. Cultural minorities are locked out of positions and systems that control services, materials, programming, and staffing. What is needed are minorities in upper and "middle management positions who can make policy decisions regarding the delivery of library services for all of the community."[9] In understanding the need for policy making powers, one minority librarian revealed that "I have been involved in policy making and that has given me a really good perspective on why it is that we do not get what we want."[10]

Who is to serve the information needs of over 40 million minorities in this country? The answer to this question is that the libraries should employ personnel from minority groups who can reflect, relate to, and communicate with the people in the community they serve.

At an NCLIS conference on user needs, it was recommended that the library hire personnel who understand the needs of existing and potential clientele.[11] In her testimony before the NCLIS Cultural Minorities Task Force Hearings, Miriam Crawford spoke of the need to recruit and to employ minorities to serve minorities:

> One of the unfortunate signs of inequality in our system is the fact that only Asian Americans have found positions as librarians beyond their percentage in the general population. Black people, persons of Hispanic origin, and particularly Native Americans are not being provided with library service by enough of the minority brothers and sisters who would be responsive to their needs.[12]

Many cultural minority groups historically are non-library users. Such groups as a whole need a highly developed and personalized service based on the real and actual needs. In addition, all library personnel should be given specialized training to handle the particular needs of population subgroups.

The lack of trained personnel has been a major obstacle in the development of services and in the provision of materials and programming to minority groups. This problem of service is dramatized by the fact that 245 Hispanic librarians were identified in 1976 to serve over 10 million Hispanic persons.[13] As the President of REFORMA, the National Association of Spanish Speaking Librarians, pointed out in his testimony before the Cultural Minorities Task Force, "Hispanic populations and other minority groups are growing in higher rates than non-minority population . . . . Minorities are here to stay in bigger numbers.."[14] This fact points out the need to train and hire bilingual and cultural minority personnel. Despite the decrease in financial aid and as recruitment commitment wanes, it is more imperative that the limited resources be concentrated on the training of minority personnel.

Library Schools and Library Education

The important role of library schools in the recruitment of minorities cannot be overstated. The qualifying professional degree in librarianship is the Master's degree. Library schools are responsible for developing programs, offering courses, and recruiting and training students to receive the professional degree. At an American Library Association preconference on recruitment of minorities, Virginia Lacy Jones charged the profession to recruit in "sufficient quantities" so that minorities could serve their communities.

> The lifeblood of all professions is dependent upon the successful efforts of all professional

> associations, schools and practitioners in recruiting in sufficient quantities a variety of types of people to serve at various levels in a broad scope of diversified positions.[15]

Although library schools are usually cognizant of the need to recruit minority students, records show they nave not graduated a significant number. Statistical data on minority graduates reflect a slow, gradual increase in the percentage of minorities trained in graduate programs. Of the total Master's degrees in librarianship awarded in 1976-77, minorities represented 8.2 percent, in 1977-78, 9 percent, and 10.1 percent in 1978-79.[16] This small increase in Master's degrees awarded is reported to have leveled off and may be dropping again as library schools' budgets shrink and federal financial aid disappears or is greatly reduced. In addition, the expectation is that as the profession responds to the complex demands of an information society, library schools will exercise more selectivity in recruitment and hiring.

Studies and trends in library education suggest changes in educational requirements and programs that will severely affect the participation of minorities. The Conant Report,[17] the most recent and comprehensive document on library education since the 1920s, recommends several reforms that will have particular relevance for cultural minorities. The principal reforms call for a reduction in the number of graduate programs, a limitation on enrollment, and a lengthening of the Master's program to two years. The Conant Report fails to consider the effect of these reforms on cultural minorities. For this group educational and financial barriers will result in lower participation in graduate programs, extension of the time spent in formal training, and reduction in the number of candidates for the job market.

The lack of financial aid is often cited as the major barrier to graduate education for cultural minorities. At least six persons testifying at the Cultural Minorities Task Force Hearings articulated the paramount role that federal financial assistance has played in improving minority participation in librarianship. Many of the initial efforts by individual states, libraries, library schools, and professional associations in establishing fellowships specifically for minorities have been discontinued. As costs rise and financial assistance decreases, the hope for maintaining the slow growth rate in graduate enrollment from 1976 to 1979 fades. Cesar Caballero, President of REFORMA, states that libraries must accept the fact that minorities continue to be in the poor segments of society, and notes, "We have a Catch-22 in expecting minority people to enter library schols, when we know tuition is so high."[18]

The cultural differences in the predominantly white library school may cause minority students to delay entering or to withdraw from library school. To relocate to a library school town without the support systems of family and friends is a major problem for many minorities.

The lack of role models among the faculty and students exaggerates the cultural differences. Changes in the curricula of library schools have been slow. Jane Robbins Carter, in her study on multicultural library education, concluded that change, however, is necessary.

> Course content emphasizing intercultural communications is essential in today's librarianship curriculum. It can help sensitize the predominantly white, middle class student body to the perceptions of minority groups to the profession of librarianship.
>
> The purpose of integrating such course content into the librarianship curriculum is . . . to equip students with the skills in communication which they will find necessary as members of a service-based profession.[19]

Related to skills in communications, there should be a recognition that some minority students have language difficulties and come from different educational and social backgrounds. These students should have individual guidance through the graduate program and adequate advising on educational requirements and opportunities within the program and the profession.

Library schools over the past ten years have developed courses specifically related to serving minorities. David Cohen analyzed the catalogs of fifty-eight library schools and found eleven courses with titles that specifically mentioned ethnic materials at eighteen schools.[20] Eleven separate courses are not enough for many minority students who feel isolated and alienated within the American educational system.

Many advocates of change in the library school curricula believe that change will be slow. Cohen asserts that library schools must integrate ethnic service components into the entire curriculum.[21] Only then will ethnic library service be able to achieve its full potential. One minority librarian pointed out, however, that a modified program appropriate to ethnic needs

> will take an informed citizenry with the dedication, skills and specialized knowledge to demand from library administrators that librarians be better educated to serve all the people of the community.[22]

The demand for cultural minority librarians is strong and is expected to remain so. Atlanta and North Carolina Central universities, two predominantly and historically Black library schools, report that they receive over 1,500 job notices annually. Annette Phinazee, Dean of the Library School of North Carolina Central University stated, "only 38

of our 54 graduates are Black,"[23] and therefore these positions cannot be filled. Library schools must respond to this societal demand for minority librarians and develop recruitment, training, and placement goals for minorities. Until then, librarianship for minorities will remain a racially and occupationally segregated profession. The call in the 1980s, as in the 1970s, is again for commitment to minorities.

Continuing Library Education

Continuing library education is essential to enable library and information personnel to remain abreast of rapid technological developments and other changes in the profession. What is continuing library education? Barbara Conroy, defines it as

> those learning opportunities utilized by individuals in fulfilling their need to learn and grow following their preparatory education and work experiences. It intends to deepen understanding or build skills of the individual learner, usually through short-term methods that concern only one segment of a larger topic.[24]

While many librarians participate in continuing library education, it is not mandatory. There are sharp differences in the attitudes of the various professions toward the concept of mandatory continuing education for licensed practitioners, including librarians. Nevertheless, in recent years there has been a growing awareness among professionals that continuing library education is important to keep abreast of the latest progress in the field, and essential for those who wish to be promoted and advanced in the profession. A plethora of continuing education opportunities is available for librarians in the form of noncredit activities (workshops, short courses, institutes, conferences, and mini-courses). Some library schools offer degrees in allied fields and advanced certificate programs. Professional associations also provide their membership with continuing education offerings. All of the foregoing provide library and information science personnel an opportunity to engage in continuing library education.

With the establishment of the Continuing Library Education Network and Exchange (CLENE), recognition systems and quality programs are now surfacing that will assist professionals in this very important field. While some civil service agencies around the country are now accepting continuing education credits such as Continuing Education Units (CEUs) and some libraries are granting rewards for participation in continuing library education programs, in too many instances many minority librarians fail to participate in such programs.

Why is it that so few librarians participate in continuing library education programs? By and large, most libraries lack policies that

could encourage minority librarians to engage in continuing education. Minority library professionals often say that they are unaware of the availability of continuing education opportunities. They also report that among the institutional barriers to participation in continuing education programs are lack of release time when courses are being offered, financial obligations of the family that place continuing education beyond reach, the lack of institutional encouragement which would provide incentives to minorities, the absence of continuing education opportunities in certain geographical areas, and the lack of access to training sites.

Institutional racism which still permeates many American institutions, including libraries, is yet another barrier. The term "institutional racism" was coined by Carmichael and Hamilton, who differentiated between individual and institutional racism as follows:

> Racism refers to the predications of decisions and policies and considerations of race for the purpose of sustaining control over that group. Racism is both overt and covert. It takes two closely related forms: individual whites acting against individual Blacks, and acts by the total white community against the Black community. We call these individual racism and institutional racism respectively. The first consists of overt acts by individuals which cause death, injury, or the violent destruction of property. This type can be reached by television cameras; it can frequently be observed in the process of commission. The second type is less overt, far more subtle, less identifiable in terms of specific individuals committing the acts. But it is no less destructive of human life. The second type originates in the operation of established and respected forces in the society, and thus receives far less public condemnation than the first type.[25]

When cultural minority library personnel suggest to supervisors that they are interested in participating in continuing education they are usually told that they cannot be spared, there are no available funds, or in some instances they are not encouraged. On the other hand, librarians from the majority population seem to have fewer impediments which affect their participation in continuing education programs. It has also been reported that, after having attended advanced certificate programs and obtaining additional credentials such as certificates and degrees, minority librarians are given no chance for upward mobility, while librarians from the majority population are promoted without receiving continuing education.

Minority library personnel recognize the need for continuing education. At the NCLIS Cultural Minorities Task Force Hearings, Lenore Bright of the WHCLIST Steering Committee gave testimony on the library and information needs of American Indians, and pointed out that "few people (American Indians) working in the libraries have a college education. They all plead for help in continuing education and training. They asked for on-site workshops and classes."[26] Hispanic librarians consider continuing library eduation important in their quest to strengthen library service to the Hispanic community. John Ayala notes that "we have to have continuing education programs for the Hispanic librarians that specifically meet their needs and specifically meet the needs of the Hispanic community--some kind of middle management training that would be ongoing--not necessarily another degree program but something that would give them a certificate that would say, 'these people have studied and are cognizant of middle management techniques and are ready to serve the Hispanic population at this level.'"[27]

While minorities are well aware of the importance of continuing education, they are also cognizant of the dire need for funding to support continuing education programs. Discussing the need for continued federal support such as HEA Title II-B funds, Annette Lewis Phinazee notes that "such funds are also important in the continuing education of practicing librarians who need to be re-educated to take advantage of the new technology and to provide the increasing variety of services being requested in this information age."[28]

All types of libraries seek to improve the quality of their programs and especially to enhance the competence of their personnel. The provision of continuing education opportunities for library personnel will ensure the quality of library programs and the competence of support and professional personnel. It is in the best interest of libraries that have minority professional librarians on staff to provide continuing library educational opportunities for them, and also to encourage them to participate in such programs.

Libraries should adopt as part of their policy a continuing education provision for all library personnel to make certain that staff will have learning opportunities that will enble them to deliver efficiently and effectively information and services to library users. Trustees could also benefit from continuing education of this nature. Moreover, library administrators should work to eradicate institutional barriers earlier noted that prevent minority librarians and other personnel from engaging in continuing education.

In addition, libraries should implement equal employment policies that will open the door of opportunity for minorities to obtain jobs and ensure that once they are on the staff they will have a fair chance for promotion and upward mobility. It is the view of the minority librarians that libraries are lacking aggressive affirmative action programs.

In his testimony at the NCLIS Task Force Hearings, William Miles called for "federal and state library agencies . . . [to] enforce existing laws of equal employment in public, private and academic libraries."[29] Judy Yung of the Asian Community Library, Oakland, California, shared Miles' views, and pointed out the need for more Asian librarians in public libraries, and stated "there is therefore a need to recruit personnel through Affirmative Action programs."[30]

As the nation implements the WHCLIS recommendations, librarians, educators and others should be cognizant of the resolution on training and continuing education/staff development that recommends "immediate restoration and increased federal funding for library education, research, continuing education, and demonstration projects in order to recruit minorities and students with a specialized background that are under-represented in the library and information science profession . . .," and to "provide continuing education for current librarians."[31]

The encouragement of minority librarians to participate in continuing education programs, the elimination of institutional barriers to such programs, and the implementation of equal employment opportunity programs in libraries will strengthen library services for the nation.

Staff Development Programs

After recruiting minorities, libraries should ensure their continued growth through staff development programs. Minorities, with a few exceptions, are found at the lower levels of the professional scale or at the support level in libraries. In view of this fact, it is just as important that all types of libraries develop training programs for staff at the same time as they develop recruiting programs.

In contrast to continuing library education, staff development is defined by Barbara Conroy as

> a purposive effort intended to strengthen the library's capability to fulfill its mission effectively and efficiently by encouraging and providing for the growth of its own human resources. Its general purpose is to assure that library personnel are motivated, productive, and skilled in their jobs, and that they understand and can implement library purposes and policies.[32]

Staff development programs are conducted in response to a variety of needs: to meet institutional requirements, to foster professional development, to meet crises, and to encourage promotional advancement. Too few libraries have such programs, and those that exist tend to be designed for professionals rather than for support staff. The exclusion

of support staff leads to the feeling that they have nothing to contribute to the library, or that there is no opportunity for advancement. When well organized and formalized staff development programs exist, they are found mainly in the large public, academic, or research library. For school library media personnel, this is usually done at the district level. In most instances it is only the large library that has a staff member who devotes all of most of his or her time to this important responsibility.

Institutions have a responsibility to encourage their library staff to develop excellent skills and to improve their ability to maintain good interpersonal relations with their colleagues and with the public served. By examining and addressing the need for good staff development programs, libraries will be in a better position to give excellent service and improve performance in all areas. Minorities have a variety of needs which must be met through staff development programs. Since minorities are usually relegated to entry level positions which require very few technical skills, there needs to be better utilization of their human resources and training to increase and improve their skills. Minorities must improve their skills to operate in a society whose demands for information have grown more complex and specific. Standards for staff performance must be improved so that minorities will feel more confident that they are giving the best possible service and meeting the responsibilities of the position. In addition, there is a need to increase opportunity for job mobility for minorities so that they can move up the career ladder and thus increase the visibility of minorities in high level positions. Barbara Conroy states that

> all categories of library personnel in all types of libraries have need to learn, often for a number of reasons. The daily tasks and major issues that confront individuals require them to apply knowledge and skill appropriately to each situation. The standards of personnel performance and institutional accountability are increasingly demanding, and without consistent and deliberate effort obsolescense is inevitable. Prompted by personal needs and desire for change, then, personnel mobility flows upward, laterally, geographically, and by speciality. . . . Technological and societal change are rapid and unavoidable, and inevitably affect libraries and their personnel.[33]

Libraries should establish staff development programs as an integral part of their plans and services. This should include orientation as well as specialized training. The orientation program should acquaint the staff with the organization, administration, policies, and services provided by the library. It should create a sense of belonging, of having a role or part to play and inspire pride and awareness in

the new employees. Moreover, specialized training, such as the use of data bases and service to various age groups, must be provided to those employees who need to acquire the skills to deliver effective, efficient, and improved library services. The development of new skills will enhance the employees' self esteem and strengthen the commitment to the library and to the profession.

Library staff development should be designed for professional and support staff. Definite plans should be drafted to allow staff to make use of their training, and requirements for promotion should be clearly outlined in writing and available to all staff. To raise hopes without providing opportunities for their fulfillment will be detrimental to good staff morale and to productivity.

Staff development programs should be designed to sensitize all staff to the needs of ethnic groups that the library serves. A sensitive administration and sound library policy that promotes service to minorities are the best ways to sensitize the staff, and to make them aware of the minority groups the library should serve. Staff development workshops or other training programs can be designed to encourage cultural awareness.

A special effort should be undertaken to encourage minorities to participate in staff development programs. The support staff will strive for higher level positions and further education if encouraged, and if an incentive is provided. To encourage minorities to participate fully in staff development programs and training, each organization should develop a system of counseling and mentoring. This is needed to perfect special skills and abilities that are necessary for promotional opportunities and for professional growth. Counselors and mentors should be knowledgeable about training opportunities within the organization and beyond. Since minorities often have difficulty financing continuing education, it is imperative that libraries have strong and meaningful staff development programs. Whenever possible, schedule adjustments should be made and paid leave granted to staff attending training courses and workshops. Each organization should also be sensitive to the problems of staff members with young children.

If libraries are serious about affirmative action, then it is incumbent upon them to provide staff development programs that will enable professional and support staff to have an opportunity for promotion to higher level positions within institutions. Finally, those who are responsible for staff development programs should be cognizant of the institutional and societal burdens that hinder minorities from full participation in such training.

