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This paper discusses the results of research and field observation at eight local libraries into the standards of electronic access for Spanish speakers. The objective was to assess immediate Spanish-language accessibility within both the web presence and the physical space around computer workstations at each of the libraries in order to help evaluate possible future improvement. Field research for the study was guided by an observational rubric of key accessibility features with the aim of finding patterns in their implementation or absence. The results indicate major gaps in the basic Spanish-language service within most of the libraries as well as a profound degree of variability between offered services at each. Future improvement calls for a pragmatic understanding of foreign language perspective and the need for better interlibrary communication.

Headings:

Hispanic Americans and Libraries

Information Retrieval -- Social Aspects

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SPANISH-LANGUAGE ELECTRONIC ACCESS IN THE PUBLIC LIBRARY

by  
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## Introduction

The American public library has traditionally valued popular education as one of its central and defining purposes. This directive has proven its staying power in philosophical terms, but the specific methods to achieve it have necessarily transformed over time in order to reflect the changing composition and concerns of the community it aims to serve. Thirty years ago the public education called for illegible scribbles on an index card. Today we have come to incorporate the provision of free information access, often in electronic form, as a central tenet. And thirty years from now our educational responsibility might require us to secure laser-guided nano-optic cyborgs beneath the corneal epithelium of our patrons' eyeballs. But right now we don't have to worry about cyborgs. Instead we have to constantly reevaluate our aims based on the patronage we're serving and the means we have to do so.

As of 2006, 19.7 % of the U.S. population 5 years and older spoke a language other than English at home (U.S. Census Bureau 2006, R1601). 8.7% of the population spoke English less than "very well" and 5% of U.S. households were "linguistically isolated," defined as a household where no member over 14 years old speaks English "very well" (U.S. Census Bureau 2006, R1603, S1601 respectively). The immigration boom leading to these figures, resulting primarily from the Spanish-speaking Latino community, has emerged as one of the heavy hitters amongst all contentious political issues in the country. These rather fraught debates have spread awareness of immigration

as a national phenomenon, with an understanding of its benefits and challenges finally going beyond the southern border states which have traditionally concentrated these populations. Librarians are quick to claim bragging rights for access provided to various tiny groups of downtrodden and forgotten, such as the blind or the shut-ins, via specialized services, so the logical assumption should be that proportionate attention is being paid to these millions of non-English speakers in the name of their education and free information access. A handicap ramp might let Patron X get into the library, and an AMD quad-core might provide blazing access to comprehensive e-resources, but if he can't read any of it then the library might as well be operating out of a fruit cart. As the literature has noted, "communication with the non-English speaking or limited-English speaking in "English only" will not only fail to convey sign and meaning, it will create an insurmountable psychological barrier" (Wohlmuth 2000, p.47).

Zippering alongside this demographic development is the ever-expanding technological landscape, and its increasingly intimate relationship with information access at its most quotidian. Beyond its relevance to academic function (e-journals, online catalogs and the like) computer use grows closer and closer to being an essential tool to standard life skills, with job applications, banking, and other such features of daily life regularly found online. Libraries have so far been steadily transforming to reflect this growing need for electronic competency via increased funding to computer resources and the promulgation of computer literacy programs.

The library then has two clearly evident directives when considering how to better adapt to the needs of today's patron: to make the library and its services more accessible to non-English speakers, and to continue to promote basic computer literacy. These goals

should ideally not just operate individually but also merge into some effort at establishing foreign-language access to electronic resources. The purpose of this paper is to examine how several local libraries are confronting these objectives, first by looking at their foreign-language access in general terms and then by focusing on how their efforts have been translated to their public computers. Theoretically I would have liked the paper to address any and all sorts of foreign-language access, but since Spanish was the only language I could realistically hope most libraries to concern themselves with I have limited the topic to Spanish only.

## Literature Review

A review of the literature reveals limited coverage of the need to establish and expand electronic information access amongst Spanish speakers, despite considerable discussion on the general impetus to develop Hispanic services, as well as on the importance of improving computer-based information accessibility to the population at large.

### *Serving Latinos*

According to projections by the U.S. Department of Commerce (1999), the Hispanic population will grow to 58.9 million in 2025, then to 96.5 million in 2050, at which point it will comprise almost 25% of the total population (p.4). The academic response to the rise of this population and the associated foreign-language presence has been consistent, if not overly bold. Some authors choose to introduce their accommodation as an ideological imperative, stating, “The presence of ... a librarian willing to expend the extra effort to communicate with someone who is unable to readily express his or her needs in English is a tangible symbol of an institution’s commitment to provide equal access” (Wohlmuth 2000, p.48). Some look to the prospect as a natural continuation of the library’s historical mission to “increase...social and cultural capital” of recent immigrants (Cuban 2007, p.12). Others simply look to the staggering

demographic projections, and discuss the issue not in terms of its theoretical justifications but rather by asserting its inevitable and fundamental centrality to the library's future. One collection developer laments the "veritable Tower of Babel" that she must already address when acquiring resources (Coon 2003, p.43). Whatever the approach, there is at this point a significant scholarly awareness of Hispanic and foreign language patrons and the need to address them, though practical solutions are still fairly scarce.

The literature is not overly sunny in evaluating how thoroughly its awareness has carried over to public libraries out in the real world. One paper claims, "The evidence indicates that the acceptance of library services and materials for the Spanish speaking is still an emerging concept and, although such services are now supported in many communities, at least in theory, there are still many libraries that are reluctant to support such services" (Güereña 2000, p.139). The author declines to get too accusatory in his examination, but calls attention to the near total lack of library literature on the subject before the 1970s, and its slow progress for years after its development. It is possible that serious awareness of foreign-language populations is still a fresh enough concept within the library world that it has not yet had time to blossom into streamlined solutions or a systematized approach.

In *Breaking Through the Linguistic Barrier*, Sonia Ramírez Wohlmuth touches on the politically charged element to publicly funded Spanish-language services, which also may help explain why some libraries have been slow to move from English exclusivity. Supporters of bilingual initiatives are often cast as culturally disloyal bleeding hearts or de facto supports of segregation via linguistic isolation by certain political groups who fear an immigrant invasion on tradition and a reduction of labor standards. To brazenly

support such a movement with tax dollars may constitute nothing short of treason, in their eyes, and if these citizens are in control of tax allocations then the library will need to step carefully with its collection. Wohlmuth tries to reason away the old-school viewpoints by pointing to historical precedent. She tells us to recall the days, so many centuries ago, when the Spaniards ruled Florida, and when the great nation of Spain defined the naval horizons of this earth. As both librarians and citizens we must think about the ‘big picture’ when it comes to such debates, and recall that language-affiliated sociocultural developments have a history of rough but broadly continuous integration within the New World.

