

1985-86 CD #30

EQUITY AT ISSUE:  
LIBRARY SERVICES TO THE NATION'S FOUR MAJOR MINORITY GROUPS

1985-86

Report of the President's Committee on Library Services to Minorities

Presented to the Council of the  
American Library Association  
June 1986

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## MISSION STATEMENT

In response to various resolutions of the 1979 White House Conference, the National Commission on Libraries and Information Science (NCLIS) established the Task Force on Library and Information Services to Cultural Minorities in 1980. The Task Force's charge was "to explore the status of library and information services, resources, and programs, concentrating on the four major minority groups...and to produce a final report with recommendations for improvements..." The Task Force presented its Report, which included 42 recommendations, to NCLIS in 1982. Because the recommendations have special implications for the American Library Association, 1984-85 President E. J. Josey appointed a President's Committee on Library and Information Services to Minorities to review the NCLIS Task Force Report and to produce an action document for ALA based on the elements of the NCLIS Report.

The Committee was specifically charged to:

1. Review the [NCLIS] Task Force report and other selected literature and [to] assess ALA activities and policies on ethnocultural minorities as background for the Committee's work;
2. Suggest by May 1985, specific measures for ALA implementation of the [NCLIS] Task Force's recommendations;
3. Recommend specific activities for encouraging NCLIS to endorse all of the recommendations of the Task Force;
4. Recommend further ALA action for an ongoing program in the area of library and information services to minorities and to reaffirm ALA's commitment to cultural minorities; and
5. Set forth positive aspects of minority participation in forging coalitions for the public good as an outgrowth of effecting the Task Force's recommendations.

This report, "Equity at Issue: Library Services to the Nation's Four Major Minority Groups," fulfills the mission of the ALA President's Committee on Library Services to Minorities.

Acceptance of the 1985-86 Council Document #30 will be a first step in the process of implementing more tangible improvements in library and information services to ethnocultural minorities, the most rapidly growing segment of the nation's population. Adoption of "Equity at Issue" will indicate support of the document in spirit and intent, a reaffirmation of ALA's goal of social responsibilities and of its commitment to quality library and information services for all individuals.

THE COMMITTEE

MARY BIBLO, Laboratory Schools Librarian, University of Chicago, IL. ALA Councilor; served on and chaired many ALA, Black Caucus of ALA (BCALA) and National Caucus of Black Librarians: Chicago Chapter committees; staunch advocate for minority concerns; former chair ALA Council Committee on Minority Concerns.

HENRY C. CHANG, Director and Territorial Librarian, Division of Libraries, Museums and Archaeological Services, St. Thomas, VI. Former ALA Councilor; former President of the Asian Pacific American Library Association (APALA); former President of the Chinese American Library Association (CALA); member of the NCLIS Task Force on Library and Information Services to Cultural Minorities.

WAYNE CROCKER, Director of Library Services, Petersburg Public Library Petersburg, VA. BCALA member; former member of PLA membership committee; and involved in outreach services.

MALIKA DADA, Library Media Specialist, Nichols Middle School, Mt. Vernon, NY. Member of BCALA and AASL; and former Head, Young Adult Department, Mt. Vernon Public Library.

\*\*MARVA L. DE LOACH, Head, Cataloging and Record Maintenance Division, Milner Library, Illinois State University, Normal, IL. Vice Chair/Chair-elect, BCALA; member, ALA Publishing Committee, chair, grants subcommittee; former chairs, OLPR's Minority Recruitment Subcommittee, ALA's Louise Giles Minority Scholarship Jury, and BCALA's Awards Committee; served on other BCALA, ALA, ACRL, LAMA, LITA and SRRT Committees; has written and spoken widely on minority recruitment and social responsibilities in libraries, including her dissertation, several chapters in books, co-editing Ethnic Collections in Libraries and writing essays in the ALA Yearbook.

ADELE S. DENDY, Head, Media Services, Indiana University Libraries, Bloomington, IN. Member of ACRL's Activity Sections Council and the Appointments and Nominations, the 1986 Conference Planning, and the EBSS Executive Committees, and former chair of the Problems of Access and Control of Education Materials; and member of BCALA, RASD and LITA.

BERNARD V. FINNEY, Institutional Library Consultant, New York State Library Albany, NY. Served on many committees in ASCLA; member of BCALA; and champion for the delivery of quality library services to the institutionalized, especially to minorities.

HARDY R. FRANKLIN, Director, D.C. Public Library, Washington, DC. Member of PLA, ASCLA, LAMA, RASD, ALTA, LRRT and BCALA. Pioneered in the establishment of community-based information programs and has published widely in the field.

LUIS HERRERA, Associate Director for Branch Services, Long Beach Public Library Long Beach, CA. Former President of REFORMA; member of the EMIERT, PLA and JMRT.



BARBARA WILLIAMS JENKINS, Library Director and Professor, South Carolina State College, Orangeburg, SC. Chair BCALA; former ALA Councilor; served on numerous ALA, BCALA, SELA and SCLA committees addressing the concerns of minorities.

DONNARAE MAC CANN, Author, Iowa City, IA. Chair, SRRT Task Force on Racism/Sexism Awareness; member of ALSC, EMIERT and SRRT: and children's literature author

\*\*ALBERT MILO, Assistant Director, Commerce Public Library, Commerce, CA. Former President of REFORMA; RASD Committee on Library Services to the Spanish-speaking; member of PLA, EMIERT, SRRT and the ALA nominating Committee.

DENNIS REED, Library Director, Ft. Peck Community College, Poplar, MT. Former Vice-President of the American Indian Library Association (AILA); former member OLOS Subcommittee on Library Services to American Indian People.

\*ELIZABETH MARTINEZ-SMITH, County Librarian, Orange County Public Library Orange, CA. Member of the NCLIS Task Force on Library and Information Services to Cultural Minorities; former member of the Editorial Advisory Committee for American Libraries; former member of Committee on Accreditation; and has published several articles on library services to Hispanic people.

LOTSEE P. SMITH, Director, TRAILS Project, SLIS, University of Oklahoma, Normal, OK. ALA Councilor; Vice-President of the American Indian Library Association (AILA); former chair, Louise Giles Minority Scholarship Jury; former member of the ALA Council Committee on Minority Concerns; member of the NCLIS Task Force on Library and Information Services to Cultural Minorities; and member of the OLOS Subcommittee on Library Services for American Indian People.

ELENA TSHERNY, Public Information Officer, D.C. Public Library, Washington, DC. REFORMA President; chair, PLA Service Development Committee; and very involved in outreach and community information service to minorities.

COLETTE WAGNER, Librarian, LaGuardia Community College, Long Island, NY. Member of ACRL Professional Education Committee; and ACRL CJCLS Planning and Programs Committee.