Specialized Skills Needed

As specialization becomes the hallmark of education and occupations, minorities are confronted with the lack of adequate credentials and resources necessary to obtain advanced degrees or to qualify for positions emerging in the technological, medical, and telecommunication fields. The demand for librarians with specialized skills and knowledge is expected to continue indefinitely. As the nation continues to develop into an information society, the need to specialize is important for all librarians, but for minority librarians specialization can mean upward mobility and survival in a changing job market.

The most obvious evidence of change is the increased demand for librarians who are information-oriented with the ability to transmit data and ideas succinctly, who can make correct value judgments, and who have a knowledge of the subject. This translates into a demand for a new corps of library professionals. The demands for highly individualized information service, rapid and accurate response time, and inquiry analysis in user-oriented services "require information specialists, experts in reference, bibliography, and community resources who can identify the needs of their clientele and provide timely and impartial information."[34] Library schools have only recently begun to deal with these increasing demands for training specialized professionals to provide specialized services. The educational implications of these provisions presuppose communication, language, subject, and social skills as prerequisites for admission to library schools.[35] Admission prerequisites such as these will have a tremendous impact on the availability of minority personnel who can enter or compete in the changing job market.

Little is known about the availability of minority personnel with specialized skills. The Society of American Archivists in 1979 sponsored a survey of some 3,000 of its members and found that only twenty-two of those who answered the question regarding race indicated a category other than white.[36] Awareness of this low representation led to the establishment of a Joint Committee on Minority Training and Employment of three professional associations--the American Association of Museums, the American Association of State and Local History, and the Society of American Archivists--to develop plans to encourage greater participation of minorities in the archival profession.[37] The latest survey of the Special Libraries Association revealed a 5.2 percent membership of minorities.[38] The participation rate of Blacks in law school libraries is also consistent with the employment pattern in other specialties and the profession as a whole: 3.4 percent professional and 9 percent subprofessionals. The most significant finding in this survey was that in 1972 only one librarian had both the law degree and the graduate library degree.[39] Other profiles of the profession or of memberships by library and information science associations document the differentials in salaries and in representation by gender, but fail to consider the ethnic

composition.[40] Therefore, aggregate data on the composition of the labor force is needed for a complete profile on minorities in the profession.

The evidence is clear that there is a growing demand for multiple or advanced degrees, and a corresponding increase in the awarding of these degrees. In 1968 one study identified 249 doctorates in the profession; by 1975, 662 doctorates had been awarded.[41] This tremendous growth has been attributed to the recruitment of students by library schools to keep their newly established doctoral programs alive and to the trend for the doctorate in library education positions.

Minorities, however, continue to receive a low percentage of the degrees awarded. E.J. Josey and Ann Allen Shockley in 1977 identified a total of fifty Black librarians with doctorates.[42] The next year three Blacks, three Asian Americans, and one American Indian received doctorates in the library field.[43] Minorities have a low representation on library school faculties, and there is little hope for increasing their representation in one of the most prestigious occupational positions--university teaching. Library schools establish the goals, develop the models, and support the priorities in library training and education. Minorities want and need to be part of this type of institutional structure to aid in the elimination of educational, cultural, and financial barriers.

While these data serve as evidence of the critical need to improve the representation and status of minorities in the profession, supporting data in these studies reflect the requirements and expectations of library employees. The emerging trend is toward specialization and for multiple or advanced degrees. One survey of the employment practices of thirty academic research libraries reveals a similarity between the skills sought in beginning librarians and those skills identified as important for long-term career growth.[44] Another study which documented the growth of library doctoral degrees since 1972 suggests also a high degree of compartmentalization and specialization among librarians, with or without the doctorate.[45] The skills specified for academic administrative positions include administrative experience, management, budgeting, and automation.

Some minorities lack the requisite skills in management, information control, computer technology, and administration. Although library schools have expanded their curricular offerings and altered their educational programs in response to the personnel needs of the field, the gap between minority participation and library specialization has not been bridged. It is critical that concerted efforts be made to provide the opportunities for and to encourage participation in training programs that address the immediate need of numerical and effective representation of minorities at all levels in the library and information fields. In addition to management and information science courses being integrated into the regular curriculum, there were also alternative

specialities in fifty-four accredited library schools in 1977.[46] Over thirty of these schools offered specialties in medicine and law, and five schools offered specialties in ethnic studies and area programs. In the fields of law and health sciences, librarians are assuming a partnership in the delivery of professional services. Minorities are conspicuously absent from these rewarding and prestigious fields.

The question of an adequate pool of qualified and experienced personnel from which to draw minority representation must be addressed through federal legislation and through commitment by library schools and institutions. Only then will there be indicators of progress toward parity in employment and training at all levels for cultural minorities.

Summary

The foregoing evidence overwhelmingly supports the need for a national commitment to the recruitment and the training of minority personnel for careers in library and information science. The WHCLIS delegates recognized this need in the following resolution:

> WHEREAS, the Nation's people are rich in cultural and ethnic diversity,
>
> THEREFORE BE IT RESOLVED, that library collections and personnel training shall include a special emphasis on the indigenous ethnic populations of the local community they serve, and
>
> BE IT FURTHER RESOLVED, that collections and staff training be developed with the participation and assistance of representatives from the indigenous ethnic population of a local community, and
>
> BE IT FURTHER RESOLVED, that categorical grants be made available to school, public and academic libraries to accomplish these goals.

A recent survey shows that minorities constitute only 11.8 percent of the professional staff of libraries, yet there are more than forty million minority group members in the American society. Minorities are concentrated at the beginning professional level and in nonprofessional positions. Thus, more minorities must be recruited for positions in libraries, and they must have an opportunity for promotion and upward mobility.

The lack of financial aid has been a barrier for minorities who wished to enter the profession and has prevented their attendance at

library school. The Higher Education Act Title II-B funds have been very helpful in the recruitment of minorities to the profession; nevertheless, the amount of the appropriation and subsequent funding of grants have always been inadequate. Funding sources should be expanded and more levels available for professional and support staffs.

The WHCLIS resolution addresses further the need for curricular change in library schools. Courses on ethnic materials and services are lacking in many library schools, and weak in others. A survey of fifty-eight library schools reveals that only eleven courses on this subject exist. Considering the pluralistic nature of society, it follows that library science curricular programs must be revamped to include courses on materials and services to all groups.

Continuing library education is very important for librarians to keep abreast of the changes in the profession. Libraries need to provide the mechanism for their minority staffs to grow and develop, and should, therefore, develop policies and procedures which will make such growth possible. A number of barriers to minority participation in continuing library education exist, the most destructive of which is institutional racism. It is only through positive continuing library education and staff development programs that minorities can be assured the opportunity for advancement.

The responsibility for increasing minority representation in the library profession also falls on ALA accredited library schools. Here aggressive recruitment must be undertaken and supported by policies and procedures that govern such recruitment.

Recommendations

To increase significantly minority representation in all areas of librarianship, the Task Force makes the following recommendations:

1. Urge the American Library Association (ALA) to conduct a study of the racial, ethnic, and sexual composition of library personnel resources in school libraries.

2. Urge the Special Libraries Association (SLA) to conduct a study on personnel resources in special libraries.

3. Urge library schools and the profession to accelerate the recruitment of minorities. Such action carries out the intent of the WHCLIS resolution on addressing the needs of minorities in the profession.

4. Urge ALA accredited library schools to prepare, publish, and distribute policies and procedures for recruiting cultural minorities in their programs.

5. Urge libraries to provide an opportunity for promotion and upward mobility for minorities who are already in the profession, or who will be recruited for the profession.

6. To carry out the WHCLIS resolution further, encourage the Association of American Library Schools to direct its members to examine their curricula and to re-evaluate their programs for courses on services and materials for cultural minorities. Where such courses do not exist, they should be added. If necessary, existing courses should be expanded.

7. Urge the National Council for Accreditation of Teacher Education to include in its standards for accreditation a requirement that students have a basic understanding of a multicultural, multiethnic society.

8. Urge libraries to adopt a continuing education policy and to provide opportunities for minorities to participate. Eliminate barriers to participation in such programs, such as lack of release time. Affirmative action programs should be strengthened. A program of continuing education for trustees should also be established.

9. Encourage libraries to ensure growth through staff development programs. Both professional and support personnel should participate in such programs.

10. Urge libraries and library schools to provide opportunities for minority librarians to obtain specialized skills to serve in specialist positions in libraries.

11. Seek funding from private sources and from state and federal agencies as a means of removing financial barriers for cultural minorities who wish to enter the profession. Priority funding should be for

    (a) continuing and expanding funding for professionals in ALA accredited library schools

    (b) training of staff at differentiated levels for which credit can be earned (the emphasis here is to categorize levels of funding according to career ladders and to give the highest priority to the highest level of education)

    (c) providing scholarships and fellowships which are no less than the current economic level (e.g., in 1982, $12,000 each for professionals and $6,000 each for support staff levels.)

Notes

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27. "Statement of John L. Ayala, Assistant Professor, Librarian, Learning Resources Division, Long Beach City College, Proceedings of the Task Force Hearings, p. 66.

28. "Statement of Annette Lewis Phinazee," Proceedings of the Task Force Hearings, p. 51.

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30. "Statement of Judy Yung, Librarian, Asian Community Library, Oakland Public Library," Proceedings of the Task Force Hearings, p. 74.

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44. Sheila Creth and Faith Harders, "Requirements for the Entry Level Librarian," Library Journal (October 15, 1980), p. 2169.

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3

SERVICES AND PROGRAMS

The public views library service as the provision of printed materials. Among librarians, however, there is a lack of consensus on what constitutes library service or library programs. Library services have been identified as "the organization of materials to make them easily accessible to potential users; lending procedures to insure that materials may be used at the time and place desired by the public; guidance to assist the user to find what he wishes, either in material immediately at hand or in whatever library may possess it; [and] a progam of public information to make its resources not only available but eagerly sought by its community."[1]

A library program "consists of one or more related activities, is identified by the library as an organizational entity, has certain specified (though not necessarily formally) objectives, and generally has clearly distinguishable resources assigned to it."[2]

Currently caught in an era of fiscal constraints, the library community is narrowing its role in outreach services and programs. Some library programs have been viewed as activities that have little lasting relationship with the traditional services of libraries; however, many are a development of traditional library services. Some programs are also a means of extending and broadening services and making them relevant to both users and non-users, particularly to cultural minorities.

Library researcher Lowell Martin expressed the view that public libraries have often functioned between mission and demand.[3] A recent trend in public library management uses a process for short and long range planning based upon community analysis to determine areas of service and program needs.[4] When totally applied, the process requires the involvement of community people as advisors to the analytical process. The concept of involving community representatives in the planning of library programs is not new, but it is seldom practiced. Public libraries point to their boards of trustees as satisfying the need for community representation in planning the direction of library policies and programs. Historically, cultural minorities have had limited representation on such boards. The need is to extend representation of cultural minorities on boards of trustees and to involve them on advisory boards for planning intended to serve particular economic, ethnic, or age groups within the community.

Cultural minority representation in library program planning will have several outcomes. Personal contact with members of cultural minority groups in a community provides a strong link to the everyday life of

the minority community. The program that they develop will reflect their cultural and linguistic heritage. As a result, the image, credibility, and usefulness of the library will improve. Most important, the library will involve and serve the total community rather than just the traditional user.

Fiscal constraints and conflicts in deciding the most effective and judicious use of library dollars have led many libraries to serve only traditional users and to limit or eliminate outreach programs. The debate over the justification of libraries extending their services beyond the library building has been aired recently in professional journals. Public library directors E. Gaines[5] and Henry Bates[6] used the library media to argue the relevance of outreach service to reach the nonlibrary user cultural minority groups. Although the controversy was diminished during the economic "plush" years of the "war on poverty," current library analysts view the library's community only in terms of the user, asserting that "the extension of community library services has failed."[7]

This turning of backs on outreach services is a reflection of larger problems being faced by librarians. The answers of the 1960's no longer seem to work in the 1980s. Today librarians are caught in the dilemma of seeking direction in a changing social and economic milieu. Martin explains the problems of the library as an institution in the 1980's:

> circulation problems . . . financial malnutrition . . . a loose amalgam . . . of various publics . . . and partial clientele. . . . The fresh challenge is in looking out, to connect the agency with fundamental needs of the times.[8]

Libraries generally enjoy a measure of public esteem. To meet the needs of a changing society, libraries should draw upon their records of knowledge, their service-minded staffs, and their physical facilities.[9]

Adult Education Programs

A rationale for libraries' involvement with adult education and basic literacy programs was sounded by Deloris Christopher when she testified that

> Libraries are the key to education . . . . To bridge the gap between the school and the home one needs the library . . . . This continuing education, through the library, builds the bridge between those who go to college and those who do not. Everyone does not need to or

> have to go to college, but everyone should be literate and competent to survive in this world.[10]

Another important reason for the involvement of libraries in basic literacy programs was pointed out by Zoia Horn when she indicated that illiteracy is a "barrier between people and information."[11]

Adult education since the 1800's has been a force in shaping library service. During the twenty years between the 1950's and the 1970's, library literacy programs developed either independently or in collaboration with community education agencies.[12]

Literacy skills have been identified in the former Basic Skills Program of the U.S. Department of Education as reading, oral and written communication, and numeracy. As alternative education centers, libraries are capable of providing programs and services that will develop or upgrade the basic literacy skills of out-of-school adults (sixteen years and over). Libraries have a variety of literacy program options: (a) providing one-to-one tutorial programs using volunteer tutors, (b) developing special collections of print and nonprint materials to be used by the adult new reader, (c) establishing adult basic education General Equivalency Diploma (GED) library based programs, and (d) providing reader/learner advisory services.[13]

Researchers Harman and Hunter recommend a locally developed literacy skill-building program as the solution to the problem of illiteracy in America. They also estimate that there are between fifty-four to sixty-four million Americans "having limited education."[14]

Library-based adult education (including basic literacy) programs are one way of extending library services. They require planning, collaboration with other community agencies, record keeping, and evaluation. They provide an opportunity for librarians to work closely with community educators, adult basic educators, volunteer tutorial groups, and community representatives as volunteer tutors and as students to develop alternative adult education programs based on identifiable community needs. The programs must take into consideration cultural differences, language needs, and the fact that the individual student participant sets his or her goals for achievement.

Information and Referral Services

The resolution on Access to Library and Information Services which was passed at the WHCLIS reads, in part:

> BE IT . . . RESOLVED, that all learners, regardless of age, residence (including institutions), race,

> disability, ethnic or cultural background, should have continuing access to the information and material necessary to cope with the increasing complexity of our changing social, economic, and technological environment.[15]

Librarian Deloris Christopher clearly sounded the need for information services by acclaiming that "the public library has a responsibility to serve its minorities and underserved populations. It must have an information and referral service role in minority communities . . . . Information must include survival skills.[16]

Community Information and Referral (CI&R) services focus on citizen information needs and attempt to solve the individual's everyday problems. NCLIS organized a CI&R Task Force to review current practices in libraries and human service agencies, to report, and to make recommendations to NCLIS regarding the library's role in CI&R. The work is completed and the draft report from the NCLIS CI&R Task Force reviews definitions, practices, and issues of library-based CI&R Services. The report makes several points important to librarians.

> In a CI&R operation, when information is given, it is provided as a link to another resource, rather than as an end in itself . . . . It may . . . be useful to distinguish between two major levels of CI&R: generic and specialized. A generic CI&R provider offers CI&R services covering all topics and all groups within a population. . . . Specialized CI&R providers . . . limit the topics they cover . . . or the populations on which they concentrate . . . . The CI&R may . . . have a hidden bias toward certain client groups if it fails to address physical, cultural and language characteristics of constituent populations.[17]

Several studies have been made about the information needs or information seeking patterns of the poor and of minority groups and the needs of the general population. One article, excerpted from a larger study conducted in the mid-1970's, reflects observations made on the effect of a large communications networking pattern on the urban poor. Some comments made in the article provide perspectives on the gaps in the information usage, and on the patterns of information and their application by the urban poor.

> The information needs of the poor are unmet for a number of reasons . . . . The poor are . . . isolated from the important communications networks by a language barrier. . . . The single most immediate communications network affecting the poor is their intra-community, interpersonal system

> [which]. . . is . . . of little value . . . in gaining the substantive information they need to make a difference in their lives . . . . The resources [and] . . . the linkages and information-sharing procedures that could join [organizational] systems with the local, intra-community networks do not exist, or are weak.[18]

Using diverse techniques to reach community networks and accepting CI&R services as a program priority, libraries can serve some of the information needs of minorities and the poor. Programming for CI&R services requires a knowledge of community resources and collaboration with other agencies providing human services. CI&R services should consider community ethnic groups, their cultural differences, and their language patterns.

Computer Applications

The application of the computer to the lives and information seeking patterns of cultural minorities will have to be observed from the viewpoint of the consumer (the poor and cultural minority representatives) as well as the provider (the librarian, and human service professionals).

Print is the primary mode of communication through the new computer technologies. The need to understand, interpret, and use written communication will still be a priority in a computerized information network. The need for basic literacy skills is paramount in a world that is already speaking of computer literacy.

