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A Model of Library Services Proposed for Public Libraries Serving the Arab-American Communities

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A MODEL OF LIBRARY SERVICES PROPOSED FOR PUBLIC LIBRARIES SERVING THE ARAB-AMERICAN COMMUNITIES

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BY

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To the Dean for Graduate Studies and Research:

I am submitting herewith a dissertation written by Majed J. Khader entitled "A Model of Library Services Proposed for Public Libraries Serving the Arab-American Communities." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Library and Information Studies.

Frank L. Turner
Frank L. Turner, Major Professor

We have read this dissertation and recommend its acceptance:

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Accepted

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Dean for Graduate Studies and Research

DEDICATION

This study is dedicated to my father, Jalal H. Khader, and to my mother, Ayshah Abu-Hamdi. Both inspired me with their love, care, and perseverance.

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ABSTRACT

The primary objective of this research project was to form a model for the creation and implementation of library and information services for the Arab-American community in the United States.

The proposed model was based on a comprehensive review of the literature on model building, library and information services for American ethnic groups, and Arab-Americans. The proposed model included three main phases. Phase one dealt with assuring library administration commitment. Phase two discussed the preparation and the execution of the model elements. Phase three offered guidelines on evaluation and re-implementing the proposed model.

Elements considered essential to the proposed model were re-constructed in the form of a questionnaire. The questionnaire was pilot-tested by an informal panel to check the mechanical aspect of the questionnaire as well as to solicit comments about items that looked vague or confusing and to look for possible additions to the model. When

results of the pilot-testing were received, the questionnaire was reconstructed and distributed to an informal panel of experts. This panel was made up of practitioners and writers in the field of library and information services to American multicultural communities. The experts were selected on the basis of their experience in the field, background, education, title, and position held. Each expert was asked to give his/her opinion on each statement of the questionnaire. The panel was also encouraged to offer comments and/or advice on each element of the questionnaire and on the model in general. The questionnaires received were analyzed. The majority of the panel agreed on the elements of the proposed model. The panel's comments and suggestions were very constructive. All the panel's comments and suggestions were incorporated in the conclusions and recommendations of this study.

The researcher concluded that such a model to serve the growing Arab-American community in the United States is essential. The proposed model should be considered for adoption by any public library that has significant numbers of Arab-Americans in their service area.

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CHAPTER I

INTRODUCTION

The United States of America is unique in that no other nation or country in the world is composed of so many ethnic and racial groups. Waves of immigration to this country started as early as the 1500's. The majority of the first waves of immigrants came mainly from Europe. Later, immigrants from all over the world began to flow into the U.S. Immigrants came to achieve political freedom, religious freedom, and economic opportunity.

Public libraries are public service institutions with a mission to help residents within their designated areas. As such, they have played an active role in helping new immigrants cope with their new environment. Services such as teaching newcomers the English language, providing immigrants with books written in their mother tongue (or native language), and supplying immigrants with educational materials designed to help them cope with their new way of life are just a few examples of the specialized functions provided by public libraries for immigrants.

Arab immigration began as early as 1850. Like those who had gone before them, the Arab immigrants became immersed in the American society--hence the historical

analogy of the melting pot. Many of the more recent Arab immigrants and their descendants continued to keep ties with their relatives back home. Many of the more recent Arab immigrants and their descendants wanted to do more than just keep ties with their homelands. In addition to that, they wanted to preserve their ethnic identity. This area is where the libraries can play an important role. They can help Arab-Americans assimilate into the American culture at the same time that they help them maintain their traditions. Providing a model for the public libraries to follow is of utmost importance and provides a vital community service; it is the essence of this research.

Purpose of the Study

An extensive review of the relevant literature revealed that the apparent concern of many articles, programs, and studies in the field of providing library and information services to American minorities has been primarily for the benefit of African-Americans, Native Americans, Hispanic Americans, and Asian Americans. The provision for library and information services to other American minorities such as Arab-Americans has neither been examined nor has it been given serious consideration.

The purpose of this study was to correct this deficiency by developing a model which can be used to help

public libraries improve their services to Arab-Americans. This end can be accomplished in several ways:

1. Helping public libraries identify their roles in educating their patrons especially those libraries with Arab-American users;

2. Helping libraries to assess the needs of special library and information services for Arab-Americans;

3. Serving as a guide for designing and implementing library and information services for Arab-Americans;

4. Suggesting alternative ways to improve existing library and information programs for Arab-Americans;

5. Recommending ways to develop and administer special services for special groups; and

6. Suggesting channels of feedback communication between Arab-Americans and the public libraries which serve them.

Need for the Study

There is obviously a need for a model that is oriented toward helping public libraries interested in serving their Arab-Americans communities. The model needs not only to combine the best ideas for serving the library and information needs of Arab-Americans, but it also needs to serve as a guide for communication between the libraries' public services and Arab-Americans. Such a model should be concise, easily applied, comprehensive, practical, and

flexible enough to be adaptable. Such a model should be organized in a sequential format that will guide outreach librarians step by step through the service application activities. In essence, this model is planned to be an annotated checklist of procedures and activities. Although this model is designed primarily for public libraries, it should be sufficient in scope and adaptability to benefit other governmental bodies which serve similar ethnically-oriented programs. Such a model is necessary to provide a productive approach to the problem of reciprocal communication between Arab-Americans and those governmental agencies which serve their needs.

Without considering claims of a possible undercount of the members of Arabic-speaking communities in the United States, the size of this recognized population (two to three million) is significant enough to study what special library and information services this group may require.

Statement of the Problem

The problem addressed by this study is that of designing a model which will allow public libraries to address the information needs and services of their Arab-American constituents.

Rationale for the Study

The Report of the Task Force on Library and Information Services to Cultural Minorities (1983) states that "the library and information services needs of cultural minorities differ from those of the majority population and particularly from those of the middle and upper class users" (3).

Dyer and Kozen (1983) pointed out that it is not enough for libraries to understand the specific information and social needs of their clients but to know the community's tapestry; they need to understand each and every motif--the cultural heritage, the various languages, the socio-economic background, the socialization patterns and the preferred learning modes of groups within the community. Therefore, if public library administrators and librarians are to serve effectively their Arab-American patrons, they should understand the behavior and needs of this growing minority group.

Specifically, this present study was undertaken to do the following:

1. Provide a set of guidelines and procedures for establishing library and information services for Arab-Americans;

2. Serve as a resource tool that will facilitate communication between Arab-Americans and those who are responsible for providing library services;

3. Suggest areas for future research in order to improve library and information services for Arab-Americans as well as other American minority groups;

4. Contribute to the literature on library and information services to American minorities;

5. Guide the outreach librarians (or whomever is in charge of developing services for minority patrons) step by step through the service activity.

Definitions and Explanations

For the purpose of this study, several terms and phrases have been defined in this section for the reader's information.

Model: A work that is proposed for imitation or simulation.

Arab-Americans: American citizens and/or residents who trace their heritage to some twenty-one different Arab countries (Algeria, Bahrain, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, and Yemen) which presently occupy the area extending from the Levant and the Arabian

Peninsula westward to Morocco's Sahara. This study will emphasize service to populations who have immigrated to the U.S. since World War II.

Ethnic Minority: a group of people differentiated from the rest of the community by racial origins or cultural background, and usually claiming or enjoying official recognition of their identity (Oxford English Dictionary 1989, 424).

Library service: A generic term for all the activities performed and programs offered by libraries in meeting the information needs of their target group (Young 1983, 132).

Research Questions

This study developed a model to facilitate library and information services for Arab-Americans. In developing this model, the following questions were addressed:

1. What is model building, and what are the characteristics of a good model?

2. What does the literature reveal about present-day library and information services for American minorities?

3. Who are Arab-Americans, and what does the literature reveal about Arab-Americans behavior and their information needs?

4. What are the essential elements of a model to serve as a resource tool for providing the information needs of Arab-Americans?

5. How do these essential elements differ from elements needed to serve other minority groups?

6. What are the procedures that public libraries should follow in order to implement this model?

Limitations

This study was limited to the following:

1. A review of the literature on model building and models for library and information services to American minorities;

2. The construction of conceptual guidelines as a model for public libraries in the United States to use in serving Arab-Americans;

3. A revision of the model using input from a panel of selected experts, many of whom are practicing librarians.

Procedures

This research followed the process described herewith. In phase one there was a thorough review of the literature on model building and on finding examples of models and guidelines related to the topic. In addition, the literature on library and information services to specific American minority groups and the specific literature on

Arab-Americans was thoroughly examined. The literature review resulted in the development of a draft model composed of declarative statements.

The main sources used to secure the reviewed literature of this study were Library Literature, a DIALOG search of Dissertations Abstracts and the ERIC database, America: History and Life, Education Index, Social science Index, Humanities Index, Sociological Abstracts, and bibliographies of many of the articles which were read on the subject of this research.

In phase two, elements considered essential for the model were used to construct a questionnaire in the form of statements to which the respondent was to check "appropriate," "not appropriate," or "modify" with sufficient space for a suggested revision. The questionnaire was pilot-tested by an informal panel of five librarians who were familiar with American minorities and public library services. The purpose of the pilot test was to check the mechanical aspects of the questionnaire as well as to solicit comments about the items that looked vague or confusing and to look for possible additions to the model. After assimilating the results of the pilot test, the questionnaire was reconstructed for final distribution.

In phase three, the questionnaire was mailed to a panel of thirteen experts made up of practitioners and writers in

the field of library and information services to American minorities. Some of these practitioners already had experience in dealing with Arab-American patrons in their libraries. The experts were selected on the basis of their experience in the field, education, title, and position held. Each expert was sent a letter explaining the purpose of the study, an outline of the model, and a copy of the designed questionnaire on the model. As a member of a panel of thirteen experts, each person was asked to indicate whether the questionnaire statements were appropriate, not appropriate, or whether they should be modified. Each member of the panel was encouraged to make changes and suggestions, and to provide general reactions to the materials they had received.

The fourth phase of this research was the gathering and analyzing of the reactions of the panel of experts to the proposed model. The fourth chapter of this research summarizes the experts' opinions.

The fifth phase of this research was the reconstruction of the model integrating the suggestions and comments of the panel of experts. Chapter five of this paper presents the final revision of the proposed model.

CHAPTER II

REVIEW OF THE LITERATURE

This section reviews the literature related to model building and to library and information services for American ethnic groups, including those for Arab-Americans. The literature review addresses the answers to the following questions:

1. What is model building?
2. What literature exists on library and information services for American ethnic groups, including Arab-Americans?
3. Are there any existent models that have been constructed to meet the library and information needs of American ethnic groups?
4. Who are Arab-Americans, and how long have they been in America?
5. What are the special characteristics of Arab-Americans that make them different from other groups?

Model Building

Model definition, model functions and shortcomings, model types, and strategies for model building are discussed in this section.

Definition

The literature in the field of model building is very rich and varied. The word "model" has received several definitions. The Oxford English Dictionary defines the word model as an object of imitation, a person or a work that is proposed or adopted for imitation; an exemplar. A similar definition was stated by Kaplan (1964), when he defined model as something eminently worthy of imitation, an exemplar or ideal.

Types of Models

The model may take on many forms ranging from a simple descriptive narrative to a highly detailed and technical one. Examples from the literature of model forms are the following:

1. Formal Models. These pose ideas to determine what is relevant. This type of model can be defined as an

> explicit abstraction that represents the more significant features of an issue to be considered, identifies the variables of primary interest, proposes a structure through which the variables are related, and proposes measures of effectiveness for the comparison of alternative policies. (Drake 1972, 76)

2. Conceptual Models. This type of model is useful for establishing guidelines for the development of an activity or a program. Mehrad (1979) suggests the establishment of objectives, design of a plan to achieve the objectives, implementation of the plan, and evaluation of

its performance as the procedure or the steps in the building of the model.

3. System Models. These models "provide tools for a diagnosis of persons, groups, organizations and communities for purpose of change" (Chin 1980, 22). This type of model is helpful to psychologists, sociologists, anthropologists, and economists.

4. Developmental Models. These models are compilations of ideas that encourage or implement change.

5. Physical Models. These models utilize non-linguistic systems such as dolls, dummies, and mock-ups. The advantages of these kinds of models are that they allow for experimentation without jeopardizing the actual objects they represent. Such characteristics permit inexpensive experimentation and explain the wide popularity of physical models.

6. Interpretive Models. These models provide an interpretation of a formal theory or a concept. Kaplan (1964) states that "the greatest merit of this kind of model is that it allows us to use what we know of as one subject-matter to arrive at hypotheses concerning another subject-matter structurally similar to the first" (275).

7. Semantical Models. These present a "symbolic or conceptual analog" (Kaplan 1964, 273). They allow the use of statistical and other mathematical tools.

The Function of Models

Kaplan (1964) discusses in detail the functions of models. One of his elucidative statements is that a model is like a member of a family whose members resemble one another. Because of its family connections, if a model is not capable itself of doing for us what is needed, it can introduce us to a relative which will oblige.

Hazzard (1971) in discussing systems theory, points out that explanation, prediction, and control of phenomena are the main functions of theoretical models.

Drake (1972) states that models prove to be powerful tools for the definition and exploration of complex situations. He also adds that models are more useful because they

> 1. Prominently display a definition of the problem and its assumptions, making clear what aspects of a situation are and are not being taken into consideration;
>
> 2. Provide an explicit vehicle for discussion;
>
> 3. Often allow empirical evaluation and improvement;
>
> 4. Encourage the application, when suitable, of highly developed forms of analysis; and
>
> 5. Provide powerful bookkeeping tools for the comparative process by decision makers who need to weigh alternatives. (75)

Shortcomings of Models

Despite what has been said on the usefulness of models, the literature also includes elements dealing with the deficiencies and weaknesses of models. Stogdill (1970), for example, points out that models tend to be restricted to small subsets of the system that they are intended to explain. He also adds that if models are developed for several subsets of the same system, they can seldom be integrated because the subsets may contain few, if any, variables in common. Measurement in one subset may be made upon the actual variables that are involved; while in another subset, measurement is made upon supposed correlates of the variables rather than upon the actual ones.

In addition to Stogdill, Chin (1980) points out that because of the high degree of selectivity of observation and focus, the fit between the model and the actual intention may be too loose. Such a condition renders the model unsuitable as a tool in the diagnostic process of the change.

In his discussion of model building, Kaplan (1964) points out the following shortcomings of models:

1. Overemphasis on symbols, although such uses may have some pedagogical value;

2. Overemphasis on forms in that the model limits our awareness of unexplored possibilities of conceptualization;

3. Over-simplification in that the model may be too exclusive;

4. Overemphasis on rigor permitting exactness to preclude pertinence;

5. Map reading in that a model always includes some irrelevant features; and

6. Pictorial realism which renders the model more of portrait than a device for the attainment or formulation of knowledge.

Model Building Strategies

There are certain characteristics of any model that are axiomatic. The model should be needed, be pertinent, and be practical. The practical aspect should also include an understanding of what is necessary to get the model adopted. To be explicit, the model builder should be aware of the administrative bureaucracy involved, i.e., the "politics" necessary to obtain implementation of the model.

Again for the model to be practical, it must be utilized after it is adopted. The targeted population must find it amenable to their needs. The best way to insure the model's receptivity is to anticipate what is acceptable. This can be done, as Churchman (1970) states, if the model

builder will "sweep in" the characteristics of the client into the model (20). In essence, if the model is to be practical and usable, the model builder must incorporate the characteristics of the client, such as his religious beliefs. Otherwise, the model risks being merely an abstract exercise.

With the above in mind, the model builder can construct the actual model. The steps involved in such a strategy have already been explored by Kaufman (1972) and can be summarized as follows:

1. Identification of documentable needs;
2. Selection among the documented needs of those of sufficient priority for action;
3. Detailed specifications of outcomes or accomplishments to be achieved for each selected need;
4. Identification of requirements for meetingeach selected need;
5. Sequence of outcomes required to meet the identified needs; and
6. Identification of alternative strategies and tools for accomplishing each requirement for meeting each need.

Library and Information Services to American Ethnic Groups

This part of the literature review will deal with defining ethnic groups; the work of professional library

associations such as the American Library Association (ALA) and the Public Library Association (PLA) with American minority groups; library services for minorities in countries other than the U.S; academic libraries and their services to their ethnic population; and American public libraries and their services to their ethnic communities.

Ethnic Groups

The population of the United States is quite diverse in terms of race, religion, and national origin. The Harvard Encyclopedia of American Ethnic Groups identifies 106 ethnic groups in America; moreover, it is expected that by the first quarter of next century, one in three U.S. residents, or 35 percent of the total population, will be a member of an ethnic or racial group (Randall, 1988; and ALA, 1986).

One of the most comprehensive definitions of ethnic minority was stated by Cohen when he defined an ethnic minority as "a group of people who identify themselves as members of a racial, national, language and/or religious group or combination thereof, which does not share the privileges of the dominant group in America" (1980, 344). Isajiw (Wertheimer 1982) defines minority as "an involuntary group of people who share the same culture, or descendants of such people who identify themselves and/or are identified by others as belonging to the same involuntary group" (27).

Joshua I. Smith indicates another aspect of minority when he defined a minority group as a number of people who "share common problems, backgrounds, cultural institutions, needs, goals, and desires" (Pungitore 1989, 111).

Wagley and Harris (1967) modified minorities by the following attributes:

> 1. Minorities are subordinate segments of complex state societies;
>
> 2. Minorities have special physical or cultural traits which are held in low esteem by the dominant segments of the society;
>
> 3. Minorities are self-conscious units bound together by the special traits which their members share and by the disabilities which they bring;
>
> 4. Membership in a minority is transmitted by a rule of descent which is capable of affiliating succeeding generations even in the absence of readily apparent racial, cultural, or physical traits; and
>
> 5. Minority people, whether by choice or necessity, tend to marry within the group. (10)

Wynar (1977) sees a clear distinction between an ethnic and a non-ethnic person when he says that

> the difference between the non-ethnic American and ethnic American is that while the former has lost the link with his past heritage, the latter has chosen to retain it, to take pride in it, and to enrich it by adding to it American-created cultural forms. (160)

In summary, the literature reveals that minority groups should be recognized as unique groups within the larger society; that American minority groups share some common problems and interests; and that minority groups have their

own needs which are different from the needs of the larger society.