Wohlmuth proposes three possible reactions a foreign-language speaker might have in a library that does not cater to their native tongue. The first is avoidance, where the potential patron rationalizes that they actually don’t need the library, and then quickly scurries away to a safer environment. The second is “a search for alternative avenues to satisfy needs for recreational reading or information/reference services” (Wohlmuth 2000, p.42). Via this option the lost patron just asks coworkers for information or borrows whatever necessary materials from friends and family. The third route is for the patron to pretend that they speak English and accept materials they can’t utilize, in great shame and disgrace. With all three of these options the librarian will never even know there was a problem. Thus it is of great importance that the library is appropriately equipped to serve non-English speakers, as their concerns will not otherwise be vocalized.

Some authors encourage librarians to consider that the function and purpose of the American library is nowhere near universal to libraries worldwide, and envision how

recent immigrants might thus approach the institution itself. A potential patron coming from Mexico might very well possess an image of 'the library' that is fundamentally different from the one expected by U.S librarians, based on his experiences or the popular perception of libraries in Mexico. Siria Gastelum (2006) writes, "Historically, the public library system has been linked to national education policies that make it mandatory for school children to visit libraries. However, this policy has transformed the library from a place to read for leisure to a place to get information only." Government's prominent role in the place and structure of libraries has left many Mexicans with a negative association related to the heavy-handedness and inefficiencies of public service. Gastelum (2006) describes Mexican libraries as being populated primarily by younger grade school students and largely considered "an uncomfortable and uninviting space." Outreach and cultural programs are a rarity. If a significant portion of a Spanish-speaking service population is coming from this environment then it's important that librarians take a more active role in promoting and clarifying what it is they do and don't do, and if possible try to engage this community outside the walls of the library.

Once promotional efforts have been initiated it is also important that libraries then give concerted thought to what materials will sustain interest within the particular community. Jon Sundell (2000) points to a survey taken in Forsyth County, NC, that indicated that 89% of its Hispanic immigrants were employed, with 94% working at least full time and close to 29% working more than 45 hours per week, usually at blue-collar jobs (pp.144-145). Thus, as he states, "it is a very common, if not prevalent, characteristic of Hispanic immigrants to have their time and energy almost totally consumed by work, leaving little time for unfamiliar diversions" (Sundell 2000, p.145). A relatively new,

culturally variant population with their own schedule considerations will necessarily have different priorities and interests in both leisure and pragmatic resources than the traditional library service population.

The needs of children of Mexican immigrants also differ considerably from those of their contemporaries. Hector Marino (2000) points out that five million public K-12 students do not fluently speak or read English (p.91). He states that “this new multicultural student body, reflecting the country’s pluralistic society, dictates that immediate attention be paid to the educational resources needed by these students” (p. 92). As a vital branch of the country’s public education system, libraries have a clearly delineated responsibility to address the needs of this growing population.

As a public institution committed to providing access for all of our country’s inhabitants, it is necessary that we understand the multi-faceted challenge of serving the Spanish-speaking population. Libraries can not fall into complacency in the face of such staggering demographic changes.

### *Internet accessibility*

Electronic access has developed into a centerpiece of library service over the last decade in recognition of its increasingly integral function to societal participation. Banking, job finding, housing, and a huge number of other personal and professional services are now greatly facilitated by familiarity and competence with computers and the internet. Library patrons have come to recognize this movement as within the scope of the library’s educational mission, and by 2003 already considered “computers for public

used” as one of their top 3 priorities for library service (Marist 2003, p.10). The public library world has done an excellent job in responding to this demand and recognizing the value of electronic access for the education of and service to its members. As of 2007, 99.7% of public library branches were connected to the internet, with 99.1% offering public internet access and 54.2% offering wireless access (Bertot 2007, p.5).

Public libraries have also been at the forefront of combating the ‘digital divide’ - a phenomenon described by the Gates Foundation (2004) as “patterns of unequal access to information technology – particularly computers and the Internet – based on income, ethnicity, geography, age, and other factors. Over time it has evolved to more broadly define disparities in technology usage, resulting from a lack of access, skills, or interest in using technologies” (p.2). Research indicates that patrons reliant on public library computers as their only source of electronic access are more likely to be within groups commonly identified to be ‘digitally divided’, such as minorities and low-income earners. Hispanics (13.8%) use public library computers more than whites (8.6%) (Gates Foundation 2004, p.19). 20% of Hispanic youth use them (Gates Foundation 2004, p.20).

Despite a generally positive outlook, most research also calls attention to the great strides that still need to be made in providing electronic access. According to a report to the ALA by Bertot (2007), nearly 80% of public libraries do not have enough public workstations to consistently meet demand, with only 14% of North Carolina libraries possessing enough workstations to do so (p.8, p.64). Additionally 22.8% of North Carolina libraries do not offer patron information technology training (Bertot 2007, p. 115). This is a significant absence, given the results of a Pew (2007) study indicating that many internet non-users are not online due to a lack of faith in their skills and the

perceived difficulty of computer use (p.14). Libraries are thus being called upon not only to meet the hardware demands required by their user base, but also to expand that base by promoting and instructing in the use of electronic resources. The same studies additionally emphasize the absolutely crucial role that public libraries now play in resolving the digital divide, even if they may not be adequately equipped to do so. 51.4% of North Carolina libraries and 73% of public libraries nationwide believe that they are the only source of free internet access within their community (Bertot 2007, p.10, p.135). 50.2% nationwide believe that they offer technology training to those who otherwise would not have any (Bertot 2007, p.115).

These trends illustrate a clear prerogative to continue developing electronic access capabilities within the public library, and to continue directing these services at the underprivileged who most need them. As ably as public libraries have served the electronic needs of its patrons, demand continues to outstrip supply, and the “digital divide” will only increase in urgency as more of our societal structure continues to migrate to electronic medium.

### *Foreign-language electronic access*

A language barrier to electronic access is demonstrably present within the United States. According to the Pew Internet & American Life Project (2007), only 32% of Spanish-dominant Hispanic adults use the internet, as compared to 78% of English-dominant Latinos (p.9). The study clarifies that “this connection does not diminish when other factors are held constant, such as age, education, income, or nativity” (Pew 2007,

p.9). Ideally the public library should thus be addressing this population as part of its commitment to the digitally divided and to public education via electronic access. Potential users that lack ability in the country's dominant language are sizable in number and are at a severe disadvantage for a range of aspirations and responsibilities, making them a seemingly straightforward priority for the library's mission. Development in furthering electronic access for this community, however, has been strangely stagnant. As one cataloger notes, "Collection development and acquisition of Spanish-language titles receives steadily increasing attention in U.S. and Canadian public libraries. Yet despite a growing consciousness of frontline public-service concerns in accommodating speakers of Spanish, precious little care is invested in the technical services realm of the library's responsibility to these users" (Jensen 2001). As a result much of the relevant literature discusses the necessity and potential of the movement rather than its accomplishments.