As discussed in Chapter 1, the application of computer technology in libraries already involves the controversy over charging fees for online search services. In this regard, Cynthia Jenkins expressed a concern "about selling information in libraries." She continued by stating that

> We must provide a mechanism for poor people to have access to computerized information, just as we make a way for the poor and disinherited to have access to the public schools and public education here in America. I equate free public library service with free public education.[19]

It is also important that the content of the data bases reflect the ". . . interests and value-choices"[20] of the communications networks. The NCLIS CI&R Task Force felt that

> the newer technologies--especially computer technology --are not currently being exploited to the fullest. Computer technology . . . has the potential for . . . streamlining the collection and processing of CI&R data bases among CI&R providers, customizing CI&R directions of resources, and providing up-to-date CI&R files at remote sites.[21]

Cultural minority groups and the poor live in a society shaped by the dominant culture. The new technologies will affect all lives. Cultural minorities and the poor are consumers of information and services --directly or indirectly, negatively or positively. Adjusting to new technologies will depend upon access, exposure, "hands-on" experience, the value of the technology to everyday life styles and the ability to interpret and apply the technology. Libraries have a strong responsibility to the community to assist in bridging the gap between technology and the library's community.

Summary

While the public holds the view that library service is the provision of print materials, librarians disagree over what constitutes library programs and services. Whatever their definition, it is clear that, at the present time, the library community is limiting its scope and services because of fiscal constraints.

Clearly there is a need for cultural minority participation in library program planning, and a greater involvement of the minority community in setting library policy and program direction. While some of this involvement comes through representation on public library boards, it often fails to emerge for cultural minorities. Thus, the need for representation of such groups on boards of trustees and other policy making or advisory boards is obvious.

Libraries have developed adult education programs and basic literacy programs to meet the needs of the public, particularly those with limited education. Thus, library-based adult education programs have become an important way of extending library services to the community. Such programs, however, must take into consideration cultural and language differences among community residents.

Many programs, including Community Information and Referral Services, are significant to the service of cultural minority groups. These include community oral history projects, library cable television projects, ethnic history and cultural awareness projects, consumer protection education projects, multimedia ethnic materials and computer-assisted instruction. Programs cannot be developed in isolation. They must embrace specific community needs, incorporate relevant materials and collection development, and employ sensitive, dedicated personnel.

Strong arguments from some librarians proclaim the death of outreach services, deny the importance of community involvement, and point to other trends as being more relevant to the profession.[22] Librarians who reflect the interests of cultural minority people urge librarians not to "trade people-oriented programs for machine-readable programs."[23]

Criteria for serving cultural minority groups are experience, sensitivity, awareness, and knowledge. Principles for providing outreach services are known and should not be abandoned.[24] They fit the new times, technologies, and professional trends.

The politics of a community necessitate a broad-based constituency, a planning system that utilizes a wide spectrum of human resources, and the delivery of programs and services considered significant by the general community and local funding agencies.

Recommendations

To strengthen library programs and services to cultural minorities, the Task Force makes the following recommendations:

1. Urge political jurisdictions and public libraries to include minority representation on library boards of trustees and other policy making or advisory boards to guide libraries in developing programs that address the needs of cultural minorities in the community.

2. Urge library administrators to base decisions for planning library services on the ethnic, linguistic, and cultural representation of the population(s) within the community.

3. Urge library policy makers to provide relevant library programs and services, such as basic literacy, learners' advisory programs, and community information and referral services based on the educational, cultural, social, and linguistic needs of the community.

4. Urge libraries to recruit cultural minority people as trustees, librarians, and as support service employees who are representative of the population(s) within the community.

Notes

1. Allie Beth Martin, PLA Strategy for Public Library Change: Proposed Public Library Goals--Feasibility Study (Chicago: American Library Association, 1972), p. 21.

2. Clare K. Lipsman, The Disadvantaged and Library Effectiveness (Chicago: American Library Association, 1972), p. 3.

3. Lowell A. Martin, "Commentary," Library Trends (January 1974), p. 406-7.

4. Vernon E. Palmour, A Planning Process for Public Libraries (Chicago: American Library Assocation, 1980).

5. Ervin Gaines, "Vantage Point/Opinion: Let's Return to Traditional Library Service: Facing the Failure of Social Experimentation," Wilson Library Bulletin 56 (September 1980), pp. 50-53; 78.

6. Henry Bates, Jr., "Vantage Point/Opinon: In Defense of Outreach Services," Wilson Library Bulletin 56 (March 1981), pp. 527-27; 558.

7. Leigh Estabrook, "Emerging Trends in Community Library Services," Library Trends 27 (Fall 1979).

8. Lowell A. Martin, "The Late Great Public Library--R.I.P." ALA Yearbook (Chicago: American Library Association, 1981), pp. 1-5.

9. Ibid.

10. "Statement of Deloris Christopher, Library Resources Advisor, Pasadena City College," Proceedings of the National Commission on Libraries and Information Science Cultural Minorities Task Force Hearings (Washington, D.C.: NCLIS, 1982). p. 10.

11. "Statement of Zoia Horn, Library Consultant, Data Center, Oakland, California," Proceedings of the Task Force Hearings, p. 15.

12. Robert Ellis Lee, Continuing Education for Adults Through the American Public Library: 1833-1964 (Chicago: American Library Association, 1966).

13. Helen Huguenor Lyman, "Literacy Education as Library Community Service," Library Trends 27 (Fall 1979): 193-217.

14. Carman St. John Hunter and David Harman, Adult Illiteracy in the United States (New York: McGraw-Hill Book Co., 1979).

15. White House Conference on Library and Infomation Services, The Final Report (Washington, D.C.: National Commission on Libraries and Information Science, March 1980), Resolution A-5, p. 48.

16. "Statement of Deloris Christopher," Proceedings of the Task Force Hearings. p. 10.

17. Community Information and Referral Task Force," Draft report to the National Commission on Libraries and Information Science," pt. 3 (December 1981).

18. Neal H. Hurwitz, "Communications Networks and the Urban Poor," Equal Opportunity Review: ERIC Clearinghouse on Urban Education (New York: Institute for Urban and Minority Education, Teachers College, Columbia University, May 1975).

19. "Statement of Cynthia Jenkins, Queens Borough Public Library, New York," Proceedings of the Task Force Hearings, p. 62.

20. Hurwitz, "Communications Networks," pt. 1.

21. CI&R Task Force, Draft report to the National Commission on Libraries and Information Science, part 3-D, p. 2.

22. Estabrook, "Emerging Trends."

23. "Statement of William Miles, Buffalo and Erie County Public Library," Proceedings of the Task Force Hearings, p. 68.

24. American Library Association, Office for Library Outreach Services, "Principles for the Development of Outreach Programs" (Chicago: ALA, October 1979).

4

MATERIALS AND RESOURCES

The material and resource needs of America's cultural minorities are cited among the sixty-four resolutions passed at the White House Conference on Library and Information Services (WHCLIS) and identified earlier in this report. Such needs have been analyzed and expanded at the NCLIS Task Force on Library and Information Services to Cultural Minorities Hearings. Thus, this chapter addresses the WHCLIS charge by exploring fourteen broad topics that embrace the concerns of the library community and its constituents, and which have been underscored in the WHCLIS report and in the Task Force Proceedings. These are: (1) dissemination of information on availability of resources, (2) networking, (3) information about access barriers, (4) collection development, (5) nonprint resources, (6) technological advances, (7) terminology, (8) selection policies, (9) preservation of materials, (10) facilities, (11) publishing, (12) archival collections, (13) utilization of resources, and (14) minority colleges.

Meeting the Challenge: A Retrospective View

The recognition of the pluralistic nature of American society is the first step in addressing the challenge of the library material and resource needs of an entire community. For some, the recognition of the pluralistic nature of society is a relatively recent phenomenon. Edwin B. Parker notes that "our society has always been a pluralistic society, despite any forces acting in the direction of homogenization."[1] Parker analyzes the vast regional differences as seen, for example, in the distribution of economic resources between the rich and the poor, the slave and the free person, and the native and the immigrant. In time, a multitude of subcultures developed, and their characteristics were noticeably different from the culture of earlier generations. Accordingly, Parker states:

> Instead of each individual being in one subculture characterized by his race, occupation, geographic location, etc., that is stable over a long period of time, more and more people have simultaneous multiple subgroup (or subculture) memberships and belong to different subcultures at different points in time.[2]

With the recognition of subcultures has come also the recognition of the needs of cultural minorities or "special groups." A good example of this is the work of the the California Ethnic Services Task Force,

which, in its publication, A Guide for Developing Ethnic Library Services, addresses the matter of resources and services to ethnic communities. The guide notes that

> more and more, public library administrators are coming to the realization that serving their populations is a responsibility that cannot be accomplished through a policy of benign neglect.
>
> The ethnic populations may have different needs; they may speak a language other than English; they may view the library as an institution which has no meaning for their lives. All these are considerations which must be taken into account if the library is to provide valid service. The library must adapt, and to accomplish this library administrators must commit themselves and their libraries to the effort required to effect needed change.[3]

The report also identifies a number of issues that have impact on ethnic resources and services. In terms of providing materials for the bicultural/bilingual person, the document notes that

> reading abilities and needs in ethnic communities range from those of the recent immigrant to the Native American, from the illiterate to the highly educated in either English or another language, or both. Cultural interests, survival information, bilingual material, tools for self-education--all these and more are needed in the ethnic community, and the ethnic collection must provide for this diversity.
>
> Collection development should be tailored for each ethnic community. The community information needs assessment should be designed to provide a profile of ethnic reading abilities, needs and interests . . . . More important, the library staff involved in collection development should have the language ability, knowledge of materials in the field and cultural background to do the job effectively.
>
> Funds allocated for ethnic collection development should be based proportionately on the potential use by the ethnic community, and should be sufficient for the purchase of nonprint materials, as well as printed. Ethnic materials should be a regular item in the library's budget and be funded on a continuing basis.

> Finally, the existence of the ethnic collection must be publicized on a continuing basis. Provision should be made for the ethnic staff to interact personally with the ethnic community, in order to fully utilize the existing communications networks.[4]

The California Ethnic Services Task Force identifies a well balanced ethnic collection as one which includes bilingual materials, reflects the duality of the cultural situation that communities face, includes popular items, provides a variety of information resources, and contains educational materials, nonprint materials, periodicals, and vertical file materials.

That issue is discussed in the section of the report entitled, "Meeting the Needs of the Ethnic Community," which states that

> in a community where the ethnic population is not using the library, services and programs which will attract people to the library and which will fill unmet needs must be developed. There may be many reasons for lack of use of the library by the ethnic community, including: (1) lack of awareness of the library and its services; (2) inconvenience of location or hours of service; (3) ethnic persons may feel uncomfortable in the library; (4) they may have higher priorities on their time; (5) the library may not offer materials or services that are of interest or are needed, etc. In the past, poor circulation of ethnic materials or lack of use of the library in an ethnic community has been used as a rationale for cutting back services or for providing a minimum level of service. Just the opposite reaction should be the case. Libraries have an obligation to overcome any obstacles which may hamper their use by the ethnic community."[5]

To overcome these problems, the report calls for libraries to provide a welcoming atmosphere, to offer a variety of programs geared to the interests and needs of the ethnic community, to make community information accessible, to refer patrons to other agencies, to develop ways to encourage ethnic residents to come to the library (prepare exhibits, work with groups, etc.), to work with community agencies, to share information, to offer programs which are popular with adults, children, and families, and to provide other services.

Special service programs for ethnic communities can indeed prove effective. One example is the Minority Information Services Networks' project CALL (Community Access Library Line) offered by the Los Angeles County Public Library. Briefly stated, the project provides information and referral services to Black, Hispanic, Asian (specifically Chinese and Japanese), and American Indian residents of Los Angeles County. While a human services I & R program already serves at least 253 libraries and agencies, project CALL stresses multilingual access through the use of a toll-free line that serves three area code districts. Bilingual librarians are on duty to assist users who have language difficulties.[6]

In fiscal years 1979 and 1980, the U.S. Department of Education's Office of Libraries and Learning Technologies funded programs that served persons of limited English-speaking ability. Some of the bilingual programs funded in 1979 provided bilingual materials, enabled libraries to present story telling activities (including Dial-a-Story) for children, featured non-English speaking authors and artists, provided outreach programs to penal institutions and migrant camps, trained library personnel to serve bilingual communities (and hired some bilingual personnel), supported English-as-a-second-language classes, and supported directories and brochures in foreign languages and in English to inform ethnic communities of ways to improve their quality of life. As a result of the funding, some of the patterns and activities that emerged were: (1) the development of bilingual collections and related programs, (2) bilingual demonstration programs, and (3) state grants to libraries to purchase foreign language materials. In one case, grants were made to one library to develop one collection to serve the entire state.[7] Notable statewide projects were cited in Connecticut, Florida, Georgia, New Hampshire, New York, and Texas.

Similar activities were supported in 1980, with notable projects for Hispanics in California, New Jersey, and New York. By that time, however, some libraries were experiencing problems in staffing projects with appropriate (specialized) personnel, inadequate budgeting, and difficulty in establishing working relationships with community ethnic groups.[8]

Manuel E. Velez describes the material and resource needs of the Mexican American community, particularly in the Southwest where this community is large, and where it has made a notable and lasting impact on the region's culture. Velez begins his discussion on materials and resources by commenting on the high dropout rate of school age population.

> There are many, many reasons [for the disproportion of dropouts]: Lack of relevant school materials, language and reading problems, unsympathetic teachers, [and] lack of cultural understanding.

> Many Mexican-American areas of the Southwest, rural and urban, belong primarily to the culture of northern Mexico. Spanish preference over English and the bilateral extended family provide a strong social background for the individual. Some Mexican-Americans are completely bilingual. Others prefer English over Spanish.
>
> Libraries can do much to provide services for all the needs of the Mexican-Americans. For those who need economic assistance and information, libraries may have materials on different job requirements and skills. Also, libraries could build up material that would be helpful for personal development of job skills. For educational support, libraries could work more closely with public schools to complement the needed educational materials for Mexican Americans.[9]

Finally, Velez calls upon libraries to provide resources on Mexican American culture, to acquire materials on Mexican Americans that are written by members of this group, to employ librarians who speak Spanish, and to maintain staffs composed of significant numbers of Mexican Americans who have decision making powers and influence.[10]

For Black Americans the literature documents the fact that materials and resources traditionally have been problem areas. In the publication Black Academic Libraries and Research Collections: An Historical Survey, Jessie Carney Smith concludes that these libraries face various problems. Chief among them are "inadequate collections in terms of both size and content; a high incidence of obsolete materials in the collections; too little emphasis on nonprint media; inadequacies in periodical holdings, in terms of both titles received and the extent of back volumes, . . . the lack of innovative programs to foster greater use of the library," and other deficiencies.[11] Some of these libraries were housed in facilities which were inadequate to the extent that services and use of the collection were hampered.

A primary strength of some of the Black college libraries is the special Black collection. In this regard, Smith reported that

> The collections of black literature that are found in the black colleges have been faced with similar problems, particularly where separate collections have been maintained. These collections have served dual purposes: they provide materials to support the increasing

> emphases on black studies curricula, and they provide a source of primary materials for scholars engaged in research activities. The greatest problem which these collections have faced is the lack of adequate financial support to permit them to grow and develop, to provide sufficient staff for servicing the collections, to process and preserve valuable research materials, and to engage in activities which will promote the research functions which they have the potential for supporting.[12]

Finally, the study notes that the exceptions among Black college libraries are those that have assembled rich collections of Black materials. Smith gives thirty-three recommendations for improving the status of Black college libraries, with a portion of these recommendations centering around the materials and resources of these libraries.

More recently the National Association for Equal Opportunity in Higher Education (NAFEO) pointed out the importance of the Black colleges and their libraries. Accordingly, NAFEO noted that

> These institutions have made tremendous contributions to our nation and continue to be of vital importance. They have championed the cause of equal opportunity and quality education and have provided this opportunity to those who were denied it, or could not afford it; assumed leadership in the development of techniques for overcoming handicaps of the educationally disadvantaged; served as custodian of archives of black Americans and as centers for the study of the rich cultural contributions of blacks to America; and developed and expanded programs of educational and occupational retraining for minority adults . . . . . The historically and predominantly black institutions . . . are a vital national resource fostering meaningful participation of blacks in the mainstream of American life."[13]

The frequency with which the literature recognizes Black collections that are a vital part of Black libraries is significant. Several years ago the Urban Resource Systems proposed the development of a national network for the acquisition, organization, processing, and dissemination of materials by and about Blacks, as reported in a publication by that title. The report and plan have implications for collections by and about other cultural minority groups. Further, the report presents a statement of the needs and shows that special projects and

efforts within the United States are devoted to the concepts of "(1) identification of materials by and about Blacks, and (2) preservation of those materials. Most of these special projects have gone on record in favor of a national method of coordination."[14] Some of these projects are found at the Amistad Research Center (Dillard University), Black Oral History Program (Fisk University), Alabama CEMBA--Collection and Evaluation of Materials by and about Black Americans--and Martin Luther King Center for Social Change. Excluded from the list but subsequently discussed is the African American Materials Project (AAMP) located at North Carolina Central University. (Publications from the project have appeared since the national network was proposed.)