U.S. Government and Library and Information Services to American Ethnic Groups

The United States Government has played an active role in enhancing library services to American multicultural communities. Legislation exists to improve services; conferences on the problems of ethnic groups have been sponsored by the government; and studies have been sponsored and supported by the government to address issues related to library services to America's ethnic communities.

Public Law 93-318, known as The Educational Amendment of 1972, is such an example of the laws that the U.S. Congress has passed in favor of helping ethnic groups. Wynar (1977) indicates that this law, signed by the president in June of 1972, officially provided in section 504 for the establishment of an Ethnic Heritage Studies Program. As a result of this law, a number of projects were developed, including the collection of ethnic materials in elementary and secondary schools.

The U.S. government has also involved itself in organizing or endorsing conferences which address issues relevant to the reading public, such as the White House Conference on Library and Information Services. In 1979, the first such White House conference was organized; this

was followed by a second conference held in June, 1991. One of the 1979 conference resolutions states:

> All learners regardless of age in residence institution (including correctional and medical), race, disability, or ethnic or cultural background, should have continuing access to the information and materials necessary to cope with the increasing complexity of our changing social, economic, and technological environment. (Information for the 1980s 1979, 243)

This statement has encouraged librarians and others involved with ethnic groups to become more aware of the unique requirements of their ethnic clients. In 1980, in response to this and to other 1979 White House Conference resolutions, The National Commission on Libraries and Information Science (NCLIS) organized a task force to examine the status of library and information services, resources, and programs for the four major minority groups (Afro-Americans, Native Americans, Asian Americans, and Hispanic Americans). This commission was charged with issuing a status report and recommendations for improvement. The report and the recommendations of the task force were published in 1983. The report contained forty-two recommendations under five sections dealing with Library and Information Needs, Library Personnel, Services and Programs, Materials and Resources, and Financing Library Programs. NCLIS strongly supported 34 of the Task Force Recommendations, and the rest of the recommendations were

not supported because they did not fall within the NCLIS scope.

Professional Library Associations and Services to Minorities

Professional library associations such as American Library Association (ALA) and Public Library Association (PLA) have been playing a definite role in the evolution of library and information services for American multicultural communities. Library literature also indicates that minorities have been a top priority of ALA activities in the area of service. A study by McMullen (1976) presents evidence of ALA leaders in providing services to minority groups. McMullen (1976) wrote about library services to ethnic minorities other than Afro-Americans and Native Americans. He helped to publicize the work of many library leaders such as Henry E. Legler, 1913 ALA president, in meeting the needs of immigrants by providing special services to fulfill unique needs.

The early involvement of ALA in helping libraries serve new immigrants has been detailed. Both Wynar (1977) and an article in Library Journal (February 1918) mention the formation of an ALA committee in 1917 to work with the foreign born-Americans. This ALA Committee on Work with the Foreign Born was organized to collect, compile, and redistribute information on the best methods of assisting in

the education of the foreign-born. MuMullen (1976) adds that the committee was also involved in the publication of articles in professional and other periodicals about library services for immigrants. By 1947, changing conditions caused members of the ALA committee to recommend that the committee should be reorganized under a new name, the Committee on Intercultural Relations. The purposes of this reorganized committee were the following:

> 1. To further mutual understanding among cultural groups;
>
> 2. To emphasize the unity of all mankind, with particular concern for the individual rather than the race;
>
> 3. To spread understanding of the United Nations and UNESCO; and
>
> 4. To disseminate information that would help to curb violence in racial friction. (McMullen 1976, 58)

A study by Trimarchi (1979) describes another early involvement of ALA in the process of serving the library needs of American minorities. She states that in 1929 the American Library Association issued a special handbook, Reading Service to the Foreign-Born, which covered such topics as methods of reading services to the foreign born, foreign language publications, organizations with educational ethnic programs and others.

ALA continued to respond to the challenge throughout the years by providing leadership in the development and

improvement of information services to American minorities. The establishment of minority-concerns committees and round tables was a good indication of the ALA's continuing commitment to minority services. Examples of ALA work includes the establishment of the Office for Library Outreach Services, the Minority Concerns Committee, and the Ethnic Materials and Information Exchange Round Table (ALA Handbook of Organization).

After the publication of the 1983 report of the National Commission on Libraries and Information Science (NCLIS), ALA president E. J. Josey appointed in June, 1984 a presidential committee to respond to the NCLIS report. The main objectives of the presidential committee, as stated in Equity at Issue (1986) were to do the following:

> 1. Review the NCLIS task force report and other selected literature and assess ALA activities and policies on ethnocultural minorities as background for the committee's report;
>
> 2. Suggest by May, 1985 specific measures for ALA implementation of 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 reaffirm ALA's commitment to cultural minorities; and
>
> 5. Set forth positive aspects of minority participation in forging coalition for the public good as an outgrowth of effectively dealing with the Task Force's recommendations. (1)

The outcome of the committee's work was the formulation of the twenty-two recommendations published in Equity at Issue (1986). These recommendations were divided into two broad categories: personnel; and materials and services.

Associations affiliated with ALA such as the Association of College and Research Libraries (ACRL) have been playing a positive role serving the nation's multicultural groups. ACRL president Joseph Boisse, for example, established the ACRL Task Force on Recruitment of Under represented Minorities. The Task Force was charged with the following:

> 1. To identify strategies which can be used to recruit to academic librarianship individuals from under represented minority groups;
>
> 2. To evaluate the potential effectiveness of these strategies; and
>
> 3. To recommend a course of action which the ACRL can pursue during the next decade. (Beaudin 1990, 1016).

ALA is continuing its support for the improvement of library and information services for American ethnic communities. Each Annual and Mid-Winter conference includes informative sessions on issues dealing with minority concerns and services. The 1991 ALA Annual Conference, for example, included more than 48 sessions dealing in various respects with materials and services for specific groups

including ethnic minorities (110th ALA Annual Conference - Atlanta (1991).

The Public Library Association (PLA), a standing unit of ALA, has been playing an active role in providing directions for public libraries on how to serve their minority populations. The PLA Multilingual Material and Library Service Committee, a standing unit of the PLA, was established (Wertsman 1986, 144; ALA Handbook 1987, 112) to accomplish the following:

1. Collect and disseminate information on existing multilingual public library collections;

2. Develop guidelines for establishment of foreign language services in public libraries;

3. Coordinate activities in public libraries in this area of service; and

4. Investigate the viability of cooperative acquisition programs.

The Public Library Association also sponsors sessions, workshops, and other activities during the ALA annual and Mid- Winter meetings. In addition, the annual PLA meetings include sessions and activities dealing with improving services and collections for minority library users.

Library and Information Services to Minority Groups in Countries Other than the United States

Immigrants from developing countries started to immigrate to Europe and to the United States at about the same time. Some immigrants completed their journey in

stages with lengthy sojourns in Europe or Canada before their entrance into the United States. For other immigrants, Canada or Europe was their final destination. Studies in the area of library and information services for ethnic communities show that there are many similarities between approaches taken, problems encountered, and services offered to different ethnic groups in different countries. Zielinska (1978) identified the universality of similarities in dealing with ethnic groups. He stated that

> the difficulties in evaluating the needs of given communities or the technical problems of selection and cataloging which in turn depend on the availability of language specialists, are some of the common obstacles encountered. (21)

The following studies about services to ethnic communities in the United Kingdom, Sweden, Germany, and Canada, support Zielinska's view. In the United Kingdom, for example, several ethnic libraries have been established in recognition of the requirements of immigrants (Zielinska, 1978). Lipniaka (1987) discusses some of the common problems that faced British librarians in their efforts to serve their minorities. Examples of these problems are the procurement of foreign language materials and the lack of language specialists in public libraries.

The (British) Library Association publicized its position in its latest policy statement, "Library and Information Services for Our Multicultural Society." The

statement advocates that libraries and information centers should ensure that materials for cultural and ethnic minorities form an integral part of their basic services (Library Association Record 1985). The Association also provided recommendations that may be applied to ensure successful services such as need assessment, community involvement, staffing requirements and responsibilities.

Sweden also participated in meeting their immigrants' library needs. Zielinska (1978) states that in 1973 the library section of Sweden's Department of Education set up a working group on library services to immigrants.

German public libraries played an active role in providing immigrants with their library needs despite many obstacles, such as the lack of qualified librarians fluent in many of the languages encountered. Schultle-Albert (1984) states that German librarians have begun to develop systematic multilingual services for new residents. He adds that several German public libraries have encouraged staff members to learn the languages of the major ethnic groups and have hired and trained librarians from the major minority groups.

In Canada, the major public libraries, the Canadian professional library associations and government officials have recognized the information needs of Canadian immigrants and minority groups. As early as 1900, recognition of

special services for special groups had taken place. McMullen (1976) states that in 1900 small collections of French and English books and periodicals were placed in a number of logging camps.

The Ontario Library Association played an early active role in providing special services to the city's minority groups. Zielinska (1978) states that as early as 1929 the association appointed a committee of six to prepare a list of books suitable for use in Canadianization work among the foreign-born citizens of Canada. Zielinska adds that one of the libraries which pioneered in service to ethnocultural communities was the Toronto Public Library which in 1957 established a foreign language center. It was later named the Metropolitan Toronto Language Center. Lorentowicz (1984) describes the educational and cooperative aspects of services to Canadian minorities. He writes about the multicultural workshops held to increase knowledge, awareness and understanding of the needs and interests of Canadian ethnolinguistic communities. He also states that in Toronto, a cooperative network has been organized for the delivery of multilingual materials and for the exchange of information on library services to multicultural communities.

The National Library of Canada and the Canadian government officials shared in the process of providing

library services to minority groups. Gil (1987) states that the National Library of Canada had established the Multilingual Biblioservice (MBS) to provide reading materials in languages other than French or English to public libraries of Canada. Wertheimer (1974) reports that

> on 8 October 1971, Pierre Elliott Trudeau, prime minister of Canada, made an important statement in parliament, announcing what has since become known as Canada's Policy of Multiculturalism. In his statement Trudeau touched on several important points such as his declaration of his governments' acknowledgement of the importance of materials in other languages for his people. (148)

Finally, Library Needs of the Francophone Community in Alberta for Multilingual Biblioservice Alberta Culture is a good example of the serious efforts of Canadian public libraries in helping their minority groups. The publication serves as a model of service to minorities. It gives background information on communities to be served and how and what to serve.

Academic Libraries and Service to American Minorities

American academic libraries have played an active role in locating and acquiring information, and in providing services to their minority clients. Some of these libraries have developed rich collections and materials for students and scholars to help in the teaching and research processes. Other libraries have helped in providing actual services. For example, Cuesta et al (1978) state that many university

libraries successfully employ capable bilingual library clerks to deal directly with students and faculty in the area of Chicano studies.

In an effort to examine what academic libraries have done and can do to help their minority students, Haro (1972) studied a sample of academic libraries with Mexican-American students. He sought to learn about their activities and programs to help their minority students. Haro hoped that the programs examined would serve as models and encouragement for other academic libraries across the country. He divided the Mexican-American students' demands into six categories:

> 1. The expansion of library service programs, including training in the use of library materials and reference research methods;
>
> 2. The purchase of appropriate materials to support the unique needs of Mexican-American Studies programs;
>
> 3. The compilation of special bibliographies and research lists;
>
> 4. The adaptation of some of these lists and bibliographies to the peculiar academic needs of Chicano students with language or education background problems or weaknesses;
>
> 5. The formation of an outreach policy on the part of library staff to work with a hastily recruited and overworked faculty in the ethnic studies area who may not be as aware of, or as sensitive to the support services provided by the library; and

6. The identification of all appropriate research publications so as to encourage and stimulate innovative teaching and advanced research on the part of promising Chicano students and teaching faculty. (456)

Examples of Library Services to American Minorities

When immigrants from eastern and southern Europe, especially those immigrants from Russia, Poland, the Balkans and other European countries arrived in America around the turn of the twentieth century, many Americans viewed the massive settlement of these foreign-born residents as a challenge. In fact, many Americans started to ask the question that George Tichnor asked, "Can we afford to let the foreigners remain uneducated?" (Harris 1973, 2512). Since then, numerous articles, reports and books were written to present different aspects of services for different minority groups. The literature indicated that various people including librarians, various libraries, different organizations and governmental agencies were engaged in providing services for new immigrants.

Wynar (1977) states that the evidence suggests that at the turn of the nineteenth century librarians were beginning to make honest attempts to assist the foreign-born to adjust to their new environment. Immigrants were provided with books and other materials in various foreign languages. Wertheimer et al (1980) support what Wynar indicated when he

stated that "the growth of library service in the United States early in the twentieth century extended through outreach programs to the disadvantaged, the urban poor and immigrants" (348).

McMullen (1976) cites sources that describe early attempts to service American ethnic groups. He states that one librarian of a smaller library, J. Maud Campbell, head of the Passaic (N.J.) public library, was quite active in providing service to immigrants. Campbell began in 1904 to write a series of eloquent articles, telling of her experiences and urging other librarians to participate in a similar fashion. Wynar (1977) added that Campbell suggested that the creation of a state library commission to study the general condition of non-English speaking residents in order to determine their library needs.

In his review of past and present library services for African-Americans, Josey (1987) gives credit to Thomas F. Blue, the head of a segregated branch of Louisville, Kentucky Free Library in 1905, for his successful efforts in making his library a model in providing services to blacks. Josey indicates that Mr. Blue

> ...established training workshops for library employees, welcoming interested persons from other cities which were interested in the establishment of branch libraries to serve the Negro population. Such cities as Houston, Birmingham, Atlanta, Evansville,

> Memphis, Knoxville, Nashville, and Chattanooga sent workers to Louisville to receive training in basic library techniques to serve black communities. (21)

Cleveland Public Library was one of those libraries which provide special services to their ethnic groups. McMullen (1976) states that "in 1945, the Cleveland Public Library, whose service over the years had been much appreciated by the people of foreign birth, opened an Intercultural library" (58). McMullen notes, however, that the "Intercultural library was closed the next year for lack of interest" (58).

California has been known as the most popular and diverse state regarding multiculturalism. A study by Payne reports that California ethnic minorities are now 40 percent of the population and will reach 48 percent by the year 2000 (Shafar 1988). Several articles and studies have been published regarding services and programs. An example of such studies is the project to promote library awareness in ethnic communities in California. The primary purpose of the project according to Liu (1985) was to bring the existing library resources and services to those people who, because of language or cultural barriers, were unaware of the existence of our procedures for utilizing the many benefits that the American public library provides to residents.

One of the most recent studies on California minorities and American public libraries is the one by Carlson et al (1990). The study presents a picture of a public library facing one of the most complex challenges. The study discusses vital issues related to library services to multicultural ethnic groups in general and to California in particular. The main objectives of this study were the following:

> 1. To generate fresh insight on issues of minority information needs and library services designed to meet those needs;
>
> 2. To examine the available data regarding the capacity of California's public libraries to respond to the change implied by the growth of minority population; and
>
> 3. To analyze particularly the key factor in library capacity, namely multicultural and multilingual staff;
>
> 4. To examine how and to what degree selected libraries are changing their services and service delivery, and their perceptions of the need for change in these regards. (iv)

The overall findings of the former study are grouped under information needs and services. A summary of these findings is as follows:

1. Collection development problems;

2. Widespread concern about children's materials;

3. Outreach and publicity have become popular topics which need to be continued and improved;

4. Reference services towards meeting minority information needs are relatively little-used, and evidence of inadequate capacity to serve many minority communities has been established; and

5. Information needs do not differ primarily because of race or ethnicity, but rather because of an individual's life situation.

Another document published recently discusses the emphasis on collection development for California's multicultural communities. Der (1990) indicates in the introduction of that publication that

> racial and ethnic minority group members in California confront two unique challenges. One determining to what extent they will assimilate or integrate themselves into a dominant culture, and two developing an understanding of the cultural values of the diverse, distinct minority groups, separate from their own. (2)

Der gives California's minority groups an assignment in order to better serve their needs. On the other hand, the same publication includes an article written by Sykes in which she states the roles of librarians in responding to these changes and challenges. Sykes (1990) wrote that

> Librarians must continue to respond to these changes with acts of advocacy. We must develop our collections to serve culturally diverse groups. We must pressure publishers to create materials for their groups. We should use our library organizations to encourage publishers to create more publishing opportunities for young writers on ethnic themes. We should support the creation of writing institutes to support young ethnic writers. We

> should pressure more publishing markets to buy more materials and keep the materials from going out of print. We should be working on a state by state basis and association by association basis to make sure we are cultivating the writing talent to keep hope alive. We should be promoting those publishers and book stores that keep ethnic materials in stock and available. (12)

The literature on library and information services for American multicultural groups is also rich in issues and examples of services and programs to minorities. For instance, Miami, one of the U.S. cities that has large ethnic populations such as Cubans and African-Americans, reported that it offered special services for its ethnic population. Naismith (1982) informs us that the Miami Public Library recognized the needs of Cuban immigrants who arrived in the late '60s and early '70s by providing them with Spanish language books. The library also sponsored programs on topics of immediate concerns for these immigrants such as social improvement, and starting businesses in the U.S.

South (1971) discusses programs for gifted minority children. The gifted minority child needs pride above all, pride in his ancestors for what they were, what they achieved, and pride in himself so that his gifts will be fulfilled.

Another successful program was the Black History Month sponsored by the Akron-Summit County Public Library in

Akron, Ohio. Rolstad (1987) indicates that this successful program has generated a series of outstanding programs celebrating Black History Month.

Bareno et al (1979) presents the difficulties encountered by the ethnic services staff. These difficulties ranged from

> working with the ethnic community to gain its confidence and to attract it to the library, and working with other library staff and administration to gain cooperation and adaptation to the needs of the ethnic community. (11)

Wynar (1977) presents the issue of building strong relationships with the community to be served in order to accomplish successful results. Wynar states that

> the development of ethnic collections and the initiation of suitable programs geared to the varying needs of the many ethnic groups cannot be accomplished without the reestablishment by librarians of ties with the community themselves. (159)

The Denver Public Library in its efforts to help its growing ethnic population developed what they called "Focus Groups" (Hutton 1988). The library managed to develop a focus group from each minority group. These focus groups are considered to be of great value to the library because they help to overcome assumptions and stereotypes attributed to a specific ethnic group. They help staff and management understand the complexity and diversity of the different communities. They are of great value in the development,

assessment, and in the allocation of priorities of community needs. Focus groups also play an important role in motivating the library staff to develop services for their ethnic communities.

