

Frances H. Flythe. Identification of the information needs of newly arrived Hispanic/Latino immigrants in Durham County, North Carolina, and how the public library may address those needs. A Master's paper for the M.S. in L.S. degree. April, 2001. 57 pages. Advisor: Claudia J. Gollop

The significant number of persons of Hispanic/Latino origin residing in North Carolina has brought attention to issues of library resources and service for this population. This research investigated the information needs of this group in Durham County, North Carolina. It also attempts to determine methods the Durham County Public Library may use to respond to those identified needs.

Results of this study reveal that the group studied obtains many basic information needs from friends and family, community centers, and churches. Books and newspapers were the most preferred formats of information resources. The group's favorite types of reading materials were about learning English, and about health and legal matters.

Headings:

Information needs.

Public libraries – Services to minorities – Adults.

Public libraries – Services to Spanish Americans.

Public libraries – North Carolina.

Library – Community Relations – North Carolina.

**IDENTIFICATION OF THE INFORMATION NEEDS
OF NEWLY ARRIVED HISPANIC/LATINO IMMIGRANTS
IN DURHAM COUNTY, NORTH CAROLINA,
AND HOW THE PUBLIC LIBRARY MAY ADDRESS THOSE NEEDS**

by Frances H. Flythe

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of the School of Information and Library Science
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Approved by:

Advisor

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INTRODUCTION

According to the United States 2000 Census, the Hispanic population is the fastest growing minority group, in a tie with African Americans as the largest minority group. Although North Carolina lags behind most of the other states in Hispanic population totals, North Carolina's Hispanic population grew by 393% in the 1990's. In Durham County, North Carolina, the Hispanic population grew by 730% in the last ten years to become 7.6% of the population, the highest percentage rate in North Carolina (Herald Sun, p. B3).

Although public librarians in North Carolina realize that the burgeoning and contributing Hispanic immigrant community is entitled to exemplary library service, they have had difficulty in understanding and addressing the information needs of this significant group. Two advocates of Hispanic or Latino librarianship, Salvador Güereña (1990) and Yolanda Cuesta (1990) insist that community analysis and needs assessment are pre-requisite steps to good librarianship to the Hispanic community. The focus of this research is on identifying the information needs of newly arrived adult Hispanic immigrants that reside in Durham County, North Carolina. The adult Hispanic population was chosen because there seems to be a greater problem in meeting the information needs of adults than in meeting those of children. The survival and acculturation of adult immigrants and their children are contingent upon the adults receiving sufficient useful information for themselves and their families.

Hispanic children are of less concern to this research because they have many of their information needs met at school. There is an abundance of Hispanic children's literature published and available, although it is unclear how many of these items are acquired or used by children of newly arrived immigrants. If the public library can be introduced to newly arrived Hispanic adults and can address their information needs, then hopefully more Hispanics will use and encourage their children to use the public library.

For this study, "newly arrived" immigrants are defined as those who have been living in the United States less than five years. It is assumed that much of the increasing Hispanic population is due to increasing immigration to North Carolina, not just increased birth rate, even though a combination of both factors is likely. A recent survey found that over eight in ten Hispanics in North Carolina were foreign-born (Rincon, 2000, p. 1). Although the researcher recognizes there are perceived differences between the terms "Hispanic" and "Latino", for this study these two terms will be used interchangeably to refer to Spanish-speaking persons born in Latin American countries.

The profile of the average, newly arrived Hispanic immigrant in Durham County is emerging more clearly as new 2000 Census data is released. Census data and much of the literature has suggested that Hispanics in the United States are slightly younger than non-Hispanics, and due to working more blue-collar than white-collar jobs, they are less affluent than non-Hispanics. A North Carolina survey of Hispanics indicates that North Carolina Hispanic household

incomes are comparable to the national average Hispanic household income (Rincon, 2000, page 1).

Maldonado-Post (1985), Goodson and Shaver (1994, pp. 192-193), and Cuesta (1990, pp. 26-27) discuss the diversity of socioeconomic status of Hispanics in the United States. They also discuss status differentiation by country of origin. Maldonado-Post added that those Hispanic immigrants from countries further away from the United States, such as Colombia and Argentina, tend to have higher socioeconomic status than those from countries closer the United States, such as the Dominican Republic and Mexico. The present study does not directly address socioeconomic status but may indicate a correlation between countries of origin and different information needs and barriers.