The report identifies some of the notable collections that contain materials by and about Blacks, and which are located in various libraries. Included in the list are Atlanta University, Detroit Public Library, DuBois Institute (Harvard University), Fisk University, Hampton Institute, Harvard University, Howard University, Lincoln University (Pennsylvania), Schomburg Center, Texas Southern University, Tuskegee Institute, and Yale University.[15] The network plan includes a method for the national acquisition, processing, and dissemination of materials. The report also includes sections on Research and Development, Development of a Survey Instrument, and Development of Criteria, and continues with a total of nine phases that should be completed to effect a workable national network.

The United Negro College Fund (UNCF) is especially concerned with the preservation of historical materials in its member colleges. Thus, on September 16-17, 1980, UNCF sponsored a conference which had the following purpose:

> To discuss ways of improving the preservation and use of historical records (both college or university archival records, and special collections of related personal papers and organizational records) at the forty-one UNCF member institutions.[16]

The statement emanating from the conference justifies the reasons for preserving the records, presents an extensive list of items that should be preserved, demonstrates how archival records in these institutions have been used for research projects, shows UNCF's role as a clearinghouse for archival information, and concludes with a plan of action (or a statement of what needs to be done at the end of the conference).

Subsequently, UNCF prepared and submitted to the National Historical Publications and Records Commission an application for funds to conduct a survey of the historical records and institutional resources at its member institutions.[17] Both the significance of the project and the goals (or the intended product) are important to the collection and preservation of the historical and cultural resources on Black Americans, and are adaptable for managing such resources on ethnic groups in general.

Areas of Concern

The Cultural Minorities Task Force Hearings provided a forum for members of the library community and others to present their views on the problems, weaknesses, and strengths of libraries that serve, or that should serve, the nation's cultural minorities. Proceedings of the hearings show that most of the testimony echoed the concerns of the Task Force. Thus, public statements made at the hearings have been analyzed and summarized within fourteen major areas of concern identified in this chapter.

Availability of Resources

The library profession recognizes that libraries must change in order to attract minorities. Story hour programs, reading clubs and similar activities have been effective in the past; however, today more informational services are required. In this information age, the community needs access to all kinds of information, or else the lack of it will remove the community from the larger society. Such information includes survival skills, adult education, and computer applications. If, indeed, information is power, it follows that those who lack it are powerless. Thus, minorities remain the information-poor. They are joined by an amorphous group which encompasses all social, ethnic, and cultural distinctions, and is euphemistically called "economically disadvantaged" or "poor."

As libraries disseminate information, they should give attention to networking as a means of doing so. For example, one should examine the activities of the Smithsonian Institution, the Society of American Archivists, and the National Archives to determine procedures for describing and disseminating information on manuscript and archival collections. Further, there has been progress toward recording and preserving works in the major Black collections, such as those at the Schomburg Research Center, Howard, Fisk, and Atlanta universities, and at Tuskegee Institute. Other institutions, such as Yale University and the University of Massachusetts, have acquired major holdings and have made them available to the public.

The testimony continues with discussion of the outreach services that began in the 1960's, but notes that, unfortunately, they are still experimental in the 1980's. They should now have become a part of the ongoing information services of public library systems in the country.

John L. Ayala comments on the ethnic composition of southern California and describes the community there as significantly Hispanic and Asian. The Hispanics also are largely Spanish speaking. He states that

> when they want some information and referral, they aren't abl to get it, because the information and referral is not multi-cultural, it's not multi-lingual. I believe it should be. I don't believe it [should be] mono-lingual, because it's not a mono-lingual country.[18]

The availablility of resources for Asians is as much a problem as it is for the Hispanics. According to Ayala, this is especially true where the Vietnamese are concerned, and "when they want information, information and referral, they can't get it" unless someone provides the information in translation. In such cases, some of the meaning is lost.[19] In view of this problem, Ayala recommends that NCLIS make sure that information and referral services become "multicultural and multilingual, that they service the true population of the country, rather than what is supposedly thought that the population is."[20]

The testimony shows other concerns for addressing the needs of the new arrivals from Southeast Asia. William W. Wan reported that approximately 100,000 Southeast Asian refugees live in Texas and are concentrated in the coastal area around Houston. Among these groups are Vietnamese refugees or recent immigrants who are seeking university degrees. According to Wan, their library needs are not being met.[21] Thus, the need for libraries to serve the informational needs of Hispanics, Asians, and other cultural minority groups is glaring.

Networking

The testimony addresses networking activities in various forms. In some instances, reference is made to Black information networks while in other instances reference is made to networks that would strengthen the collection of Chinese materials. In connections with Black or Afro-American collections, the testimony shows that, once collections have been identified, they need to become a part of a regional or national network. Financial assistance is needed to employ personnel who are experienced in networking and who will help to make such systems effective. This is the type of project that NCLIS might find appealing. Further, NCLIS should be an advocate of an effective bibliographic system for Afro-American materials and should take the initiative in implementing long-term plans with other federal agencies and with the private sector to provide funds needed to complete and to continue the work of the African-American Materials Project.

Reference is made also to OCLC, Inc. (formerly Ohio College Library Center) and other networks that are in operation. The Black Studies Librarianship Discussion Group was organized to discuss the impact of networking on Afro-American collections. The testimony calls for further analysis of the Discussion Group and its work. The outstanding collections at Schomburg and at Howard, Atlanta, and Fisk universities are

mentioned. In addition to these, other collections around the country need to be identified and examined in terms of effecting a sound networking system.

Improving resource sharing and networking should be a priority. In effect, the testimony notes that where Black resources are concerned, networking dates back to the late 1920s and 1930s, when Dorothy Porter of Howard University and Catherine Latimer of Schomburg exchanged catalog cards. This is, indeed, networking in its infancy. This exchange was abolished because the respective libraries thought that they were unable to afford the expense of printing duplicate catalog cards.

The University of Texas Library, which collects Chinese materials, has engaged in a book exchange program with the National Library of Peking and the National Palace Museum in Taipei. Testimony shows that materials received may include Free China, Central Daily News, Look Japan, Asharg-al-awsat, and other items which may be the only source of current information on Asian countries available to Asian American patrons in libraries. Even so, sometimes these materials are not immediately accessible to the patron, thus creating an access barrier. Sometimes important Asian American publications such as Amerasia, East-West, Hsintu, and other such publications are also unavailable in libraries.

Barriers to Access

The Task Force Hearings revealed that traditionally libraries have served a small percentage of their communities. Users were the educational institutions, staff, students, and those who sought special information or who were drawn in by special projects. For many years no particular efforts were made to attract minorities to libraries. In fact, in many parts of the country some minorities were denied access. This was especially true in the South where racial segregation resulted in separate, unequal, and substandard facilities for Blacks. Today there are more subtle influences at work with the same result: the separation of people from information. One of the most insidious of these is censorship. It ranges from the omission of entire areas of politically and culturally sensitive information to the undermining of the nature of public libraries as egalitarian institutions established for public good.

Inadequate facilities and the denial of physical access to materials are long-standing problems that Black Americans have faced. These problems are now compounded by denial of services. Such denial comes in the form of service fees, especially for use of data bases. Service fees present special problems to the large numbers of economically disadvantaged persons who comprise the Black population.

The testimony continues with the suggestion that minority persons in general have been unable to gain equal access to information and most

likely will be unable to do so in the foreseeable future without federal financial assistance. Cuts in federal funds also have resulted in the removal of librarians from their positions, with the result that in some libraries school children now lack the guidance needed to ensure their basic right of equal access to information. Here again, NCLIS should recognize that information must be accessible also through children's service programs. Services that were initiated by LSCA and ESEA funds have been curtailed, and now local authorities must be urged to include services that these funds once supported in their regular budgets. Thus, the denial of access keeps persons information-poor and creates a sense of powerlessness in the society. If a group is denied access to information, the whole fabric of the democratic institution is undercut.

Of special importance is the need to address the information requirements of bilingual groups, such as Asian Americans, Hispanics, and American Indians. Information barriers exist in many libraries because of their failure to provide bilingual materials and resources that reflect the cultural heritage of all members of the community. Moving in another direction, the testimony cites the need to address the Black urban poor. Cynthia Jenkins stated that the Black urban poor find themselves daily surrounded by educational, political, and social institutions that have very little, if any, relevance to their problems, their needs, and their life styles.

> To the inner city resident, the library has just been one more institution whose purpose and rationale are both meaningless, unknown, and whose services as a consequence have been directed to a very well-educated, book oriented middle-class and upper-class elite. The library information imbalance which exists in the ghetto is perhaps more evident than the one which exists in the larger culture for Black people.
>
> I would like to remind the Commission . . . and library adminstrators in the inner cities that their urban populations are becoming increasingly Black, and that they must begin to respond to these populations in the urban centers, for it is this new population that is increasingly taking over the city that will be the population to support the large urban libraries in our cities in the future, or there will be no support for urban libraries . . . .
>
> We must not let the public library die in the urban centers of America. The public library is needed more than ever to bring information, not only to

> those who are informationally deprived or the information-poor, but also to bring information to those who are informationally advantaged, and the information-rich, for this is important to a democratic society, for a well-informed society will ensure a continued democratic society.[22]

The Task Force underscores the need to serve the Black urban poor as noted in the Jenkins testimony, but recognizes further that the urban poor is comprised of many other cultural minority groups. Their library needs must also be addressed.

Collection Development

The library community has expressed a special concern for developing collections to service minority groups, to develop and to preserve special collections on single ethnic groups, or to develop resources to serve the unserved. Testimony calls for NCLIS to seek federal funds for the establishment of a core collection of minority materials on campuses where such needs exist. Moreover, "it should be deemed appropriate for the Commission to recommend legislation to allocate such funding to be used for the purchase of ethnic materials for the benefit of minority students, in proportion at least to the numbers of students enrolled on such campuses."[23] Such resources should be available also to students of the majority population.

The testimony notes that some special collections were created by LSCA funds, and publishers were happy to produce them. Now the mood has changed. Funds need to be earmarked for materials that reflect minority needs in particular geographical areas.

For many years the discriminatory practices of society were reflected in the library's lack of appropriate materials, subject matter, and services for minorities. For the American Indian the problem has been compounded. Lenore Bright, who presented testimony on behalf of the American Indian (particularly from Indian reservations in Colorado), reported that the majority of residents in her part of Colorado are Indian or are of Spanish descent, that English is their second language, that most of the older generations are unable to read or write English but are literate in the tribal sense. "Their culture is an oral one and is seldom translated into English reading material."[24] Because young Indians tend to leave the reservation to obtain higher education and fail to return, libraries have a special responsibility "to stimulate the young to seek more education and be able to function off of the reservation and also, then, to take care of the information needs of those that choose to remain at home."[25] The testimony notes further that

> Young children are now the prime users of the library facilities. And all future programs must be planned with that in mind.

> Some of the needs identified by the Ute and Apache sources are materials and resources. They all agreed that audiovisual materials were extremely important because of the literacy problem and the generation gap. The older members enjoy and learn from this type of media, and it is also a great aid in teaching the children since the oral culture still exists and will for some time to come. English remains difficult, and the children are still not generally book-oriented.[26]

Librarians who serve the reservations have met resistance when they sought to purchase audiovisual equipment. They must be given assistance to convince tribal leaders of the importance of all types of media education as well as for basic materials. Bright states further that librarians in tribal libraries expressed a need for help in making sound decisions on what materials to acquire. They also need guidance in preserving these resources and in teaching these skills to their clients. "Libraries on reservations must become complete media centers supported by tribal councils."[27] They also need to preserve their own oral histories.

The library community cited a definite need for ethnic materials to satisfy the cultural and emotional needs of America's recent immigrants --the Asian American. Many are first, second, or third generation Americans. Collections of Asian materials exist on various campuses, especially where there are Asian Studies programs. For example, the University of Texas at Austin has some 12,000 volumes of Hindi, Sanskrit,and related materials, and 50,000 volumes of South Asian language materials. The collection at the University of Houston library was donated by the Chinese Students Club. The library accepted these 600 titles and assigned a staff person to the collection half-time to catalog them and make them available for use. It is interesting to note that on some campuses Blacks have been much more vocal in making their special needs and interests known to librarians and other administrators, and, as a result, libraries have established much stronger collections for Blacks and for others who are interested in Black resources.

Apropros of Black students and Black collections, in the late 1960's Black students on many of the nation's campuses demanded greater participation and representation in various facets of the university, such as administration, faculty recruitment, student enrollment, and curricular offerings. To meet at least a part of these demands, many colleges and universities established Afro-American or Black studies departments and programs. Some provided various degrees of library support and teaching materials for these programs.

During the 1970's, many of these Black Studies programs were reduced or absorbed by other departments within the institution. Although some institutional funds had been put into the departments, funds for collection development disappeared, and the acquisition of Black resources once again received low priority within the collection development policies of many libraries.

The ensuing years have also brought forth a need for library personnel to work in the area of Black collection development. Concerted effort needs to be made now to ensure that Black Studies materials will remain a valuable part of academic library collections. As a means toward achieving this end, Black Studies collections around the country need to be identified, and their holdings assessed and published. The Directory of Afro-American Resources, by Walter Schatz, published in 1970, lists some 2,108 institutions and 5,365 collections in governmental, business, state, public, and private libraries.[28] The numerous collections that have been identified since 1970 need to be added to the Schatz compilation.

Additional funds are needed to promote the growth of individual Black collections. Such funds should be specifically earmarked for Black Studies collections. These funds should be awarded as matching grants. Parent institutions have an obligation to provide financial support for collection development in these areas. Experience over the years has shown that once money is received from outside sources internal funds tend to be shifted to other areas, with the result that Black Studies collections do not grow but remain static. Further, the grants should be small (approximately $5,000 to $15,000). The consequence of this action is twofold: first, by keeping the grants small the funds can be more widely distributed through a greater number of collections; and second, the small grants will make it possible for institutions with less developed collections to compete more effectively with larger, more established Afro-American collections.

Testimony urged the Task Force to formulate a policy or guideline for the promotion of collection development in Black Studies. Without such direction, university students of the 1980's and 1990's may find libraries lacking in Afro-American resources.

In a survey conducted by Trejo and Lodwich in which eighty-eight libraries responded, it was found that in those libraries that had Spanish language collections, the percentage of these collections in relation to total holdings was relatively small.[29] This must be changed. Major projects need to be established that will provide access to the Hispanic heritage. These should include microfilming of older materials by, about, and for Hispanics--programs involving nonprint formats, oral tradition preservation by means of audiotaping, more collections of photography, stronger film collections, additional cultural projects, and a network for the acquisition and bibliographic control of Hispanic materials.[30] A good place to begin is with the Hispanic Research Center at

the University of Chicago, where there is need for reliable information on the economic, social, and political status of Hispanics.[31] Indeed, for all cultural minorities attention needs to be given to collecting and preserving oral history materials that are a vital part of the cultural resources of these groups.

Images in Nonprint Resources

While the testimony presented at the hearings makes no reference to images of cultural minorities in nonprint resources, the Task Force notes with concern the frequent absence of cultural minorities in nonprint materials and, when they are included, the continuing negative and stereotypical images which they present. The Task Force calls for the production and promotion of cultural and vocational materials which show cultural minorities in various image-building roles.

Technological Advances

Recent technological advances, such as computerized searches, make possible much better service to all parts of the community. Two examples of how time can be saved by reducing duplication of efforts in providing countless services are: (1) having cataloging materials available through OCLC or through some of the other existing networks, or (2) organizing a union list of serials.

Black Studies collections, for example, can assess, consolidate their subject development, and publish the results in machine readable form. (See also chpaters 1, 2, and 3, which discuss the trend toward charging for uses of data bases and the problems that such costs will cause for cultural minorities.)

View Data Channel 2,000, an OCLC experiment, is said to have a bright future in providing library information through a television-telephone computer base hook-up in reference services or in literature searches for recreational as well as informational needs.

Terminology

The testimony presents very little discussion on the use of terminology in processing and indexing materials for cultural minorities. Inasmuch as there has been testimony on the need to acquire bilingual materials to serve bilingual communities, it follows that there is a need for acceptable terminology to guide users to materials. The newly arrived Asian Pacific Islanders encounter numerous problems due to their inability to understand the English language and American culture.

> To provide adequate access to collections, Sanford Berman suggests that apart from bookmarks, displays and shelving arrangements,

> ethnic materials should be fully identified and easily locatable through . . . subject headings; catalog users, including those whose primary language may not be English, should be able to understand readily the data in catalogs, should [ideally] be able to find desired subjects on the first try, and should not be prejudiced, confused, misled, or "turned off" by the terminology used to denote specific topics.[32]

The Task Force applauds the changes in terminology in subject headings that have been made in recent years that relate to the four cultural minority groups. Libraries must promote the continued use of subject headings that those whose primary language is not English may understand, and that avoid prejudices, confusion, and a tendency to discourage potential patrons from using the library.