Other libraries around the country participated in a variety of activities. The Newton (Massachusetts) Public Library, for example, initiated a series of afternoon cultural programs devoted to the various ethnic groups in the city (Sherman 1976).

The Chicago Public Library reported several projects in which the city minorities were the target. One of these projects was The New Reader Program (Trejo 1988) which targeted new American immigrants. The Chicago Public Library provided these new citizens with reading materials to help them adjust to their new life.

Hiring ethnic staff, and training librarians and staff to speak the appropriate foreign language and familiarizing them with ethnic customs and habits are problems often addressed in the literature. Ramirez (1970) emphasizes the importance of educating librarians serving Latino communities about Spanish-speaking people and their behavior as individuals and in groups. Layne (1980) presents the result of a survey conducted by the Graduate Library School of the University of Arizona. The survey had been sent to public library directors in localities with significant

Hispanic communities. The directors were asked "what factors attracted Spanish-speaking persons to their libraries and what suggestion they would make to improve library service to them, the overwhelming response to both questions a Spanish-speaking staff" (24).

Trimarchi (1979) in her study of white ethnic minorities, highlights certain skills needed for librarians working with an ethnic community. She cites the knowledge of the language, culture, and customs of the targeted ethnic group as essential.

Shah (1984) addresses the importance of educating professional and nonprofessional staff to familiarize them with the cultural background of the ethnic community needing to be served. Allen (1988) in her article on library services to young Hispanic adults, emphasizes the on-the-job or in-service training. She stresses that this training should go beyond library school training by supplementing special training sessions, workshops, conferences and community relations projects.

Responding to this emphasis on in-service training, Library Hotline XIX (1990) reports on the central library and all four branches of the Berkeley (CA) Public Library. The report indicates that the library closed for one day

> so staff could attend racial awareness training. The program--Working Together Across Racial Lines-- was initiated by the library's Multi-Ethnic Staff Committee, an advisory group working with the director to help for follow-up training. (2)

Taking advantage of funds available to provide services to ethnic groups has been explored in the literature. Naismith (1989) for example, encourages public libraries to take advantages of state and federal grant money to improve services to ethnic groups. Naismith states

> the State of Texas offered half a million dollar grant money to programs for disadvantaged and undeserved populations. The state received only 27 grant proposals, and none of these was directed towards services to migrant workers, a group that was named in the grant announcement. (55)

Library literature contains information on cities with small populations of minority groups who were provided special attention. Pocatello, Idaho, initiated an effort to serve its Hispanic community which consisted of 7% of the total city population (2,000-3,000 persons). The library hired two multicultural part time staff "to facilitate library minority group interaction" (Toth 1975, 36) as the first step in serving this community.

In concluding this section, it should be noted that ethnic Americans have been receiving services to meet their information needs since ethnic groups were first officially recognized in this country. Services have varied in subject, duration, commitment, and other aspects. Services

seem to be on a continuing basis and will be offered as long as ethnic groups exist and public libraries can afford to offer them.

Examples of Library Models

Besides the services and programs indicated above, library literature includes models that can be used to improve library and information services to other American minorities. Owens (1970), for example, projects a model public library in his article, "A Model Library for Community Action." Owens' model consists of three major elements: knowing and understanding the community philosophy and mission, preparing an action bibliography on any timely and pertinent subject of interest to the community, and providing services which reflect the community's point of views and interests.

Bayley (1971) presents a model for public library service to Mexican-American communities. Even though Bayley's model is somewhat old, it still includes some helpful points to consider when planning services for ethnic Americans. Bayley divides her model into six sections. These sections are goals, financial backing, planning, site and building, staff, and service. In the last section, Bayley introduces two aspects of service, information referral service and library programming. In library

programming, she presents programs for preschool children, school children, young adults, and older adults.

Townley (1975) presents a project dealing with the identification of the library needs of Native Americans. His project has four phases. Phase one is the identification of information needs through intensive research in selected American Indian communities, and the development of delivery systems to meet those needs. Phase two is the implementation of demonstration programs. Phase three is the operation of the demonstration sites. Phase four is evaluation and the continued operation of the demonstration sites.

Cohen and Sherrill (1978) present guidelines and curricular models for library services to ethnic groups in their review of the treatment of ethnic minorities in library school curricula. Their curricular model is divided into three levels: level one, core curricula; level two, elective courses; and level three, ethnic minority specialization. Cohen and Sherrill describe guidelines and models that are helpful both to public libraries and to library schools. These two scholars in the education field are working to help public libraries serve their minorities, and library schools to improve their curricula.

Bareno et al (1979) outline a model to serve as a guide for the establishment and development of library collections and services to meet California's ethnic population's

library needs, particularly those of Asian-Americans, African-Americans, Spanish-Americans, and Native Americans. The guidelines include planning and evaluation, staff selection, needs assessment, establishing ethnic collections, access and services, and developing programs and services.

Bonin (1983) presents a model to assess relevant factors in building library services to minorities. Bonin discusses four important profiles to be considered when providing services to minorities. These four profiles are the service profile, the needs profile, the cultural profile, and the population profile. Each profile should include comprehensive information that will lead to better service. For example, Bonin suggests that the population profile should include information related to the age, sex, education, distribution, and other demographic information on the community intended to be served.

The Queens Library model of library service to the non-English speaking population, designed by the Queens Library System, Jamaica, New York, is another model oriented to serving American ethnic minorities. Tandler, Wagnar, and Hsu (1984) developed a service directory to serve as a model for the Queens Public Library system. The Queens model offers the following services and programs:

1. "Mail-A-Book" service: the basic concept is to encourage non-English-speaking people as well as bi-lingual people to use library services by mailing foreign language books such as Greek, Italian, and Chinese to users' mailing addresses.

2. English as a second language: the library offers free courses in English for those interested to learning English.

3. Materials, records, and cassettes to learn English.

4. Foreign language films.

5. Programs and performances: the library sponsors art exhibits, music activities, drama, dance, and other activities that celebrate the uniqueness of special ethnic groups.

The directory includes book dealers, community organizations and other helpful information.

Finally, the corpus of library literature includes many examples of useful guidelines to be used for serving the unserved. An example of these guidelines is the one published in RQ under the title "Guidelines for Library Services to Hispanics." These guidelines include the following:

1. Collection and Selection of Materials. This part includes information on selection aids, selection criteria, and forms of materials to be collected.

2. Programs, Services and Community Relations.

3. Personnel. Recruitment of bilingual librarians and staff, staff development and continuing education are recommended.

4. Building. The location of the library, the internal and external appearance of the library, and multilingual signs are addressed in this section.

Arab-Americans

Numerous books, articles, studies, editorials, dissertations and master theses, and reports have been written on Arab-Americans. These studies are varied in their subjects and in their objectives. Some of these studies (such as Younis, 1961; Al-Tahir, 1952; Abraham, 1983; Mehdi, 1978; and Aswad, 1974) focus on the history, social life and other areas related to Arab-Americans in general. Other studies focused on single aspects of Arab-Americans life such as education (Hanania & Gradman, 1977). Shaheen (1990) discussed how the stereotypical image of Arabs affects the American people, their treatment of Arabs and the consequent self-perception of Arabs. Civil and constitutional rights of Arab-Americans are discussed by the Committee of

Judiciary (1989); and discrimination and harassment are treated by Raskin (1991).

Given the increased national diversity among Arab-Americans, many scholars in the field have focused on a specific group of Arab-Americans such as Lebanese Americans (Shenk 1990); Syrian Americans (Hitti 1924); and American Muslims (Elkholy 1966). This review of the literature presents a summarization of various studies concerning Arab-Americans. The review is divided into eight sections as follows: the identity of Arab-Americans; Arabs in America before the colonial period; the first wave of immigrants from the pre-colonial period to 1850; the second wave of immigrants from 1850 to the end of World War II; the third wave of immigrants from the end of World War II to the present; common characteristics of Arab-Americans especially those who came in the third immigration wave period; stereotypes effecting Arab-Americans; and library and information services for Arab-Americans.

Who Are Arab-Americans?

Arab-Americans is a term applied to those Americans who trace their heritage to the twenty-one Arab countries stretching over 4000 miles from Morocco to the Persian Gulf. This vast area encompasses Algeria, Bahrain, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania,

Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, the United Arab Emirates, and Yemen.

Like many other immigrants who came to this country, most Arab-Americans immigrated because of poor economic conditions in their own countries. Others sought political and or religious freedom.

The statistics of the U.S. Bureau of the Census as well as those of the Immigration and Naturalization Service are of limited value concerning information on Arab-Americans. When comparing their figures with those found in the literature on Arab-Americans, obvious discrepancies arise. Government figures list only 127,000 Americans of Arab descent in the 1980 census. Most other sources (such as Haiek 1984; Hundley 1987; and Abraham 1983) indicate that Arab-Americans range from two to three million if not more.

How Long Have Arabs Been in America?

Despite the fact that Arab-Americans have played but a small role in American society, there is little excuse for the prevailing ignorance that surrounds them. Arabs have been in America for a long period of time. In fact, there is documentary and archeological evidence that indicates that Arabs may have arrived in America many centuries ago. Orfalea (1988) and Boland (1961) cite historical and archeological evidence that goes back thousands of years

which indicate the existence of Arabs in North America. Boland (1961) thinks the Phoenicians-Carthaginians (who were the ancient Arabs) were the second discoverers of America, or for the purists, the first recorded discoverers. In fact, Boland relates that Phoenicians started their trips of discovery and immigration to North America as early as 480 B.C. Boland supports his argument with information recorded in rocks found in Pennsylvania, Connecticut, and New Hampshire. Fell (1980) supports Boland by presenting historical evidence related to the settlement of Phoenicians in North America. The chronicling of Arab-Americans in the United States since the official discovery of America follows herewith.

First Wave Of Immigrants: Pre-Colonial Period Up To 1850

When Columbus discovered America, Arab sailors were with Columbus on his journey. Orfalea (1988) states that

> in 1492, Columbus did choose as his primary translator a Spanish Arab, or Moor, converted to Christianity after the fall of Grenada, which had been ruled by the Arabs for six hundred years. His Christian name was Louis De Torre, and he was in all likelihood the first man of Islamic culture to set foot on North America. (46)

Orfalea (1988) and Mehdi (1978) support the existence of Arabs in North America before and after the American Revolution. Orfalea describes one North Carolina family, the Wahabs, who claim to trace their ancestry in America

back to an Algerian shipwreck in 1779. Mehdi (1978) indicates that "as early as 1717 Arabic speaking slaves arrived in the United States. Words such as 'Allah,' 'Mohammed' and the refusal to eat pork often identified men with names like Omer, Ben Solomon, etc." (1). Mehdi also adds that during the American Revolution, the Continental Congress negotiated with Algeria to supply horses for Washington's depleted cavalry. A ship carrying the horses hit a reef southwest of Cape Hatteras, and some of the men and horses swam to shore. Today there is a cemetery on Ocracoke Island, North Carolina, with the name Wahab (a giver of strength or talents in Arabic) is carved on gravestones dating back to the early nineteenth century.

Second Wave Of Immigrants: 1850-1945

Immigration data on Arab-Americans before the beginning of this century is not accurate. There were no standardized terms to identify immigrants from the Arab world. Arab immigrants before 1900 were listed as Syrians, Turks, Ottomans, Armenians, Greeks, or Arabs (Hooglund 1987). In fact, the category "Syrians" was added after 1920 to accommodate the increase in Syrian immigrants (Nigem 1986).

According to the U.S. Government documents, Antonius Bishallany, a Syrian who arrived in 1854 to study at a seminary in New York, was the first Arab immigrant to the

U.S. (Haiek 1984). Other official documents cited by Mehdi (1978) indicate that on May 14, 1850, a ship arrived from the Near East at Indianola, Texas, with a cargo of thirty three camels procured by the U.S. Government. With the camels came two Turks and three Arabs who were highly qualified in the handling of the animals. One of these Arabs became well-known in the southwestern United States by the nickname "Hadgi Ali" which later became "Hi Jolly."

The opening of the Suez Canal in 1869 contributed to large immigration waves from the Arab world, specifically from Yemen. The majority of those who immigrated settled mainly in New York, Buffalo, Detroit, and San Francisco.

The Homestead Act of 1862 encouraged immigration to the United States from the Arab world. Mehdi (1978) indicates that

> by 1870 rumors in the Arab countries passed information that the "malak" (king) was giving away land in the United States which resulted in a large number of Arabs leaving their homeland heading towards the U.S. (4)

Mehdi also cited information from the New York Daily Tribune (May 24th, 1877) which indicates that about seven Algerians arrived at the port of Wilmington, North Carolina claiming to be escaped military prisoners from French Guiana. The newspaper describes those Arabs as "very quiet, and attestative to their religious duties" (7).

Immigrants from the Arab world continued to arrive in the United States in small and large numbers during this period of time. Hooglund (1987) presents data from a 1908 survey indicating that 3,077 Syrian businesses had spread throughout all the continental United States, with the exception of Delaware, Utah, and Wyoming. Hooglund also includes other data documenting the continuation of Arab immigration during the transition period from the last century to the twentieth century. Hooglund states that "even with the incomplete statistics, we do know that as many as 111,000 Arabic speaking immigrants arrived in the United States between 1881-1914" (3). Hooglund also adds that the majority of those immigrants (more than half of all the Arab immigrants) were living in just four states: Massachusetts, New York, Pennsylvania, and Ohio.

Most of the people who immigrated during this period were from backgrounds of insufficient income and of little education. The majority of them were single men; there were very few single women or whole families. Most were Christians; few were Moslems. A large percentage worked as itinerant peddlers selling their wares from city to city. They chose peddling because it yielded good profits, required little training and little mastery of the English language. Others worked as shopkeepers and laborers. Naff (1980) adds that "those who didn't peddle, or who tried and

found its hardships intolerable, turned to work in mills and factories" (131). However, according to Mehdi (1978), based on the United States Government documents, "13,965 or about 7% of the Arab-American community served in the United States Army during World War I" (14). Hooglund (1987) added that

> a minority of the immigrants were involved directly or indirectly via spouses, parents and the like in entrepreneurial activities such as barbering; running a bakery, grocery store, or restaurant; engaging in carpentry or transportation, manufacturing, wholesaling, peddling, or retailing dry goods or painting. (11)

One notable characteristic of this period's immigrants was their adoption of Anglo-Saxon names. For example, Mr. Hatab was changed to Mr. Wood, Mr. Najar to Mr. Carpenter, and Mr. Abyad to Mr. White (Shuraydi 1981). This was an obvious sign that the pressure to assimilate was very strong.

Othman (1974) studied the Arab community in Springfield, Massachusetts. He found that a special characteristic of the people of this period of immigration was that they evinced an incipient sense of Arab Nationalism. Othman found that the Springfield Arab community had always been predominantly religious, but after the 1940's, the group started to develop a national identity and ethnic affiliation.

One other issue which relates to this period of immigration and came with the birth of Arabic publications and associations, was the appearance of well-known Arab-American writers. Among the notable literary writers were Khalil Gibran and Abraham Rahabbani. Gibran was a poet and the well-known writer of several books in Arabic and in English including The Prophet and The Broken Wings. Rahabbani was also a well-known writer who wrote poetry and prose in Arabic and in English.

This period also witnessed the birth of publications such as books and newspapers written or published by Arab-Americans. These publications were designed to appeal to Arab-Americans and to those who were interested in issues related to Arabs in general and to Arab-Americans in particular. For example, Dr. Joseph Arbeely was a well-known immigrant who arrived in the late 19th century. He wrote and published a book titled English Grammar. This book was written to aid his countrymen who were struggling to learn the English language (Mehdi 1978). The first edition of The Syrian Business Directory was published in 1908; it listed Arab-American businesses throughout the U.S. Newspapers such as Kawkab America (The Star of America), Al-Ayam (the Days), Al-Hoda (the Guidance), Mirriat Al-Garb (the Mirror of the West), As-Sameer (the Entertainer), Al-Bayan (the Statement), As-sayeh (the Traveler), Al-Funoon

(the Arts), The Syrian American News, and Al-Mohajer (the Emigrant) were initially published at the turn of the century. In fact, Naff (1980) states that by 1907 there were seven daily and weekly newspapers, and by 1920 that number had doubled and numerous other periodicals were in circulation as well.

Births of Arab-American associations were recorded during this period. Mehdi (1978) lists some examples of these early Arab-American organizations including the following: Al-Bakurat Al-Durziyyah, established in Seattle in 1907; The Golden Link, an Arab literary society organized in Boston in 1908; Ar-Rabitah, The Pen Bond or Association of the Pen, which was formed in 1915 in New York City; and The Arab League in America, which was established in 1936.

Mehdi (1978) lists many achievements of Arab-American communities during this period. In 1891, the first Syrian bank in the United States was opened in New York, and in 1931 Dr. Michael Shadid established a cooperative hospital in Elk City, Oklahoma. The first American Islamic worship place specifically designed as a mosque was built in Cedar Rapids, Iowa; and in 1934, the first Arab-American to be appointed to a judgeship was Judge Elias Shamoon of Massachusetts.

Immigrants After World War II

By the time World War II was drawing to a close, most of the Arab world was suffering from depression emanating from a lack of economic resources and other internal problems. These problems were exacerbated by the Palestinian-Israeli conflict and the Arab-Israeli wars. The upshot was heavy waves of immigration from the Arab world to the West, including the United States. In fact, an article in the February 2, 1987 edition of the Miami Herald indicates that about one third of the 2.5 million Arab-American population moved to the United States during the 1948 influx.

In the last few decades, immigration from the Arab world to the United States has been heavy. The Economist (1986) indicates that due to the unstable situation in the Middle-East, some 10,000 Arabs are arriving in the U.S. each year. Mehdi (1978) indicates that approximately 37,600 Arabs in professional and related occupations immigrated to the United States during the period 1968-1970. Orfalea (1988) indicates that 250,000 Arab immigrants arrived in the U.S. between 1967-1985. The largest contingents of this quarter million immigrants were Palestinians, Egyptians, Lebanese, Iraqis, and Syrians.