\*BINNIE TATE WILKIN, Lecturer, SLIS, University of California, Berkeley, CA. Published widely and teaches in the area of library services to cultural minorities; served as a member of various committees and held several positions emphasizing minority concerns, including Minority Services Coordinator at the LA County Library, and member of BCALA, PLA, YASD, LITA, and SRRT.

ALA STAFF LIAISON, JEAN E. COLEMAN, Director ALA Office for Library Outreach Services (OLOS); member NCLIS Task Force on Library and Information Services to Cultural Minorities; Coordinator, Coalition for Literacy; and staff liaison to the ALA Council Committee on Minority Concern, SRRT and EMIERT.

\* 1984-85 Co-chairs

\*\* 1985-86 Co-chairs

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FOREWORD

During my presidency of ALA, I requested the establishment of two Ad Hoc Committees to address two issues that continue to plague our profession: Pay Equity and Library Service to Minorities. "Equity at Issue: Library Services to the Nation's Four Major Minority Groups" is a report on the status of library service to minorities in the United States. The members of the President's Committee on Library Services to Minorities, the officers and members of the ALA, its Divisions, Round Tables, and other units are to be congratulated for grappling with the important issue of inequality which has resulted from the lack of adequate access to library and information services for minorities. The truth of the matter is that minorities, unfortunately, in 1986 are not yet freed from the bonds of injustice and discrimination.

The American Library Association, since 1936, a period of 50 years, has been on record opposing inequity and discrimination. While we applaud the Association for its forthright policy, nevertheless, the time now has come for the Association to use its national influence to fulfill its promise to "...promote efforts to assure every individual access to needed information at the time needed...through provision of library and information services" equally for minorities. In addition, greater efforts must be undertaken not only by the Association but also by the profession to a firm commitment to the active recruitment and education of minorities for careers in the field of librarianship.

The President's Committee has outlined recommendations that constitute a blueprint, which will aid in the eradication of the barriers and the inadequacies in library and information services for minorities in our nation. It is my hope that the Council will approve this document, for it represents the unfinished business that the Association began 50 years ago.

E. J. Josey  
Immediate Past President

## BACKGROUND

HISTORICAL

Gerald R. Gill's Meanness Mania: the Changed Mood provides an important commentary on developments in the social, political, cultural and economic affairs of the United States. He shows that there has in fact been a changed mood toward minorities in this country which has expressed itself through fiscal and social conservatism. Fiscal and social conservatism are further expressed in trends such as indifference and antipathy to the plight of oppressed groups; a preoccupation with self; and fear of economic uncertainty, i.e. bills such as Gramm, Rudman, Hollins Deficit Reduction Bill. These forementioned trends manifest themselves through opposition to affirmative action and retrenchment from efforts to improve life for the disadvantaged or deprived. Gill dubbed this phenomenon "meanness mania".

Historically, libraries have been inhospitable to minorities. As a microcosim of the larger society, librarianship has also exhibited signs of "meanness mania". Retrenchment in quality library and information programs and services for minorities, a decline in the recruitment of minorities to the profession and the existence of other barriers are examples of "meanness mania". But like Gill, the President's Committee believes that discussion of discrimination will result in a positive, rational response from ALA and the profession in general. It is our belief that this report will greatly facilitate such discussion. A little demographic perspective will enhance the importance of discussing and improving the plight of minorities in this country.

The 1980 United States Census reveals that the four major cultural minority groups in the United States comprise one-fifth of the nation's population, 46,012,932. This number is expected to increase to 77,942,000 or 29 percent of the total American population by the year 2,000. By 2025 the minority population is projected to be 35 percent of the total population or 104,862,000. These projections indicate that the minority population is growing at a faster rate than the population as a whole, and during the next three decades, the proportion of the U.S. population of white anglo-saxon ancestry will decline at a rapid rate. Concomitant with the rapid increase in the minority population has been an erosion of quality library and information services for minorities. This erosion, when compared with services in the sixties and early seventies, is particularly alarming.

These factors have serious implications for the nation's library and information service professionals. Since minorities will constitute a major segment of the work force and will contribute substantially to the economic well-being of the nation, we must be certain that this population can avail themselves of the best education possible, including guaranteed access to quality library and information services. With the prevalence of newer technologies in our daily lives, we can no longer afford to ignore the education, training and library needs of minorities. It is imperative that the nation's libraries be prepared to support minority needs. The time to shed the veil of "benign neglect" toward minorities is now. "Equality at Issue" provides an opportunity for ALA, the oldest and largest library professional association, to provide leadership in addressing the library and

information needs of minorities and in a broader sense, attending to the needs of the entire nation.

"Equity at Issue" can serve as a blueprint for the present and future of ALA. Further, the "Report" can serve as a springboard for ALA to use its influence and/or redirect funds to make implementation of the goals and recommendations of the report a priority of the entire organization, its members and related professional groups.

#### NCLIS REPORT:

In 1980 the National Commission for Library and Information Science established the Task Force on Library and Information Services to Cultural Minorities. The impetus for appointing the NCLIS Task Force was the general feeling among minorities that the 1979 White House Conference on Library and Information Services (WHCLIS) did not adequately address the library and information needs of this large segment of the American population. The 1979 WHCLIS not only saw an underrepresentation of minorities among the conference delegates, but it also voted down many of the resolutions promoting library services to minorities. "Meanness mania" was alive and well during the 1979 WHCLIS.

NCLIS charged its Task Force "to explore the status of library and information services, resources, and programs, concentrating on four minority groups [American Indians, Asian Americans, Black Americans and Hispanic Americans] and to produce a final report with recommendations for improvements...". The Task Force completed its assignment and went beyond the immediate concerns for library and information services to cultural minorities into the arena of other major issues such as whether to assess fees for certain public library services.

In November 1982, the Task Force presented its Report to NCLIS. The Report outlined 42 recommendations under five broad headings: Library and Information Needs; Library Personnel; Services and Programs; Materials and Resources; and Financing Library Programs for Cultural Minorities. This last category covered the financing of activities under the four preceding headings. While NCLIS strongly supported the fundamental philosophy of the report, it chose to support only 34 of the Task Force's recommendations. The possibility of future support was implied, however.

In declining to support eight of the Task Force's recommendations, NCLIS noted that it felt that those recommendations were not within the scope of NCLIS's charge. Those eight recommendations are:

#### Recommendations #7 and #8 under 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.

Recommendations #30 and #31 under Materials and Resources:

- 30 Urge publishers and producers to remove the negative and stereotypical images of cultural minorities which are in print and nonprint materials. [This recommendation has been revised by the chair of the Task Force to read "Urge publisher and producers to encourage the publishing and production of materials that foster positive images of cultural minorities 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.

Recommendation #38 under Financing Minority Programs:

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

Recommendations #5, #25, #37 on Removing Financial Barriers:

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

The Task Force recommendations have received much attention by the profession. A program highlighting the NCLIS Task Force Report, and in particular, focusing upon the eight rejected recommendations was held at the California Library Association Conference in December 1983. Two other programs, sponsored separately by the OLOS Advisory Committee and the Ethnic Materials Information Exchange Round Table, were held at the American Library Association Conference in Dallas in June 1984. Similar programs have been sponsored by other groups since then.