Selection Policies

To serve particular ethnic needs, public libraries throughout the country need to establish and to follow guidelines. The Asian American community, for example, craves literature, newspapers, magazines, and movies in its own languages. The crux of the problem is for librarians to be aware of the need for sufficient resources for Asian Americans and to find solutions to the problem. There is a dire need for Vietnamese language materials as well as for those in Chinese. Public and academic libraries that are surrounded by large Asian American populations should strengthen their collections to make them more suitable to the needs and interests of the community.

In her statement on the characteristics and needs of the Asian American community, Judy Yung notes that

> There are approximately two million Asians living in the United States. Yet there are but a handful of public libraries with adequate collections to meet their needs. The first surge of Asian immigrants came in the 1850's with the arrival of the Chinese during the California Gold Rush. They were soon followed by the Japanese, and after World War II, by the Filipinos and Koreans, and of late, the Indochinese.
>
> For many of these immigrants, there is a crying need for literature and information in their native languages, and for English learning materials, things they should be able to find in their public library, but often do not.

> For their children and grandchildren born and raised in the United States, there should be library materials on their cultural heritage and on the history and literature of Asians in America. But there often are none.
>
> Considering that three-fifths of the world's population speak and read an Asian language, it is appalling to see that most public libraries who have foreign language collections do not carry literature in Asian languages.[33]

Black Studies materials are still needed, and collection development policies and practices that govern their acquisition need to be effected. The contributions of Afro-Americans are excluded from some courses in the curriculum. African-American materials that have been collected are still lacking in certain subject areas and unavailable in others. As the 1960's ended there was a demise of resources flowing to libraries of Afro-American materials. Now as libraries move into the 1980's they are facing shortages of such resources.

On the whole, the testimony notes that minority colleges need collections of print and nonprint resources that are relevant to the special needs of their students. Such resources should be described in their acquisition policy statements.

Preservation of Materials

Programs for the preservation of library materials on cultural minorities need to be developed. Alex Haley's Roots drew from the talents of scores of librarians and archivists in some fifty-seven different repositories on three continents. Materials that had been collected and preserved provided a valuable resource for the preservation of a major work. The logical question is, to what extent do libraries generally provide primary resources that have survived the ravages of time and that are capable of supporting research projects on cultural minorities?

Libraries on reservations must become media centers. The oral tradition, a vital part of the American Indian's experience, must be preserved. American Indians also want to have their oral history preserved by video and audio recordings (as is presently being done for Blacks in the Schomburg Center).

Facilities

Except for the reference to inadequate shelving in tribal libraries, the Task Force Proceedings make no extensive reference to facilities that serve America's cultural minorities. The Task Force recognizes the importance of maintaining facilities that provide for user

needs, storage of materials, processing, administrative and other staff, and services and activities that libraries are expected to provide. The literature suggests that for minority colleges the problems of inadequate facilties loom large. Provisions need to be made to ensure that library facilities in these institutions are adequate for the clientele they serve.

Publishing

According to the Writers Conference in New York (October 10-11, 1981), "Minority writers find themselves publishers' darlings one day and publisherless the next, as the fickle winds of fashion change."[34] There is a more detailed statement in the article entitled "Lost Writers: Affirmative Action for Black Writers," by Ethelbert Miller of the Afro-American Resources Center, Howard University.[35] Here the point is that not only are there fewer Black materials being published but access to these materials is limited by the relatively small number of journals and publishing firms operated by and for Blacks. Keeping Black books in print is another problem, and generally the literary establishment ignores all but a few Black writers.

Despite the advances made by publishers in the 1960's and 1970's in putting out more relevant and realistic studies about minorities, especially Black Americans, there is a sparsity of materials written in Spanish and of materials by and about other cultural minority groups, e.g., Asian Americans.[36] As noted further in the testimony, African-American materials are needed in certain subject areas, but are unavailable from publishers. The number of writers of original works is still small, and dissemination of these works today is limited not only by publishers but by library budget constraints.[37]

While Roots has encouraged a great interest in heritage and positive images, much remains to be done for many of the ethnic groups in America.

According to a survey of publishers and librarians conducted by Walker and Volc,

> The number of children's books by black authors is declining, although librarians across the country are saying that they would be willing to spend from 5% to 25% of their budgets on books by and about blacks if such books were available. Blacks represent 12.2% of the nation's population yet black authors participate in the children's book market at a rate of 1.3%.[38]

In addition to the reduction in federal funds for the purchase of library resources, a sluggish economy and the influence of the back-to-

basics movement, ten of the twenty publishers responding said that in their experience the market for books by and about Blacks had declined. Two out of twenty-two publishers were actively seeking Black writers, while four had made special efforts to publish books of interest to young people and the best kind of books, regardless of the author's color.

The surveyors concluded that there is a significant market for books by and about Blacks. Publishers must proceed to cultivate this market. New cultural minority publishing houses find very limited exposure through the reviewing media. Purchasers are advised to keep up the pressure on the publishers by convincing them that there is, indeed, a market for the materials.

Archival Collections

Again, the impact of the Roots phenomenon and the search for ethnic heritage have underscored the need for developing more sophisticated archival collections dealing with the cultural minority groups. To accomplish this goal, libraries must provide professional staff to develop ethnic heritage collections and employ archivists who can process the archival materials.[39]

Funding must be made available to support new archival collection development programs and to strengthen existing archival collections such as those at Yale, Tuskegee, Schomburg, Howard, Atlanta, Fisk, and North Carolina Central. Archival collections on other cultural minorities need to be assembled or strengthened so that their cultural heritage will be preserved. To provide more effective access to these archival collections, sophisticated networking arrangements must be developed. Support for oral history projects recorded by video and audio methods must be encouraged.[40] This archival approach would be useful for all cultural minority groups.

Utilization of Resources

The sine qua non of resource utilization must be the availability of print and nonprint materials. To promote the exploitation of available resources, professionals must be properly trained. Information and referral services, networking (without fee), and resource sharing must be developed so effectively that potential users among the entire population will be brought into the library.

Assisting refugees with information for survival in American society is an example of a current challenge to the library profession. The resources must be relevant to the needs of the patron. Thus, libraries need ethnic heritage collections such as materials on the treatment of the Japanese during World War II in relocation camps and collections dealing with life of American Indians in urban centers.

Minority Colleges

Urban community and four-year colleges that focus on minority students such as Medgar Evers College, The City University of New York,need more attention both in terms of general financial support and in building and strengthening library collections. Commitments to urban Blacks can be carried out effectively in the urban colleges sometimes referred to as the Black colleges of the North.[41] Hispanic colleges,such as Hostos Community College and Boricua College in the New York area, are further examples of minority colleges that are closer to the target in educating urban minority students who are intent on maintaining their ethnic heritage. Recognition of bilingual needs of the population could be carried out effectively in these urban centers of education.

Summary

Materials and resources for cultural minorities need to be collected, disseminated, utilized, and preserved much more effectively and efficiently if the libraries that house them are to attract such groups to the centers of information. Moreover, information on the availability of such resources must be disseminated. This need is much greater for some groups than for others. Inasmuch as many libraries are unable to acquire and service multicultural materials at the level that is needed, networking and resource sharing may be the answer. The availability of resources for Asian Americans (particularly the new immigrants), Hispanics, and American Indians is a crucial problem, since multicultural and bilingual materials are needed. The larger collections of Black materials appear to be more easily accessible and their contents more widely known than collections of some of the other cultural minority groups. The abundance of such resources underscores the need for a more effective system of control.

In terms of access barriers, the Task Force notes several areas of concern, such as barriers resulting from inadequate facilities, limited or restricted collections, and more subtle activities such as censorship, failure to provide bilingual materials, and failure to provide for the needs of the urban poor.

The library community has expressed a special concern for developing collections to serve minority groups as a whole. Resources should be collected in print and nonprint form and should include an adequate supply of information on the four cultural minority groups discussed in this report. They should also include information on other minority groups.

Images of cultural minorities in nonprint resources are special areas of concern of the Task Force. Negative and stereotypical images of cultural minorities are almost commonplace in films, television programs, vocational materials, and in other sources. The role of such groups in shaping the nation is virtually ignored. Fortunately, in recent years there have been changes in subject headings that relate to cultural minorities, thus helping to remove some of the prejudices and distortions presented in earlier terminology.

Recent technological advances, such as computerized searches, make possible much better service to users across the nation. What is needed is a means of promoting networking (as, for example, of Black Studies materials) that will consolidate resources and publish the results in machine readable form. Technological advances must also move to the Indian reservation, where the vital oral tradition of the American Indian can be video and audio recorded, and where the culture of America's first cultural group can be preserved.

Both the literature and the testimony support the need for an effective program of preservation of minority archival collections. General resources on cultural minorities also need to be preserved.

The suitability of facilities that serve the ...ur groups needs to be examined. Especially where archival collections are concerned, the facilities must include appropriate environmental control. Adequate space for users, staff, and services are needed, and the facilities must be appropriate for the needs of the clientele that they serve. Attention also needs to be given to the provisions that such facilities make for serving and accomodating the handicapped.

The Task Force Hearings reveal that a significant market exists for minority materials, but the attitudes of many publishers toward ethnic authors and the lack of their exposure in the reviewing media prevent the availability of appropriate materials. The situation demands corrective action.

While the heritages of the four cultural minority groups are well preserved in some archival collections, they are woefully lacking in others. Here again some efforts at networking have been planned, yet only a few have become operational. Networking among minority librarians has not emerged.

Finally, the minority colleges require special attention, significant funding, and stronger library collections to support the needs of their clientele. This is true of the Black colleges, the Hispanic institutions, and the tribally controlled American Indian institutions. Recognition of the bilingual needs of students in Hispanic and American

Indian institutions is especially important and will require funding if these needs are to be met.

Recommendations

To meet the library and information needs of four of the nation's cultural minority groups, the Task Force makes the following recommendations:

1. Urge libraries to disseminate information on their resources that service the needs of cultural minorities.

2. Urge the Library of Congress to develop a national, comprehensive system of bibiliographical control of cultural minority resources.

3. Urge state library agencies to establish networks and to implement other programs of resource sharing to strengthen collections of materials on cultural minorities.

4. Urge libraries to remove the various barriers to information and services. Funds should be made available to remove those barriers that are the result of insufficient numbers of staff, to underwrite the cost of automated services that cultural minorities are unable to absorb, and to reverse the effects of the denial of access to information in the native tongues of some cultural minorities.

5. Urge libraries to strengthen the collections of print and nonprint materials and to acquire in generous supply information on the four cultural minority groups discussed in this report.

6. Urge libraries to review their materials selection policies and to assess their appropriateness for building collections that include information on the four cultural minority groups.

7. Urge libraries to develop an effective program of acquisition and preservation of minority archival collections. It follows also that such programs require facilities with space for archival storage, appropriate environmental control, and adequate staff with professional training in archival processing and preservation.

8. Urge libraries to provide for the preservation of the oral tradition among cultural minorities and to ensure that projects involve audio and video taping.

9. Urge publishers and producers to remove the negative and stereotypical images of cultural minorities which are in print and nonprint materials.

10. Urge publishers to produce and to market works by minority authors. A marketing study by an independent agency should be developed under the auspices of NCLIS.

11. Urge local, state, and federal governments to provide support specifically for minority colleges to build and to strengthen their library collections.

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39. "Statement of Katherine J. Lenix-Hooker," Proceedings of the Task Force Hearings p. 34.

40. "Statement of Lenore Bright," Proceedings of the Task Force Hearings, p. 29.

41. "Statement of Robert E. Ford," Proceedings of the Task Force Hearings, p. 32.

5

FINANCING LIBRARY PROGRAMS FOR CULTURAL MINORITIES

Introduction

Funding for library programs that serve cultural minorities has come from federal sources for the most part, with some augmentation from state and local sources, and an even smaller amount from philanthropic organizations. Given that the major allocations for support of library programs that serve the needs of cultural minorities are in jeopardy, and given the state of the federal budget at the time of this report, there is no documentation for present or future funding levels nor recommended formulae for program funding contained in this report, since there is, at the present time, no solid information about the federal budget and even less information about how federal funds will be allocated. It is, however, within the scope of this report to state that those librarians and interested citizens who appeared before the Task Force Hearings deplored the cutback in federal support for library services and programs for minorities.

Those who appeared at the hearings also felt that it was shameful that some library administrators would eliminate these invaluable programs when the federal dollars were no longer available. Because of the importance of ensuring the continuation of the delivery of library and information services to minorities and the poor, those who testified at the hearings urged administrators of libraries to finance library services and programs for minorities through the library's regular budget.

Public, college and university, and school libraries were well represented at the Task Force Hearings. While the Task Force recommends that, within the context of their mission and programs, all types of libraries must provide access to resources and services to minorities, the emphasis in the first half of this chapter focuses on the three types of libraries mentioned above and the need for financial planning. The second half of this chapter suggests funding requirements to ascertain needs, to support personnel, to sustain programs and services, and to assemble materials and resources.

Funding Status

Public Libraries

Statistics show that most minorities in the United States reside in urban centers. Statistics also reveal that urban public libraries are

receiving a decreasing share of their cities' budgets and that additional funds are needed for library programs that are essential in meeting the needs of a diverse urban population including a large concentration of minorities. Many public libraries are presently engaged in the Public Library Association's (PLA) planning process, and they have established Citizens Planning Committees (CPC) and are developing the mission, goals, and objectives for public library services. In planning viable programs for the future, the CPC should reflect the demographic profile of the community, thereby ensuring that the cultural and ethnic diversity of the community is represented. In spite of the fact that there has been white flight from the urban centers, the population of urban minorities continues to increase. In many instances, with the decline in federal dollars there is a corresponding decrease in library programming and the delivery of information sources to minorities. However, there are some librarians and library supporters who still have a strong commitment to target programming and services for minorities. (Revenue to carry out these targeted programs is declining -- and therefore does not guarantee their maintenance.) Efforts in New York State represent a prime example of a course of action taking place to strengthen library services to minorities.

Coordinated Outreach Library Services is a new program established in 1981 and made eligible for state aid in New York. Grants are made available to each library system to serve the blind, physically handicapped, the aged, and the institutionalized. In 1981, the New York State Board of Regents approved a more inclusive definition of library outreach services, which states:

> Library outreach services are programs specifically designed to reach and serve persons, urban and rural; physically, mentally, educationally disadvantaged persons; people who are institutionalized in government or non-government facilities; and those people who are isolated by cultural differences and geographical distances. These outreach services generally attempt to restore balance and equity in library service to those people who may be discriminated against because they belong to such minority groups as American Indians, Asians, Blacks, and Hispanics.[1]

The Regents included this larger outreach group in their 1982 library legislative proposal.

In 1980, forty-two states provided some kind of financial aid to support public library services. While state aid is essential to the ongoing support of public library services, the major funding source for public library services is local taxation. Since minorities are taxpayers and have a right to library services and programming, it makes good educational and political sense for libraries to factor them into their budgeting plans as resources, services, and programs are being developed.

College and University Libraries

College and university library funding is obtained from the parent institution. Publicly funded institutions of higher education are financed from state and local sources. Depending on the college or university budgetary process, most academic library administrators do not earmark special funding for library services to minorities except in those institutions where there are ethnic collections or large minority student enrollments. In such cases a small sum is set aside to support limited book and materials purchasing in a fairly specific ethnic field. Participants in the Task Force Hearings lamented this fact. As an example, William Wan of Texas Woman's University pointed to the inadequate funding for the Asian collection at his institution. It is essential that college and university libraries provide materials on minority populations and ensure support for these collections in the library's operating budget. In addition, provision should be made for the employment of minority staff as well.

School Libraries

School libraries operate from funds appropriated by the boards of education in their school districts. The Elementary and Secondary Education Act has also provided funding for school library books and materials to supplement local resources. While school systems earmark an appropriation in the annual school budget for library services, school library media specialists indicate that the sums allocated do not necessarily meet the requirements of the modern school library media center.

Most school library media specialists agree that school library budgets are inadequate to cover print and nonprint materials, binding, special supplies, and microcomputers; nevertheless, they do support the provision of materials and resources and programming for minorities. In spite of inadequate funding, it is imperative that the budgets of school libraries include a proportion of the budget for ethnic library materials. At the Task Force Hearings, Lucille C. Thomas of the New York City Board of Education called for the purchase of bilingual materials and added that "there is a tremendous need for certified, trained library personnel sensitive to the needs of minorities and all children."[2] In the mid-1970's the California State Multi-Cultural Education Code (3.3) required public school teachers and other certificated personnel to complete at least four (4) college credits in multiculture courses by 1978. This mandate was strongly reflected in school library book selection and acquisition policy during those years. A specific requirement set by the Los Angeles City Schools, the nation's second largest school district, required schools to allocate 10% of their ESEA IV B funds to purchasing multicultural materials for the school libraries.