Main attributes of the Post-World War II Immigration Period

Many of the immigrants of this recent period were professionals or intellectuals who were highly educated. More Moslems, more females, and more married persons were included. Many of the immigrants initially came as students to continue their higher education or to gain practical and advanced experience in their specialty; only after their arrival did they decide to settle in the country. Some young immigrants chose to get married to American women, and they consequently merged into American society. This new immigration wave was characterized by greater number of highly educated persons such as physicians, university professors, lawyers and a large number of successful businessmen.

Many of the Arab-American communities started to establish what they called "community centers." As one of these centers stated its objectives, it existed "to discuss problems and educate newcomers to adjust to their American life and to keep our culture" (Leigh 1987, b5-b7).

This period of immigration was characterized by a steady increase in the number of Arab-American associations, societies, organizations, and centers. Some of these organizations (such as the National Association of Arab-Americans--NAAA) had a general mission concerning

Arab-Americans. Others were oriented towards a specific group such as the Arab-American Medical Association and the Association of Arab-American University Graduates.

More people from the Arab-American community became national figures. Elected to the U.S. Congress were such Arab-Americans as Nick Rahall, Abraham Kazen, and Mary Rose Oakar. Others achieved prominence in the private sector such as Michael DeBakey, a famous cardiologist; Casy Kasim, an actor and a host of national television and radio shows; and George Atiyah, head of Middle East collections at the Library of Congress. Many others became involved in politics and played active and varied roles in the United State Government, such as John Sununu, President Bush's chief of staff, and Philip Habib, a former Under Secretary of State.

Arab-Americans tend to maintain a dispersed ethnic community rather than a tightly-knit territorial community (Parrillo 1984). In other words, Arab-Americans live in loose clusters rather than living in a concentrated community. This residential pattern of Arab-Americans tends to weaken their chance of receiving special services from public libraries.

The desire to maintain an Arab identity has caused many Christian Arab parents to prefer that their daughters marry a Moslem Arab rather than a Christian Non-Arab. The same

endogamous preference leads some Muslim females to convert to Christianity in order to facilitate marriage to a Christian Arab (Shuraydi 1981).

Unlike early immigrants, Arab-American newcomers have been more ardent Arab nationalists. As a result, many Arab-American organizations, societies, associations or groups have some kind of affiliation or expressed sympathy toward a country of origin. Examples are the American Federation of Ramallah Palestine and the Egyptian American Association. Being aware of these organizations can help librarians facilitate communication.

Unlike other minority groups, such as Native Americans, the Arab-American population is not homogeneous. Almost every Arab country has contributed immigrants to almost every American state. This diversity of origins causes a diversity of interests which complicates service needs. Such behaviors make it hard for libraries to meet individual needs.

Unlike earlier Arab-American immigrants, many from this later immigration period wish to be identified as Arab-Americans rather than as Lebanese-Americans or Egyptian-Americans. They also want to be viewed as Arab-Americans who want to preserve their ancestral religions.

Common Characteristics of Arabs

Despite the diversity of their origins, Arab-Americans have some characteristics in common. First of all, they share a basically common cultural background and language tradition. Secondly, they also have similar values, mores, customs, and beliefs. These cultural characteristics were inherited from their Arab origins as a whole package of traditions which Meleis (1982) terms a "Core of Arabism" (440). In addition to this "Core of Arabism," the immigrants have derived similar attitudes from their common experiences of being Arab immigrants in America.

Because Arab-Americans form a complex community of similarities and dissimilarities, some of the following characteristics will apply directly to all Arab-Americans and others will apply only to segments of the Arab-American population. The purpose of this listing is to tabulate those characteristics which might help organizations and agencies which work with Arab-Americans, such as public libraries to understand more about the background of this ethnic group. Examples of the characteristics are as follows:

1. All speak one language. Despite their country of origin, all Arabs speak one language, Arabic; however, accents and dialogues differ from one country of origin to

another. In most cases dialects are still mutually intelligible.

2. All Arab-Americans share a common historical and cultural heritage. Besides speaking one language, the historical backgrounds and cultural heritage of Arab-Americans are similar despite their country of origin. Before World War I, all countries of the Middle East were under the control of the Ottoman Empire and most of these countries became British or French mandates after the defeat of the Ottoman Empire.

3. Warm hospitality is integral to Arab Society. A guest is warmly welcomed, and food and beverages are offered to if not urged upon the guest. This hospitality persists even in business meetings. In a restaurant, the Arab will always try to pay the bill for the food or the drinks.

4. Pride in their country of origin is a consistent attribute of Arabs. If one talks with an Arab immigrant, he will find that Arabs like to discuss their country of origin. As an example, Lebanese like to talk about Lebanon, its people, nature, and the country in general; Palestinians emphasis the beauty and the holiness of their native land; and Egyptians like to describe the pyramids and beautiful landscapes.

5. Arabs have been described as "highly contextual" (Meleis 1982; and Friedman 1979). When an Arab meets

another person, and before their relationship (either social or business) gets started, the Arab likes to develop feelings about the other person. For example, if an Arab businessman wants to do business with an American, most of the time the Arab wants to learn about his associate's personality. The inquisitive Arab will ask: "Are you married? Do you have children? How long have you been practicing this business?"

6. Extended families are common in Arab lands. Many Arabs live in, or come from, extended families. Kinship is a significant factor in Arab considerations.

7. Arabs tend to be oriented more towards a verbal message than a written message. The spoken word is often more effective in personal communication than a written message.

8. Arabs tend to put more emphasis on words and wishes rather than on action and reality (Moracco 1983). Sympathy and a willingness to help are common manifestations of this characteristic.

9. The influence of the father on the family is powerful. Farquharson (1988) cited a study by Parkers (1986) which indicated that while the education system tends to be paternalistic and authoritative for an individual, academic choices may actually be determined more by the father than by the student. The father's influence is not

in education only; fathers also have influence on other aspects of family life. For example, if a young Arab lady and a young Arab man want to get married, the approval of her family is very important. In many cases, the father will have the final decision.

10. Many Arabs still carry with them the perspective that embraces male hegemony. Moracco (1983) indicates that "in the Arab society, males are prized and females are devalued" (50). Shuraydi (1981) gave two examples of two Arab-American families that demonstrated this attribute. Shuraydi states that an Arab-American female student slapped another Arab female student at a Detroit high school because the later had been observed talking to an American male student. The rationale was "We Muslim females are not allowed to talk to boys" (9). Another example brought by Shuraydi concerned a Christian professor who was very happy to return to her Arab country of origin because she did not want to see her eleven-year old daughter develop the adolescent behaviors found in the U.S.

11. In solving problems, Arabs tend to seek advice from family members, relatives, the elderly, and from persons in authority such as college professors, doctors, and the like.

12. If an Arab must deal with someone in a work situation, the Arab person will want to deal with the main

authority. A good example to clarify this point is given by Friedman (1979). When Anwar Saddat had a problem with American officials during the Camp David peace process, he asked to see Henry Kissinger, the American Secretary of State, because he felt that Kissinger was in charge of the American delegation.

13. Arabs tend to stand close together when they are talking to others. Friedman (1979) states that a normal distance between two Americans who are talking face to face is five feet. On the other hand, Arab conversational distance is two feet. In addition to a shorter conversational distance, body language plays a more important role in the conversation of Arabs than in those of Americans. Especially important is the reading of eye movements and facial changes.

14. Respect for authority and the elderly is a feature of Arabs. This behavior is common in many other races and societies, but it is an innate and revered practice in the Arabic community. Meleis (1982) presented the issue of respect for authority in defending Arab students in Western universities. She stated that

> Arab students are seemingly far less communicative and tend to dialogue less; this is not due to paucity of ideas nor inability to debate as much as it is due to an educational socialization that has taught them that respect for authority--the teacher--should be manifested in careful listening. (444)

Stereotypes That Effect Arab-Americans

Despite the growing population of the Arab-American community and its consequently growing influence and success in many areas, Arabs are still affected with negative stereotypes. The lack of visibility of Arab-Americans in American society is what Hundley (1987) called "a public relations problem." This may be one of the reasons for the many negative stereotypes that are ascribed to Arabs. Shuraydi (1981) cites a study by Al-Qazaz explaining the lack of visibility of Arab-Americans in American society. Al-Qazaz points out that

1. The Arabic speaking community is rather small and scattered throughout the United States;

2. Only recently have Arab-American public figures been identified as such;

3. The Arab-Israeli conflict has discouraged social scientists from studying the Arab-American community; and

4. Pro-Israeli scholars and teachers dominate the social sciences in both numbers and authority; hence, the study of the Arab-American community is not encouraged.

Examples of these stereotypes are the following:

Arabs continue to be nomads, behaviorally and psychologically speaking. This negative image of Arabs continues to affect Arab-Americans in many ways. A good example is that during the Gulf War, many Arab-Americans

were irritated by ridiculous descriptions of them by some war-aroused Americans. In fact, during the Gulf War, many of the leading magazines, such as The Progressive, The Nation, and Time, included reports on how the Gulf War increased the tension felt by Arab-Americans, including those who were second or third generation Arab-Americans.

Arabs have been described as terrorists, grasping, greedy, volatile and uncivilized The Economist (1986). This description has effected Arab-Americans in many aspects of their daily life. The Committee of the Judiciary (1989) gave an example of an Arab-American woman who was harassed and humiliated because of her Arab origin. The story that the committee cited was that

> a major airline forced an Arab-American to leave the plane she had boarded after the regular security checks to undergo interrogation because a passenger had objected to a book on Middle East issues she was reading and demanded to know if the airline could assure him she was not a terrorist. The woman was later allowed to re-board the plane but was told not to read the book while on the aircraft because it offended other passengers. (78)

This study reflects a stereotypical conception of Arabs that infringed upon both the dignity and the civil rights of the Arab-American woman involved.

Arabs are sometimes seen as corrupt, dirty, and repulsive. Shaheen (1990) studied more than 450 feature films and hundreds of television programs. His conclusion was that "producers bombarded audiences with rigid and

repulsive depictions that demonized and delegitimized the Arab" (b1). During the Gulf War, these images affected Arab-Americans, and many of the people who harassed Arab-Americans felt that their conduct was warranted by the negative images that the American media was broadcasting . In fact, a study by Slade (1981) traced the history of the negative role of the American media toward Arabs from the 1956 Suez Canal crisis.

As have other ethnic groups, Arab-Americans have suffered from stereotyping. Such stereotyping is far from the American ideal and emanates from ignorance. It is the function of education to dispel ignorance; and such is the function of this research.

Harassment and Discrimination Against Arab-Americans

The literature on Arab-Americans is replete with stories and incidents of harassment and discrimination against Arab-Americans. To illustrate the seriousness of the matter, Abdeen M. Jabara, an Arab-American attorney and activist, began his testimony before the Subcommittee on Criminal Justice, U.S. House of Representatives, by citing the March 1, 1986 headline of the Los Angeles Times. The headline read "Anti Arab violence represented 17% of racial, religious attacks in 1985" (The Committee 1989, 121).

Many Arab-American children were harassed by their classmates because of their Arabic names. Shuraydi (1981) cited an incident of an Arab-American professor's child who used to come home crying because his classmates made fun of his "funny" surname.

Political discrimination has been practiced against Arab-Americans in local as well as national politics. The Committee of the Judiciary (1989), as well as other literature sources, included testimony and evidence that Arab-American money collected was rejected in both the fund-raising efforts for Walter Mondale, a democratic candidate for U.S. presidency in 1982, and for W. Good, a mayoral candidate in Philadelphia.

It is obvious that public libraries should play an active role in educating the American public about the harm done to harmless individuals when stereotyping holds sway.

Examples of Special Services Oriented Toward Arab-Americans

Many Arab-Americans are eager to use public services such as libraries; however, some Arab-Americans are hindered by language difficulties or the lack of services geared to their needs. Also, the system used in U.S. libraries may be different from the one used in their native land. As Basima Bezirgan, a Middle-East librarian and Arabic specialist at the University of Chicago library said

> what Arabs need is a hand to guide them through our library systems. Encourage them to browse, to look around, to ask questions. Tell them you have books in Arabic. They need to hear that. (Trejo 1988, 891)

Although the literature has little information on library services for Arab-Americans, there are in existence some programs or services oriented towards Arab-Americans. The Library of Congress took the lead in this area by conducting a collection development program to provide interested libraries with a list of books in Arabic for their Arab-American library users. The Library of Congress Information Bulletin (1981) indicated that the Library of Congress was working on a project to provide a selection of current books and magazines in Arabic for American public libraries in communities with large numbers of Arabic speakers and students of Arabic. An inquiry to the Library of Congress produced a list of libraries throughout the United States participating in the project. The list includes public and academic libraries that have participated in the program. Examples of these libraries are the Chicago Public Library, Detriot Public Library, Cleveland Public Library, and Bringham Young University.

The Boston Public Library is one of the libraries participating in offering services to Arab-Americans. The Library Journal (February 1, 1972) indicates that the Boston Public Library opened a multilingual library serving the

Spanish, Portuguese, Chinese, Greek, Japanese, Arabic, and Armenian populations clustered in the south end of the city.

Library Journal (September 1, 1988) states that the Akron-Summit County Library (Ohio) has developed a collection of audiocassette tapes to help non-English speaking residents teach themselves English. The tape collection is composed in eighteen languages including Arabic.

Finally, the literature also indicates efforts from the Arab-American community to provide the American public with information on Arabs. Tahani Nadir, an undergraduate at the Northern Kentucky University, and some other young Arab-American students have organized a program including a speaker's bureau to provide speakers for American groups including schools and civic clubs. These speakers address issues dealing with Arab-American concerns, the Middle-East, Islamic history, the history of particular Arab states, and the contribution of Arabs to the advancement of science (NewsBank, SOC 7: A13).

In conclusion, the review of the literature in the field of model building, library and information services for American ethnic groups indicates that a wealth of individualized as well as institutionalized work has been done concerning library services to ethnic groups. There is voluminous and varied literature on Arab-Americans; however,

the literature concerning library and information services to this group indicates that there are few services offered to this ethnic group and that this group is not being served as specifically as other ethnic groups. This deficiency of service impells the proposition of a model of service to help public libraries serve the Arab-American community better. The next chapter will address the essential elements of such a service model.

CHAPTER III

THE PROPOSED MODEL

As indicated in the previous chapter, the major ethnic groups in the United States such as African-Americans and Hispanic Americans have been receiving various kinds of services from American public libraries. Services offered vary from simple ones such as book delivery, ethnic collections, and information and referral answering service, to more advanced and costly types of service such as organizing workshops and educational programs on issues of interest to the specific ethnic community. Since public libraries need to extend their specialized services to other immigrants and ethnic communities such as Arab-Americans; the following chapter offers a service model designed for public libraries interested in serving the library needs of Arab-Americans.

The Model

As a result of the study of the literatures on model building, on library and information services to American ethnic communities, and on Arab-Americans, a practical model was developed to help public libraries meet the information needs of Arab-Americans living within their service areas.

The purpose of this model is to enable libraries to explore and define specific ways from which public libraries can construct operational guidelines to provide and improve services for the growing population of Arab-Americans. The model meets its goal in the following ways:

1. It provides an overview of the fundamentals in serving the Arab-American community;

2. It serves as a diagnostic and training tool to help outreach librarians in analyzing and evaluating their success and service;

3. It furnishes a vehicle for documenting question handling;

4. It supplies a conceptual framework for evaluating the appropriateness of a specific service or procedure;

5. It serves as a management tool for gathering information needed to enhance an existing service;

6. It correlates levels of services with resources required;

7. It provides a framework for self-study in implementing a new service or in evaluating an existing service;

8. It addresses cost-effectiveness information;

9. It supplies a basis for comparing the services for different minorities;

10. It functions as a framework for developing similar programs for other minorities;

11. It describes channels of communication between public libraries and Arab-Americans; and

12. It develops requisites for services for Arab-Americans and other minority groups.

This model was designed for the multicultural librarian, the library outreach departments, and any other departments that are similar in orientation. The model was designed to be applied in three phases. Each phase consists of one or more steps to be executed. The following outline explains the model phases and steps:

Outline of The Proposed Model

Phase One: The Planning Process

Step One: Secure (library) administrative commitment.

Step Two: Develop statements of goals and objectives.

Step Three: Establish a Task Force.

Phase Two: The Execution Process

Step One: Conduct a community needs assessment.

Step Two: Analyze collected data.

Step Three: Allocate priorities of services and programs to be offered.

Step Four: Offer services.

Phase Three: The Evaluation and Follow-up Process

Step One: Evaluate services and programs offered.

Step Two: Restructure, and if necessary, add or delete services.

Phase One: The Planning Process

Planning should be the first step before executing any section of this model. Creating strategies in a vacuum may be satisfying in the short run but not in the long run. The planning process requires the following:

1. Knowledge of the institutional goals and objectives;
2. Understanding of the internal politics within the library;
3. Appraisal of the community, its needs and its leaders;
4. Knowledge of the existing resources and services; and
5. Conceptualization of alternative solutions and ideas.

Implementing The Planning Process demands the following steps:

Step One: Secure Administrative Commitment

The planning and developing of services cannot be done without administrative support. Commitment is considered

the most important factor for the success of the model. Commitment begins with an understanding of why programs and services for Arab-Americans should be offered. Administrative commitment can be ascertained by the approval of plans submitted to the administration. Commitment can also be discerned through administrative encouragement, endorsement and full support to further procedures. Commitment from the administration is important for the four reasons which follow:

1. The involvement of the administration helps in solving both internal and external problems.

2. The administration allocates both the budget and the budget priorities. The commitment of the library administration will also help in securing financial support from the higher funding bodies.

3. The involvement of the administration in the project gives it a positive image to the community. When the community knows that the library administration is supportive and committed, it is encouraged to participate in the services and activities offered.

4. Excluding the administration may be construed as ignoring its role in policy formulation and resource allocation.

Step Two: Develop Statements of Goals and Objectives

In order to meet the library and information needs of Arab-Americans efficiently, it is imperative to launch it with a propitious start. This initiation precludes discursive discussion and forestalls the criticism often concomitant to planning. The best foundation for a propitious start is a clear statement of the goals and objectives of the project.