Graciela Berlanga-Cortéz (2000) emphasizes the egalitarian promise of the internet in her justification of why "[l]ibrary professionals must be the forerunners in introducing the culturally and linguistically different users to the World Wide Web and to the virtual communities being created continually" (p. 59). Her argument follows the common panegyrics on internet as the great emancipator. Where today's proletarian, so destitute in his opportunities, and so differently-languaged in his sociocultural background, may rise up against his oppressors via 'global village' solidarity and remote-access educational resources. Bringing electronics to foreign language populations is thus, the argument goes, a significant step forward for universal equality. And since our traditional sources of public education are so visibly crumbling under the scleroses of

today's antediluvian mindset, it necessarily rests upon us, the historically-oriented librarian, to step up to the plate and teach immigrants about computers.

Ben Ocón (2000) emphasizes the potential that technology holds for outreach services within the Latino community. The internet does not stop at facilitating basic e-resource access, he informs us, but can also serve as a powerful tool to help offset the reluctance and suspicion Latinos might hold against the library (detailed in the first section of this literature review.) He encourages librarians to link to Spanish language and Latino oriented sites on their library's homepages, and to post information about relevant services and resources. Due to its power to connect and inform, he argues that "the advent of the Internet has also necessitated an advocacy for technology instruction to the Latino community" (Ocón 2000, p.190).

Other authors on the Latino community echo Ocón's recognition of internet's potential to serve and integrate with their needs. Romelia Salinas (2000) argues that "in addition to providing a means for dialog, electronic discussion groups contribute to the development of the foundation that facilitates and invites the Latino community to engage this new technology" (p.236). Perhaps a sizeable number of foreign-language speakers stay away from computers not because of suspicion or time constraints, but because it is totally irrelevant to their lives, or at least perceived as such. If this is the case then educating even a small number to be computer literate could turn into a far larger success, if they go on to help develop the locally-involved social and help networks that are so prevalent in the middle class English-speaking world.

Though the directly relevant literature has not yet been thoroughly developed, it does succeed in presenting a powerful justification for improving on electronic access to

foreign-language users. Both statistical and ideologically centered arguments demonstrate that the issue is pressing and immediately relevant to the library's fundamental objectives and capabilities. I will now explore how closely public libraries are currently pursuing this imperative.

## Methodology

Eight local public libraries selected for proximity were visited and analyzed for the paper. Before conducting my observations I constructed a ‘checklist’ of Spanish-language accessibility indicators in order to provide some structure to my analysis and to derive a certain degree of quantitative data. The goal of the project is to assess immediate accessibility to a first-time patron rather than the depth of a library’s collections or services, and the checklist was constructed to reflect this. The list is comprised of eleven ‘general accessibility’ features (translated facility signs, Spanish-language pamphlets available) and nine ‘computer accessibility’ features (Spanish-language interfaces, Spanish-language computer classes offered.) The twenty total indicators and their results are listed in Appendix A.

My fieldwork in the libraries was comprised almost entirely of ethnographic research via unobtrusive observation, as defined by Gorman and Clayton (2005). My only direct interactions were to check the library login screens for Spanish-language access, to check the default homepage on the public workstation internet browsers, and to ask at the Reference desk to speak with a Spanish-speaking librarian.

After each observation I visited the library’s homepage and the default workstation browser page in order to evaluate their online foreign-language access. I also checked the online catalogs for the number of listed Spanish-language resources as a very approximate indicator of their holdings. In the Durham County, Chapel Hill and

Hyconeechee Regional online catalogs I did this by applying Spanish as a limiter in the language box, entering “Spanish language materials” in the general keyword field, and then running individual searches limited to each branch covered. In the Wake County Public Libraries catalog I did this by entering “Spanish language materials” in the general keyword search, as there was no language limiter available, and then limiting to the branch covered.

All eight library visits were conducted within a single week to keep comparisons fresh in the mind. My intent was to capture the overall foreign-language accessibility of each library by both watching for described indicators and also by conducting unstructured observation of any feature that would be more difficult to identify quantitatively. The goal was to synthesize the qualitative and quantitative into a single portrait of the libraries’ individual and collective approaches to the issue.

### *The Libraries*

The eight libraries I observed were exceptionally varied in their size, function, location and resources, and spanned 3 separate counties. A mix of new, old, urban and suburban libraries were involved, including an ‘electronic library’ and a mixed-use library attached to a middle school. I hoped the degree of variety would help me approximate which strategies are more fundamental to the institution, and which are independent features of the individual libraries surveyed.

The Durham Main Branch, Stanford L. Warren Branch, and East Regional Branch are all part of the Durham County Library System, which had 223,314 people in

its service population as of 2000, with 7.63% Hispanic or Latino of any race (U.S. Census Bureau 2000a). The approved budget for all libraries in the system was \$9,419,649 in the 2007-2008 fiscal year (Durham County Government 2007, p.223).

The West Regional is a branch of the Wake County system, which in total has 6 regional libraries, 10 community branch libraries, and 3 specialty libraries. The county was home to 627,846 in 2000, with a Hispanic population of 5.4% (U.S. Census Bureau 2000b). The library system's adopted budget expenditures for 2008 total \$16,136,662 (Wake County 2007, p.108).

The Orange County Public Library, Carrboro Cybrary, and Carrboro Branch are all part of the Hyconeechee Regional Library System serving Orange County. The county had a 2000 population of 118,227 with a 4.46% Hispanic population (U.S. Census Bureau 2000c). The 2008 manager recommended expenditures for the entire system is \$1,076,659, with \$750,775 for the Orange County Public Library; \$81,639 for the Carrboro Cybrary; and \$138,173 for the Carrboro Branch (Orange County 2007). The Chapel Hill Public Library is also located in Orange County, and grants free membership to any resident of the county, but operates independently of the Hyconeechee Regional system. It has an adopted budget of \$2,256,832 for the 2007-2008 fiscal year (Town of Chapel Hill 2007, p.171).

## Findings and Discussion

Each library presented a distinct approach to the Spanish-speaking community and to electronic access. I would like to preface my discussion by stating that a critical approach was necessitated by the assignment, and that my findings are meant only to evaluate accessibility within each of these libraries. Any judgment passed does not speak to the content quality of the library's collections or services nor to the competency or dedication of their staff.

I will begin by summarizing my observations according to the chronology of my visits before moving on to an overview using the list of indicators. This summary will serve to briefly describe the library's general accessibility, to cover more qualitative observations, and to provide additional detail to the list of indicators.