As exemplified by the statements above, school library budgets should provide multicultural materials and resources as well as adequate and well trained staff for services and programs for minority youth. In geographical areas where there is a large concentration of minority youth, there should be the recognition that it would be sound educational policy for the staff of the school media centers to reflect the ethnic composition of the young and, in this way provide better library services and programs for all children.

Financial Planning

One of the important aspects of providing library services and programming for minorities is the allocation of resources that must be available to fund library materials, services, and programming for minorities in all types of libraries. If the nation's libraries are to develop a firm commitment to providing library services to minorities, these services and programs must be included in the library budgetary process.

Financial planning is only a part of the total planning process, but it is an important ingredient. It dictates the extent to which libraries will have adequate personnel, materials, supplies and services, facilities, and equipment. Another important part of the financial planning process is the ability to forecast and predict the amount of money needed for a given year or over a period of years as well as the availablity of funds from the funding source. As part of the planning process, realistic goals should be established to meet the requirements of all segments of the library's clientele, including minority populations. In approving library budgets, boards of trustees of public libraries, college and university library committees, and school boards should be certain that once the financial requirements have been estimated, the availability of funds should be determined and efforts made to generate funding from many other sources. More importantly, it is essential that governing boards or committees for all types of libraries develop an awareness of the importance of factoring into their budgets funds earmarked for library services and programs for minorities. The key to successful planning in this regard is to have representation from the minority community appointed to such boards and committees in order to articulate the needs of the representative communities.

Funding Requirements

Funding requirements for library programming for cultural minorities discussed in chapters 1 - 4 reflect the concerns of the Task Force and others who echo the need for enhancing library services to these groups. Here the discussion centers around funding requirements to ascertain needs; to support personnel; to strengthen and sustain programs

and services; and to acquire, preserve, and promote materials and resources.

Needs

The library and information needs of cultural minorities must be identified before appraising the extent and quality of programs and services for such groups. It follows that various needs assessment and population studies at local and federal levels are an appropriate means of defining precisely the library and information service needs of different cultural minority groups. Such studies require funding from all sources, including local, state, federal, and private sources such as businesses, trust funds or foundations, and endowments.

User studies are also an appropriate means for determining the proportions of funding for services to cultural minority groups. Whether or not the needs of these groups are similar or unique to a particular group, the current status of library services to each group must be examined and evaluated. Here again, the implications for funding to support such studies are obvious.

At the federal level, NCLIS might conduct a battery of such studies at five-year intervals. It is reasonable to estimate the cost of such studies at $400,000 -- an amount sufficient to cover the four cultural minority groups addressed in this Task Force Report. Funds also would support staff, equipment, and supplies needed to perform such studies.

At the state and local level a similar battery of studies would be conducted more appropriately each triennium. Considering the immense range in type and size of library systems in the United States, the cost of library studies at these two levels is more difficult to estimate. The logical solution to this problem may come through funding such studies within the individual library systems, where funds could be allocated in their annual budgets.

Personnel

The Task Force learned early that minorities comprised only 11.8 percent of the professional workforce in libraries. Comparatively, minorities comprise 20 percent of the American population. To redress this imbalance in the profession, library schools and the profession itself have a social responsibility and an obligation to mount a massive recruitment campaign to attract minorities to the library and information science profession.

It was recently estimated that "nearly 90 percent of all blacks in pursuing postsecondary education receive some form of Government-sponsored financial aid and have few options without it."[3] Since funds to matriculate in graduate library science programs are limited if not

inaccessible to most minorities, the library school must conduct a recruitment program among the pool of available minority college graduates and provide financial assistance in the form of scholarships, assistantships, and student loans for them to induce matriculation. It is reasonable to expect library schools to earmark at least 5 to 10 percent of their recruitment and financial aid budgets for this purpose.

The profession can respond to this critical need by contributing to the ALA Louise Giles Minority Scholarship Fund. More importantly, other national associations such as ALA, the American Society for Information Science (ASIS), the Special Libraries Association (SLA), the Medical Library Association (MLA), the American Association of Law Libraries (AALL), the Music Library Association (MLA), and the American Theological Library Association (ATLA) should increase scholarship programs for minorities. With federal reductions in financial aid, the problem of attracting minorities into the profession will become much more critical unless the professional associations view this as an important social responsibility and allocate support accordingly.

The Task Force recognizes the role that the federal government has played in providing financial assistance to minorities through the Higher Education Act (Title II-B funds). As noted in Chapter 2, the Task Force emphasizes the need for financial support from state, federal, and private sources. Priority funding should be for (1) continuing and expanding funding for professional education at ALA accredited library schools, and (2) training staff at various levels for which credit can be earned and which will provide career ladders for library workers. The higher priority of the two is graduate library education. To accomplish adequate support for graduate education, a conservative estimate is that no less than $12,000 for professional education and $6,000 for support staff training should be available. (These are current economic level indicators.)

In order to insure that they have a well qualified and competent staff, libraries must establish policies that will promote staff development and continuing education programs. Large libraries and library systems should employ a staff development officer who would have the responsibility of developing meaningful programs that would benefit all levels of staff. Increasingly, librarians are having difficulty remaining abreast of their field unless there is an opportunity for them to participate in continuing education programs. Computers and high technology are part of the future of information handling in libraries. Computer literacy among librarians must be promoted. Libraries should set aside at least five percent of their personnel budgets to ensure proper educational attainment. The eradication of financial barriers to minorities will enable them to pursue continuing education, thus strengthening the delivery of library and information services to the people of this nation.

No one institution or level of government in society can singlehandedly deal with this massive challenge of funding; therefore, it is

imcumbent upon library schools, the profession, federal and state governments, and libraries of the nation to play a signficant role in aiding minorities in obtaining education in library and information science.

Services and Programs

The Task Force has identified three areas in which library services and programs require funding: (1) basic literacy skills programs; (2) information and referral (I&R) services; and (3) computer applications. The key to the successful operation of these programs is in the priority that the local library system gives to each, the extent to which their service goals address these areas, and the extent to which internal funding for their support is provided.

Literacy programs in public libraries can cost as little as $2,000 for the initial purchase of books and other materials. However, they require salaries for professional and support staff, use of volunteers, and flexible library hours.

I & R services are not to be equated with reference services; rather, they relate to gathering information about community, regional, state, and national resources that relate to human services. While the start-up cost of a good I & R service is difficult to estimate, it is clear that this type of service requires the commitment of the library administration. In computing the costs, however, staffing requirements and equipment must be considered.

The third service, computer applications, can range from the purchase of a simple microcomputer and software to an undefined amount for sophisticated on-line bibliographic or data-base retrieval. Libraries may consider developing experimental computer programs, as seen in the Menlo Park (California) Public Library, which can allow for cooperative computer use between the library and the computer industry.[4] As stated repeatedly in this report, the real problem in computer use in libraries lies in the fees charged for the service. Fee scales differ, and may be based on time used, the amount of information retrieved, or may be determined through other means.

Materials and Resources

Concern for collecting, preserving, and maintaining materials and resources by and for cultural minorities is echoed throughout the Task Force proceedings and in the work of NCLIS. Each of these areas is discussed in Chapter 4, with some implications given for funding requirements.

Dissemination of information on the availability of resources is needed and requires a change in the role that libraries play if they are

to attract minorities as users. The availability of resources for Asian Americans (particularly the new immigrants), Hispanics, and American Indians is an especially crucial problem. To serve their needs, multicultural and bilingual materials are needed. The larger Black collections need to become an integral part of a comprehensive system of bibliographic control.

Networks are needed to strengthen collections of materials on Asian Americans and other groups. Earlier efforts to establish Black information networks need to be reexamined and funds provided to establish such networks. Smaller collections that are excluded from the few extant published sources need to become a part of the network system. Similar systems should be implemented for materials on the other cultural minority groups discussed in this report.

Barriers to information and services for cultural minorities need to be removed. Funds are needed to prevent those barriers such as insufficient staff, cost of automated services, and the denial of access to information in the native tongues of some minorities.

Funds are needed to establish a core collection of materials on cultural minorities on various college and university campuses and in public libraries. Such collections need to be developed to reflect the needs of minorities in particular geographical areas. The cost of enhancing Black collections alone has been estimated conservatively at a range of $5,000 to $15,000. Funds are needed also to support oral history projects and to promote and preserve the heritage of the four cultural minority groups. Any collection development program must also include nonprint resources on these groups. Libraries need to develop guidelines and recommendations for selecting materials, with special emphasis on bilingual materials.

Recent technological advances, such as computerized services, need to be strengthened, perhaps promoted and enhanced through networking, and made available without cost or at least at minimal cost.

Adequate access to collections presupposes the use of appropriate terminology to index the collection. This may mean short-term projects to change existing terminology and to index appropriately materials for those groups whose primary language is not English.

Some of the nation's notable collections of primary resources on cultural minorities are located in the minority institutions; others are found elsewhere. Funds are needed to assist institutions and libraries, wherever their location, to acquire additional archival collections, to develop and maintain an effective preservation program, and to promote the use of these collections once they are available for use.

Facilities that house archival materials and secondary resources on cultural minorities, especially those which reflect their cultural

heritage, should include adequate space for users, staff, services, and storage of the archives under the appropriate conditions. The facilities should also be designed to accomodate the handicapped.

To promote the works of minority writers, funds are needed to encourage and to support such writers so that more works are written, produced, and published. Perhaps support for minority publishing firms that make such works available could also be provided.

Utilization of resources is a matter that requires careful thought and appropriate funding. Professionals are needed to promote the maximum use of available resources. Library educators and library practitioners will need funds to support the development of guidelines to promote the use of print and nonprint materials.

Finally, minority colleges and universities--traditional institutions noted for promoting and preserving the heritage of the groups they were established to serve--require special attention, significant funding, and stronger collections. This is true of the Black colleges and universities, the Hispanic institutions, and the tribally controlled American Indian institutions. Without adequate funding, it is unlikely that these colleges will thrive and will remain adequate for the educational and cultural needs of their students.

Recommendations

If the nation's libraries have a responsibility to provide library and information services to minorities, especially to cultural minorities, it follows that there must be funding of these programs. The Task Force agrees on several principles and recommends the following:

1. All types of libraries should include the funding of such programs and services as part of their regular budget rather than rely solely on support from outside ancillary sources.

2. Public funding should be tripartite: from local, state, and federal sources.

3. Additional funding for library and information services for cultural minorities should be energetically solicited from other than governmental sources, such as from business and industry, trusts and foundations, and endowments.

4. Funding for libraries serving minority communities should provide for adequate personnel, materials, supplies, services, facilities, and equipment.

5. Tax supported libraries should avoid charging fees that might create barriers to minorities and minority communities.

Specific Recommendations

1. States should specify that, in the block grant allocation to libraries, certain percentages be used to meet cultural minority library and information needs.

2. Libraries also should explore funding sources from the private sector for cultural minority library services, and actively seek the use of such funds.

3. Library schools, ALA, and state library associations should seek from state and federal levels priority funding for scholarships and fellowships to be granted at the 1981 economic levels: $12,000 for professionals and $6,000 for support staff.

4. Library schools, ALA, AALS, and media specialist training institutions should explore obtaining scholarship funds from the private sector to provide minority teachers with a professional librarianship training program.

5. ALA, Chief Officers of State Library Agencies, and other national library and professional associations are urged to continue to work with the Congress to extend and strengthen LSCA including the new proposed Title, Library Service for American Indians, and work toward other provisions that will ensure quality library service for the other three cultural minority groups.

Notes

1. Fact Book on the Board of Regents 1982 Legislative Program for Libraries (Albany, N.Y.: The University of the State of New York, The State Education Department, The New York State Library, 1982), p. 6.

2. "Statement of Lucille Thomas, Assistant Director, Library Media and Telecommunications of New York City Board of Education," Proceedings of the National Commission on Libraries and Information Science, Cultural Minorities Task Force Hearings (Washington: NCLIS, 1982), p. 25.

3. Reginald Stuart, "Big Drop Forecast in Black Students," The New York Times, 28 (March 1982), p. 33.

4. Barbara Harview, "Out of the Arcades and Into the Library," American Libraries, 12 (November 1981), p. 602-05.

Appendix 1

NEEDS ASSESSMENT STUDY OF LIBRARY INFORMATION SERVICE FOR ASIAN AMERICAN COMMUNITY MEMBERS IN THE UNITED STATES[1]

Henry C. Chang and Suzine Har-Nicolescu[2]

This needs assessment study is part of a pilot project sponsored by the Asian Pacific American Librarians Association. The purpose of the study was to determine the library and information needs of Asian Americans, to determine if these needs differ from those of library users from the majority population, to determine whether or not these needs are being met, and to ascertain the plans of the library profession for meeting other needs of Asian Americans that may arise in the future. To gather data, questionnaires were distributed to library systems throughout the nation. On the basis of the findings, the report recommends that the library community increase its awareness of the special library needs of Asian Americans, and that libraries and funding agencies provide financial support to meet the needs of this group.

In recent years the number of persons immigrating to this country from Southeast Asia has increased significantly. Upon their arrival in the United States, most of these individuals experience severe culture shock and find themselves in desperate need of basic information that will enable them to survive and flourish. If these needs are to be satisfied, they must first be identified. This report is the result of one of the first assessement studies conducted on a nationwide basis to investigate the library and information service needs of Asian Americans.

This study was conceived in the spring of 1981 at a meeting of the National Commission on Libraries and Information Science Cultural Minorities Task Force. The Task Force strongly endorsed the needs assessment study of Asian Americans and encouraged the National Commission on Libraries and Information Science (NCLIS) to provide some financial support to make the study possible. Subsequently, the authors were commissioned to make a small pilot study. They reviewed research in the field and prepared a sample questionnaire. The questionnaire was pre-tested and circulated for further refinement to Task Force members, officers of the Asian Pacific American Librarians Association (APALA) and to various experts in the field of library and information science throughout the country. The survey as it ultimately evolved had a multiple purpose: to identify the library and information service needs of Asian Americans, to determine how well librarians are currently addressing those

needs, and to assess how they are preparing for the anticipated growth of those needs. The questionnaire was used to collect data to aid in achieving the goals of the study.

Method of Study

Ideally, a study such as this would best be directed toward the users of the services in question rather than toward the providers of those services. In this way the validity of the responses might be significantly enhanced. It is to be hoped that a more comprehensive investigation will be made from the point of view of actual and potential library users. The difficulties involved in isolating a sample group of users, of locating and contacting that group, and of designing a questionnaire that is relevant to a target group were more than could be surmounted with the funds, staff, and time available to the project investigators.

The investigators of this study decided to direct the questionnaire to the library and information service providers. The necessity for limiting the field to include only public libraries was soon apparent. The number of school libraries across the nation made impractical their inclusion in the study, for such vast numbers would make the sample unwieldy. Because of the specialized nature of the populations which such libraries normally serve, it was also felt that the inclusion of academic and private research libraries would tend to invalidate the results obtained.

The field was further narrowed by working only with states identified in the 1970 U.S. Census (the 1980 Census was not availble at the time the study was performed) as possessing an Asian American population of 2,000 or more. Once the participating states were selected, target libraries within those states were chosen based upon two broad assumptions: first, that libraries with sizeable collections and a large number of patrons are mostly likely to be found in major urban areas; and second, that the larger the population served by the library, the greater the proportion of Asian Americans likely to use the library's services. Bowker's American Library Directory was consulted, and the study ultimately focused upon 240 public libraries located in urban centers, housing more than 100,000 volumes in their collection, and serving more than 100,000 users.

An exception to the above was the inclusion of libraries in cities that research showed to have had a phenomenal growth in Asian American population within the last decade (e.g., Fort Lee or Englewood, New Jersey).

Considerable effort was devoted to maintaining a balance between the ratio of statewide Asian American population and the number of public libraries selected for the survey in that particular state. For example, if two libraries were selected in a state with an Asian American population of 2,000, then six or eight libraries were selected in a state with an Asian American population ranging from 8 to 10 thousand. Analysis of the data from the survey is primarily descriptive, with tables providing statistical summaries under each variable. Data was tabulated mostly in terms of percentage and frequency count. Because of the limited time and the unavailability of computer facilities, figures in this study were calculated manually.

Findings

Of the 240 library branches or systems receiving questionnaires, 151 responded (a response rate of approximately 60 percent). Only 5.3 percent of the respondents indicated having conducted their own assessment studies to determine the library and information service needs of Asian Americans in their area. In most cases, it is unlikely that the failure to conduct such studies stems from a deliberate disregard for, or lack of interest in, the information needs of Asian Americans. Such callousness would be antithetical to the professional aims of any reasonably dedicated library professional.