Developing goals and objectives statements may require the following:

1. A review of similar services offered to similar groups to take advantage of what has been done in the field; and

2. Set reasonable, practical and well-written goals and objectives which satisfy both the library administration and the people to be served.

It should be recognized that goals are long-term, immeasurable, broad statements of the model and that objectives are short-term, measurable statements related to a specific activity in meeting the goals. For example, if you are planning to develop an Information and Referral program, your goal(s) and objective(s) statements can be read in this way:

Goal: Develop an up-to-date, comprehensive data bank for local community services and resources available.

Objectives:

1. Create a file of the social service agencies in the community;

2. Plan for more interactive communication between intended services and the community by conducting workshops which clarify the purpose of each service;

3. Produce flyers of services listing contact person(s), telephone numbers, hours, address, and other pertinent information.

Your developed goals and objectives should relate directly to the overall goals and objectives of the library. In addition, goals and objectives should correspond closely to the proposed services. Clear and well-written goals and objectives will accomplish the following:

1. Serve as a measurement tool to assess a program;

2. Evaluate progress toward meeting the model's goals;

3. Direct the implementation of model procedures;

4. Protect persons involved in the executing of the model from criticisms of digression; and

5. Assist in weighing the successes and/or failures of the model implemented.

Step Three: Establish a Task Force

Planning and implementing the model may require a great deal of direction and cooperation. The committee supplies the needed direction and support to the entire process. The size and composition of the committee should be left to the multicultural librarian; but it should include representatives from the library administration, from each department of the library, from the parent institution such as the city council, from the community to be served, and from the friends-of-the-library group. The committee may be subdivided into subcommittees if needed. The main duties of the task force committee are to

1. Give general directions and advice;
2. Serve as a communication channel between all parties involved; and to
3. Direct the implementation of the model.

Phase Two: The Execution Process

The execution phase involves the process of executing the model. This phase includes the following steps:

Step One: Conduct a Community Needs Assessment

Needs assessment literature is very rich, comprehensive, and well-written. Many projects have been conducted both within and without the library field. Examples of outstanding need assessment sources are the ones

by Pyatte et al (1976) 1976 Needs Assessment Materials. An Annotated Bibliography, and Abstracts of Selected Needs Assessment Models compiled by the Alameda County School Department.

Needs assessment is the first step in developing a marketing plan. It is considered by many scientists such as Kaufman to be "the most important step in the planning process" (Florida State 1979, 22). It can be defined as the study of the community for the purpose of identifying its needs. It identifies the total community picture. It is imperative to perceive the total group rather than to try to look into individualized needs. This is the heart of the planning process. It gives a picture of what should be done instead of what has been done.

The importance of needs assessment as a vital tool in the process of studying any particular community has been discussed by several writers. A summary of their input would describe need assessment as integral to the following:

1. Providing a profile of community needs and activities;
2. Planning programs and services;
3. Improving existing services;
4. Determining services required by community residents;

5. Guiding and developing library polices such as book selection policy and staff selection policy;

6. Aiding in the planning of programs and services of community interest;

7. Providing information for persons interested in the community;

8. Assessing the needs of a target community and its awareness of the library;

9. Facilitating work with groups rather than only meeting individual requests;

10. Identifying available resources in the community;

11. Learning about the library's place in the community and how the community views the library;

12. Establishing useful contacts between the library and the community;

13. Helping in knowing the community, and its concerns;

14. Building of pertinent collections;

15. Building a network among the groups providing information to the community.

Needs assessment can be done in a variety of ways. The most popular methods have been community meetings, public opinions, and surveys and interviews. The survey approach can be done in different ways. One way is by sending a written questionnaire to each member of the community. A

second survey technique is the telephone survey. A third approach is to survey only community leaders such as teachers, religious leaders, and civic leaders. The goal of each method is to ascertain what the subjects think the library's role and services should be.

In a needs assessment, verify the following:

1. Population of the community;

2. Organizations within the community; and

3. Social and educational agencies and organizations in the community such as schools, clubs and churches.

The needs assessment process may consist of four stages:

1. Formatting of questions;

2. Distributing the questionnaire or conducting interviews;

3. Collecting and analyzing the data; and

4. Setting priorities.

Experience suggests that a community survey may itself include five steps: planning the study, collecting the facts, editing the schedules, tabulating the data, and interpreting the results (McMillen 1944).

The following are essential elements that should be considered in assessing needs:

1. What do we know about this community, and what do we not know?

2. Who are the people of the community; and, if possible, what are their countries of origin?

3. What are their age demographics?

4. What is the educational level of the people?

5. What kind of work do they do?

6. What are the general interests and needs of the community?

7. What causes the anxiety in the community?

8. What are the social characteristics of the community?

9. How does the community fulfill its informational needs?

For acquiring accurate results and useful information, the person(s) or department executing the model should answer the following pre-survey questions:

1. Who will conduct the needs assessment, be in charge of each step, and who will be involved?

2. Is the needs assessment for the total community or for a special component group of the community (such as school children, homemakers, elderly)?

3. What steps need to be taken before conducting the needs assessment--such as conducting research of services offered by other libraries to the community?.

4. What will be the cost incurred in each stage of the needs assessment process?.

One final suggestion is to make the needs assessment as easy and short as possible. In drafting the needs assessment questions, use language that insures that people understand what is meant. Scientific or professional language involves terms that most non-professional people find difficult to understand. Sentences should be clear and short.

In summary, the needs assessment should determine what services to develop, at what cost, and for what purpose.

Step Two: Analyze Collected Data

After completing the need assessment process, the collected data should be tabulated, organized, and analyzed. Data may be processed in many different ways. One way is to prepare a file for each major element of the need assessment tool. For example, if the need assessment included questions on school children, a file should be compiled concerning all information and services related to school children. A file may include sub-files or sections on specific areas such as services requested, population, grade levels, and the like. Consultation with the Task Force Committee is recommended to keep it informed with the results of the collected data. The Task Force Committee's participation will help keep current the allocation of priorities. This can greatly facilitate securing funds for the completion of the project.

Another way to compile collected data is to establish a community profile. This type of profile should provide complete demographic statistics, historical backgrounds, socioeconomic profiles and trends in the community. The profile should include a list of services requested by the community and the multicultural librarian's comments concerning each requested service. For example, if the community requested workshops to address certain community needs, the multicultural librarian comments should include information on similar services offered to other ethnic groups, an estimate of the financial cost of the services and comments on possible ways to execute the service. The community profile data should then be presented to the Task Force Committee and to the Library Administration to solicit comments about possible ways to provide the services requested.

Step Three: Allocate Priorities of Services and Programs to be Offered.

One of the essential procedures of this model is to allocate the priorities of the services requested by the community. Prioritizing the services may help both the community and the library in various respects. The community may benefit by the following:

1. Having resources concentrated on essential needs rather than diffused on a wide range of inconsequential services;

2. Building interactive relations between the library and the community; and by

3. Gaining self-esteem from the recognition that it is a valid component of the total community served by the library.

The library may benefit from prioritizing needed services by the following:

1. Knowing what and when to offer;

2. Preparing for the next year's budget;

3. Improving planning procedures; and

4. Forecasting future trends.

The allocation of priorities should take into consideration the following:

1. Library administration and the Task Force Committees' comments and recommendations;

2. Library budget and personnel; and

3. Community priorities.

Step Four: Offer Services

This step of the model should include the following tasks as outlined:

1. Publicizing services offered. The business field has excellent marketing techniques that can be applied to

library operations. Cavill (1983) encourages the use of business marketing methods "If it worked for Coca Cola, why won't it work for us?" (260). Several marketing channels can be used for the purpose of advertising services such as the following:

a. The media, including local TV and radio stations, local newspapers and press-releases;

b. The distribution of posters, brochures, flyers, newsletters, and reports to the community.

c. Contacting services that deal with the community such as grocery stores and shopping areas, clubs, churches, mosques).

d. Ethnic special communication channels such as ethnic press and publications, ethnic radio and TV programs;

e. Announcements at community activities such as civic club meetings, parent-teacher association meetings;

f. Passing on the information by word of mouth;

g. Meeting with community leaders such as educators, clergymen, and business leaders;

h. Building bridges with schools to introduce children to the library and the services oriented for them;

i. Sending written invitations and/or calling people in the community to inform them about services;

j. Holding meetings with parents and the community members to inform them of services. Some parents may not know about the existence of services the library offers. Vertun, et al (1981) reported that when the library held meetings with parents to familiarize them with the services offered, the result was more applications for library cards and increased book-borrowing.

2. Executing and offering the services. Examples of services to be considered are the following:

a. Establish and enrich the collection of print and non-print Arabic language materials. Many articles and publications reported offering guidelines for selections of ethnic materials such as the ones by Bareno (1979) and Poon (1990). Barino listed the following as activities necessary for an ethnic community:

1) Provide materials in the ethnic language;

2) Provide cultural materials about the users' country of origin, history;

3) Secure information directories requested by the community;

4) Make sure that the library has educational materials of interest to the community;

5) Acquire audio-visual materials of interest to the community;

6) Supply periodicals from the country of origin or periodicals that carry issues of concern to the community;

7) Organize a vertical file which carries information of community interest.

Poon's article (1990) may serve as a complete model for collection development. For example, Poon offered the following guidelines for collection development:

1. Get a firm commitment from the administration;
2. Recruit qualified librarians;
3. Involve library administrators, librarians, and library staff;
4. Examine the ethnic community;
5. Define the library's objectives;
6. Ensure appropriate fund allocation; and
7. Cooperate with other libraries. (23-25)

b. Develop a comprehensive data bank and community resources list of general services available to the community such as health and social agencies, and recreation.

c. Provide special help for newly arrived immigrants such as basic English classes.

d. Invite guest speakers to speak about contemporary events and issues of concern to Arab-Americans.

e. Conduct workshops to introduce the Arab-American community, especially new arrivals, to American customs, American history, American society.

f. Offer practical services such as tax help, social security benefits. Many immigrants do not know how to deal with these issues because such things are either not required or are not available in their countries of origin.

g. Offer continuing education programs such as classes on American history, health, and other topics of interest.

h. Establish programs such as Arab History Month, Middle East Food Fair Week and celebrating the independence day of Middle-East countries by inviting immigrants from that country to do some kind of exhibits or special program. Some of the useful sources that have general information on countries are The World Fact Book, Stateman's Year Book, and The Europa World Year Book.

i. Provide adult basic education programs. This program should focus on teaching English to those who either do not speak English or whose English is weak.

j. Special displays and exhibits. Examples of displays that might attract the community and the public are craft, arts, dress, Arabic words and their meanings or a list of English words that came from Arabic and vice versa.

k. For those who can not come to the library, try to provide them with information needed through outreach programs. Outreach programs may take different forms such as visiting the community and publishing and distributing newsletters especially for the ethnic community. Send books and other materials by mail, visit schools, create small branches, and reach the community through TV and radio programs.

l. Information and referral programs are necessary to answer community concerns, questions and to refer interested members to the proper place where they can find the answer to their questions. Library literature is full of articles on Information and Referral programs such as the one by Childers (1979).

m. Establish a community information center in the library and assign certain staff members to handle its operations. The purpose of this center is to serve as the community information corner for distributing governmental publications.

n. Conduct educational and training workshops addressing topics of community interests such as occupation, vacations, civil rights and health programs.

o. Organize programs and activities for children. The literature is abundant in this field and can be supplemented by the advice of school teachers.

In addition to what has been listed above, the literature is full of examples of successful programs such as the one cited by Masling (1984).

Phase Three: The Evaluation and Follow-Up Process

As soon as services and programs begin, the evaluation phase should be implemented. The evaluating, revising, and developing of new services and projects and the updating of old services should be an on-going process. This phase includes the following two steps:

Step One: Evaluate Services and Programs Offered.

The evaluation of services may be conducted in various ways. These ways may be combined, or they may be implemented separately. Examples of these evaluation techniques are the following:

1. Professional comments. The multicultural librarian may observe and comment on each aspect of the service.

2. Participant comments. Remarks, suggestions, and comments may be solicited from beneficiaries of the service as well as from the library staff involved in the process.

3. Formal surveys. A form specially constructed to evaluate a service may be distributed to the beneficiaries of the service. The multicultural librarian may also interview beneficiaries by asking them various questions that may help in improving the service.

Step Two: Restructure, and If Necessary, Add or Delete Services.

After the completion of the evaluation process, the multicultural librarian working with the Task Force Committee may:

1. Implement successful services if there are demands for that service and if the library circumstances permit;

2. Delete unneeded services or programs;

3. Add new services or new aspects to existing services and programs; and

4. Combine services or programs where applicable.

The model should be active as long as the community exists and the library can afford the services and programs that the community needs and demands.

Summing up, the proposed model is intended to be one helpful step forward in providing services and programs to Arab-Americans. The model phases and steps were developed

and constructed from the extensive review of the literature in the field. In addition, the writer's personal experience and background helped in constructing the model elements.

To ensure the detection and correction of any deficiencies in the proposed model, a questionnaire was constructed based on a comprehensive coverage of all model phases and steps. This questionnaire was distributed to a panel of experts in an effort to judge the model and serve in reconstructing the proposed model if necessary. The next chapter will discuss the procedures and results of the judging process.

CHAPTER IV

METHODOLOGY AND DATA ANALYSIS

After reviewing the literature on model building, the literature on Arab-Americans, and the literature on library and information services to American multicultural groups, a proposed model was drafted. The proposed model consisted of three phases. Each phase consisted of several steps that needed to be accomplished.

In order to judge whether the proposed model was workable, elements considered essential for the model were used to construct a questionnaire to be presented to a panel of experts. The questionnaire consisted of 45 goal statements. These goal statements reflected the contents of the model's phases and steps.

A packet of information including a cover letter (Appendix A), the questionnaire, and an outline of the proposed model (Appendix B) was submitted to an informal panel for pilot testing. The informal panel consisted of five librarians (Appendix C). These five librarians were selected primarily on the basis of their involvement in the public services departments and on their familiarity with and involvement in serving special needs users. The purpose of the pilot testing (as stated in the cover letter included

with the questionnaire) was to check the instrument for mechanical efficiency and presentational clarity. The informal panel was asked to suggest improvements by adding, deleting, or rephrasing any part of the questionnaire according to their discretion.

Within a week of the questionnaire's distribution, all the members of the informal panel had responded. Only one member of the informal panel indicated no comments. Another member suggested sending supplemental guidelines to help the formal panel answer the questionnaire. In response, another instruction sheet was written (Appendix D) to be included in the packet of the formal panel. The informal panel recommended a few other changes which were integrated into the questionnaire.

Another packet including the revised questionnaire (Appendix E) as well as a cover letter (Appendix F), a sheet of instructions (Appendix D), an outline of the model (Appendix B), and a self-addressed, postage-paid envelope was sent out to a national panel of experts. This panel consisted of 13 members (Appendix G) working in the field of library and information services who were selected primarily on the basis of their position or their writing, and experience in serving disadvantaged library users. The panel of experts also included an active librarian from the Arab-American community.

In the cover letter, the panel members were asked to respond to each goal statement included in the questionnaire by checking the box indicating their judgement of each goal statement as "Appropriate," "Not Appropriate," or "Modify." The panel was encouraged to comment on each goal statement and were given space and an extra sheet of paper to facilitate their participation.

Approximately one month after the mailing of the packet to the panel of experts, a follow-up letter (Appendix H) was sent to six members of the panel who had not returned the questionnaire. The follow-up letter noted the importance of their participation in the project in order to complete this research. Four of the six sent the completed questionnaire after receiving the follow-up letter. The received questionnaires (11 out of 13) comprised the response rate (84.6%). The reactions of the panel of experts were analyzed, and an overall summary of their reactions is compiled in Table 1.

Table 1.--The panel's consolidated appraisal

NO	Goal Statement	Appropri-ate	Not Appropri-ate	Modify	No Re-sponse
1	Provide technical, financial, and managerial support and advice.	11	0	0	0
2	Strengthen the position of the outreach librarian.	8	0	1	2
3	Provide Coordination and administrative assistance to the outreach librarian.	10	0	1	0
4	Enhance the model execution strategies.	9	0	2	0
5	Serve as a map to follow during the application of the model.	10	0	1	0
6	Enhance the implementation of all model procedures and steps.	10	0	1	0
7	Support plans for the establishment of services to be offered.	11	0	0	0
8	Provide clear directions for the model implementations.	11	0	0	0
9	Support further arguments if necessarily on all model phases.	8	0	1	2
10	Facilitate communication and cooperation among all persons involved.	9	0	1	1
11	Identify resources needed to execute model phases.	11	0	0	0
12	Assist the outreach librarian in securing financial, human, and other resources needed to implement the model.	8	1	2	0
13	Enhance a comfortable, friendly, and productive atmosphere for all parties involved.	8	0	2	1

14	Suggest ideas and methods that help in the execution of all model phases.	10	0	1	0
15	Provide an invaluable link between all parties involved in model execution.	9	0	1	1
16	Identify the community library needs and interests.	8	1	2	0
17	Support further arguments on services to be offered.	9	0	1	1
18	Provide directions and help as to what is to be offered.	9	0	1	1
19	Encourage community involvement in relation to library functions and operations.	10	0	1	0
20	Provide adequate services that meet community needs.	9	1	1	0
21	Provide knowledge and information on the community and its library concerns.	10	0	0	1
22	Increase awareness among library professionals of the ethnic community to be served.	11	0	0	0
23	Provide selected list of needed services.	10	1	0	0
24	Recommend access tools and procedures.	8	0	0	3
25	Match services requested with resources available.	9	1	1	0
26	Organize requested services according to their importance and library affordability.	9	0	2	0
27	Highlight necessary or urgent services.	8	0	1	2
28	Help in finding ways to administer needed services.	11	0	0	0
29	Promote the cultural, educational, and social development of the community	10	1	0	0
30	Provide appropriate forms, quality, and quantity of services requested by the community.	7	0	2	2

31	Support formal education by supplying the community with needed resources where feasible.	9	1	1	0
32	Develop and encourage creativity in the community by providing necessary resources and tools.	9	0	2	0
33	Emphasize the major role of the library as a vital link between school, community, and family.	9	1	0	1
34	Connect individuals to community resources and services that will meet their needs and solve their problems.	9	0	2	0
35	Meet the intellectual, cultural, and recreational needs of each person in the community.	5	3	2	1
36	Organize the best materials and services to provide opportunities for continuing lifelong education of every individual in the community.	6	2	2	1
37	Extend special services into the community for special needs clients.	8	2	1	0
38	Make recommendations for further development.	10	0	1	0
39	Eliminate unnecessary or unsuccessful services.	7	1	3	0
40	Provide opportunities for developing new services.	10	0	0	1
41	Establish programs and evaluation measures geared to meet specific needs.	7	1	1	2
42	Keep the model active.	8	0	2	1
43	Provide opportunities for successful services to expand and develop.	11	0	0	0
44	Activate library operations and encourage the use of library facilities and services on a continuing basis.	10	1	0	0
45	Perpetuate the library as a lively center of ideas and activities for all community needs.	8	1	1	1

In an effort to utilize the panel of experts' reactions on the questionnaire, each phase of the proposed model was evaluated in accordance with the questionnaires received. Table 1 served as the source for this evaluation.