A REVIEW OF THE LITERATURE

This literature review is broken down into three main parts or sections: identifying information needs and information seeking patterns of newly arrived Hispanic adults in Durham, North Carolina; identifying barriers between information and these Hispanic adults; and forming strategies or suggestions for overcoming these barriers so that the local public library system may better address these information needs. No complete study of similar scale (county or library system only) is known to be published or available. As far as published works regarding public libraries addressing Hispanics' information needs, there are guidelines, sample questionnaires, and articles (Cuesta and Tarin, 1978 ; Guereña, 1990 ; Alire and Archibeque, 1998 ; Nash, 1998 ; Quinn, 1993; Stansfield, 1998 ; and Moses, 1990; Cuesta, 1990).

The study that is the most relevant to this research is the North Carolina State Library-sponsored *Survey of Hispanics in North Carolina*, conducted in February and March 2000. This survey was conducted for the benefit of all of North Carolina's libraries. Its emphasis was on profiling North Carolina Hispanics and their library use (Rincon, 2000). Other studies regarding Hispanic information needs come from other fields: public service agencies (Maldonado-Post, 1985), occupational human resources (Vaccaro, 1998), education (Hanken, 1995 ; Moeckel and Presnell, 1995), and marketing (Goodson and Shaver,

1994). Not all of the studies involve newly arrived immigrants. However, all of these studies influenced the formation of this study.

Identifying Information Needs

In order for the public libraries to best serve the Hispanic community, basic information needs should be identified. Articles written about Latino librarianship offer suggestions in understanding these needs. For instance, Eugene Estrada wrote:

The information and recreation needs of the Hispanic patron are basically no different than those of any other kind of patron. Information about jobs, resources for schoolwork, a means of self-improvement, cultural enlightenment, all of these traditional areas of library concern apply to Hispanics as well. (1990, p. 12)

In addition to this basic information, Yolanda Cuesta states that new immigrants have special interests in the following areas: learning English; reading Spanish-language materials; and obtaining information about food, housing, jobs, medical and legal matters, especially immigration policy (1990, p. 27). She states that adults from Mexico especially seem to enjoy reading *fotonovelas*. Fotonovelas are inexpensive books that use a comic book-like format to deliver easy-to-read content covering the light and humorous, and the romantic, as well as the serious and political genres (1990, p. 27).

Cuesta and others writing about Hispanics and libraries distinguish between the information needs of newly arrived Hispanics and those of more settled Hispanics. Newly arrived Hispanics have more basic, survival-related information needs while settled Hispanics have more needs in areas such as leisure or pleasure reading. This may be explained by using Abraham Maslow's theoretical hierarchy of needs. His theory of motivation explains that basic needs

such as housing, food, transportation, and employment must be met before what may be called the “extras”, in this case including leisure/pleasure reading, are sought after and considered worthwhile.

Rincon and Associates surveyed a sample of 1000 Spanish-surnamed households with telephones in their Survey of North Carolina Hispanics (2000). 82% of the telephone interviews were conducted in Spanish (2000, p. 11). From this data, they listed the top motivational factors involved in using the library: to use books, to use computers, to complete school assignments, and to borrow videos or cassettes (2000, p. 28). Rincon concluded that those surveyed “depend primarily on television, newspapers, family and friends for information” (2000, slide 5). This finding is consistent with other literature reviewed (Goodson and Shaver, 1994 ; Maldonado-Post, 1985). Additionally, respondents identified some “other” sources of community information as being the Internet, telephone, computer, and church (2000, p. 25).

The Rincon study used 1998 and 1999 U.S. census estimates, which were found to be considerably low. The 1998 North Carolina Hispanic population growth was estimated at 110%, while the 2000 census found 393% growth (Rincon, 2000, slide 3 ; Herald Sun, p. B3). Although this may not have any significant effect on the Rincon study, the rapidly changing demographics emphasize the need for frequent community needs assessments.

It is expected that the information needs identified in this research somewhat parallel the results of the Rincon study as well as the following studies. In particular, it models parts of Maldonado-Post’s study. Constance

Maldonado-Post described her research and project in her 1985 dissertation, *The Creation of a Resource Guide for Newly Arrived Hispanic Limited-English Speakers in New York City*. In order to discover the information needs and information seeking patterns of Hispanic immigrants, she interviewed two groups of people in New York City: thirty-eight representatives of different public service agencies (PSAs) that serve New York City's Hispanic community, and one hundred recently arrived Hispanics.