At least one spin-off study from the NCLIS Task Force Report entitled "The Role of Fees in Supporting Library and Information Services in Public and Academic Libraries," was released by NCLIS in April 1985. Another related NCLIS document by the Community Information and Referral Task Force was released in 1983. These reports and related documents have been widely disseminated by NCLIS.



## ALA PRESIDENT'S COMMITTEE:

Having chaired the NCLIS Task Force on Library and Information Services to Cultural Minorities and recognizing the special implications of the NCLIS Report for ALA, E. J. Josey, then Vice-President/President Elect of ALA, appointed the President's Committee on Library Services to Minorities in 1984. Although only a few of the Task Force recommendations are directed to the American Library Association for implementation, all 42 have special importance for ALA policies, practices, strategic long range plans and members. Like the NCLIS Task Force, the President's Committee focused its efforts on the four major ethnocultural minority groups: American Indians, Asian Americans, Black Americans and Hispanic Americans. The Committee hastens to point out that the recommendations are equally appropriate for all groups, however.

The President's Committee was comprised of people who have been active in the area of minority concerns. Most of the Committee were members of the four major minority groups, but included were non-minority members. Many of these individuals are active members of REFORMA, the Black Caucus of ALA, the American Indian Library Association, the Asian/Pacific American Librarians Association and the ALA Council Committee on Minority Concerns. Several ALA Councilors were also on the Committee.

In July 1984, the Committee held an organizational and strategy meeting during the ALA Annual Conference in Dallas, TX. Subsequent meeting dates of the Committee including open hearings were as follows: November 1984; January 1985; July 1985 and January 1986. Subcommittees met outside of these regular Committee meetings. Minutes of the Committee meetings and supporting documentation are on file in the OLOS office. This "Report" is the result of the Committee's work.

Activities of the President's Committee included formation of subcommittees (based on the five broad areas of the NCLIS Report), a review of pertinent background literature and ALA's minority activities, an analysis of the information gathered and the development of a list of preliminary recommendations. The Committee also conducted open hearings at the 1984 California Library Association Conference and the 1986 ALA Midwinter Meeting.

Initial drafts of the Committee's "Report" underwent careful scrutiny by the full Committee. Subsequent drafts were shared with a broad cross section of ALA, including the ALA Executive Board, Council, divisions, round tables and groups specifically mentioned in the "Report", e.g. minority caucuses. The document was also featured in professional journals like American Libraries and Library Journal and BCALA and REFORMA newsletters. Of special concern to the Committee was the presentation of information that would not be offensive to the groups addressed and that the work of the Committee be fully understood by the Association. In general, the Committee's "Report" (1984-85 Council Document #40) was very favorably received by the library community and generated an exceptionally high response rate. Based on input from all these constituencies, this "Report" (renumbered 1985-86 Council Document #30) was formalized.

## SUMMARY and CONCLUSIONS

The U.S. population is quite diverse. Diversity in race, religion, national origin and cultural heritage are readily evident throughout the country. At least 106 ethnic groups were identified by the editors of The Harvard Encyclopedia of American Ethnic Groups. Library and information service to four of these groups--American Indians, Asian Americans, Hispanic Americans and Black Americans--is the subject of this report.

Ethnic groups in this country have always fought to preserve their cultural heritage, but with limited access to library and information services to assist them in preserving their cultural roots and to provide basic information, the lifeblood of a democratic society. These fights will not be reiterated here because they have been well documented in other studies. The inadequacy of nonexistence of multicultural and multilingual materials in libraries have been documented also.

This summary is designed to provide an overview of the report of the President's Committee. Readers should examine the entire report for a fuller view of the important ramifications and implications of the critical issues which are presented in the report.

The 1980 U.S. Census reveals that the four major cultural minority groups comprise one-fifth of the nation's population, approximately 46,000,000. This number is expected to increase to 104,862,000 or 35 percent of the population by 2025. These projections have serious implications for the nation's library and information service providers over the next few decades.

Cognizant of these data and the weak response of the 1979 White House Conference on Libraries and Information Science (WHCLIS) to minority needs, the National Commission on Libraries and Information Science (NCLIS) established the Task Force on Library and Information Services to cultural Minorities in 1980. The Task Force explored the status of library and information services, resources and programs for this nation's four major cultural minority groups. Its Report, presented to NCLIS in 1982, outlined forty-two recommendations under 5 categories: Library and Information Needs, Library Personnel, Services and Programs, Materials and Resources, and Financing Library Programs. NCLIS strongly supported only thirty-four of the Task Force's recommendations. In declining to support the remaining 8 recommendations, NCLIS noted that it felt that the recommendations did not fall within the scope of the NCLIS charge.

Concerned about the implications of the NCLIS Task Force Report for ALA and the profession, E.J. Josey appointed the President's Committee on Library Services to Minorities in 1984. The Committee examined the NCLIS document, the library and information science literature and the ALA's policies relative to cultural minorities; provided a draft action agenda for ALA; shared the draft with a broad cross section of ALA for reactions and further input; and prepared "Equity at Issue" for consideration by Council at the 1986 Annual Conference.

Like the Task Force, the Committee confined its investigation to the four major ethnocultural minorities in the United States. The Committee also agreed with the Task Force on the following broad concepts regarding libraries and multicultural society;

1. That the concept of a multicultural and multilingual society is desirable and should be reaffirmed;
2. That the library and information 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;
3. That, in general, the special needs of ethnocultural minorities are not being sufficiently met by library and information service providers;
4. That libraries play an important and unique role in the integration of cultural differences within the community, therefore, libraries should improve both quantitatively and qualitatively the services which they provide to cultural minorities in order to further assist in the this integration;
5. That all libraries can assist cultural minorities, the fastest growing segments of the U.S. population, to become equal participants in society through full access to information;
6. That role models and others who are sensitive or responsive to the needs of cultural minorities are needed at all levels of the profession;
7. That libraries are essential to all segments of society in providing basic education and the democratic process and in preserving our cultural heritage;
8. That funding of library services is a tripartite obligation of local, state, and federal agencies, both public and private.

The Committee's findings support the need for a national commitment to the recruitment and training of minority personnel for careers in library and information science. Recent studies by Lorene B. Brown, Dean of the School of Library and Information Studies at Atlanta University and OLPR's 1985 library personnel survey point to a crisis in the recruitment and education of cultural minorities. Brown found that minority graduates with masters degrees declined 40 percent over six years, from 369 in 1979 to 221 in 1984. The percentage drops by minority groups are 50 percent for American Indians, 44 percent for Asian Americans, 43 percent for Black Americans and 22 percent for Hispanic Americans. American Indians received .13 percent of the degrees, Asian Americans, 1.80 percent; Black American, 2.70 percent and Hispanic Americans, 1.38 percent (SEE APPENDIX 6). OLPR's survey indicate that less than 12 percent of the personnel in academic and public libraries are minorities, although they represent a much greater share of the applicant pool. Minorities continue to be concentrated at beginning professional and low paying paraprofessional jobs in libraries with little chance for upward mobility and promotion. Funding sources for removing financial barriers for cultural minorities have collapsed in recent years. But the Committee contends that new sources of support must be found in order to recruit minorities in proportion to their availability in the applicant pool.