Phase One: The Planning Process

Phase One/Step One: Secure (Library) Administrative Commitment

To clarify this step, three goal statements were developed (Table 1. Goal statements 1-3). The panel's reactions to this step reads as follows:

Table 2.-- The Panel's Appraisal: Goal Statements 1-3

Goal Statement	Appropriate	Not Appropriate	Modify	No Response
1	100%	0%	0%	0%
2	73%	0%	9%	18%
3	91%	0%	9%	0%

The first goal statement emphasized the need for financial and managerial support. All eleven members on the panel (100%) agreed that this statement was appropriate. Several members of the panel offered short comments. One member thought the word "advice" should be replaced by the

more diplomatic term "consultation." Another member emphasized the importance of this goal in securing funds for special projects.

The second goal statement indicated that the involvement of the library administration necessitated the placement of the outreach librarian in a strong position during the model implementation process. Eight members of the panel (73%) marked the "Appropriate" column. Two members (18%) left no response, and one member (9%) marked the "Modify" column. Three members wrote short comments on this goal. One of these three wrote "very important." Another indicated that the outreach librarian should be "a bilingual/bicultural Arab-American." A third stressed that the outreach librarian should have "the power that is necessary to carry out programs."

The third goal statement indicated that by involving the library administration in the planning process, the outreach librarian would find support and advice more forthcoming during the implementation of all model phases. This statement received ten "Appropriate" responses (91%), and one member (9%) marked the "Modify" column. Three commented on this goal statement. Two suggested combining this goal with the previous two goals. A third suggested that the responsibilities of the outreach librarian should be clarified.

Phase One/Step Two: Develop Statements of Goals and Objectives

Table 1. Goal statements (4-9) were developed to clarify what was meant by this step. Overwhelming support from the panel endorsed this step of the model. The following table reflects the panel's reactions to this step of the model.

Table 3.-- The Panel's Appraisal: Goal Statements 4-9

Goal Statement	Appropriate	Not Appropriate	Modify	No Response
4	82%	0%	18%	0%
5	91%	0%	9%	0%
6	91%	0%	9%	0%
7	100%	0%	0%	0%
8	100%	0%	0%	0%
9	73%	0%	9%	18%

Enhancing the execution of the model's strategies (goal statement number 4) received nine (82%) "Appropriate" responses from the panel. Two members of the panel (18%) marked the "Modify" column. One member of the panel commented, "state goals and objectives in quantitative or measurable terms."

The fifth goal statement explored the importance of stated goals as guidelines in the implementation process of the model. Ten members (91%) marked the "Appropriate"

column, and one (9%) marked the "Modify" column. The only comment on this goal statement suggested combining this goal statement with number eight.

Statement number 6 defined the importance of having stated goals in the implementation process. Ten members of the panel (91%) marked the "Appropriate" column; one (9%) marked the "Modify" column; and none offered any comments.

The next two statements (goals number 7 and 8), elucidated another purpose of the stated goals. These two statements indicated that goals were important to support plans for services, and to provide direction in the implementation process of the model. All members (100%) found these two statements "Appropriate." One member amended goal number 7 to read: "support plans for the establishment of services to be offered, -- Bilingual/bicultural staff; native language collections, cultural programs, bilingual (Arabic/English) library brochures, etc."

Statement number 9 was written to manifest that having goals will help the outreach librarian in proofing any arguments or in answering or defending any questions behind any process to be taken or executed. This statement received eight (73%) "Appropriate" responses; one member (9%) marked the "Modify" column; and two members (18%) left no marks or comments. The only comment recommended that the

goal should be rephrased to read "provide clear directions for model implementations such as a public service plan for library service to Arab-Americans."

Phase One/Step Three: Establish a Task Force

To clarify what is meant by this step, goal statements 10-15 in Table 1 reflect the purpose and function of the Task Force. A summary of the panel's reactions to this step is outlined in Table 4.

Table 4.-- The Panel's Appraisal: Goal Statements 10-15

Goal Statement	Appropriate	Not Appropriate	Modify	No Response
10	82%	0%	9%	9%
11	100%	0%	0%	0%
12	73%	9%	18%	0%
13	73%	0%	18%	9%
14	91%	0%	9%	0%
15	82%	0%	9%	9%

The facilitation of communication among all persons involved in the application of the model was the theme of goal statement number 10. Nine members of the panel (82%) marked the "Appropriate" column; one marked the "Modify" column (9%); and another offered no response (9%). This goal statement received interesting comments. One member suggested combining this goal with goal number thirteen, and another member suggested combining it with goal number

fifteen. Another member added "facilitate communication and cooperation among all persons involved by utilizing the local English and Arabic language news media." One member suggested replacing the last two words "persons involved" with "appropriate individuals."

The Task Force will also help in identifying resources needed to execute the model. Goal statement number 11 reflects this purpose. This statement received eleven "Appropriate" responses (100%) and no comments.

Helping the outreach librarian in securing funds and other resources such as materials, and volunteers was reflected in statement number 12. This statement received eight "Appropriate" responses (73%); two members (18%) marked the "Modify" column; and one member marked the "Not Appropriate" column. The only comment was by the panel member who marked the "Not appropriate" response. The comment read "this is the library chief administrator's responsibility."

Goal statement number 13 pertained to how the Task Force might contribute to a psychological comfortable working atmosphere. This statement was marked "Appropriate" by eight members of the panel (73%). Two members (18%) marked the "Modify" column, and one member (9%) made no response. The only comment was a suggestion to replace the first word of this goal statement "enhance" with "create".

The Task Force Committee will also be involved in the suggestion of ideas and methods that help in the execution process. Goal statement number 14 addressed this involvement. The statement was marked "Appropriate" by ten members of the panel (91%) and "Modify" by one (9%). The latter suggested that it read "offer input or sharing of ideas that help in the execution of all model phases."

The last statement under this step, goal number 15, reflects the political role that the Task Force Committee will play. This statement was rated "Appropriate" by nine members of the panel (82%). One member (9%) marked the "Modify", and another member (9%) left no marks. Two members of the panel made comments. One member suggested combining this goal with statement number 10, and the other recommended combining it with number thirteen.

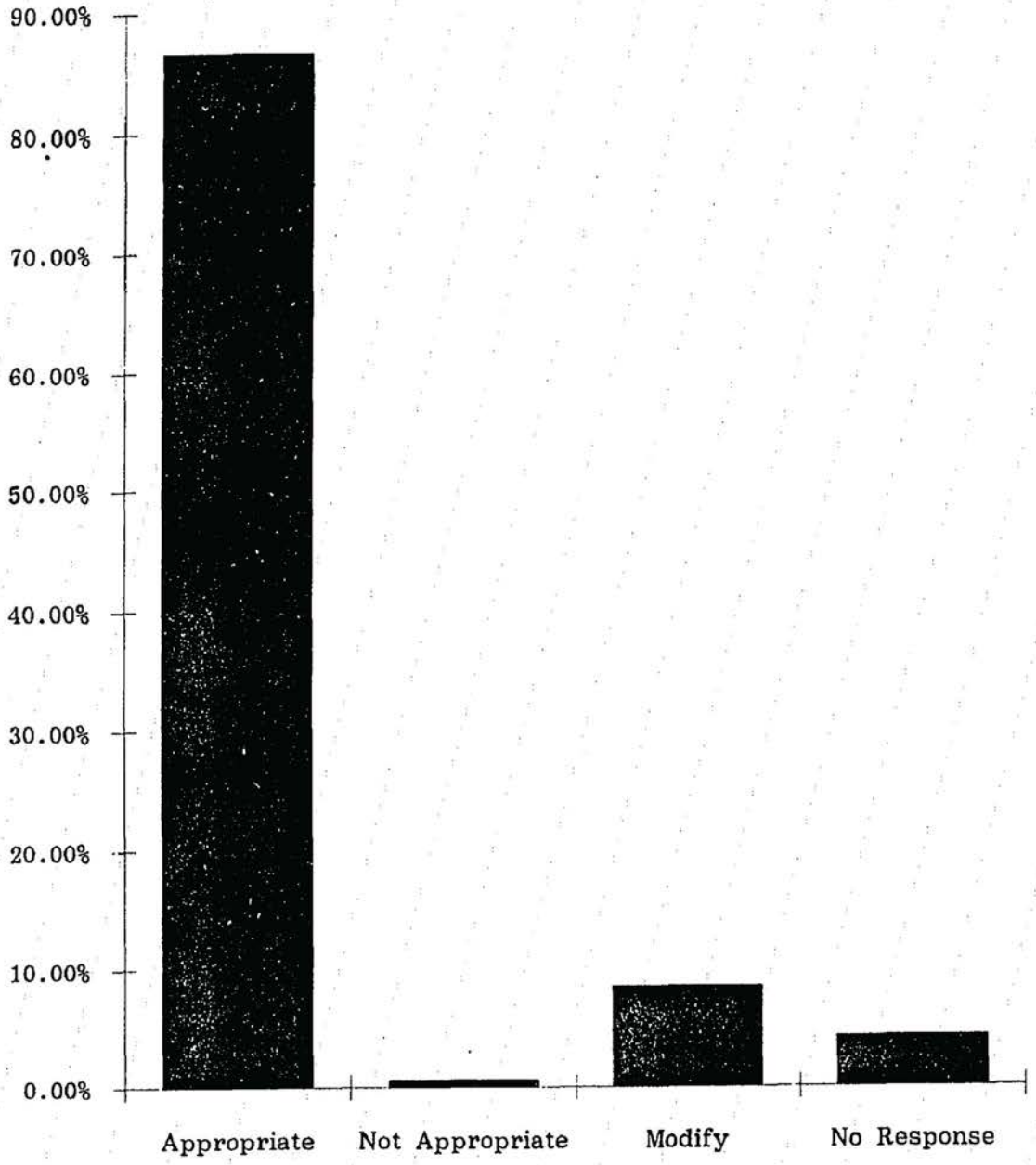
A summary of the panel of experts rating of this phase is shown on the following table and chart.

Table 5.--The Panel's Appraisal: The Planning Phase

Appropriate:	86.67%
Not Appropriate:	0.61%
Modify:	8.48%
No Response:	4.96

Chart 1.--The Panel's Appraisal: The Planning Phase

PHASE ONE: THE PLANNING PROCESS



Phase Two: The Execution Process

Phase Two/Step One: Conduct a Community Needs Assessment

In an effort to clarify what is meant by conducting a community needs assessment, goal statements (16-21) in table 1. were constructed. The overall reaction of the panel of experts to this step is compiled on the next table.

Table 6.-- The Panel's Appraisal: Goal Statements 16-22

Goal Statement	Appropriate	Not Appropriate	Modify	No Response
16	73%	9%	18%	0%
17	82%	0%	18%	0%
18	82%	0%	9%	9%
19	91%	0%	9%	0%
20	82%	9%	9%	0%
21	91%	0%	0%	9%
22	100%	0%	0%	0%

One of the purposes for conducting a community needs assessment is to define services needed by the community. Statement number 16 reflects this. This statement received eight "Appropriate" responses (73%); one "Not Appropriate" (9%), and "Modify" received two responses (18%). Two comments were made. One member suggested combining this goal with goals number eighteen and number nineteen. Another wrote, "This may be too narrow. Do a broad

assessment then identify needs that are appropriate for the library afterwards."

Community needs assessment would help support further argumentation regarding offering a particular service. Statement number 17 addressed this purpose. This statement was marked appropriate by nine members of the panel (82%); two members (18%) marked the "Modify" column. The only comment was to replace the word "arguments" with "philosophies."

Statement number 18 declares that community needs assessment would help in providing directions and guidelines for services. Nine members of the panel (81%) marked the "Appropriate" column. One member (9%) left no response, and one member (9%) marked the "Modify" column. The only comment was to clarify to whom directions should be provided.

Community involvement in library services to the Arab-American community was the subject of statement number 19. Ten members (91%) of the panel marked the "Appropriate" column, and one member (9%) left no response. One panelist suggested that this goal should be "involve the community in identifying needs, services and opportunities."

The purpose of goal number 20 was to focus on the importance of need assessment by providing library services that would adequately meet the needs of the community. Nine

members (82%) marked the "Appropriate" column, one (9%) "Modify," and one (9%) the "Not Appropriate" column. There were no comments from any member.

One of the most important functions of needs assessment was to provide background information on the community to be served. Goal statement number 21 reflected this function. Ten members (91%) of the panel found this "Appropriate", and one member (9%) did not mark any column. One comment questioned as follows "to whom knowledge and information should be provided? to the library or to the community?"

The last goal statement, number twenty two, stated the value of needs assessment. All members of the panel (100%) marked the "Appropriate" column. One member of the panel noted, "Critical-especially awareness on linguistic/cultural differences."

Phase Two/Step Two: Analyze Collected Data

After the needs assessment has been conducted, step two demands that the collected data should be analyzed and studied. Table 1 goal statements (23-25) were explored in this step. The following table compiles the panel's input.

Table 7.-- The Panel's Appraisal: Goal Statements 23-25

Goal Statement	Appropriate	Not Appropriate	Modify	No Response
23	91%	9%	0%	0%
24	73%	0%	9%	27%
25	82%	9%	9%	0%

Goal statement number 23 identified procedures to be taken after completing the needs assessment. Ten members (91%) marked the "Appropriate" column, and one member (9%) marked the "Not Appropriate" column. No comments were offered.

Another reason for analyzing the collected data was to recommend what tools would be needed and what execution procedures would be under taken. Goal number 24 featured this aspect. Eight members (73%) decided this was "Appropriate." Three members did not mark any column, and there were no comments.

The last goal statement under this step, goal statement number 25, defined another function of data analysis. Nine members (82%) marked the "Appropriate" column, one (9%) the "Not Appropriate" column and one the "Modify" column. Two members commented. One added to the statement "match library services requested with library resources available." The other member indicated "define resources."

Phase Two/Step Three: Allocate Priorities of Services and Programs to Be Offered

Table 1 goal statements (26-28) manifest aspects of this step. The next table reflects the panel of experts' responses.

Table 8.-- The Panel's Appraisal: Goal Statements 26-28

Goal Statement	Appropriate	Not Appropriate	Modify	No Response
26	82%	0%	18%	0%
27	73%	0%	9%	18%
28	100%	0%	0%	0%

Goal statement number 26 focused on the process of allocating and prioritizing services. Nine members (82%) marked "Appropriate" column, and Three members (18%) checked "Modify." Three comments were offered. One member indicated "most important." Another member stated "important first, then consider affordability." The third member wrote "example: more people might want current-awareness service listing baseball scores than job opportunities, but the library might rank the job service as having higher benefit in community service."

The next statement, number 27, highlighted the evaluation of urgent and necessary service in the allocation and prioritizing process. Eight members (73%) found this statement "Appropriate." One member (9%) marked the "Not

Appropriate" column, and another (9%) marked the "Modify" column. Two commentators suggested combining this statement with statement number twenty six. Another member offered, "based on whose priority - The library's or the community's?"

Goal statement number 28 identified another purpose of this step. All eleven members (100%) marked the "Appropriate" column. Two comments were rendered. One comment added, "such as: LSCA grant"; and the other included, "this could involve non-traditional organizational structure, cooperation with community groups, etc."

Phase Two/Set Four: Offer Services

The basic objectives of this step was to suggest services which the community might request. Table 1 goal statements (29-37) address these projected services. The reactions of the panel were summarized in the following table:

Table 9.-- The Panel's Appraisal: Goal Statements 29-37

Goal Statement	Appropriate	Not Appropriate	Modify	No Response
29	91%	9%	0%	0%
30	64%	0%	18%	18%
31	82%	9%	9%	0%
32	82%	0%	18%	0%
33	82%	9%	0%	9%
34	82%	0%	0%	9%
35	45%	27%	18%	9%
36	55%	18%	18%	9%
37	73%	18%	9%	0%

Goal statement number 29 dealt with providing services that promote the educational and social development of the community. Ten members of the panel marked the "Appropriate" column (91%), and one member (9%) marked the "Not Appropriate" column. The only comment on this statement was by the panel member who marked the "Not Appropriate" section. The comment read, "This is a mission statement for all libraries."

The focus of statement number 30 was the importance of providing quality and quantity in appropriate services to the Arab-American community. Seven members of the panel (64%) marked "Appropriate," two (18%) "Modify," and two others (18%) left no response. Two experts offered comments. One member replaced the word "requested" with the

word "determined" and added "analysis" after the word community. This expert also expounded, "This may be my idea, but I'm an advocate of the librarian's professional role as an information manager [I know this doesn't happen in practice every time!]".

The other commentator wrote:

> It is sometimes idealistic to aim at providing the community with "quality and quantity of services requested." It is up to library professionals to determine the quality and quantity of services based on the needs assessment as well as on budgetary restraints.

Supplying the community of Arab-Americans with resources needed to support their education was the theme of statement number 31. Nine members (82%) selected "Appropriate." One member (9%) of the panel marked the "Not Appropriate" choice, and another member (9%) voted "Modify." Two observations were made. One found the statement to be "too general; It should be included in the mission statement for all library users. It does not need to be repeated again." The other dealt with what is meant by former education. Is it "classes? workshops?, seminars?" or "is this bibliographic instruction for ethnic community."