Using a short questionnaire, Maldonado-Post conducted a trial survey, followed by an extensive phone survey. PSA representatives were asked about each agency's means of advertising their services to the Hispanic community and about the type of literature, if any, provided to Hispanics. The survey also included questions asking how Hispanics go about acquiring information and where they would recommend others go to acquire information. She and her team gathered and evaluated all available PSA literature.

Maldonado-Post researched where she might find newly arrived Hispanic immigrants outside their homes. She used local directories to choose fifty-one organizations (such as churches, ethnic civic centers, and educational centers that teach English as a second language). She then randomly selected ten of the fifty-one organizations as her sample. Four of these institutions agreed to help her arrange meetings and provide access to study participants.

She explained the intentions of her study to 150 Hispanic participants and had them complete a screening questionnaire. To accommodate all, she offered to read the questionnaire to those who would prefer that option. Similarly, the

intentions of the current study were explained, and participants were offered the option of having the questionnaire read to them or reading the questionnaire themselves. From the questionnaires, she chose one hundred adults, representing different ages, sexes, educational levels, countries of origin, and boroughs. The chosen one hundred adults were asked ten pre-reviewed questions in an interview conducted in Spanish.

She found that both Hispanics and PSA representatives agreed that the three immediate information needs were learning English as a second language, employment, and housing. After evaluating all interview data, she and her team created a new easy-to-read, illustrated welcoming guide with public service agency information compiled in one book, ready for distribution to numerous places, including the New York public libraries.

Moeckel and Presnell (1995) mailed surveys to both library directors and international students at institutions of higher learning before creating a "Model Program for Academic Library Services for International Students." Like Maldonado-Post, they surveyed at least two different sets of people to get different perspectives of the same issue. Open-ended questions about international students' information needs were designed to obtain a description of barriers to information needs; to find trends in nationalities, ages, majors; and to gather other comments and suggestions regarding this issue (1995, p. 310). They believed that the comments were perhaps the most helpful part of the study. Requests for comments and suggestions are on the author's questionnaire.

Georgiana Chenault Vaccaro conducted an ethnographic study for her 1998 dissertation, *Identifying and Acquiring Information Needed to Work Successfully without Formal Training: Perceptions of Selected Immigrant Latino Workers in Texas*. She spoke with managers from four different types of businesses, where Hispanics worked at various professional levels. The managers identified those Latino workers they deemed successful, referring to high achievement, not high salary. Most data came from guided and taped interviews in Spanish with these workers. The worker participants were sent transcripts of the interviews to correct and/or edit. The results of her study will be discussed in the next section.

Debra Ann Hanken (1995) did a survey and thesis on *The Information-Seeking Behavior of Mexican-American High School Students in Phoenix, Arizona*. Her study may be the least relevant to the author's study because her participants are younger and poorer than participants in the author's study. She stated that Mexican-American high school students in the Phoenix school district generally come from poor families and have a high-school dropout rate of 70%. The survey was to determine what kind of information would be needed to "successfully complete high school and prepare for college" and to determine what the students' current sources of information were (1995, p. 2).

In Hanken's study, she noted that there were not enough responding females to determine gender differences regarding information needs (1995, p. 23). Gender response differentiation is a factor that is considered in the present study. Additional consideration is given to Hanken's suggestions for

future research. She suggested researching the impact of the mass media and the Internet (her respondents mentioned computer use) as information tools. More open-ended questions were also recommended (1995, p. 34).

Identifying Barriers to Information

Rincon and Associates (2000) found that almost 60% of Hispanics surveyed in North Carolina had not been to a public library in the past year. They uncovered the following reasons for Hispanics not using the library, in descending order of importance: lack of time, problems with location of library, language problem, and lack of interest or need (2000, slide 6).

In Maldonado-Post's study (1985), the data suggested that newcomers relied on information from friends and family and were often unaware of public services available to them. Hanken (1995), Goodson and Shaver (1994), and Stansfield (1988) also found that friends and family were the primary sources of information. Maldonado-Post concluded that her data "suggested that in general, while Hispanics tended to be active information seekers, their information-seeking patterns were inadequate to properly inform themselves of existing services and resources" (1985, p. 115). She believed that Hispanic immigrants preferred to rely on personalized, rather than institutionalized, sources of information. Perhaps the personalized method of gathering information is more familiar to them than the more formal methods.