To reverse the deterioration in library and information services to ethnocultural minorities, the Committee has formulated twenty-two recommendations. Recommendations in this Report have been divided into two broad categories: Personnel, and Materials and Services. They support existing ALA Policies and the recommendations made in the NCLIS Task Force Report.

Additionally, the President's Committee on Library Services to Minorities strongly recommends that ALA use its influence to persuade NCLIS to support the eight rejected recommendations by revising them as suggested below:

- NCLIS      Combine #5, 25, 37 and Revise to read: Urge libraries to support the concept of "free" basic library service to promote efforts to assure every individual access to needed information.
7.      Revise to read: Encourage NCLIS to use its influence and reputation in working with ALA, SLA, ALISE, NEA, the Center for Statistics and other organizations in periodically determining and publicizing the racial, ethnic, and sexual composition of library personnel in the library and information science professions.
  8.      Because the sense of the original recommendation has been met by the Special Library Association's Triennial Salary Survey, the recommendation should be deleted and considered to be a part of recommendation 7 above.
  25.     Combine with # 5.
  30.     Revise to: Urge publishers and producers to encourage the publishing and production of materials that foster positive images of cultural minorities in print and non-print materials.
  31.     Revise to read: Urge information producers and providers to aggressively publicize the availability of resources by and about minorities and to make such resources readily accessible to the public.
  37.     Combine with #5 above.
  38.     Revise to read: Urge libraries, government and the private sector to provide adequate financial support to meet the information needs of cultural minorities. Funding such as block grants might be considered as a source of supplemental support.

The Committee recognizes fully that in these times of budgetary constraints and fiscal and political conservatism, it is unrealistic to expect a large infusion of funds for library and information services, particularly services to the marginally or underserved minority populations. However, we strongly feel that there is an immediate need for the library profession, ALA in particular, and its concerned partners in higher education and the private sector to develop a concrete program of recruitment, training, development and

upward mobility for cultural minority personnel. We further believe that the library and information needs of ethnocultural minorities, the fastest growing segments of the nation's population, must be adequately met in order for them to share equally in governing our society and in the rewards of economy. Equal access to information is imperative for cultural minorities.

The President's Committee realizes that the foregoing recommendations may be difficult to achieve immediately and that a number of constituencies will be required to respond with concrete actions over the next few years. Similarly, we feel that it is crucial that ALA acknowledges that the severe decline in minority personnel and services represents a crisis in the library and information science professions. We further urge ALA to reaffirm its commitment to minorities by providing responsive leadership in eradicating inequity in the profession. Although this commitment requires fiscal responsibilities, it should be made top priority for the association.

Finally, we believe that ALA in cooperation with other concerned allies such as NCLIS should give continuing attention to the library and information needs of cultural minorities.

## THE FINDINGS

Major Findings

## 1. Disparity in Library Services

There is a disparity which exists and continues to grow in the provision of library services to minority and low-income communities versus the white dominant and more affluent communities in the United States. This inequity is most reprehensible in communities in which the white population represents a numerical minority but still control the library decision-making process in such areas as library budgets, library planning, and library personnel.

## 2. Personnel Recruitment

A major crisis exists in the recruitment of minorities to the library profession. Two recent studies published in 1981 and 1986 by the ALA Office for Library Personnel Resources and entitled "The Racial, Ethnic, and Sexual Composition of Library Staff in Academic and Public Libraries: clearly documents that very little progress has been made during the last five years to improve upon the shortage of minority librarians.

	Percentage of Total Work Force	
	1980	1985
American Indian/Alaskan Native	0.2	0.2
Asian/Pacific Islander	4.0	3.4
Black	5.8	6.1
Hispanic	1.8	1.8
White	88.2	88.5
Total	<u>100.0</u>	<u>100.0</u>

Although the figures show little or no change in five years, when viewed in the context that cultural minorities show dramatic population increases in 1980 and projected 1990 U.S. Census, the figures actually represent a major set back in minority librarian recruitment.

A paper presented by Dr. Lorene Brown at the 1986 ALA Midwinter Conference illustrates further the severity of the minority librarian recruitment process. (See Appendix 6) The responsibility for addressing this major problem must be a shared one by all sectors of the profession--library educators, practitioners and minority librarian caucuses.

Additional Findings

## 3. Fees

The controversy of charging library fees directly impacts the minority communities, especially those in the low-income levels. It represents a serious new barrier to access to information by these groups. Fees threaten to create two classes of library users: an elite group of information users who can afford to pay the price of information at whatever costs and a second class group of users who will be denied access to information solely because they cannot afford to pay for it.

#### 4. Planning

Very few libraries in the United States indicate any serious or thorough planning to serve the unique information needs of minority communities. Rarely are effective community analysis techniques employed or minorities themselves involved in the planning process. Increased minority representation on library boards and in top administrative positions is not a long-range goal for most libraries.

#### 5. Awareness

Most of the general public, especially in minority communities, remains uninformed of available library resources and services. Library personnel are largely unfamiliar with the specialized needs of minority groups and the methods for responding to those needs. Library marketing techniques often cater to the needs of the white general public and neglect the cultural and linguistic needs of minorities.

#### 6. Upward Mobility

The vast number of minorities in the library profession tend to be largely concentrated in the entry and middle management levels of all types of libraries. Only a very small percentage of minority librarians have attained top positions of library administration via directorships and library school deanships.

#### 7. Collections

Often the existing minority collections in libraries and resource centers are viewed as serving local jurisdictional needs only. Efforts to promote them as national and regional library resources or as candidates for library resource sharing are rarely encouraged administratively or financially. Bibliographic access control, shared collection development, and preservation of these materials are not given the importance and priority they merit, particularly non-English and oral tradition materials.

#### 8. Stereotypical Literature

A large selection of materials published continue to include negative and stereotypical presentations of minority groups. There is a great need for the publication of more library materials containing positive portrayals and role models for minorities, especially with respect to children's literature. Book selection librarians need to be particularly sensitive to the portrayal of minorities in literature.

#### 9. Funding

The funding of library service to minorities remains a critical issue. Even libraries that say they are committed to providing such service often will not support their commitment with adequate funding. Administratively the funding of minority library services are not perceived as basic or as a priority. Often such services are viewed as supplemental or special services and rely heavily upon the funding of soft monies. During periods of budget constraints, library services to minorities are often the main target for budget cuts.