Goal statement number 32 featured the role of the public library in the development and encouragement of creativity among talented people of the Arab-American community. Nine members of the panel (82%) marked the

"Appropriate," and two members (18%) marked the "Modify" column. Three short comments were made. Two experts questioned the word "creativity" in the statement. One expert indicated "critical." The other commented, "Types of creativity and tools." The third commentator wrote: "This sounds like it could apply to the art world. Do you mean literary creativity? Also many ethnic communities have low literacy rates."

The role of the public library as an important link between the school and the family was the topic of statement number 33. Nine members of the panel (82%) marked the "Appropriate," one member (9%) marked the "Not Appropriate" column; and another member (9%) left no response. The two comments on this statement are not in accord. One states, "excellent"; and the other states "May not be appropriate."

Goal statement number 34 dealt with introducing the information and referral services to the community. Nine members of the panel (82%) marked the "Appropriate" column, and two members (18%) marked the "Modify" column. Two comments were made. One comment stated, "referral services are important," and the other comment suggested amending the statement to read: "establish an information and referral service."

The subject of goal statement number 35 was the role of the public library in helping individuals from the

community. Five members of the panel of experts (45%) listed "Appropriate," three members (27%) "Not Appropriate," two members (18%) "Modify," and one member (9%) left no response. Comments on this statement were varied. One member underlined "each person" with no comments. Another member indicated that this statement is similar to statement number 34. A third member indicated that this statement is not appropriate because it is part of the general mission of the library. The last comment was a correction of the statement by changing "each person" to "ethnic" and added "too ambitious."

Promoting lifelong education was the stated goal of statement number 36. Six members of the panel (55%) marked the "Appropriate" column. Two members (18%) marked the "Not Appropriate" column. Two others (18%) marked the "Modify" column, and one member (9%) left no response. Comments on this statement were also varied. One comment indicated that the goal was too general and it should have been included in the mission statement for all library users. Another comment stated "it is not realistic to aim at meeting all of the needs of <u>every individual</u> or <u>each person</u> in the community."

The last goal statement under this step, number 37, dealt with the enhancement of the outreach services. Eight members of the panel (73%) marked the "Appropriate" column.

Two other members (18%) marked the "Not Appropriate" column, and one member (9%) marked the "Modify" column. Two comments were offered. One member edited the statement to read "extend library services into the community for needs of the nontraditional users." The other comment indicated that the statement was not understood clearly by the panel member.

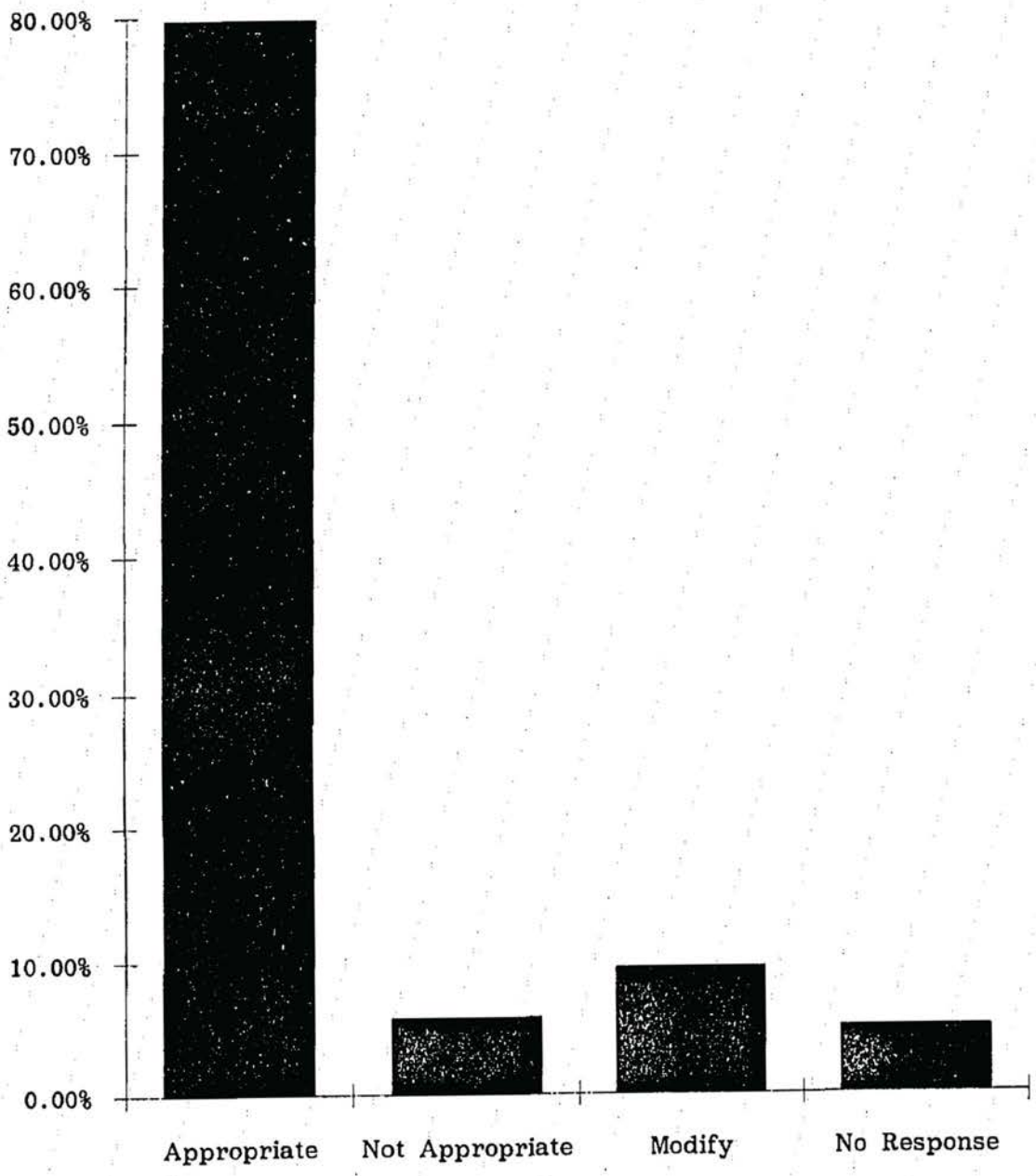
The overall rating of this phase by the panel of experts is shown in this table:

Table 10.--The Panel's Appraisal: The Execution Phase

Appropriate:	79.75%
Not Appropriate:	5.79%
Modify:	9.50%
No Response:	4.96

Chart 2.--The Panel's Appraisal: The Execution Phase

PHASE TWO: THE EXECUTION PROCESS



Phase Three: The Evaluation and Follow-up Process

Phase Three/Step One: Evaluate Services and Programs Offered

Table 1 goal statements (38-41) were developed to clarify this step. The following table is a summary of the panel of experts reactions to this step.

Table 11.-- The Panel's Appraisal: Goal Statements 38-41

Goal Statement	Appropriate	Not Appropriate	Modify	No Response
38	91%	0%	9%	0%
39	64%	9%	27%	0%
40	91%	0%	0%	9%
41	64%	9%	9%	18%

One of the major objectives of the evaluation process is to recommend further developments. Goal statement number 38 reflects this objective. Ten members of the panel (91%) marked the "Appropriate" column, and one member (9%) marked the "Modify" column. There were no comments from any member on this statement.

Another purpose of the evaluation process, the elimination of unnecessary services, was the theme of statement number 39. Seven members of the panel (64%) marked the "Appropriate" column. One member (9%) marked the "Not Appropriate" column, and 3 members (27%) marked the "Modify" column. Three comments were elicited. One comment

recommended the replacement of the word "eliminate" with "modify." The second comment amended the statement to read as "restructure as stated in the proposed model." The third comment added, "eliminate unnecessary or unsuccessful services and provide reasons why."

The purpose of goal statement number 40 was to emphasize the role of the evaluation process in implementing new services and activities. Ten members (91%) marked the "Appropriate" column, and one member (9%) left no response. No comments were made.

The last goal statement under this step, number 41, dealt with developing special programs and services as a result of the evaluation process. Seven members of the panel (64%) marked the "Appropriate" column. One member (9%) marked the "Not Appropriate" column. One other member (9%) marked the "Modify" column, and two members left no response. Three comments were made. One commentator indicated that this statement should belong to Phase Two/ Step Four: Offer Services. Another member indicated that the evaluation of programs should be by the community as well as by the library staff. The third comment indicates that this statement was a repetition of the evaluation step.

Phase Three/Step Two: Restructure, and If Necessary, Add or Delete Services

The last step in the model is the restructuring of the services and programs offered. Goal statements (42-45) reflect the concept behind this step. The panel of experts' reactions to this step is shown in table 12.

Table 12.-- The Panel's Appraisal: Goal Statements 42-45

Goal Statement	Appropriate	Not Appropriate	Modify	No Response
42	73%	0%	18%	9%
43	100%	0%	0%	0%
44	91%	9%	0%	0%
45	73%	9%	9%	9%

In order to keep the model active, goal statement number 42 was developed. Eight members of the panel (73%) marked the "Appropriate" column. Two members (18%) marked the "Modify" column, and one member (9%) left no response. Three comments indicated variously: " keep the model alive, revising as needed"; "if only the evaluation is affirmative"; and "if it is successful, alter it if necessary."

Another aspect of the restructuring phase is to expand and develop successful services. Goal statement number 43 reflects this concept. All eleven members (100%) of the

panel marked the "Appropriate" column. No comments were offered.

Goal statement number 44 indicated that the deletion of unnecessary services and the addition of new services were requisite for the library to continue to be active and relevant. Ten members (91%) of the panel marked the "Appropriate" column, and one member (9%) marked the "Not Appropriate" column. A comment and a correction were garnered by this statement. The comment stated "activate library operation is a confusing statement." The correction read, "activate library outreach operations and encourage the use of library facilities and services for Arab-Americans."

The last goal statement under this step, goal number 45 emphasized the library as an important agency in the community. Eight members (73%) of the panel marked the "Appropriate" column. One member (9%) marked the "Not Appropriate" column. Another member (9%) marked the "Modify" column, and one member (9%) left no response. Three comments were elicited by this statement. One comment stated "this is appropriate, but I think it belongs to the Offer Services part of the model." Another comment indicated that this statement belonged to the library general mission statement. The third commentator circled

the word "all" in the statement and indicated that this word was very broad.

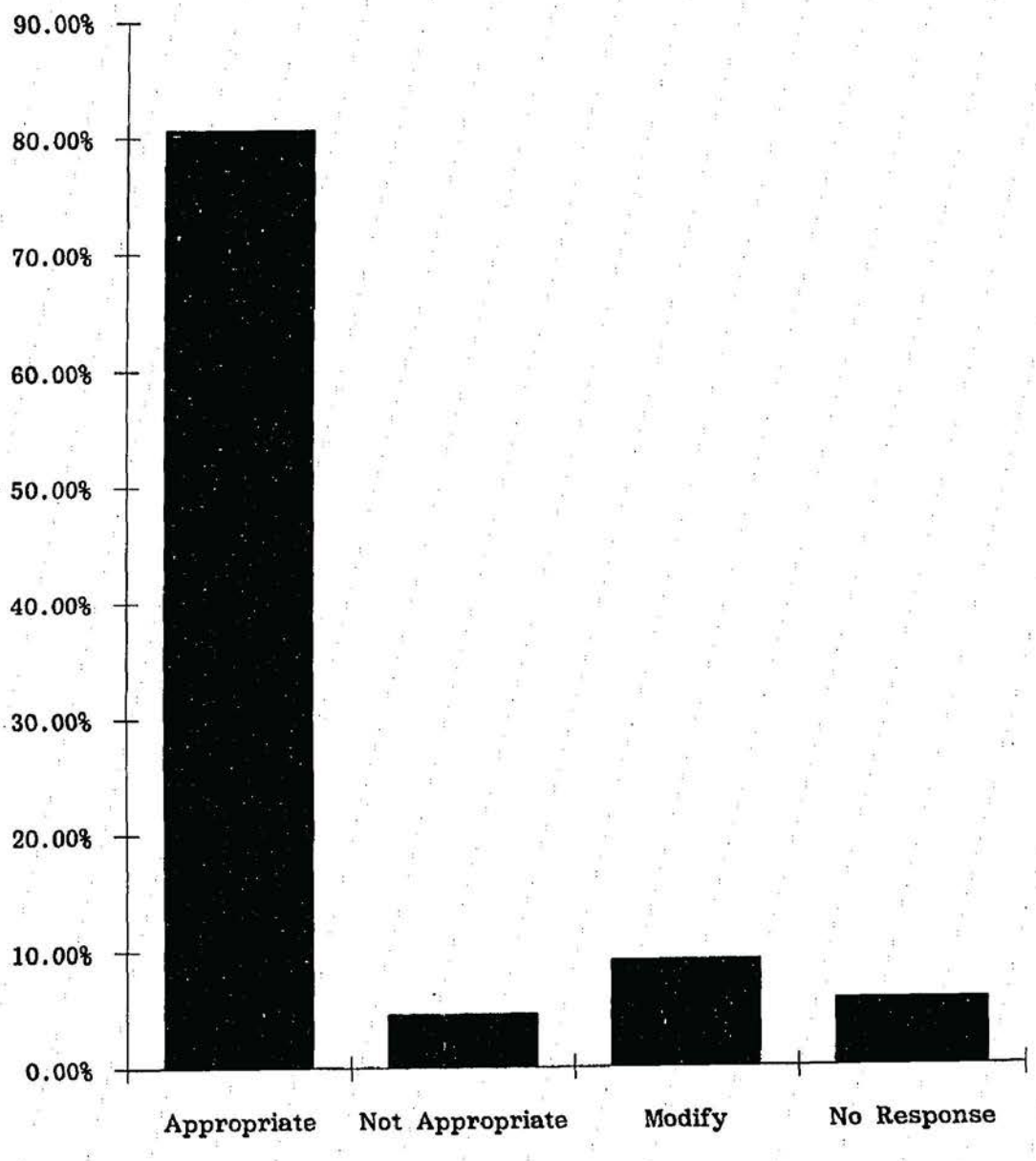
An overall rating of the third phase of the model is shown below:

Table 13.--The Panel's Appraisal: The Evaluation Phase

Appropriate	80.68%
Not Appropriate	4.55%
Modify	9.09%
No Response	5.68%

Chart 3.--The Panel's Appraisal: The Evaluation Phase

PHASE THREE: THE EVALUATION AND FOLLOW-UP PROCESS



General Comments and Suggestions

The last section of the questionnaire solicited general comments and suggestions from the panel. Five out of eleven members (45%) wrote comments that varied from one paragraph to one page long.

One member of the panel indicated that good community analysis was essential. The expert also indicated that "The other key factor is continually reassessing data (feedback) to determine how to revise the model as needed".

A second member of the panel indicated, "The Proposed Model with the 45 goal statements indicates in-depth research, concentration and desire to serve those ethnic communities that have not been reached or provided for in the public library community." The same member also added ". . .your doctoral dissertation has been thoroughly critiqued and I find the outline of the Proposed Model to be appropriate and surveyable, with a few minor modifications as indicated." The panel member's suggestions and modifications were indicated in the data analysis section.

A third member of the panel indicated "In general the goals look OK, though as a working librarian it's hard to look at goals, however detailed, apart from an actual library and community situation." The member also added,

> My experience in. . .suggests that there is more danger in success than in failure. What will you do if your services are a great success in the first year? Will

> your administration support continuation and expansion of outreach staff and services?. . .

The member also indicated "I suggest that the administrative commitment includes commitment from the board of trustees or other governing body and that all steps include provision for expansion of programs and services."

A fourth member of the panel indicated that the model is "too generic." The member also added, "After all, your purpose is to serve the information needs of the Arab-American community. I would like to see that come across in the planning and/or execution process." The same member also stated

> This is a community [Arab-American] that is little understood in America today. It is alienated by religious and cultural barriers. For the most part, it has been neglected and left to fend for itself. It is isolated but not under-privileged in the sense that it is poor and deprived. You don't see many Arab-Americans on welfare. Their kids have steered clear from drugs and crime. Fact is, they are entrepreneurial, energetic and business oriented. They value learning and scholarship and are determined to succeed. As such library services are extremely important and can make a difference in the quality of their lives.

The panel member also added

> This is why what you are doing is important. You are in a unique position to play an important role in bridging the cultural gap between the library, as an institution, and the Arab-Americans as a community. You are both a library professional and a member of that community, and as such, your contribution should be singular in value. For this reason, I would have liked to see your model reflect those singular qualities.

The last comment states "This is very interesting. . ., you have put a lot of time and thought into it."

In summary, the panel of experts contribution to this research was to the point and constructive. The returned questionnaire indicated the seriousness with which the panel of experts evaluated the model. Their comments varied from short incisive notes to cogent amplifications of complex points. The following chapter will incorporate the suggestions and all the comments compiled by the panel of experts.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND NEED FOR FURTHER RESEARCH

Summary

The study was designed for the purpose of developing a model which can be used to implement services for Arab-American communities. The developed model was based on a comprehensive review of the literature on model building, library services for American ethnic groups, and Arab-Americans. The developed model was evaluated by sending a list of goal statements with an outline of the model to a panel of thirteen experts in the area of library and information services for American ethnic communities. The findings of the study were presented in detail in Chapter Four.

Since the panel of experts advocated no major changes in the proposed model, it remains as critiqued but unamended. The comments and suggestions made by the panel have been reviewed in the recommendations section following this summary.

Conclusions

The goal of the researcher was to develop a model for public libraries to serve the library and information needs of the Arab-American community. Results of this research permit the following conclusions:

1. Cooperative efforts by public library administrators, public service personnel, and the Arab-American community constitute one of the requisites for providing needed library and information services to the Arab-American community.

2. The finding of the study is that the Arab-American community is a large and growing community in the United States. Its information needs require serious considerations from the public libraries serving their areas of residency.

3. The American media should project a positive image of Arab-Americans. Programs, articles, and other information tools should be produced and published to provide positive images of Arab-Americans. Public libraries should contribute to this effort by the distribution of these products to the American public.