I began my observations with the East Regional branch, part of the cluster of libraries located in Durham and all belonging to its county-wide library system detailed in the methodology. The zip code to which the East Regional belongs is home to 3,264 Hispanics against a 31,682 total population (U.S. Census Bureau 2000d). There is no Spanish-speaking librarian on staff. The building is in a newly developed area, not immediately recognizable as a library, and quite difficult to spot from the side of the road. If a potential patron were not explicitly looking for it, having found directions beforehand, they would likely not stumble across it or recognize it for what it was.

The interior is notably more welcoming. Lining the wall near the entrance are several bulletin boards and pamphlet racks promoting library services and local activities. Amongst the pamphlets I found four installments of the Spanish-language “Esta et la Ley” series, which is created by the North Carolina Bar Association and not the library itself. The pamphlets covered domestic violence, child custody, property rights, and health concerns. On the bulletin board was a Spanish promotion for the national “Smartest Card/@ Your Library” program, and a posting by the Durham Literacy Center searching for ESL tutors to work with immigrants.

The bulletin board also contained a promotion for “Basic Computer Classes in Spanish” organized by the Durham County library system. The sparse leaflet covered the dates and times (every other Saturday for five Saturdays, from 12:30 – 2:30), the location (A/V room of Durham main branch) and contact information. It also stated that the classes were free but had limited space, and that topics would be determined after the first class session. The promotion itself was in English only and had no Spanish translation.

Facility signage is standardized with Spanish translation (and Braille), such as the bathroom signs, fire extinguisher markers, and, strangely, the library’s in-house kitchen. The bookdrop and periodicals section are also indicated in Spanish. The library thus displays at least a token acknowledgment of foreign-language patronage and an effort to accommodate them.

The login screen for the PC reserve ticket system (PC Reservation) has a Spanish option that is activated by clicking on a Spanish flag. The computerized self-checkout system also has an available Spanish interface, though this was not accompanied by a bilingual mirror of the English instructional supplement. The home page upon accessing

the computers, which is the Durham County Library system's home page (detailed in the "Durham Main" section below) does have some Spanish-language support, but is a product of the county system as a whole, likely spearheaded by the main branch. The online catalog lists 879 Spanish-language materials in the branch.

The East Regional's efforts are best described as well-intentioned but limited. Both its physical and electronic presences make reasonable use of generalized, third party offerings (built-in interface options activated, statewide pamphlets distributed) which do help prevent the library from being totally alien to a patron relying on Spanish. There is a visible awareness of Spanish-speaking community. However little is done to extend access beyond cosmetic alterations, and an effort to appeal to or service local communities.

The next Durham system branch I visited was the Stanford L. Warren, historically the Durham Colored Library. The zip code to which it belongs is home to 3,936 Hispanics against a 42,671 total population and there is no Spanish-speaking librarian on staff (U.S. Census Bureau 2000e). The branch is located in a more urban part of the city, rendering it better accessible to pedestrian traffic. The exterior of the building is considerably more visible than the East Regional, possessing a Spartan sort of sharpness that stands out against the rest of the neighborhood.

Entering the library there is no evident groundwork for appealing to a foreign language community. The rather prominent imagery (plaques, statues) is mostly historically oriented to the library's racial affiliations. There were no Spanish-language postings on the entry bulletin board, and in fact not a single foreign-language pamphlet, flyer, or other promotional posting in the entire library, aside from a single bilingual

public transit schedule. The only visible Spanish in the branch is on the standard facility signage (bathroom, stairs, no exit, electrical room.) In the children's section there was a single sheet of paper marking the library's "Spanish Language Easy Picture Books," which had no equivalent in the adult section.

The computers offer the same Spanish-language option on the PC Reservation system, which is standard on the three Durham branches I visited. The self checkout system has a Spanish-language option as well. Each computer has an English-only informational sign on top that describes how much time is allowed. Instructions on making copies were also in English only. The library's website is again that of the Durham Library system as a whole, which I will cover in the "Durham Main" section following this one. The online catalog does not contain the branch in its location limiter field so I was unable to check for the number of listed materials.

Given its history as the colored library of the area it is difficult to fault the Stanford L. Warren branch for maintaining and emphasizing its cultural ties. That should not prevent it from extending an effort to a community so significantly represented in its service population, however, particularly when there was a budget to renovate the building between 2004 – 2006. Minimal acknowledgment is granted via bathroom signs and login options, but much like with the East Regional it is difficult to perceive these as any more than token gestures.

The third and final library I visited in the Durham system was its Main branch. The zip code to which it belongs is home to 3,678 Hispanics against a 25,096 total population and there is a Spanish-speaking librarian on staff (U.S. Census Bureau 2000f). The building is situated a block from two separate homeless shelters and closely

resembles a poorly-funded high school, but still manages to exude a spirited sort of bustle and energized purpose due to the bands of friendly loiterers that perpetually roam its parking lot and the nearby streets.

The entry space is engaging and active with a long row of displays and bulletin boards. There is no immediately visible Spanish-language sign or indicator, but the community bulletin board was loaded with Spanish-language resources at the time of my visit. Flyers included two separate advertisements for ESL classes, locally-produced instructional pamphlets for pregnancy and childcare, and a locally-produced tax help flyer. There was additionally an array of national-program health pamphlets, the “Esta et la Ley” legal series seen at the East Regional, and several Spanish-language newspapers.

The library itself is reasonably suited to foreign language access. Signs by the stairs and elevator doors of each floor have a list in both Spanish and English of the various services offered on that floor (Referencia/Copiadora/Acesso Al Internet, for example.) The media center prominently displays its Spanish-language materials with a Spanish flag, and uses the flag indicator to call attention to its “Language Learning Center” featuring Chinese, Russian, Korean, and Japanese. On the upper floors there are further advertisements for the library-organized ‘clases de Ingles.’ The second floor boasts a sizeable and prominently displayed foreign-language materials section, with novels and nonfiction in Spanish, Chinese, Japanese, and several other languages. Nearby there is a display table loaded down with English/Spanish bilingual pamphlets relating to child healthcare, covering topics ranging from doctor’s visits to treating ear infections. The library also has two “LEA” posters in the usual “READ” poster format, featuring Antonio Banderas (holding a copy of Don Quixote) and John Leguizamo.

The library advertises the same “Basic Computer Classes in Spanish” described in the East Regional section, though the flyer is difficult to see and out of the way. The PC Reservation ticket system again has a Spanish option. The library’s printers, which are anecdotally less than user-friendly, have no Spanish-language equivalent to the English instructions posted. The default homepage is again the Durham County system main page, and the online catalog lists 1216 Spanish language materials in the branch.