While the 1960s and 1970s were primarily concerned with the passage of legislation in support of minority library services and recruitment, viz Library Services and Construction Act and Title II-B of the Higher Education Act, the appropriation of funding for those pieces of legislation have become the issue of the 1980s.

## PERSONNEL

The recruitment, training, development and upward mobility of minorities are ideas whose time have come! This is the tenor of thought among various segments of the profession. If the pattern of low recruitment continues as it has in recent years, minority library workers face becoming extinct or at least being placed on the endangered species list.

NCLIS, ALISE, OLPR, OLOS, library educators, minority caucuses and minority concerns committees and round tables have all expressed alarm at the low representation of minorities in all areas of the library and information science profession. This low representation is largely a reflection of the many barriers and disparities minorities face in obtaining the necessary educational and occupational experiences to achieve equal opportunity.

Recent studies by Lorene B. Brown, Dean of the School of Library and Information Studies in Atlanta University and OLPR'S 1985 library personnel survey point to a crisis in the recruitment and education of cultural minorities. Brown found that minority graduates with masters degrees declined 40 percent over six years, from 369 in 1979 to 221 in 1984. The percentage drops by minority groups are 50 percent for American Indians, 44 percent for Asian Americans, 43 percent for Black Americans and 22 percent for Hispanic Americans. American Indians received...13 percent of the degrees; Asian Americans, 1.80 percent; Black Americans, 2.70 percent and Hispanic Americans, 1.38 percent (SEE APPENDIX 6). OLPR's survey indicates that less than 12 percent of the personnel in academic and public libraries are minorities, although they represent a much greater share of the population pool.

Minority participation in the profession gained widespread attention during the 1960s and 1970s. Positive results were obtained in improving the opportunities for minorities through increased recruitment, legislation, funding of training programs and increased employment of minorities. Unfortunately, less national attention has been devoted to the issue in the 1980s. Minorities continue to be concentrated at beginning professional and low paying paraprofessional jobs in libraries with little chance for upward mobility and promotion. Low salaries and an ill-conceived negative image have also been detrimental in attracting and retaining minorities in the profession.

Library schools play a crucial role in the recruitment process. Developing programs offering courses and recruiting and training students for the professional or specialist degrees as well as continuing education demands are primary responsibilities for library and information science trainers. They must respond positively to the societal demands for minority personnel.

Support after recruitment is also important for minorities. The inclusion of minorities in regular programs of schools and the commitment of administrators, fellow students and faculty to minorities foster positive attitudes about library school and the profession. Increased mentoring, role modeling and other nurturing efforts should be encouraged. Barriers such as languages and stereotyping should be eliminated.



Funding sources for removing financial barriers for cultural minorities have collapsed in recent years. While the ALA Washington Office and others have remained vigilant over the years, the major funding legislation for training, i.e. HEA IIB and LSCA, have been sorely underfunded over the past decade. Alternate funding from library school is marginal at best and reflect the sad state of funding for higher education generally. Few scholarships such as ALA's Louise Giles Minority Scholarship are readily available to minorities. Smaller grants are available through minority caucuses and groups or private sources.

The President's Committee believes that new sources of support must be found in order to recruit minorities in proportion to their availability in the applicant pool. Efforts such as the minority intern programs of OLOS, REFORMA and other; proposals by NCLIS and ALISE and OLPR; and special programs by minority caucuses, library schools, libraries and other groups must be encouraged and expanded.

Beyond recruitment and initial training and hiring, the profession has a responsibility for the continued development, education, upward mobility and promotion of minorities. Institutional support and administrative release time for these activities are critical in fostering professionalism.

EMMIERT, CLENERT, LAMA, OLPR, OLOS, SCOLE and indeed all ALA units must be encouraged to continue and expand their programs in support of library personnel, especially for minorities.

#### RECOMMENDATIONS

1. Data on the racial, ethnic and sexual composition of library personnel in school and special libraries should be compiled. Where this information is not readily available or has not been gathered in recent years, studies patterned after similar studies conducted by OLPR for academic and public libraries should be conducted. These studies could build upon the ground work that OLPR has done on school libraries and the Triennial Salary Survey of the Special Library Association. [ALA Policy 54.2] (NCLIS # 7 & 8).
2. OLPR should be encouraged to continue to survey recruitment policies of library schools for the purpose of identifying and publicizing successful recruitment techniques through brochures and other appropriate ALA publications. Ideally, these surveys should be conducted regularly at five year intervals. If possible, this information should be combined with the OLOS course survey. [ALA Policy 56.2] (NCLIS #10)
3. Staff development opportunities, especially promotions and upward mobility for all minority librarians should be provided by libraries. ALA can provide leadership by example and advocacy to ALA members. [ALA Policy 1.2, priority 5; 54] (NCLIS # 11 & 15).
4. OLOS should continue to request and disseminate information from ALA accredited library schools about courses which focus on services and materials for cultural minorities. This survey should be completed

regularly at five year intervals. If possible information could be combined with OLPR recruitment surveys.  
[ALA Policy 52.2; 56] (NCLIS #12).

5. Existing continuing education guidelines should be reviewed for the inclusion of components dealing with library service to cultural minorities. Because of our nation's demographics and our multicultural society, continuing education opportunities dealing with staff sensitivity to cultural minority communities should be made available to all library personnel, students and trustees.  
[ALA Policy 56.3] (NCLIS #14).
6. Library and information service providers and trainers should be urged to explore alternative funding sources for scholarships, fellowships and assistantships for recruiting more minorities to the profession and for supporting the upward mobility of minorities. Furthermore, trainers and information providers should be encouraged to network with and support the activities of the ALA Washington Office with regard to full funding support for existing legislation, viz HEA Title IIB and LSCA.  
[ALA Policy 54.2; 56.2] (NCLIS # 9, 17, 40, 41, 42).
7. Information providers, especially those serving minority populations, should be urged to support equity in funding adequate personnel (professional and paraprofessional), materials, resources, facilities and equipment. [ALA Policy 1.2, priority 2; 54.1] (NCLIS # 3, 36).
8. Librarians, including minorities, should be taught effective techniques for generating tripartite public funding to provide adequate quality services to minorities. Workshops and legislative updates should continue to be sponsored by units such as the ALA Washington Office and the Legislative Committee. Successful campaigns by state associations and related legislative activities should be more widely publicized through professional journals and ALA publications.  
[ALA Policy 1.2, priority 2; 56.3] (NCLIS # 34, 36)



## MATERIALS and SERVICES

In the area of library services and programs, declining budgets have placed fresh restraints on outreach and other services to indigenous minorities. Thus, the gap between the information poor and the information rich is widening at an accelerated rate. If libraries are to reverse this trend, cultural minorities must be involved in the planning of library programs. Materials and resources by and about cultural minorities must be collected, disseminated and preserved if libraries are to attract minority groups. Barriers to library and information services must be removed or at least minimized.