4. Educating the American public about Arab-Americans will help in understanding the needs of this group. Workshops, lectures, guest speakers, shows, and other tools could be used by public libraries in the education process.

5. Hiring professionals and para-professionals from the Arab-American community will help public libraries to bridge the gap between public libraries and the Arab-American community. These professionals will facilitate reciprocal understanding between the library and their community.

Recommendations

Based on the literature review, the findings of this research, and the contributions of the panel, two sets of recommendations can be made. The first set are recommendations dealing with the model in general. The second set are recommendations that deal with specific proposed model phases.

General Recommendations

1. This professionally critiqued model must be tested by more than one public library to determine its effectiveness and to fine tune it for specific situations.

2. The ethnic service models studied have been helpful in the construction of this author's model by serving as a yardstick of comparison. The helpfulness of those models was limited in that they primarily addressed the needs of ethnic groups who were American-born, i.e. African-Americans, Hispanic-Americans, and Native Americans. Though many elements of those models could be directly

transposed into this author's model, a constant modifier was that Arabs are different from these groups in many respects. The cultural, linguistic, and religious heritages of the Arabs are much further from the American experience, and the Arabs themselves are much more heterogeneous in those characteristics than are African-Americans, Hispanic Americans, and Native Americans. Because of these factors, the earlier models are useful but limited in developing a model to serve Arab-Americans.

3. The literature on Arab-Americans is voluminous but tends toward generalization. The predominant image projected is that of a homogeneous people who can be understood with the knowledge of a few simple generalizations. There is little attempt to differentiate the Arabs by class, nationality, religion, or by such other demographic descriptions as urban versus rural. This oversight is understandable since Arab nationalities are still in the process of self-identification. The growing self-consciousness of Arabs as Arabs is a relatively recent phenomenon. Arabs have only appeared among the waves of American immigrants in the last fifty years. It is only during this time that America has been part of their focus. Just as these factors explain the past oversight of Arab-Americans, they now compel increased awareness of that growing American constituency. The impetus for increased

awareness of Arab-Americans is being augmented steadily by the ever increasing arrivals of new Arab-immigrants. This fact leads to the conclusion that the model being proposed is needed now and will be increasingly needed as the Arab-American community grows.

4. A continual updating of the contents and activities presented in the model should be a major consideration. Updating should be done by new studies by the researcher or any other scholar who has an interest in the subject.

5. Public libraries intending to implement this model should educate their staff with background information on Arab-Americans. There is an abundance of materials dealing with the historical and social background of Arab-Americans, as well as educational materials that teach involved persons how to communicate better with and understand Arab-Americans.

6. Leaders of the Arab-American community should be informed about the model before its implementation to permit sufficient time to notify the community as a whole.

7. School libraries serving Arab-American students should benefit from the proposed model. School participation may take different forms such as encouraging the Arab-American children to take advantage of what is going to be offered. Schools may work closely with the

public library in other activities related to implementing the model as well.

8. Where needs arise, public libraries should educate the American public about Arab-Americans. There are many ways to do this including displays, guest speakers, specifying a certain week or month of the year as "Arab-American Week" or "Month."

9. Public libraries should work closely with Arab-American organizations and the media to provide educational programs to the public to bridge gaps and to strengthen communication.

10. A communication network between the libraries serving the Arab-American community should be established so that they can share their experiences.

11. A directory of library and information centers serving the Arab-American community should be published and made available.

12. Academic libraries should work closely with public libraries in securing needed services for Arab-Americans.

13. Close working relations with committees, divisions, and round tables of the national library associations (such as ALA and PLA and local and national Arab-American organizations) would benefit those libraries interested in serving Arab-American communities.

14. Cooperation with the state library for advice, consultation or help should be considered.

15. Library school recruitment programs and curricula should focus on ethnic communities such as Arab-Americans in addition to the four major American ethnic communities.

16. Continuing research and assessment are necessary to keep up with changes in community needs.

17. Public school curricula should include positive aspects of Arab-Americans in order to promote better relations, to dispel any inaccuracies held by the children and to inform them of the important contributions made by this particular group. All of this with the goal of generating good will and respect between all ethnic groups.

18. Other ethnic communities can apply the model in general or employ specific services proposed in the model.

Specific Recommendations

Phase One/Step One: Secure (Library) Administrative Commitment.

1. Library administration should be consulted throughout the implementation of all model phases.

2. The outreach librarian should be granted the power necessary to carry out programs.

3. Funding of programs should come from operating funds rather than special (soft) funds.

4. The administrative commitment should include commitment from the board of trustees or other governing body.

Phase One/Step Two: Develop Statements of Goals and Objectives.

1. The developed statements of goals and objectives should be stated in quantifiable or measurable terms.

2. Statements of goals and objectives should be developed in accordance with the library's public service plans.

3. When stating goals for services, consideration of library's general mission and the Arab-American community structure should be taken into account by the outreach librarian.

Phase One/Step Three: Establish a Task Force.

1. The Task Force Committee should include appropriate individuals from library staff as well as from the community. The outreach librarian, leaders from the Arab-American community, and a representative from the library administration are possible persons to be included in the Task Force.

2. The Task Force Committee should establish a working relationship based on trust between all parties.

3. One of the main duties of the task force is to offer input that will improve progress towards better services.

Phase Two/ Step One: Conduct a Community Needs Assessment.

1. The need assessment should be multilingual to encourage participants whose English is not yet proficient.

2. The need assessment should focus on specific needs of the Arab-American community. Specific needs can be ascertained by asking leaders in the Arab-American communities.

3. The outcome of the need assessment should increase awareness of library resources to Arab-Americans.

Phase Two/Step Two: Analyze Collected Data.

1. Analysis of data should provide a list of needed services according to demonstrated quantified needs.

Phase Two/Step Three: Allocate Priorities of Services to Be Offered.

1. In allocating the priorities of services and programs to be offered both the library and the community should be considered.

Phase Two/Step Four: Offer Services.

1. A successful service should be maintained on a continuing basis.

2. Library services should be extended to reach non-traditional users.

3. Information and referral services should meet the community needs.

4. Bilingual staff should be involved in organizing and offering services.

5. Services should emphasize group norms over individual rules.

6. All means of publicity should be utilized to advertise services offered.

7. Effective public relations are a key factor in surmounting obstacles.

8. Appointment of field workers to make contact with groups or individuals from the Arab-American community should be considered.

9. An updated file of services and programs that the community desires but the library cannot currently implement should be kept.

10. Material that explains the history and culture of the Arab-American community should be available in appropriate format, quality, and quantity.

11. Materials such as books, videotapes, computer programs and games in the Arabic language should be acquired.

12. The in-service staff should be trained and given occasional workshops on a continuous basis.

13. The assignment of bicultural and bilingual staff to serve the community should be considered.

14. Organizing or participating in fairs of interest to the community such as book fairs and food fairs should be weighed.

Phase Three/Step One: Evaluate Services and Programs Offered.

1. When a specific service is to be implemented or deleted, reasons should be provided.

2. The community should participate in user satisfaction surveys to help in the evaluation of services.

Phase Three/Step Two: Restructure, and If Necessary, Add or Delete.

1. Add or delete services only if the evaluation is warranted.

2. Keep the model alive by continuing the restructuring process as needed.

Need for Further Research

Future research should include the following topics as enumerated.

1. The proposed model should not remain static. A follow-up study is needed to measure the success or failure of the proposed model. A questionnaire, interviews, a case study, or any other method may be used to collect information during or after the application of the model. Such research should help both the community and the library and increase possibilities of further research.

2. Research is needed to compare this model with similar models proposed for other American ethnic groups. This research could lead to the improvement of the model as well as of services to the communities involved in the study.

3. Continuing research and assessment of community/library needs is needed to examine values and effects of specific services recommended in the proposed model on the library and on the Arab-American community.

4. A study is recommended to examine the effect of applying the proposed model to other services offered by the library to the general public or to a specific group.

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APPENDIX A

Cover Letter to the Pilot Testing Panel

Dear...:

For my doctoral dissertation, I developed a model to serve as a guide for public libraries interested in serving their Arab-American communities. As part of this project, pilot testing of the questionnaire is recommended by many research experts.

You have been selected to serve in the pilot testing panel of this model. My selection criteria were based on your involvement in, or your position held, in the area of public service department(s) in libraries.

As a member of the panel, you are asked to help in reviewing the questionnaire and suggest or recommend changing, reconstructing, omitting, or editing any section of the questionnaire. Your comments and/or suggestions on each goal statement or on the model in general is very much appreciated and welcomed.

Enclosed you will find a sample of the questionnaire and an outline of the proposed model. I would greatly appreciate your help and quick response. I have enclosed a self-addressed, postage-paid envelop.

If you would like a summary of the findings of the study, I would be happy to share them with you at your request.

Thank you again for your time and your help. Please let me know if I can be of any help to you in the future.

Sincerely Yours,

Majed Khader

APPENDIX B

An Outline of the Proposed Model

Phase One: The Planning Process

Step One: Secure (library) administrative commitment.
Step Two: Develop statements of goals and objectives.
Step Three: Establish a Task Force.

Phase Two: The Execution Process

Step One: Conduct a community needs assessment.
Step Two: Analyze collected data.
Step Three: Allocate priorities of services and programs to be offered.
Step Four: Offer services.

Phase Three: The Evaluation and Follow-up Process

Step one: Evaluate services and programs offered.
Step two: Restructure, and if necessary, add or delete services.

APPENDIX C

The Informal Panel (the Pilot Testing Panel)

Shirley Smith, Head, Field Services
West Virginia Library Commission
Cultural Center
Charleston, WV 25303

Matt Onion, Assistant Director
Cabell County Public Library
455 9th St. Plaza
Huntington, WV 25701-1417

Tim Balch, Head of Public Services
Marshall University
400 Hal Greer Blv.
Huntington, WV 25755

Peggy Bias, Librarian
Putnam County Library
4219 State Rt. 34
Hurricane, WV 25526

Cynthia Richey
Children's Librarian
Mount-Lebanon Public Library
Mount Lebanon, PA 15228

APPENDIX D

Information About the Model

The proposed model, which is not included, consists of twenty pages. It includes three phases and several steps. Under each step, instructions and directions on the execution of the elements of that step are included.

From my literature review on model building, one method to help structure a model is to state certain goals for each proposed step or phase. The final draft of these stated goals will be evaluated by professionals such as you to indicate if the goals are appropriate or not.

Instructions for Answering the Questionnaire

What you are receiving is a set of goals that may apply to each step in the model. Elements considered essential for the model were used to construct this questionnaire in the form of statements. Please

1. Mark the appropriate space preceding each goal statement;
2. Feel free to comment on each goal statement;
3. Feel free to suggest any changes or editing on each goal statement or in the model in general.

Thank you again for your time and consideration.

APPENDIX E

Questionnaire

Phase One: The Planning Process

1. Secure (library) administrative commitment.

Appropriate	Not Appropriate	Modify	goal Statement
			Provide technical, financial, and managerial support and advice.
			Strengthen the position of the outreach librarian.
			Provide coordination and administrative assistance to the outreach librarian.

2. Develop statements of goals and objectives.

Appropriate	Not Appropriate	Modify	Goal Statement
			Enhance the model execution strategies.
			Serve as a map to follow during the application of the model.
			Enhance the implementation of all model procedures and steps.
			Support plans for the establishment of services to be offered.

			Provide clear directions for model implementations.
			Support further arguments if necessarily on all model phases.

3. Establish a Task Force

Appropriate	Not Appropriate	Modify	Goal Statements
			Facilitate communication and cooperation among all persons involved.
			Identify resources needed to execute model phases.
			Assist the outreach librarian in securing financial, human, and other resources needed to implement the model.
			Enhance a comfortable, friendly, and productive atmosphere for all parties involved.
			Suggest ideas and methods that help in the execution of all model phases.
			Provide an invaluable link between all parties involved in model execution.

Phase Two: The Execution Process

1. Conduct a community needs assessment.

Appropriate	Not Appropriate	Modify	Goal Statements
			Identify the community library needs and interests.
			Support further arguments on services to be offered.
			Provide directions and help as to what is to be offered.
			Encourage community involvement in relation to library functions and operations.
			Provide adequate services that meet community needs.
			Provide knowledge and information on the community and its library concerns.
			Increase awareness among library professionals of the ethnic community to be served.

2. Analyze collected data.

Appropriate	Not appropriate	Modify	Goal Statements
			Provide selected list of needed services.
			Recommend access tools and procedures.
			Match services requested with resources available.

3. Allocate priorities of services and programs to be offered.

Appropriate	Not Appropriate	Modify	Goal Statements
			Organize requested services according to their importance and library affordability.
			Highlight necessary or urgent services.
			Help in finding ways to administer needed services.

4. Offer services.

Appropriate	Not Appropriate	Modify	Goal Statements
			Promote the cultural, educational, and social development of the community.
			Provide appropriate forms, quality, and quantity of services requested by the community.
			Support formal education by supplying the community with needed resources where feasible.
			Develop and encourage creativity in the community by providing necessary resources and tools.
			Emphasize the major role of the library as a vital link between school, community, and family.

			Connect individuals to community resources and services that will meet their needs and solve their problems.
			Meet the intellectual, cultural, and recreational needs of each person in the community.
			Organize the best materials and services to provide opportunities for continuing lifelong education of every individual in the community.
			Extend special services into the community for special needs clients.

Phase Three: The Evaluation and Follow-up Process

1. Evaluate services and programs offered.

Appropriate	Not Appropriate	Modify	Goal Statements
			Make recommendations for further development.
			Eliminate unnecessary or unsuccessful services.
			Provide opportunities for developing new services.
			Establish programs and evaluation measures geared to meet specific needs.

2. Restructure, and if necessary, add or delete services.

Appropriate	Not Appropriate	Modify	Goal Statements
			Keep the model active.
			Provide opportunities for successful services to expand and develop.
			Activate library operations and encourage the use of library facilities and services on a continuing basis.
			Perpetuate the library as a lively center of ideas and activities for all community needs.

General Comments and Suggestions:

APPENDIX F

Cover Letter to Each Member of the Panel of Experts

Dear....:

For my doctoral dissertation, I have developed a model to serve as a guide for public libraries interested in serving their Arab-American communities.

You have been selected as one of ten experts to review this model. My selection criteria were based on your involvement in projects oriented to serve ethnic communities other than Arab-Americans, and/or your experience, position held, and writings in the field of librarianship and information services for American ethnic groups.

As a member of the panel, I am asking you to respond to the list of 45 goal statements provided. You may indicate whether the statement is APPROPRIATE, NOT APPROPRIATE, or MODIFY. Your comments and/or suggestions on each goal statement (or on the model in general) will be much appreciated.

Enclosed, please find a sample of the questionnaire, information about the model, and an outline of the proposed model. I hope you can respond within two weeks. I have enclosed a self-addressed, postage-paid envelope. If you would like a summary of the findings of the study, I would be happy to share them with you at your request.

Thank you again for your time and your help. Please let me know if I can be of any help in the future.

Sincerely yours,

Majed Khader

APPENDIX G

The Panel of Experts

Wanda Harden
Community Relations Coordinator
Mideastern Michigan Library Coop.
Flint, MI 48502

Mr. Allan Wagner
New Americans Project
89-11 Merrick Blv.
The Queens Borough Public Library
Jamaica, NY 11432

Becky Albert, Literacy Coordinator
New Hampshire State Library
20 Park St.
Concord, NH 03301

Karen Downing, Reference Librarian
Undergraduate Library
University of Michigan
Ann Arbor, MI 48109

Dr. S'Ann Freeman, Literacy Program Coordinator
San Bernardino Public Library
555 West 6th Street
San Bernardino, CA 92410

Dr. Carla Hayden, Deputy Commissioner/Chief Librarian
City of Chicago Public Library
Administrative Center
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Noha Ismail, Reference Librarian
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Fullerton, CA 92632

Dr. Fred Reenstjernas, Interim Librarian
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Roseburg, OR 97470

Clyde Scoles, Director
325 Michigan
Toledo-Lucas County Library
Toledo, OH 43224

Vivian Sykes
University of Michigan
Graduate Library
Ann Arbor, MI 48109

Linda L. Tse, Outreach Librarian
Service to Cultural Minorities
Department of Public Libraries
8901 Colesville Road
Silver Spring, Maryland 20910

Rita Yribar
Prunedale Branch
Monterey County Free Library
17822 Moro Road
Salinas, CA 93907

APPENDIX H

Follow-Up Letter

Dear...:

Three weeks ago you received a questionnaire concerning a developed model for public libraries interested in serving their Arab-American population. This is a reminder to ask your help in completing and returning that questionnaire. If you have already done so, thank you. If not, your reply is needed to help in completing the research.

Thank you again for your time and consideration.

Sincerely Yours,

Majed Khader

CURRICULUM VITAE

MAJED KHADER
P.O.BOX 4124
HUNTINGTON, WV 25729
(304) 523-6088

1. EDUCATION (Degree/Certification, Institution, Date, Specialty)

   Ph.D., Texas Woman's University, May 1992, Library Science

   Post-Master's Certificate, University of North Texas, 1986, Library Science

   M.S., University of North Texas, 1986, Library Science

   B.A., University of Jordan, 1976, Arabic Language and Literature

2. PROFESSIONAL EXPERIENCE (Dates, Place, Title)

September 1989-Present	Marshall University/Reference Librarian and Part-Time Teaching Faculty
January-September 1989	Collin County Community College/TX, Reference Librarian

3. FACULTY LOAD

   Full-Time Reference Librarian

4. TEACHING ASSIGNMENTS (Most Recent)

   Fall Semester, 1990
   ITL 621, Inst. Tech. Research and Writing, 3 semester units

   Spring Semester, 1991
   ITL 320, Cataloging & Classification, 3 semester units

   Interim session (May/June) 1991
   ITL 320, Cataloging & Classification, 3 semester units

   Fall Semester, 1991
   RST 280, The World of Islam, 3 Semester units

Spring Semester, 1992
ITL 420/520, Cataloging & Classification, 3 semester units

5. CURRENT PROFESSIONAL MEMBERSHIPS

American Library Association
West Virginia Library Association

6. RESEARCH

Dissertation topic: A Model of Library Services Proposed for Public Libraries Serving Arab-Americans Communities