The Durham County System website has an “español” button prominently displayed on the side bar. This link takes the browser to a subset of pages in Spanish that cover common library informational topics:

- A “welcome” page briefly describing circulation policies, types of materials, and types of Spanish-language materials
- The locations and hours of all the branches in the system, with a google maps link displaying their locations
- A page with policy and instructions on how to get a library card.
- A “Classes and Events” page, listing only a phone number to call for information about ESOL classes
- A “Computers” page (detailed below)
- A page describing services and materials offered for children
- An extensive collection of Spanish links, including the local Hispanic center, several Spanish-language newspapers, and various informational services.

The “Computers” page lists designated functions of the computer, specifically internet browsing, word processing, and e-resources, and suggests some of their possible uses, such as job finding and e-mail. It mentions the A/V resources available, states that

children can use the computers, and describes a distinct ‘computer-only’ card that can be used to access the library’s computers without having to apply for a regular library card.

The Spanish-language access of the Main branch is impressive in its depth and presentation and contrasts sharply with the approach of the East Regional and Stanford L. Warren branches. The project is far from complete; for example the extensive Spanish-language children’s resources are themselves not marked in Spanish, and much of the departmental signage and emergency instruction signage are not displayed in Spanish. The Spanish-language portion of the website and the Spanish computer classes could be more actively promoted, and translations made for the printing instructions. Overall though it is clear the staff has invested considerable effort to servicing the community’s foreign-language population and making the library less immediately intimidating to them. I found myself wondering why, at the very least, copies of the pamphlets and signs could not be replicated in the branches I had visited prior, in the same way the system-wide website had been standardized.

The fourth library I visited was the West Regional branch of the Wake County Public Libraries system. No census data is available for its zip code, but the town to which it belongs (Cary, NC) is home to 4,047 Hispanics against a 94,536 total population (U.S. Census Bureau 2000g). The branch employs one part-time Spanish-speaking staff member who was not present at the time of my visit. The building is easily visible as the one construction in its immediate pre-developed landscape, and is virtually inaccessible by foot as a result of the nearby roadways.

Entering the library is immediately overwhelming. There is a plasma TV, staff desks and booths scattered about, and much unused space distributed through the

library's tripartite arrangement. Computers are everywhere. The community bulletin board did not have a single Spanish-language resource posted. None of the signs in the library were bilingual and there were no foreign-language posters or other imagery. On my third trip through the library I finally stumbled across a collection of pamphlets tucked away in a corner behind a pillar, two of which were in Spanish. One was an advertisement for prescription medicine savings and the other was a voter registration card.

The PC login system does not offer a Spanish option like the Durham libraries. No Spanish-language written instructions are visible near the computers or anywhere in the library. The browser default page is not the library's homepage, but rather a portal linking to sites like Google, NCLive, and various databases, none of which contained any Spanish. The library's Wake County homepage does contain an "en español" link, though it is hidden at the bottom of a page full of links that would be meaningless to a non-English speaker. This single page briefly describes the function of the library, types of materials held, the process of applying for a library card, basic circulation policies, and contact information for each of the branches. The Wake County Public Libraries catalog does not offer a language limiter search function, and lists 137 Spanish-language titles in the West Regional branch.

The library's showing was less than impressive, needless to say. Funding is clearly not in a death-strangle at a library that sports a widescreen plasma TV at its entrance, so the thoroughness of their failure to diversify accessibility is a bit baffling. I again believe a correlation can be found between the physical and electronic spaces, as

even the token efforts of the Durham satellite branches in both areas were absent at the West Regional branch.

My journey next took me to the Chapel Hill Public Library. The zip code to which it belongs is home to 1,679 Hispanics against a 50,554 total population and there is a Spanish-speaking librarian on staff (U.S. Census Bureau 2000h). The building is tucked away in a small forest, but a standard green library sign indicates its presence from the road. It is accessible by foot.

Unfortunately the invitation of the exterior does not translate closely once inside. The library's primary lobby is clean and serviceable but not immediately intuitive or attractive. A separate inner lobby holds the community bulletin board which had a single library sponsored Spanish-language flyer promoting a playgroup for children two to six years old. The program is organized by the youth services division of the library and meets for a half hour every month. This one flyer, along with a Spanish newspaper by the door, represented the extent of the library's Spanish-language presence outside the regular collection. No signs of any kind were translated and there were no foreign language oriented posters or other decoration.

The computer workstation ticket system does offer a Spanish option but there were no computer-related instructions in Spanish on display anywhere. The default browser homepage is Yahoo.com's front page, which does not feature any direct links in a foreign language. The library's homepage sports a relatively prominent graphic button for "Información en Español." This link takes the user to a small Spanish-language portal featuring basic information on the library's hours and telephone numbers, materials

required for a library card, circulation policies, and maps and directions. The online catalog lists 672 Spanish-language materials in the library.

The Chapel Hill Public Library is perfectly suited to anyone who wants their English-speaking child to learn Spanish. Significant amounts of time and money have clearly been spent on developing the library's Spanish-language children's section, and that is to be commended. Unfortunately there is little evidence of an effort to cater to native Spanish speakers. The Spanish materials themselves are not marked off with bilingual signage, and aside from a minimalist web portal there is virtually no immediate access for non-English speakers. Given that the community has enough of a presence for the Youth Services division to organize their program, and that the library employs a Spanish speaker, it is difficult to draw conclusions as to why a more open hand has not been extended.

The final three libraries I visited – Orange County Public Library, the Carrboro Branch Library, and the Carrboro Cybrary - are all part of the Hyconeechee Regional Library System and are all located in Orange County. I began with the Carrboro Cybrary, whose zip code covers a population of 2,009 Hispanics against a 14,241 total population (U.S. Census Bureau 2000i). No Spanish-speaking librarian is employed there.

A self-styled room in a basement, the Carrboro Cybrary serves as a heavily computer-centric information hub for downtown Carrboro and targets an adult patronage with minimal print materials. The single room it occupies sits under an all-purpose community service center which includes the local police station and recreation department. A standard green sign across the street indicates that a library is within the building, but some navigation is still required once inside to successfully locate it. The

room contains no signs or any other physical feature in Spanish, despite an astronomical growth in the Hispanic population of Carrboro in the last ten years. There is a small collection of ESL books and audio materials along with a few bilingual poetry books, none of which are marked or separated from the rest of the collection.

The login station features no Spanish-language option and there are no bilingual computer instructions printed anywhere. Neither the Cybrary's homepage (the browser default) nor the general Orange County Public Library homepage from which it spawns features any sort of Spanish-language link. However the Polaris-powered catalog, shared by the three OCPL libraries, does feature a direct Spanish translation of its entire search utility. Every field name and search limiter is translated into Spanish along with a set of basic search tips. Tabs for browsing, advanced, and Boolean searches are all fully translated as well. Additional tabs can be accessed to view the library's hours and to check your personalized account via member login screen, which features information on borrowed items and fines and fees.