ALA's "overarching objective [is] promoting and improving library service and librarianship". In achieving this goal, ALA recognizes its broad responsibilities in solving critical problems and concerns of society, informing and educating people of such problems and encouraging people to critically examine societal concerns. Furthermore, ALA expressed willingness to take positions on current issues as they relate to libraries and library services. In view of ALA's stated objective of promoting and improving library service, the President's Committee on Library Services to Cultural Minorities presents the current sad state of affairs of library services to cultural minorities as a critical societal concern which demands ALA's attention.

The library and information needs of cultural minorities enjoyed a place of honor when monies flowed freely for this purpose. However as budgets tightened, services and programs to ethnocultural minorities took a noticeable backseat and in many cases were eliminated altogether. This is most unfortunate since minorities make up the masses of unserved or underserved populations. As these groups increase in numbers, it becomes even more crucial that their needs are recognized and adequately met so that minorities can intelligently and responsibly participate in the governance and economic rewards of our nation. It is a well informed society that will ensure our continued democratic society. Therefore, all barriers to library and information services must be removed or at least minimized.

A first step in the process of removing barriers is the realistic formulation of the existing library and information needs of indigenous groups. Needs assessments involving output measures are the most effective means of identifying such needs. The formulation of realistic needs requires representation of all segments of the population, particularly minorities, in the planning process. Results of needs assessments should then be translated into collecting and disseminating materials resources to meet expressed needs of the community.

Collecting materials which provide positive images of minorities involves vigilance and sensitivity to minorities by selectors, as well as the establishment of ongoing cooperative relationships with publishers and other information providers to produce and make such materials readily available to the public. To ensure full utilization, disseminating information about materials and services must involve making the community aware of the rich resources of libraries. Preserving the rich reservoir of materials by and about minorities completes the triad. Successful programs and services and

resources for cultural minorities should be aggressively publicized in professional journals, locally produced brochures and similar publications.

Many units in ALA recognize the need for library and information services for cultural minorities and provide some measure of service, however, there is some hesitancy to commit limited resources to this important issue. The Committee urges ALA to exert leadership in coordinating efforts in this area. The Committee also urges ALA to commend and encourage units such as American Libraries, the ALA Legislative Committee, AASL, ACRL, ALSC, ALTA, CLENERT, The Council Committee on Minority Concerns, EMIERT, LAMA, OLOS, OLPR, RASD, RTSD and minority caucuses to continue and expand their efforts in the area of minority library services.

To strengthen programs and services to cultural minorities, the Committee makes the following:

#### RECOMMENDATIONS

9. As part of determining output measures, libraries should conduct community needs assessments giving special emphasis to assessing the needs of cultural minorities. Results of these output measures should be utilized in collection development. Successful techniques in assessing the information needs of minorities should be publicized by ALA.  
[ALA Policy 1.2, priority 1; 50.7, 52] (NCLIS # 1, 2, 4, 19 33).
10. Libraries must increase public awareness of their resources and services as well as promote the importance of libraries to all segments of society, especially targeting minority communities.  
[ALA Policy 1.2, priority 4] (NCLIS # 5, 6, 10, 22).
11. Libraries are urged to include minority representation on library boards of trustees and other policy and advisory boards to ensure that the information needs of ethnocultural minorities are considered when developing programs. [ALA Policy 3.2] (NCLIS # 18, 21).
12. The OLOS Advisory Committee should continue to survey, identify and publicize existing minority community library programs that might assist library policy makers in providing relevant minority programs and services. (NCLIS #20).
13. The ALA Administration should exercise its influence in working with organizations such as the Library of Congress to develop and implement a national, comprehensive system of bibliographical control for cultural minority resources (NCLIS # 23).
14. ALA should encourage broader resource sharing among libraries at the local, state, regional and national levels in order to strengthen local collections and increase the availability of resources by and about cultural minorities. (NCLIS #24).

15. ALA should urge libraries to remove all barriers, particularly fee charges and language barriers, to library and information services. Resolutions could also be presented at the 1989 WHCLIS, thus providing a broader forum for discussion of this issue. [ALA Policy 1.2, priority 1; 50.4; 53.1] (NCLIS #5, 25, 30, 37).
16. Where appropriate, libraries should periodically review their collection development guideline with emphasis on opportunities for including materials on the four major cultural minorities. ALA units with expertise in this area, e.g. RTSD and EMIERT, could assist in this effort by widely disseminating existing guidelines and/or serving as consultants. (NCLIS #27).
17. ALA should assist libraries in developing effective programs on the acquisition and preservation of minority archival materials by publicizing successful efforts, such as the cooperative microfilming project by RTSD, the Society of American Archivist and the National Preservation Office at the Library of Congress (Fisk, HI, etc.). (NCLIS #29).
18. ALA should urge libraries to preserve the rich oral tradition among cultural minorities by publicizing resources on developing successful oral history projects and disseminating information about such projects. (NCLIS #29)
19. ALA should promote the publication, production and purchase of print and non-print materials which present positive role models of cultural minorities. ALA can accomplish this by more vigorously publicizing the availability of such resources, forging coalitions with similar organizations and soliciting materials from cultural minority people and groups (e.g. EMIERT). (NCLIS # 26, 30, 31).
20. ALA should urge local, state and federal governments and the private sector to provide supplemental support for local funds used in strengthening library resources on cultural minorities, especially from funding sources such as block grants. (NCLIS # 32, 33, 35, 36, 38, 39).
21. ALA should encourage all types of libraries to incorporate funding for minority programs and services in their regular budgets, rather than financing them solely by "soft monies" such as private grants or federal monies. (NCLIS # 33, 36).
22. Whereas the charging of fees and levies for information services, including those services utilizing the latest information technologies tends to be discriminatory, particularly in publicly supported institutions, a concerted effort should be made to "...promote efforts to assure every individual access to needed information..." [ALA Policy 1.2, priority 1; 50.4] (NCLIS #37).