It is more likely that those who failed to conduct assessment studies did so as a result of a determination on their part that the Asian Americans make up a negligible proportion in their service area. In fact, 81.4 percent of those participating in the survey reported demands for special services on the part of Asian Americans ranged from "small" to "moderate," while only 6.3 percent characterized the demand in their area as "large or great." It is easy to deduce from an apparent lack of demand a corresponding lack of need, and conclude that a needs assessment was unnecessary. It is much more difficult--but ultimately more rewarding--to dig deeper, to try to discern why people are not making their needs known. One of the main factors contributing to the difficulty of carrying out such investigations at the local level is a lack of the funds necessary to do the job. Clearly, the majority of public libraries must rely on large, nationwide organizations to conduct relevant needs assessment and similar studies.

Even without the insights obtainable from a formal needs assessment study, the respondents showed an awareness of many of the important library and information service needs of Asian Americans. They pointed out the Asian Americans' need for aid and assistance with the fundamentals of daily life in America: health services, career counseling, citizenship study, etc. (39.1 percent); the need for assistance in the areas of continuing education, English language instruction, and similar

tutorial or remedial education programs (27.8 percent); and the necessity of assisting Asian Americans in adjusting to American life by developing and promoting various community activities in conjunction with local social or cultural community groups (24.5 percent). The last need suggests that librarians must recognize the effectiveness of outreach programs as a means of enhancing and enriching communications between librarians and the communities they serve.

A smaller percentage of those surveyed (18.5 percent) felt it important to increase the self-esteem of Asian American minority members by supplying them with information related to historical and current events that emphasize Asian Americans' contributions to the American way of life. Some respondents (17.2 percent) discerned two specific and pragmatic areas of need: programs for skills development and job training to increase employment opportunities, and the daily and ongoing provision of adequate Asian American-oriented reference and recreational library materials.

The identification of needs is only the first step in satisfying them. A significant number of the respondents have not progressed beyond that preliminary step, and report no special services to Asian Americans. Nearly ninety percent devote two percent or less of their total operating budget to the needs of Asian Americans. A distressing twenty percent have no materials which could be considered important for Asian Americans. Virtually none of the respondents have an Asian American serving on a library advisory board of any type, while only a slightly larger number (22.2 percent) employ a staff member specifically designated to serve minority library users, least of all Asian Americans. While these findings are disturbing, the second is a serious flaw. Staff members with varied responsibilities usually have neither time nor opportunity to familiarize themselves with the unique cultural backgrounds and information needs of potential minority patrons. This results in less than satisfactory service to such groups, and, in turn, frequently causes them to spurn the library as a source of information and assistance. In fact, the picture that these statistics present--almost total neglect of the information needs of Asian Americans in terms of budget, collection, programs, and staff on the part of nearly half of the libraries participating in this survey--is more than enough to turn all potential Asian American library users away from the libraries' doors. And that is precisely what library and information service providers who are determined to serve all citizens equally must strive to prevent.

It must be stressed that in most cases this neglect is not intentional; rather, it is the result of circumstances that are, or are perceived to be, beyond the control of the frequently frustrated librarians. Almost one fourth of the respondents complained of budgetary restrictions that prevent them from catering to the needs of Asian

Americans, while a lesser number (16.6 percent) mentioned the scarcity of source materials or selection tools to aid them in locating and purchasing materials pertinent to these needs. These are indeed obstacles formidable enough to frustrate even the most dedicated library professional.

But some of the barriers to fulfilling the information needs of Asian Americans mentioned by respondents might easily be surmounted with a little extra effort, or rechanneling of existing resources, on the part of the library and information service provider. For instance, 10.6 percent of those surveyed identified the highest cause of insufficient service as "lack of awareness of the availability of services" on the part of the Asian American community. In this case, it is up to library professionals to raise the consciousness of the Asian American members of their user population with regard to the services available. This can be accomplished in several ways--from the production and distribution of informative brochures, to giving casual talks at local schools, churches, and civic organizations. Indeed, the options available to promoting their wares are limited only by the extent of the ingenuity of the library workers themselves. Improper assessment of needs and the unwillingness of potential patrons to use library services were frequently cited problems for which viable solutions might easily be found by thoughtful and concerned library and information service professionals.

Among those survey participants who make an effort to satisfy the library and information needs of minorities as a whole, only 4.2 percent indicated that Asian Americans were their priority. Blacks were indicated as a priority by 50.4 percent of those responding, while 31.2 percent gave Hispanics the top slot. In terms of the second slot, Asian Americans still fared poorly, with Hispanics being the most frequently reported at 42.9 percent, and Blacks following with 21 percent. For approximately 85 percent of the respondents, these priorities are directly correlated to the relative population sizes of the various minority groups in their service areas. All available statistical information seems to support this correlation. Again, the sharp increase in Asian American population in the United States today strongly suggests that these priorities will shift.

Findings show further that 38.4 percent of the respondents are actively engaged in providing special library and information services for Asian Americans, and that almost half of the entire sample group reported holding material in one or more Asian languages. In view of the results of this survey, it is not overly pessimistic to assume that what is actually meant in many of these cases is Asian language materials of the most rudimentary nature, such as foreign language dictionaries. Unfortunately, an Asian American library user is likely to require specific information rather than a knowledge of how to ask the location of

the nearest restroom. What are these library and information service providers doing to meet the Asian Americans' information needs? Libraries are providing English language instruction and materials (67.2 percent); they are providing "general library materials in English and native languages" (43.1 percent); they are assisting Asian American patrons in adjusting to their new environment; and they are making audiovisual materials and equipment available for educational and recreational purposes. These responses seem to indicate that many of the survey participants underestimate the degree to which the library and information service needs of Asian Americans may differ from those of the community as a whole.

Most of the respondents mentioned their attempts to improve service to Asian Americans through shared resources and interlibrary loan networks. Unfortunately, such networks may be less effective than imagined, for the majority of libraries likely to be involved in such networks have few Asian American materials in their collections. Thus, if care is not taken to establish at least one relatively comprehensive core collection within the network, nothing more might be accomplished than the combination of many inadequate resources and the resulting creation of one sizeable, but largely inadequate, resource.

Without adequate funding, no special programs can be developed or special services offered. In view of the fact that fewer than one fourth of the respondents earmarked funds for fulfilling the information needs of Asian Americans, and that in the majority of those cases (80.6 percent) such funds represent a meager two percent or less of the total operating budget, it is hardly surprising that the library and information services currently being provided for Asian American minority members are insufficient.

Clearly, funding for special library service to Asian Americans must be increased. When asked how much additional annual funding they would require to improve significantly their service to Asian American patrons, most of the respondents estimated a figure of approximately $3,500, with some citing figures exceeding $10,000. For the majority of the respondents, these estimates represent only a two percent or less increase over their present annual budgets. These expenditures are not unreasonable when one considers the substantial benefits that might be gained.

Nearly 80 percent of the respondents stated that among the benefits which they would reap would be the enhancement of their collections of Asian American materials to levels approaching adequacy.

Hiring bilingual staff members and organizing various types of outreach programs were the next most frequently reported priorities for utilizing additional funds. It is hoped that such additional funds

(hypothetical within the framework of this survey) will reach the hands of those library and information service providers who need them. As approximately 55 percent of the respondents were able to foresee, there will undoubtedly be at least a "moderate" increase in the Asian American population, and therefore an increase in the need for special library and information services on the part of recently immigrated Asian Americans. (see Appendix 1-B) Aware of this projected increase, many of those surveyed discussed the areas they intend to explore in their attempts to respond to it. One third of them vowed to commit more effort to interacting with the Asian American community through various outreach programs, closely monitoring the feedback received thereby, and continually adjusting their programs accordingly. Another third pointed out the need to develop and to increase their Asian American collections either through existing interlibrary loan networks or through new and stronger networks created specifically to meet the information needs of Asian Americans. Almost one fourth of the respondents took a more general, long-range view of their responsibilities for the future, casting themselves in the role of potential advocate or catalyst in the development of pride in the Asian American community and in respect for their mixed heritage.

A smaller percentage of the respondents cited a need for additional study and research to identify and define the information requirements of Asian Americans, while some looked toward library orientation programs as the key to successful utilization of library resources on the part of Asian Americans in the future.

Summary and Conclusions

What conclusions can be drawn from the wealth of statistical data assembled in this report? There are several. First, newly arrived Asian immigrants require assistance in very basic ways: English language instruction, education and employment counseling, agency referral, and a multitude of informational aids to ease the transition into a completely new way of life. Next, those Asian Americans who have successfully made that transition need library materials written in their native languages to allow them to keep in touch with their past, their heritage, and their families. They must also be provided with materials that will immediately strengthen pride in their heritage and support their interest in keeping their unique cultural heritage alive. At the same time, these materials must promote an active interst in the ways and cultures of the pluralistic society in America.

On the basis of the results presented here, it seems safe to say that most library systems are at least vaguely aware of the Asian Americans' needs. Those few that are attempting to address such needs

are doing so in ways that are appropriate, yet limited: they are trying to improve collections of Asian American materials; they are establishing programs to reach out to the Asian American community; they are trying to make potential Asian American patrons aware of the library services that are available to them; and they are cognizant of the importance of having Asian American library workers on their staffs. But they are frequently hampered in their efforts, either by inadequate funding or by the difficulty of procuring suitable Asian American materials. All too frequently their efforts are simply not as great as the situation warrants.

It is distressing that over half of those participating in this survey provide no special services to meet the information needs of Asian Americans. There is one overriding reason for this: the Asian American population in many service areas is often not large enough or vocal enough to impress upon library administrators the need to expend sizeable amounts of money to address its information needs. This is especially true during the present period of fiscal constraints. Moreover, some cultural minority groups are often seen as more deserving of special attention simply by virtue of their numbers.

The Asian American population in many regions may be relatively small, but it is growing. It will continue to do so. Thus, continuing efforts must be made to increase the awareness of library and information service providers of the needs of their Asian American patrons, to pinpoint even further and with greater specificity what those needs are (a study such as this one needs to be made from the point of view of the potential Asian American library user to determine how well such individuals think our nation's libraries are meeting their needs), and to implement programs designed to meet those needs as effectively and as economically as possible.

Notes

1. This study was made possible by a small research grant from NCLIS, and was prepared under the auspices of APALA.

2. The authors acknowledge the enormous contribution made to this effort by Dr. V.T. Alexander in computing the data, by Michael Mandel, Ruby O. Woods Robinson, and Craig Strasshofer, and by the advice and support freely offered by the members of the NCLIS Task Force on Cultural Minorities. Further thanks are due to all who participated in the survey, particularly the 151 respondents who took the time to contribute their thoughts and ideas. Without the invaluable assistance of the above individuals, this report would not have been possible.

APPENDIX 1-A SAMPLE QUESTIONNAIRE

If this questionnaire is received by a library system, the one copy may be completed to represent all libraries in the system. It would be pertinent however for the questionnaire to be duplicated, and sent to any or all applicable branches, as well as being filled out by a representative of the library system. If you have any additional questions regarding the questionnaire, please feel free to call Dr. Suzine Har-Nicolescu, at (212) 735-1812, or Dr. Henry C. Chang, at (809) 773-5715.

Please indicate whether this questionnaire is being completed by a representative of a library:

_____a. System or _____b. Branch

Please answer all of the following questions as comprehensively as possible. Again, all responses will be anonymous, and no person or library system will be mentioned by name in the findings. Also, please remember to remit the questionnaire regardless of its applicability to your library (system), and keep in mind that our deadline for receiving the completed questionnaire is June 15, 1981. Your prompt completion of the questionnaire will be greatly appreciated.

1) Has your library (system) conducted a needs assessment survey of the Asian Americans in your community in recent years?

_____yes _____no

*If "yes", please remit a copy along with the completed questionnaire.

2) Do you have any Asian Americans currently serving on your Library Board, or on any Advisory Board to the library?

_____yes _____no

3) How would you rate the demand by Asian Americans in your community, for library and information services? (Please circle one)

a. No demand b. Small demand c. Moderate demand

d. Large demand e. Great demand

4) How would you rate the discrepancy, if any, between these demands and the services provided by your library (system)?

a. No discrepancy b. Small discrepancy

c. Moderate discrepancy d. Large discrepancy

e. Great discrepancy

5) On a scale of 1 to 6, with 1 being "most important", and 6 "least important", rank numerically, in order of importance, the causes of this discrepancy:

_____a. No discrepancy

_____b. Budgetary restrictions

_____c. Lack of knowledge that services are available

_____d. Unwillingness of potential patrons to use library services

_____e. Remoteness of services

_____f. Improper assessment of needs

_____g. Other

6) Does your library (system) provide any special services to Asian Americans?

_____yes _____no

7) If "yes", please briefly describe:

8) Approximately what percentage of your library (system's) total operating budget is specifically earmarked for providing services to Asian Americans?

_____% of total operating budget

9) In terms of this percentage, please rank numerically in order of priority, the services that your library (system) provides to Asian Americans, as compared to services provided to other large minority groups:

_____a. American Indians

_____b. Asian Americans

_____c. Black

_____d. Hispanic

_____e. Other: _____

10) Do these priorities refelct the relative population size of each minority group within your library system?

If "no", please explain why:

11) Approximately what percentage of your library (system's) total collection does the Asian American collection comprise?

_____% of total collection

12) Does your library (system) retain a staff, or staff member specifically hired to assist minority patrons, including Asian Americans?

_____yes _____no

13) Does your library system cooperate in any way with other libraries or systems in providing services for Asian Americans?

_____yes _____no

14) Does your library (system) presently possess any books, newspapers, and/or periodicals that are bilingual in any of the Asian Languages?

15) If "yes", please briefly describe:

16) In your opinion, how important are (A) Asian American services and programs, and (B) the building of Asian American collections in your library (system's) future?

(A) Asian American services and programs:

a) of no importance

b) of small importance

c) of moderate importance

d) of large importance

e) of great importance

(b) a) of no importance

b) of small importance

c) of moderate importance

d) of large importance

e) of great importance

17) Do you foresee an increase in the need for provision of library and information services to Asian Americans in the future?

a) no increase

b) small increase

c) moderate increase

d) large increase

e) great increase

18) If funds were made available specifically for use in creating or expanding library and information services for Asian Americans, briefly describe the programs to which you would dedicate these funds (e.g. - collection development, bilingual staff, outreach programs, lifelong learning, etc.):

19) Approximately how much money do you feel your library (system) would need annually to implement these programs?

$ _____

20) Approximately what percentage increase would this amount reflect in your total annual operating budget?

_____ %

21) Describe what you feel are the special library and information needs of Asian Americans in your community:

22) Describe what you feel librarians should be doing to better meet the library and information needs of Asian Americans:

Thank you for your time and cooperation!

APPENDIX 1-B TABLES

Question #3: How would you rate the demand by Asian Americans in your community for library and information services?

DEGREE OF DEMAND	NUMBER OF RESPONDENTS	PERCENTAGE OF SAMPLE
No demand	21	13.9%
Small demand	79	52.3%
Moderate demand	44	29.1%
Large demand	5	3.3%
Great demand	1	0.7%
No answer	1	0.7%
TOTAL	151	100%

Question #4: How would you rate the discrepancy, if any, between these demands and the services provided by your library (system)?

DEGREE OF DISCREPANCY	NUMBER OF RESPONDENTS	PERCENTAGE OF SAMPLE
No discrepancy	68	45.0%
Small discrepancy	53	35.1
Moderate discrepancy	13	15.2%
Large discrepancy	5	3.3%
Great discrepancy	1	0.7%
No answer	1	0.7
TOTAL	151	100%

Question #8: Approximately what percentage of your library (system's) total operating budget is specifically earmarked for providing services to Asian Americans?

PERCENTAGE OF TOTAL BUDGET	NUMBER OF RESPONDENTS	PERCENTAGE OF SAMPLE
0%	72	47.7%
0% - 2%	25	16.6%
3% - 4%	1	0.6%
5% - 6%	0	0.0%
7% - 8%	0	0.0%
9% - 10%	5	3.3%
No answer	48	31.8%
TOTAL	151	100%

Question #11: Approximately what percentage of your library (system's) total collection does the Asian American collection comprise?

PERCENTAGE OF COLLECTION	NUMBER OF RESPONDENTS	PERCENTAGE OF SAMPLE
0%	30	20.0%
0% - 2%	67	44.7%
3% - 4%	6	4.0%
5% - 6%	2	1.3%
7% - 8%	0	0.0%
9% - 10%	0	0.0%
No answer	46	30.0%
TOTAL	151	100%

Question #16: In your opinion, how important are (A) Asian American programs and services, and (B) the building of the Asian American collection, in your library (system's) future?