Vaccarro found that poverty and education were both inhibitors and motivators to Hispanic immigrants:

“Nearly all participants stated that they had a dream of being able to live in both cultures after working hard to *get ahead* and many traveled home every few months to see their families in Mexico.” (1998, p. 119).

This frequency of travelling to Mexico seems high, perhaps due to higher incomes of study participants. Most participants expressed wanting their children to have more opportunities and more education than they had. Poverty was found to be the biggest motivation to immigrate. Besides poverty and education, the participants said they struggled with language and discrimination in this country.

After reviewing the survey data, Hanken noted a need for Hispanic adult role models and for librarians that reach out to the students. She found a lack of role models that could possibly encourage and set education as a priority. Additional barriers noted by Hanken and many other authors include the following: not enough Hispanic librarians; not many high-quality, unbiased Spanish materials available (excluding children’s literature and works in university libraries); not many Spanish materials reviewed; and not enough tutoring and English as a second language programs. Also mentioned is a lack of cataloging of new Spanish materials as well as a lack of Spanish-knowledgeable catalogers, which has hindered prompt arrival of resources on the shelves of libraries.

Hanken believes that her study supports the small information “world view” discussed in Elfreda Chatman’s study of the working poor (1995, p. 31-32). The small information world view purports that the poor “do not view themselves as

being in a position to improve themselves” (Chatman, 1991, p. 439). While Hispanics, many of whom may be poor, do seem to rely mostly on family and friends for information, limiting their information world, there is not much evidence that indicates they do not believe they can improve themselves.

Many Hanken survey respondents stated that they wanted to better themselves. Some stated that money was a barrier to college education. The literature suggests that most new immigrants come to the United States to better themselves and make more money, often sending money to family in their country of origin.

Overcoming Barriers

Most of the research in this literature review revealed the benefits of partnering with other agencies that serve the Hispanic community. Many public libraries, such as those in Nebraska, are recognizing that cultural training for library staff along with forging partnerships with local schools and social service departments allow public libraries to better address their Hispanic communities (Nash, 1998). Durham County and some other North Carolina counties have taken initiatives to have Hispanics’ information needs better served by the public libraries. These libraries provide a separate collection of Spanish-language books that are available at the libraries and on bookmobiles. In 1999, the state of North Carolina also began offering three years of training seminars for public librarians to address the needs of the Latino community.

Rincon (2000) offers many suggestions in overcoming barriers to library use. These suggestions include using directional signs in Spanish; selecting and

acquiring more Hispanic books for all ages; hiring bilingual personnel; extending library hours to weeknights and weekends; and promoting resources of the library to the Spanish-speaking public (2000, slide 8).

Changing the *status quo* and creating marketing and outreach programs help bridge information gaps. Maldonado-Post concluded that generally literature provided by Public Service Agencies (PSAs) is inadequate and that both the services and the literature are not proactively distributed. Only 18% of the PSAs advertised their services, and only one-half of this 18% advertised in Spanish, usually through Spanish television stations, radio, or newspapers. In addition, all the information pamphlets from PSAs were not available in any one place, indicating a need for an all-encompassing guide with wide distribution.

As Maldonado-Post found, getting the support of one or more churches, ethnic civic centers, and educational institutions providing English as a second language seems to be an effective way of reaching Hispanics. Similarly, Nancy Moeckel and Jenny Presnell (1995) used the Office of International Studies as a liaison between an academic library and foreign students.

As mentioned earlier, Moeckel and Presnell created a "Model Program for Academic Library Services for International Students" to bridge the cultural and language chasm between the students and library information. This model promotes the library through the Office of International Studies by educating the library staff about cultural differences and about the international students' information needs that should be considered when designing library instructional programs and building library collections.

The model may be useful to public libraries also. However, the information needs of international undergraduate students are probably somewhat different than those of newly arrived Hispanics in Durham County. The students and their families are likely to be of a more privileged socioeconomic class, more educated, and more fluent in the English language.

Vaccaro (1998) found certain recurring themes that reflect overcoming barriers in the stories of the successful Latino workers. She found they had all taken advantage of social networking among family and friends in the United States and Mexico. For example, upon arriving in their American community, they were greeted, and friends and family helped them find jobs. This type of networking is certainly found in Durham, North Carolina. Evidence of networking is seen in the heavy use of the Centro Hispano, the Hispanic Credit Union, and bilingual church groups, where fellow Hispanics commune and help each other.