The Polaris system is clearly an excellent resource for Spanish speakers, being both practically designed and relatively thorough. It contrasts sharply with the virtually nonexistent support within the catalogs of the other library systems covered in this paper. However the Cybrary's and Hyconeechee's apparent investment in the system still leaves something to be desired. Neither the homepage nor any other page gives any indication that that the Spanish-language option is present, when it all it takes is a simple Spanish flag graphic inserted next to the link. The site also lacks translated circulation policy and directional information, which is present in all the other library websites. These

oversights stand out as particularly egregious in a library that emphasizes its electronic resources and that functions within such a sizeable immigrant community.

The Cybrary can be granted some slack in its evaluation, given the size of the institution and the commensurate fiscal and administrative attention it receives. But the total lack of a physical Spanish-language presence within the building is still disappointing. Even the local market across the street features basic navigational and facility signs in Spanish, so it should not be a stretch for the local library to do the same.

The second library I visited in the Hyconeechee System was the Carrboro Branch Library. Another institutional oddity, the Carrboro Branch serves as a semi-public library within a middle school, only open during select hours when the school is not in session. Its zip code covers a population of 913 Hispanics against a 28,584 total population and no Spanish-speaking librarian is employed there (U.S. Census Bureau 2000j). The usual green library sign guides first-time visitors from the nearby arterial road, but the building itself is not immediately visible. It obviously does not look much like a library either.

Signs for the library indicate its location clearly once inside the building. The library itself is radically spacious and unintuitive. Its low-lying shelves make sense in a children's area but still trigger a powerful impression of wasted potential shelfspace, particularly when thinking of nearby libraries that are leaking books due to physical constraints. This impression is further compounded by the unmistakable feeling that the shelves are arranged in such a manner as to maximize the inefficiency of their placement. An adult patron browsing them might feel like he or she is navigating a hedge maze for dwarves.

The public bulletins contained a single but thorough informational poster listing local Latino resources, on topics such as health, housing, and legal information, ESL classes, and Latino organizations. Elsewhere in the library were flyers directed at Spanish-speaking parents advertising children's community activities. There was also a voter registration form in Spanish and a flyer calling for Spanish-speaking volunteers to assist at the school. The younger children's section is well outfitted with a sizeable Spanish collection complete with appropriate signage. Several Latino-oriented posters hang on the wall nearby, featuring books with Mexican characters. Aside from this section no signs within the library are translated into Spanish.

The library's electronic presence unfortunately does not live up to its physical counterpart. The branch does not use the ticket system of the others, forgoing it in favor of an ad hoc signup system orchestrated by whoever is running the front desk. English-only postings indicate that one must sign up at the front desk and that certain computers are for children only. The library's homepage on the Hyconeechee Regional Libraries site lacks all the same information that the Cybrary site does, and additionally uses its own school system catalog that features none of the Spanish translation featured in the Polaris catalog of the other libraries. This catalog serves as the default browser page and lists 341 Spanish-language materials in the branch.

The Carrboro Branch features a relatively solid display of Spanish-language awareness with its collection, decorative visuals, and informational flyers. The total failure to carry these efforts over to computer instruction is surprising, but might simply reflect the nature of the library as a school classroom first and a public institution second. If its organizers have supervised children in mind when thinking of their patronage there

is no reason to go into such detail with written directions. If that is the case then the various Spanish-language representations are likely serving more as a cultural function rather than explicit accessibility.

The final library I visited was the Orange County Public Library, which serves as the main branch for the Orange County libraries. Its zip code covers a population of 524 Hispanics against a 20,544 total population and no Spanish-speaking librarian is employed there (U.S. Census Bureau 2000k). The library shares its building with other another Orange County public institution, like both the Cybrary and the Carrboro Branch, but occupies the entire top floor instead of a single room. The building that contains it lies in a small-town neighborhood and carries a throwback look complete with brick exterior and prominent external stairway. From the outside it is not immediately clear what the library is and isn't, and if a foreign-language patron were to walk through the front door of the ground floor they might assume they had arrived at the wrong building entirely. It is otherwise inviting, and accessible to foot traffic.

The internal layout is labyrinthine but relatively intuitive. Hallways and siderooms sprout from the initial entrance, but each sequesters a distinct department like the children's section or newspaper room. The front desk had a Spanish-language FAFSA application form and associated promotional brochure prominently displayed. The children's section is home to a Spanish collection that is tucked away in a corner but clearly marked with a construction paper sign displaying "español" and a Spanish flag. The collection looks to be relatively new and in good shape.

The computers use their own individual login screen and do not make use of a PC reservation system. This login screen does not have a Spanish option and there are no

directions posted anywhere. However there is a sheet for the copier that has translated instructions, which looks to have been produced in-house. The browsers default to the OCPL homepage on the same Hyconeechee Regional Library System site as the Cybrary, which again features no Spanish but does have a bilingual catalog search via Polaris. The online catalog lists 223 Spanish-language materials in the library.

Like Chapel Hill Public the OCPL seems to have focused most of its Spanish-language efforts on the children's collection. There is evidence that some effort has been put forward, particularly with pragmatic concerns like the copier, but the library appears to be simply too limited in the resources it can provide. The same complaint again applies to the Hyconeechee Regional Library System website.

When I began this project my goal was to first provide a detailed picture via qualitative observation and then to complement it with an analysis of the points covered in my 'checklist', which I had hoped would summarily illuminate certain connections or correlations between the previously observed realities. In formulating my approach I made the assumption that at least some of the libraries would have a cogent way of addressing the Spanish-speaking population and that there would be a certain amount of consistency within and between the branches, even if it was a consistency in failure. This assumption turned out to be mistaken. If any useful observation can be derived from my results (Appendix A) it is that Spanish-language service within this area is still very much a nascent operation of hit-or-miss progress, and clearly lacking in institutional standards and guidelines even within the same county systems. The scant resources available left me with little to analyze quantitatively.

Two of the eight libraries had a Spanish-speaking librarian on staff, which I logically suspected would result in greater Spanish-language accessibility. This proved to be correct at Durham Main, which had eleven of the eighteen total features I looked for and four of the eight computer-related features. However Chapel Hill Public also boasts a Spanish-speaking librarian and only had five of the eighteen total features and two of the eight computer-related features. I also searched for correlations between local Hispanic population and success in overall access, but this was rendered null by Carrboro's 12.5% Hispanic population (highest of all reviewed) and the Cybrary's showing with two of the possible eighteen total features (U.S. Census Bureau 2000i).