How important are		NUMBER OF RESPONDENTS	PERCENTAGE OF SAMPLE
(A) PROGRAMS & SERVICES	No importance	23	15.2%
	Small importance	71	47.1%
	Moderate importance	44	29.1%
	Large importance	7	4.6%
	Great importance	3	2.0%
	No answer	3	2.0%
	TOTAL	151	100%
(B) COLLECTIONS	No importance	22	14.6%
	Small importance	61	40.4%
	Moderate importance	53	35.1%
	Large importance	7	4.6%
	Great importance	2	1.3%
	No answer	6	4.0%
	TOTAL	151	100%

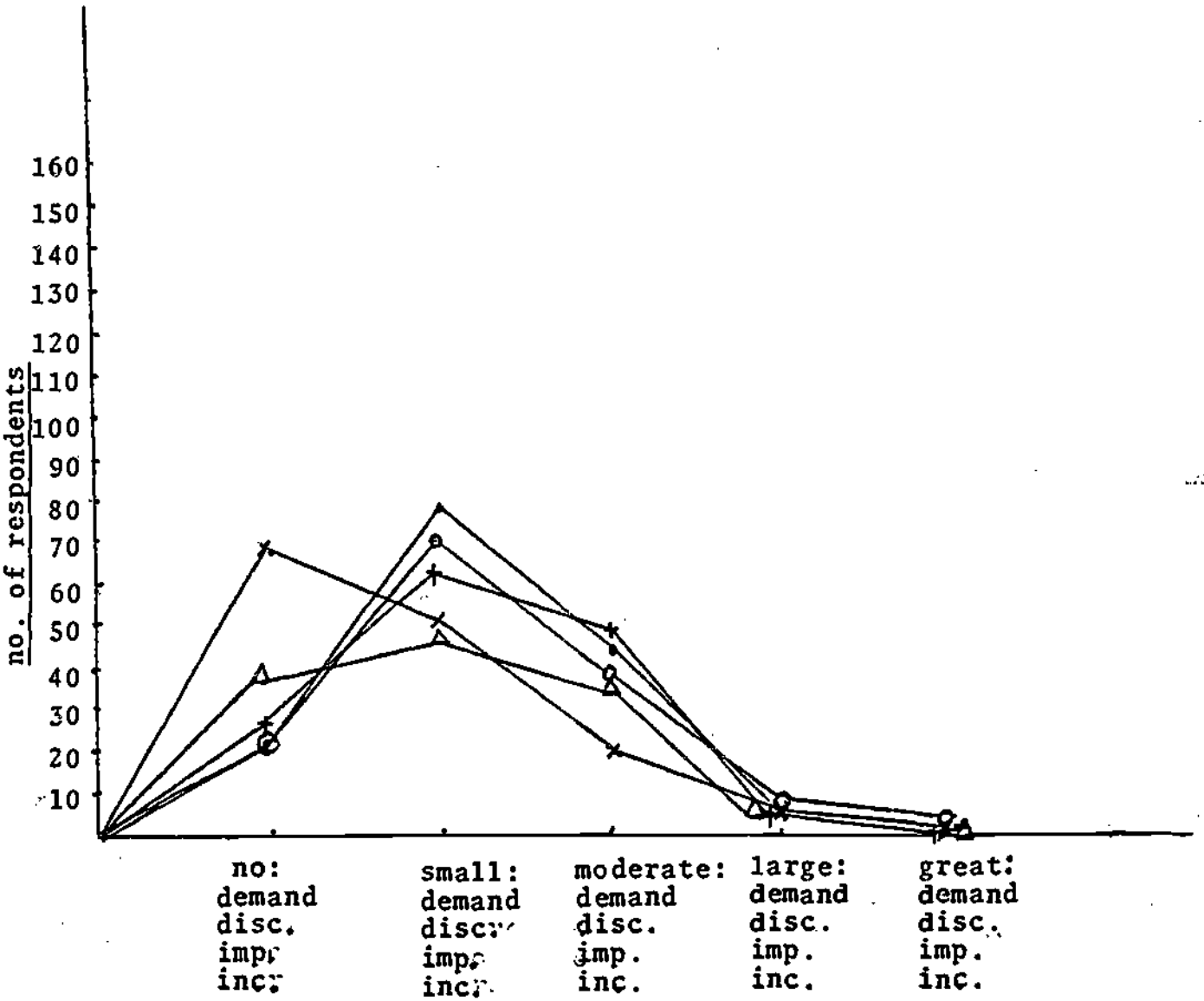
QUESTION #17: Do you foresee an increase in the need for provision of library and information services to Asian Americans in the future?

DEGREE OF INCREASE	NUMBER OF RESPONDENTS	PERCENTAGE OF SAMPLE
No increase	39	26.0%
Small increase	52	34.6%
Moderate increase	42	28.0%
Large increase	6	4.0%
Great increase	1	0.7%
No answer	11	6.7%
TOTAL	151	100%

QUESTION #20: Given additional funds (specifically for enhancing service to Asian Americans), approximately what percentage increase would such an amount reflect in your total annual operating budget?

PERCENTAGE OF TOTAL BUDGET	NUMBER OF RESPONDENTS	PERCENTAGE OF SAMPLE
0%	1	0.7%
0% - 2%	65	43.5%
3% - 4%	9	6.1%
5% - 6%	1	0.7%
7% - 8%	2	1.4%
9% - 10%	5	3.4%
No answer	68	44.2%
TOTAL	151	100%

Questions with variables of degree

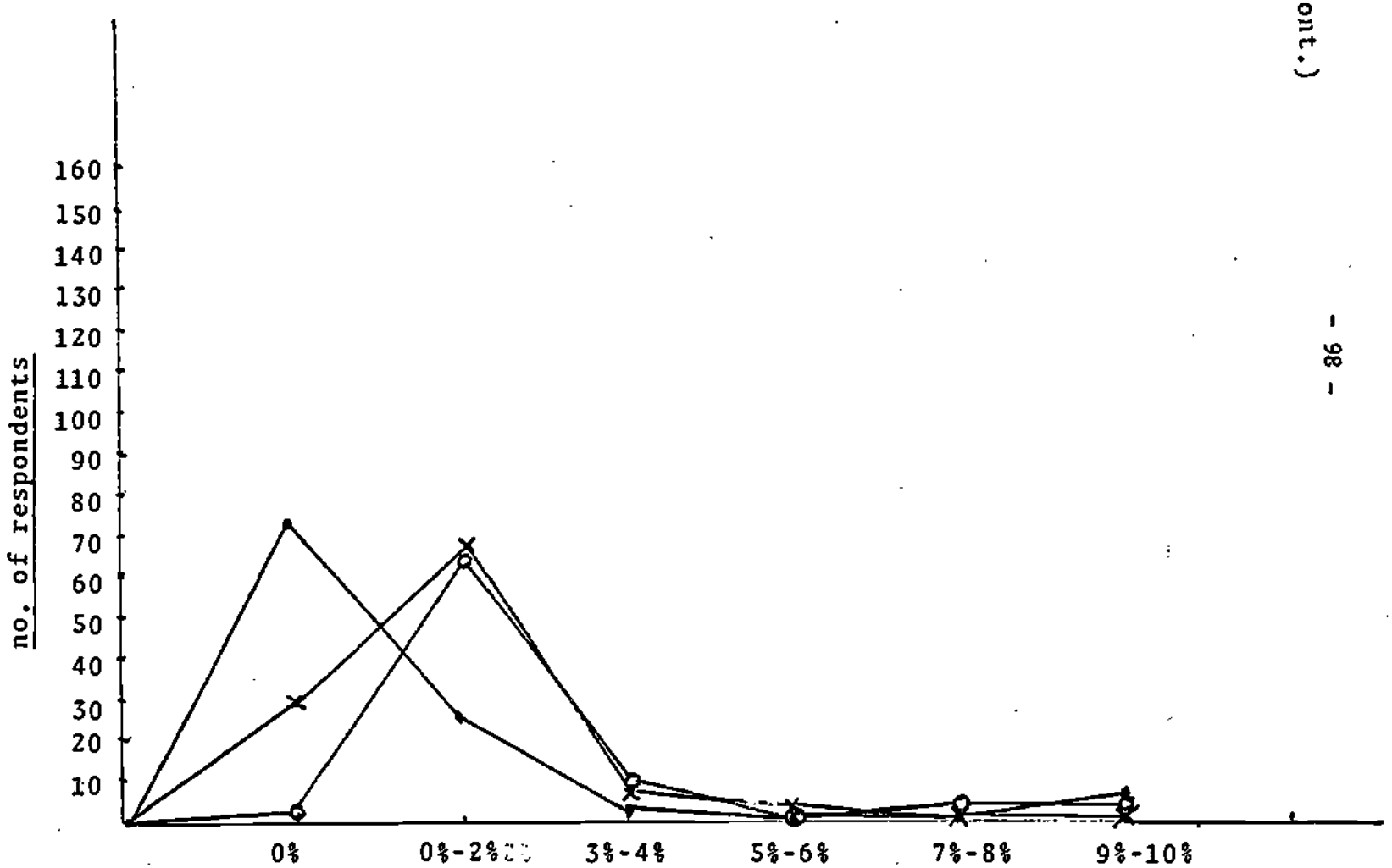


Key
- • = #3
- × = #4
- ○ = #16(A)
- † = #16(B)
- △ = #17

% No Answer

- #3 - .7%
- #4 - .7%
- #16(a) - 2.0%
- #16(b) - 4.0%
- #17 - 6.7%

Questions with variables of percentage



Key
• = #8
× = #11
○ = #20

% No Answer

#8 - 31.8%
#11 - 30.0%
#20 - 44.2%

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Appendix 2

REPORT ON OTHER MINORITIES

The Cultural Minorities Task Force of the National Commission on Libraries and Information Science has addressed the information needs of four cultural minority groups: American Indians, Asian Americans, Black Americans and Hispanic Americans. The Task Force has highlighted the need to develop guidelines for building collections for these four groups. In addition, it has also pointed to the responsibility of the library profession to examine and to address the information needs of other minority groups in the community. These groups likewise look to libraries and their collections for information on their heritage and for more positive images of their group members. The recommended guidelines, together with a further assessment of the needs of all minority peoples in the local community, will be valuable to libraries as they develop more diverse collections that reflect the cultural pluralism of America.

Each minority group has a unique heritage that libraries can preserve in collection development, including the gathering of archival materials and oral history records. Programs that reach out to particular minority groups in the neighborhood can result in rich dividends for libraries and their constituents. The library profession's commitment in this direction should result in more active support by the local communities through larger appropriations for school and public libraries.

Those libraries that offer multilingual services are committed to providing materials to a great number of immigrant and refugee groups, all representing a variety of ethnic or minority groups. Reports for the U.S. Department of Education for the fiscal years 1979 and 1980 show that public libraries operating programs under funds from the Library Services and Construction Act (LSCA) have addressed the language needs of persons of limited English-speaking ability.

Twenty different language-speaking groups were identified as receiving service from these libraries.[1] The groups include:

Arabic	Filipino	Italian	Portugese
Cambodian	French	Japanese	Russian
Chamorro	German	Korean	Samoan
Chinese	Greek	Laotian	Spanish
Czech	Hebrew	Polish	Vietnamese

Libraries across the country have revitalized their foreign language collections and expanded them considerably to include many more groups than those cited above. In a survey conducted by the Cleveland Public

Library in August 1979, it was found that more than seventy languages were represented in collections of seventy-two public libraries throughout the country.[2] Thus, it is clear that the focus on multilingual collections has been addressed in many libraries.

Some library education programs are also concerned with preparing to serve the needs of a multilingual society. For example, at Queens College Graduate School of Library and Information Studies a course is offered on "Library Materials and Services for Minority Groups." The course explores materials and services for American Indians, Asian Americans, Black Americans, Hispanic Americans, Irish Americans, Italian Americans, Jewish Americans, and Eastern European immigrant groups.[3] In general, the availability of ethnic materials is inadequate to fulfill the needs of numerous community groups that call upon librarians and educators to highlight their positive image to show their contributions to American society.

The concern for serving the information needs of other minorities has been expressed by other institutions and agencies. The Statement of the Civil Rights Issues of Euro-Ethnic Americans, issued in January 1981 by the U.S. Commission on Civil Rights, expresses concern for the problems of Euro-Ethnic Americans. These problems are increasing unemployment, exclusion from upper management posistions in the nation's leading firms, lack of understanding of the importance of the neighborhood to the Euro-Ethnic community, insensitive and unresponsive social service delivery systems, and stereotyping of Euro-Ethnic Americans by the print media, motion picture and television industries. This latter point alone requires that the library profession be concerned with the needs of these groups in terms of materials and resources that libraries should make available in their collections.

The commitment of the Civil Rights Commission to safeguard the rights of minority groups that are protected by affirmative action, as well as its concerns for other minorities, represents strong evidence for the profession to make and enforce a similar commitment. The position of the Civil Rights Commission regarding this concern is described as follows:

> The United States Commission on Civil Rights has long recognized the pluralistic nature of American society. As a people, we are multiracial, multifaith, multicultural, and multilingual. This diversity of background among our people has contributed to our vitality and progress as a Nation. It has also tested and, ultimately, confirmed this Nation's historic commitment to democratic principles.

In her testimony before the Task Force Hearings, Rhonda Abrams, Regional Director, Anti-Defamation League expressed strong support for other minorities:

> Looking over the description of the session, I was bothered by something else. What do we mean by "minorities"? Do we mean only Blacks, Chicanos, Native Americans, Hispanics? Does one's socio-economic orientation or color define one as a minority?
>
> For the Jew, it is an incredible leap to be placed among the majority. And there are many other white ethnic groups who do not consider themselves nor are they considered by society, to be among the majority.
>
> Studies have shown that attitudes of white and Third World Children towards themselves and towards each other improved after studying racial heritage and culture . . . . It is for this reason that ADL (Anti-Defamation League) has a program of developing multi-ethnic materials, such as our newest film strip series. That series is entitled "The American Family," and it consists of 12 film strips about families and their ethnic traditions, including Polish, Greek, German, Puerto Rican, etc.
>
> We are hoping to build positive feelings for all groups and an understanding of the commonality of the special problems of each group.[5]

Librarians must learn to serve the ethnic groups in local communities based on a set of priorities and an assessment of needs. This was implicit in the resolution placed before The White House Conference on Library and Information Services on the Needs of Ethnic Groups[6] but was not considered by the delegates because of time limitations. However, the Task Force at its first meeting on November 6-7, 1980 endorsed this resolution and recommended to the National Commission on Libraries and Information Science (NCLIS) that it be included in any proposed enabling legislation. The resolution was originally formulated with the Ethnic Materials Information Exchange Task Force of the Social Responsibilities Round Table (SRRT) and was approved by the American Library Association's membership on June 25, 1979 for submission to the White House Conference. The focus here is positively multiethnic and includes all racial and ethnic minorities. The text follows:

Needs of Ethnic Groups

WHEREAS, the ethnic populations in America represent an enormous potential source for library patronage, and

WHEREAS, there is no Federal library legislation addressed specifically and directly to the need for library services to ethnic populations, and

WHEREAS, libraries have much to offer by way of servicing and programming which could contribute to the recognition of these diverse groups and to the concept of ethnic pluralism, and

WHEREAS, these ethnic groups should be brought into the library orbit as library users so that they may in turn come to the support of libraries around budget time, and

WHEREAS, it is necessary to develop cooperation among community-based ethnic groups, private libraries, schools and institutions of higher learning,

THEREFORE BE IT RESOLVED, that Congress consider and approve legislation directed to library services which meet the needs of ethnic groups in America.[7]

In summary, some libraries, library schools, and federal programs and offices recognize the need for library services that address the needs of a pluralistic community. As a result, some libraries have strengthened their multilingual collections, some library education programs offer courses in materials and services for minority groups, and the Civil Rights Commission has issued a statement in support of assessing the meaning of pluralism in our society. Both SRRT and the Task Force call for federal legislation which will provide support to libraries and educational institutions to develop or strengthen programs and services to ethnic groups. It is clear that creative library programs that meet the needs of all minorities must be offered, and those already in operation will need to be publicized.

Notes

1. U.S. Dept. of Education. Office of Educational Research and Improvement. Office of Libraries and Learning Technologies. State and Public Library Services Branch. Services to Persons of Limited English-speaking Ability, Fiscal Year 1979. p. 1 and Fiscal Year 1980. p. 1. (Washington, D.C., 1979, 1980)

2. Natalia Bezugloff, "Language Services to Non-English-Language Ethnic Minorities in the United States," Library Trends 29 (Fall 1980), p. 272.

3. See basic text used in course, Teaching Strategies for Ethnic Studies, 2nd ed. by James A. Banks, Boston: Allyn and Bacon, 1979. The thrust here is that by studying a wide range of groups, students will be able to derive valid comparative generalizations about the nature of ethnicity in American society.

4. U.S. Commission on Civil Rights. Statement on the Civil Rights Issues of Euro-Ethnic Americans. January 1981. Washington, D.C. U.S. Government Printing Office, p. 1.

5. "Statement of Rhonda Abrams, Regional Director. Anti-Defamation League of B'nai Brith," Proceedings of the National Commission on Libraries and Information Science Cultural Minorities Task Force Hearings (Washington, D.C.: NCLIS, 1982), pp. 76-77.

6. National Commission on Libraries and Information Science, Information for the 1980's: Final Report of the White House Conference on Library and Information Services, 1979 (Washington, D.C.: Government Printing Office, 1980), p. 717, (Resolutions not passed).

APPENDIX 3

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