TWENTY-TWO RECOMMENDATIONS  
of the  
THE PRESIDENT'S COMMITTEE ON LIBRARY SERVICES TO MINORITIES

1. Data on the racial, ethnic and sexual composition of library personnel in school and special libraries should be compiled. Where this information is not readily available or has not been gathered in recent years, studies patterned after similar studies conducted by OLPR for academic and public libraries should be conducted. These studies could build upon the ground work that OLPR has done on school libraries and the Triennial Salary Survey of the Special Library Association [ALA Policy 54.2] (NCLIS #7,8)
2. OLPR should be encouraged to continue to survey recruitment policies of library schools for the purpose of identifying and publicizing successful recruitment techniques through brochures and other appropriate ALA publications. Ideally, these surveys should be conducted regularly at five year intervals. If possible, this information should be combined with the OLOS course survey. [ALA Policy 56.2] (NCLIS #10)
3. Staff development opportunities, especially promotions and upward mobility for all minority librarians should be provided by libraries. ALA can provide leadership by example and advocacy to ALA members. [ALA Policy 1.2, priority 5; 54] (NCLIS #11, 15)
4. OLOS should continue to request and disseminate information from ALA accredited library schools about courses which focus on services and materials for cultural minorities. This survey should be completed regularly at five year intervals. If possible information could be combined with OLPR recruitment surveys. [ALA Policy 52.2, 56] (NCLIS #12)
5. Existing continuing education guidelines should be reviewed for the inclusion of components dealing with library service to cultural minorities. Because of our nation's rapidly changing demographics and our multicultural society, continuing education opportunities dealing with staff sensitivity to cultural minority communities should be made available to all library personnel, students and trustees. [ALA Policy 56.3] (NCLIS #14)
6. Library and information service providers and trainers should be urged to explore alternative funding sources for scholarships, fellowships and assistantships for recruiting more minorities to the profession and for supporting the upward mobility of minorities. Furthermore, trainers and information providers should be encouraged to network with and support the activities of the ALA WASHINGTON Office with regard to full funding support for existing legislation, viz. HEA Title 11-B and LSCA. [ALA Policy 54.2, 56.2] (NCLIS #9, 17, 40, 41, 42)

7. Information providers, especially those serving minority populations, should be urged to support equity in funding adequate personnel (professional and paraprofessional), materials, resources, facilities and equipment. [ALA Policy 1.2, priority 2; 54.1] (NCLIS #3, 36)
8. Librarians, including minorities, should be taught effective techniques for generating tripartite public funding to provide adequate quality services to minorities. Workshops and legislative updates should continue to be sponsored by units such as the ALA Washington Office and the Legislative Committee. Successful campaigns by state associations and related legislative activities should be more widely publicized through professional journals and ALA publications. [ALA Policy 1.2, priority 2; 56.3] (NCLIS #34, 36)
9. As part of determining output measures, libraries should conduct community needs assessments giving special emphasis to assessing the needs of cultural minorities. Results of these output measures should be utilized in collection development. Successful techniques in assessing the information needs of minorities should be publicized by ALA.  
[ALA Policy 1.2, priority 4] (NCLIS #1, 2, 4, 19, 33)
10. Libraries must increase public awareness of their resources and services as well as promote the importance of libraries to all segments of society, especially targeting minority communities.  
[ALA Policy 1.2, priority 4] (NCLIS #5, 6, 10, 22)
11. Libraries are urged to include minority representation on library boards of trustees and other policy and advisory boards to ensure that the information needs of ethnocultural minorities are considered when developing programs. [ALA Policy 3.2] (NCLIS # 18, 21)
12. The OLOS Advisory Committee should continue to survey, identify and publicize existing minority community library programs that might assist library policy makers in providing relevant minority programs and services. (NCLIS #20)
13. The ALA Administration should exercise its influence in working with organizations such as the Library of Congress to develop and implement a national, comprehensive system of bibliographical control for cultural minority resources. (NCLIS #23)
14. ALA should encourage broader resource sharing among libraries at the local, state, regional and national levels in order to strengthen local collections and increase the availability of resources by and about cultural minorities. (NCLIS # 24)
15. ALA should urge libraries to remove all barriers, particularly fee charges and language barriers, to library and information services. Resolutions could also be presented at the 1989 WHCLIS, thus providing a broader forum for discussion of this issue.  
[ALA Policy 1.2, priority 1; 50.4; 53.1 #5] (NCLIS # 5, 25, 30, 37)



16. Where appropriate libraries should periodically review their collection development guidelines with emphasis on opportunities for including materials on the four major cultural minorities. ALA units with expertise in this area, e.g. RTSD and EMIERT, could assist in this effort by widely disseminating existing guidelines and/or serving as consultants. (NCLIS #27)
17. ALA should assist libraries in developing effective programs on the acquisition and preservation of minority archival materials by publicizing successful efforts, such as the cooperative microfilming project by RTSD, the Society of American Archivist and the National Preservation Office at the Library of Congress (Fisk, HI etc.) (NCLIS #28)
18. ALA should urge libraries to preserve the rich oral tradition among cultural minorities by publicizing resources on developing successful oral history projects and disseminating information about such projects. (NCLIS #29)
19. ALA should promote the publication, production and purchase of print and non-print materials which present positive role models of cultural minorities. ALA can accomplish this by more vigorously publicizing the availability of such resources, forging coalitions with similar organizations, and soliciting materials from cultural minority people and groups (e.g.EMIERT). (NCLIS 3 26,30,31)
20. ALA should urge local, state and federal governments and the private sector to provide supplemental support for local, funds used in strengthening library resources on cultural minorities, especially from funding sources such as block grants. (NCLIS # 32, 33, 35, 36, 38 39)
21. ALA should encourage all types of libraries to incorporate funding for minority programs and services in their regular budgets, rather than financing them solely by "soft monies" such as private grants or federal monies. (NCLIS # 33, 36)
22. Whereas the charging of fees and levies for information services, including those services utilizing the latest information technologies, tends to be discriminatory, particularly in publicly supported institutions, a concerted effort should be made to "...promote efforts to assure every individual access to needed information..."  
[ALA Policy 1.2, priority 1; 50.4] (NCLIS #37).

APPENDIX 1

ALA Council Resolution on the Needs of Ethnic Groups (June 25, 1979)

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

APPENDIX 2

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Task Force on Library and Information Services to Cultural Minorities

Report

RECOMMENDATIONS

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 address.
3. Library and information service providers should devote some of their fundings and efforts to promoting actively specific services for cultural minorities within the community and to make 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 society. Users 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.

LIBRARY PERSONNEL

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

\*8. Urge the Special Libraries Association (SLA) to conduct a study of the racial, ethnic, and sexual composition of library personnel resources in 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 to 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 schools and reevaluate their programs for courses on services and materials for cultural minorities. Where such courses do not exist, they should be added. If needed, existing courses should be expanded.
13. 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 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. Affirmative action programs should be strengthened. A program of continuing education for trustees should also be established.
15. Encourage libraries to ensure growth through staff development programs for professional and for support personnel.
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 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.)

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 population (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 support service employees who are representative of the population(s) within the community.
26. Urge libraries to strengthen the collections of non-print materials and to acquire a generous supply of information on the four cultural minority groups discussed in this report.
27. Urge libraries to review their materials selection policies and to access 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 material. 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.

#### 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 minority 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. Funds should be made available to remove/prevent those barriers that are a result of insufficient numbers of staff, 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.
29. Urge libraries to provide for the preservation of the oral tradition among cultural minorities and to ensure that projects involve audio and video taping.
- \*30. Urge publishers and producers to encourage the publishing and production of materials that foster positive images of cultural minorities in print and non-print materials.
- \*31. Urge publishers to produce and market works by minority authors. A marketing study by an independent agency should be developed under the auspices of NCLIS

FINANCING LIBRARY PROGRAMS FOR MINORITIES

33. All types of libraries should include the funding of programs and services for cultural minorities as part of their regular budget 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 changing fees that 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 and information needs.
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, AALS, and school media specialist training institutions should explore obtaining scholarship funds from the private sector to provide minority teachers with a professional librarianship training program.
42. ALA, Chief Officers of State Library Agencies (COSLA), 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.