There was not a single item I looked for that was present in all eight libraries, in either the general or computer-related categories. The most consistently applied features were "Spanish-language pamphlets or flyers posted to the community bulletin area", "Spanish-language magazines or newspapers on display", and "Library's homepage features Spanish-language link or content" which were each found in five of the eight libraries. Three of the points were not found in any of the libraries: "Spanish-language signs or other communication displayed outside of the library", "Hispanic imagery displayed outside of the library", and "Spanish-language map, listing, or other navigational device present at entrance of the library." There is a very loose relationship between success in the non-computer and computer-related categories, but not consistent enough to draw any meaningful conclusions. The Durham libraries, which offer the Spanish-language computer course, had on average more than double the overall features in the computer-related categories than the other five libraries.

It is difficult to do much other than speculate on the whys and hows of my findings without insider access to the staff, history, priorities, problems, and decision making process of each of the libraries. Some inconsistencies have fairly straightforward explanations or can be reasonably excused if the libraries are given the benefit of the doubt. For instance recent construction and renovation work on the two satellite libraries of the Durham County system can serve to explain why they have standardized Spanish-language facility signs while the Durham Main branch does not. The absence of a Spanish-language internet portal might be explained by a time-strapped staff that either doesn't have html prowess or Spanish-language ability. Failing to provide a Spanish-language computer course is perfectly understandable when budget and staffing resources are under a crunch. It is unrealistic to ignore the infinite other priorities that public libraries need to tend to.

However even the most forgiving of evaluations would still have difficulty finding consistency between some of the realities of Spanish-language service and a library invested exclusively in its stated ideals of public service and egalitarianism. Many basic accessibility efforts can be extended using minimal time and money and without specialized knowledge. Posting a simple printout of a Spanish flag over Spanish resources is not exceedingly difficult. Contacting other librarians in areas with a large Spanish-speaking population would likely turn up useful pre-made instructional printouts and other helpful tools. Funding limitations don't explain why plasma TVs have precedence over basic bilingual signs in a newly constructed facility. Why are no acknowledgments to a Spanish-speaking population granted on the outsides of libraries? Why are signs marking Spanish collections and flyers promoting Spanish-language

services so often written exclusively in English? Are they intended to educate Spanish speakers?

## Conclusions

The 21<sup>st</sup> century will provide the library world with plenty of opportunities to expand its services to patrons. Given that libraries are often asked to provide so much with so few resources, and that a Latino presence is not immediately visible in a good deal of the country, it is tenable that the profession has not been on the cutting edge of this particular line of service thus far. Change approaches quickly though, and ideally should not be delayed or ignored until it is fully pronounced. If librarians hope to adapt to this development as effectively as they did the internet revolution it is imperative that they begin seriously considering their involvement as both an individual and collective responsibility.

Acquiring and institutionalizing a basic working knowledge of a foreign language would be a powerful start. Wohlmuth (2000) notes that “The selection and use of Spanish language materials in a library requires at least some knowledge of the language, but the introduction of language instruction in initial professional education of librarians and information specialists will not be an easy task” (p.46). Changing technologies and changing service populations necessarily result in new professional requirements, and the library world is fortunate enough to have the infrastructure to make these changes via its dedicated graduate schools. Doing so would clearly require some difficult recalibration and the clearing of many a political hurdle. But such practical innovations could establish a new and exciting tone for the future of the profession and

its education. It is important that efforts are made to bring this possibility into legitimate discussion.

Individually librarians should also begin making efforts to accommodate the features of this population that are relevant to behavior as patrons. The literature clearly outlines the need for practicality, outreach, and initiative. Foreign-language speakers should not be assumed to know the function and features of the library, and cannot be expected to simply show up at the doors without prior outreach exposure in a familiar setting. The benefits of computer and internet use need to be actively promoted and not just passively offered. Basic navigational and instructional assistance for both library and computers should be clearly visible, not just to assist in their use, but also to foster a sense of welcoming and safety. The library as place of education and “life help” needs to be actively embraced. And, as I hope my observations have demonstrated, basic communication and collaboration between libraries is absolutely invaluable.

Most importantly the librarian must be able to successfully imagine the library as foreign, unexplored territory, and put themselves in the shoes of hesitant potential patrons. Adopting this perspective will help us to reach not only foreign-language users, but also the new and underserved in all their forms. Adaptability has always been the recipe for success in the library, and the degree of variability in future service populations will only underscore the importance of embracing it.

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## Appendix A: Observational Rubric

<b>East Regional</b>	
Spanish-speaking staff employed at the library	No
Spanish-language signs or other communication displayed outside of the library	No
Hispanic imagery displayed outside of the library	No
Spanish-language map, listing, or other navigational device present at entrance of the library	No
Spanish-language map, listing, or other navigational device present anywhere within the library	Yes
Spanish-language pamphlets or flyers posted to the community bulletin area	Yes
Spanish-language facility signs (bathrooms, fire extinguisher, etc.)	Yes
Spanish-language navigational signs (reference, circulation, materials, etc.)	No
ESOL classes promoted	Yes
Latino imagery displayed anywhere within the library	No
Spanish-language magazines or newspapers on display	Yes
Spanish-language computer instruction offered and advertised	Yes
Spanish-language computer assistance or directions posted	No
Spanish-language interface to PC Reservation system (if available)	Yes
Spanish-language interface to self-checkout (if available)	Yes
Browser's default homepage features Spanish-language link or content	Yes
Library's homepage features Spanish-language link or content	Yes
Spanish-language interface to online catalog	No
Spanish-language directions posted for printers or copiers	No
Number of Spanish-language materials listed on online catalog	879

<b>Stanford L. Warren</b>	
Spanish-speaking staff employed at the library	No
Spanish-language signs or other communication displayed outside of the library	No
Hispanic imagery displayed outside of the library	No
Spanish-language map, listing, or other navigational device present at entrance of the library	No
Spanish-language map, listing, or other navigational device present anywhere within the library	No
Spanish-language pamphlets or flyers posted to the community bulletin area	No
Spanish-language facility signs (bathrooms, fire extinguisher, etc.)	Yes
Spanish-language navigational signs (reference, circulation, materials, etc.)	Yes
ESOL classes promoted	No
Latino imagery displayed anywhere within the library	No
Spanish-language magazines or newspapers on display	No
Spanish-language computer instruction offered and advertised	No
Spanish-language computer assistance or directions posted	No
Spanish-language interface to PC Reservation system (if available)	Yes
Spanish-language interface to self-checkout (if available)	Yes
Browser's default homepage features Spanish-language link or content	Yes
Library's homepage features Spanish-language link or content	Yes
Spanish-language interface to online catalog	No
Spanish-language directions posted for printers or copiers	No
Number of Spanish-language materials listed on online catalog	N/A

<b>Durham Main</b>	
Spanish-speaking staff employed at the library	Yes
Spanish-language signs or other communication displayed outside of the library	No
Hispanic imagery displayed outside of the library	No
Spanish-language map, listing, or other navigational device present at entrance of the library	No
Spanish-language map, listing, or other navigational device present anywhere within the library	Yes
Spanish-language pamphlets or flyers posted to the community bulletin area	Yes
Spanish-language facility signs (bathrooms, fire extinguisher, etc.)	No
Spanish-language navigational signs (reference, circulation, materials, etc.)	Yes
ESOL classes promoted	Yes
Latino imagery displayed anywhere within the library	Yes
Spanish-language magazines or newspapers on display	Yes
Spanish-language computer instruction offered and advertised	Yes
Spanish-language computer assistance or directions posted	No
Spanish-language interface to PC Reservation system (if available)	Yes
Spanish-language interface to self-checkout (if available)	N/A
Browser's default homepage features Spanish-language link or content	Yes
Library's homepage features Spanish-language link or content	Yes
Spanish-language interface to online catalog	No
Spanish-language directions posted for printers or copiers	No
Number of Spanish-language materials listed on online catalog	1216

<b>West Regional</b>	
Spanish-speaking staff employed at the library	No
Spanish-language signs or other communication displayed outside of the library	No
Hispanic imagery displayed outside of the library	No
Spanish-language map, listing, or other navigational device present at entrance of the library	No
Spanish-language map, listing, or other navigational device present anywhere within the library	No
Spanish-language pamphlets or flyers posted to the community bulletin area	No
Spanish-language facility signs (bathrooms, fire extinguisher, etc.)	No
Spanish-language navigational signs (reference, circulation, materials, etc.)	No
ESOL classes promoted	No
Latino imagery displayed anywhere within the library	No
Spanish-language magazines or newspapers on display	No
Spanish-language computer instruction offered and advertised	No
Spanish-language computer assistance or directions posted	No
Spanish-language interface to PC Reservation system (if available)	No
Spanish-language interface to self-checkout (if available)	No
Browser's default homepage features Spanish-language link or content	No
Library's homepage features Spanish-language link or content	Yes
Spanish-language interface to online catalog	No
Spanish-language directions posted for printers or copiers	No
Number of Spanish-language materials listed on online catalog	137

<b>Chapel Hill Public</b>	
Spanish-speaking staff employed at the library	Yes
Spanish-language signs or other communication displayed outside of the library	No
Hispanic imagery displayed outside of the library	No
Spanish-language map, listing, or other navigational device present at entrance of the library	No
Spanish-language map, listing, or other navigational device present anywhere within the library	No
Spanish-language pamphlets or flyers posted to the community bulletin area	Yes
Spanish-language facility signs (bathrooms, fire extinguisher, etc.)	No
Spanish-language navigational signs (reference, circulation, materials, etc.)	No
ESOL classes promoted	No
Latino imagery displayed anywhere within the library	No
Spanish-language magazines or newspapers on display	Yes
Spanish-language computer instruction offered and advertised	No
Spanish-language computer assistance or directions posted	No
Spanish-language interface to PC Reservation system (if available)	Yes
Spanish-language interface to self-checkout (if available)	N/A
Browser's default homepage features Spanish-language link or content	No
Library's homepage features Spanish-language link or content	Yes
Spanish-language interface to online catalog	No
Spanish-language directions posted for printers or copiers	No
Number of Spanish-language materials listed on online catalog	672

<b>Cybrary</b>	
Spanish-speaking staff employed at the library	No
Spanish-language signs or other communication displayed outside of the library	No
Hispanic imagery displayed outside of the library	No
Spanish-language map, listing, or other navigational device present at entrance of the library	No
Spanish-language map, listing, or other navigational device present anywhere within the library	No
Spanish-language pamphlets or flyers posted to the community bulletin area	No
Spanish-language facility signs (bathrooms, fire extinguisher, etc.)	No
Spanish-language navigational signs (reference, circulation, materials, etc.)	No
ESOL classes promoted	No
Latino imagery displayed anywhere within the library	No
Spanish-language magazines or newspapers on display	Yes
Spanish-language computer instruction offered and advertised	No
Spanish-language computer assistance or directions posted	No
Spanish-language interface to PC Reservation system (if available)	No
Spanish-language interface to self-checkout (if available)	N/A
Browser's default homepage features Spanish-language link or content	No
Library's homepage features Spanish-language link or content	No
Spanish-language interface to online catalog	Yes
Spanish-language directions posted for printers or copiers	No
Number of Spanish-language materials listed on online catalog	8

<b>Carrboro Branch</b>	
Spanish-speaking staff employed at the library	No
Spanish-language signs or other communication displayed outside of the library	No
Hispanic imagery displayed outside of the library	No
Spanish-language map, listing, or other navigational device present at entrance of the library	No
Spanish-language map, listing, or other navigational device present anywhere within the library	No
Spanish-language pamphlets or flyers posted to the community bulletin area	Yes
Spanish-language facility signs (bathrooms, fire extinguisher, etc.)	N/A
Spanish-language navigational signs (reference, circulation, materials, etc.)	Yes
ESOL classes promoted	No
Latino imagery displayed anywhere within the library	Yes
Spanish-language magazines or newspapers on display	No
Spanish-language computer instruction offered and advertised	No
Spanish-language computer assistance or directions posted	No
Spanish-language interface to PC Reservation system (if available)	N/A
Spanish-language interface to self-checkout (if available)	N/A
Browser's default homepage features Spanish-language link or content	No
Library's homepage features Spanish-language link or content	No
Spanish-language interface to online catalog	No
Spanish-language directions posted for printers or copiers	No
Number of Spanish-language materials listed on online catalog	341

<b>Orange County Public Library</b>	
Spanish-speaking staff employed at the library	No
Spanish-language signs or other communication displayed outside of the library	No
Hispanic imagery displayed outside of the library	No
Spanish-language map, listing, or other navigational device present at entrance of the library	No
Spanish-language map, listing, or other navigational device present anywhere within the library	No
Spanish-language pamphlets or flyers posted to the community bulletin area	Yes
Spanish-language facility signs (bathrooms, fire extinguisher, etc.)	No
Spanish-language navigational signs (reference, circulation, materials, etc.)	No
ESOL classes promoted	No
Latino imagery displayed anywhere within the library	No
Spanish-language magazines or newspapers on display	Yes
Spanish-language computer instruction offered and advertised	No
Spanish-language computer assistance or directions posted	No
Spanish-language interface to PC Reservation system (if available)	No
Spanish-language interface to self-checkout (if available)	N/A
Browser's default homepage features Spanish-language link or content	No
Library's homepage features Spanish-language link or content	No
Spanish-language interface to online catalog	Yes
Spanish-language directions posted for printers or copiers	Yes
Number of Spanish-language materials listed on online catalog	223