\*The eight Task Force recommendations which NCLIS declined to support.

APPENDIX 3

Academic Libraries and the NCLIS Report  
of the Task Force on Library and Information Services to Cultural Minorities

Prepared by the Committee on Academic Libraries  
of the ALA President's Committee on Library Services to Cultural Minorities  
Edith Maureen Fisher, Chair

The Committee on Academic Libraries (CAL) to the ALA President's Committee on Library Service to Minorities was created to examine the extent college and university library issues were addressed in the report of the NCLIS (National Commission on Library and Information Science) Task Force on Library and Information Services to Cultural Minorities, and to recommend a plan for action.

According to the NCLIS Task Force report's foreword "For the purpose of consistency, unless a specific type of library was indicated, (it was) assumed that each of the recommendations referred to public libraries." College and university libraries are specifically identified as a type of library only under "Funding Status" in the report's section on "Financing Library Programs for Cultural Minorities." There are five sections to the report: 1. Library and Information Needs, 2. Library Personnel, 3. Services and Programs, 4. Materials and Resources, and 5. Financing Library Programs for Cultural Minorities.

College and university libraries

The college and university library and information needs of minorities identified during the 1960 student demonstration era demanded that colleges and universities establish ethnic studies departments and library collections to support those department's programs. Since that time, the needs of minorities have been assessed haphazardly, if at all. Many of the library collections created during the demonstration era as separate collections or as collections integrated into general library collections have either not survived or become insignificant. The 1980s technological era in college and university libraries suggests that current needs assessment of minorities is both necessary and appropriate.

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Committee members:

Adele S. Dendy, Indiana University  
Edith M. Fisher, University of California, San Diego (Chair)  
Forrest A. Hall, California State University, Dominguez Hills  
Barbara A. Jenkins, South Carolina State College  
Mary H. Moreno, University of California, Davis  
Anne Powers, Santa Monica City College  
Colette Wagner, LaGuardia Community College

The status of minority professionals in college and university libraries is unknown, except for quantitative measures in certain categories. Any lack of minority librarians in college and university libraries is the fault of library schools as well as the library profession. The former are not admitting enough and the latter does not recruit effectively. Both need their consciousness repeatedly raised. This has seldom happened, and as a result no real commitment to library services for minorities in college and university libraries can be expected.

Various services and programs for cultural minorities have taken place over the years in college and university libraries nationally, but they have yet to be concisely documented and collectively evaluated for effectiveness.

Materials and resources in college and university libraries on cultural minorities have, with some exceptions, primarily been studied when they were collected by Black academic libraries or when organized into separate collections. Without a national survey on the status of materials and resources on cultural minorities in other college and university libraries, not necessarily as separate collections, it is difficult to make an accurate assessment.

Little is documented about financing for staff, services, programs, materials and resources focusing on cultural minorities in academic libraries. Much further study is needed in this area.

#### Initiating an Investigation:

The CAL recommends that the American Library Association (ALA) charge its division the Association of College and Research Libraries (ACRL) to initiate an investigation of college and university libraries in each of the five sections of NCLIS Task Force report. ACRL could appoint a Task Force on Academic Library and Information Services to Cultural Minorities to conduct the investigation. ACRL groups suggested for inclusion in the investigation follow.

#### 1. Library and Information Needs of Cultural Minorities.

Executive Committee.

##### Sections

Bibliographic Instruction Section (BIS).

College Library Section (CLS)

Community and Junior College Libraries Section (CJCLS).

Education and Behavioral Sciences Section (EBSS).

University Libraries Section (ULS).



2. Library Personnel.

Committees

Academic and Research Library Personnel Study Group (Ad Hoc Committee).  
Academic Status Committee.  
Continuing Education Committee.  
Continuing Education Courses (Advisory Committee).  
Membership Committee.  
Research Development (Ad Hoc Committee).  
Standards and Accreditation Committee.

3. Services and Programs.

Committees

Performance Measures for Academic Libraries (Ad Hoc Committee).  
Standards and Accreditation Committee.

Sections

Bibliographic Instruction Section (BIS)  
College Libraries Section (CLS)  
Community and Junior College Libraries Section (CJCLS) -  
Services to Disadvantaged Students Committee.

4. Materials and Resources.

Committees

ACRL Nonprint Media Publications - Editorial Board.  
ACRL Publications in Librarianship - Editorial Board.  
Audiovisual Committee.  
"Books for College Libraries", Third Edition (Ad Hoc Committee).  
"Choice" - Editorial Board.  
"College and Research Libraries" - Editorial Board.  
"College and Research Libraries News" - Editorial Board.

5. Financing Library Programs.

Executive Committee.

Committees

Legislation Committee.  
Planning Committee.

Chapters

Legislative groups of state chapters.

A Selective Bibliography  
on Academic Libraries and Cultural Minorities

1. Library and Information Needs of Cultural Minorities:

Josey, E. "The role of the academic library in serving the disadvantaged student." Library Trends 20: 432-444, 1971.

2. Library Personnel:

Employment

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APPENDIX 4

Groups Contacted and/or Responding to the President's Committee

ALA Administration

American Libraries

Office for Intellectual Freedom (OIF)  
Office for Library Outreach Services (OLOS)  
Office for Library Personnel Resources (OLPR)  
Public Information Office (PIO)  
Washington Office

ALA Divisions

American Association of School Librarians (AASL)  
Association of College & Research Libraries (ACRL)  
Association for Library Service to Children (ALSC)  
American Library Trustee Association (ALTA)  
Association of Specialized & Cooperative Library Agencies (ASCLA)  
Library Administration & Management Association (LAMA)  
Public Library Association (PLA)  
Reference & Adult Services Division (RASD)  
Resources & Technical Services Division (RTSD)  
Young Adult Services Division (YASD)

ALA Round Tables:

Continuing Library Education Network & Exchange Round Table (CLENERT)  
Ethnic Materials Information Exchange Round Table (EMIERT)

ALA Affiliates/Minority Caucuses:

American Indian Library Association (AILA)  
Asian/Pacific American Librarians Association (APALA)  
Black Caucus of ALA (BCALA)  
Chinese-American Librarians Association (CALA)  
REFORMA (National Association to Promote Library Services to the  
Spanish Speaking)

Other:

ALA Legislative Committee  
Committee on Accreditation (COA)  
Council Committee on Minority Concerns  
Standing Committee on Library Education (SCOLE)  
  
Chief Officers of State Library Agencies (COSLA)  
  
Committee on the Status of Women in Librarianship (COSWL)

Several individual also responded