The fact that the public library is an information choice of last resort for Hispanics is not that surprising. It does, however, suggest that the public library needs to market itself more effectively as an information provider. Getting the word out to Hispanics is an especially daunting task because of the language barrier. Another factor that Bryan Stansfield notes is that in his Texas public library, "most immigrants come from Mexican communities without public library service" (1998, p. 350). Even if Hispanics come from a community with a public library, the library system may be very different than American public libraries. Stansfield notes that many Hispanic Americans consider American public libraries to be only for the elite (1998, p. 350).

Sabrina Goodson and Mary Alice Shaver conducted a study that began in 1988, *Hispanic Marketing: National Advertiser Spending Patterns and Media Choices* (1994). They received an impressive 89% (270 out of 302) response rate from a telephone survey of national (U.S.) corporations actively marketing to Hispanics in the U.S. Data from this survey showed that corporations generally agreed that Spanish language broadcast media, television and radio, were much more effective than print ads. Radio offered the additional benefit of promoting the corporation's product along with Hispanic community events, such as festivals, suggesting a corporation's genuine interest in the community (1994, p. 194).

RESEARCH METHODOLOGY

Overview

This study is based on a survey of a representative sample of Hispanic, adult, newly arrived immigrants residing in Durham County, North Carolina. The questionnaire was designed to obtain both quantitative and qualitative data. The following organizations in Durham agreed to allow distribution and collection of questionnaires at their facilities: the Centro Hispano, the Immaculate Conception Catholic Church, Liberty Community Health Center, and the Durham County Public Library bookmobile. Many Hispanics visit these facilities because bilingual services are provided there.

Questionnaire drafts in Spanish and English were pre-reviewed and approved by personnel at the Centro Hispano, Liberty Community Health Center, the Durham County Public Library, as well as the Academic Affairs Institutional Review Board at the University of North Carolina, Chapel Hill. Participants had the study and questionnaire explained to them in Spanish. A brief letter in Spanish and English explains the questionnaire (Appendices A and B). The last line of the letter uses exact wording from Maldonado-Post's letter (1985, p. 171). The introductory letter informs participants that they do not reveal their names on the questionnaire and assures them that questionnaire data will be revealed in summary and not attributed to anyone personally. Letters were distributed to prospective participants and read aloud to those that preferred that option.

The representative sample of participants in the study is comprised of adult Hispanics (over 18 years of age and born in a country identified as Hispanic or Latin American) living in Durham County. The U.S. Census identified an estimated 3,413 persons fitting this profile in 1999 (U.S. Census, October 2000). The actual percentage of these persons that are newly arrived immigrants is unknown. Initially, the data collection goal was to have one hundred participants complete the survey, with seventy completed surveys as the minimum acceptable. Because of time constraints and a limited budget, data collection was stopped after seventy-one completed surveys were collected.

A Carnegie Research Grant issued through the School of Information and Library Science provided money to cover library and literacy-promoting bookmarks in Spanish, produced by the American Library Association. Small bags with candies, bookmarks, and information in Spanish about the Durham County Public Library were given to those who completed the questionnaire.

Questionnaires were distributed and collected February 17 through March 2, 2001. The largest sample came from a Saturday and a weekday/part weeknight spent at the Lincoln Community Health Center. The next largest sample came from spending two days at the Centro Hispano, which is open four weekdays a week. The smallest sample, but least time-intensive, came from the Immaculate Conception Catholic Church, which offers bilingual masses on Sunday. Generally potential participants were approached individually, except at the church, where an announcement was made during the mass. A day in the library bookmobile yielded no one who fit the participant profile.

The first three questions on the survey are screening questions and were asked verbally by the author before they completed the questionnaire. Only those that answered “yes” to the first three questions are included in the data. The researcher was present during completion of the questionnaire and was available to answer questions or read questions aloud and write responses.

After coding the data and translating the Spanish to English, the data was entered into Microsoft Excel in order to generate charts from the data. Only completed questions were counted. When the interpretation or original meaning was unclear, estimated meaning or added words were placed in brackets. The results will be discussed next.

SURVEY RESULTS AND DATA ANALYSIS

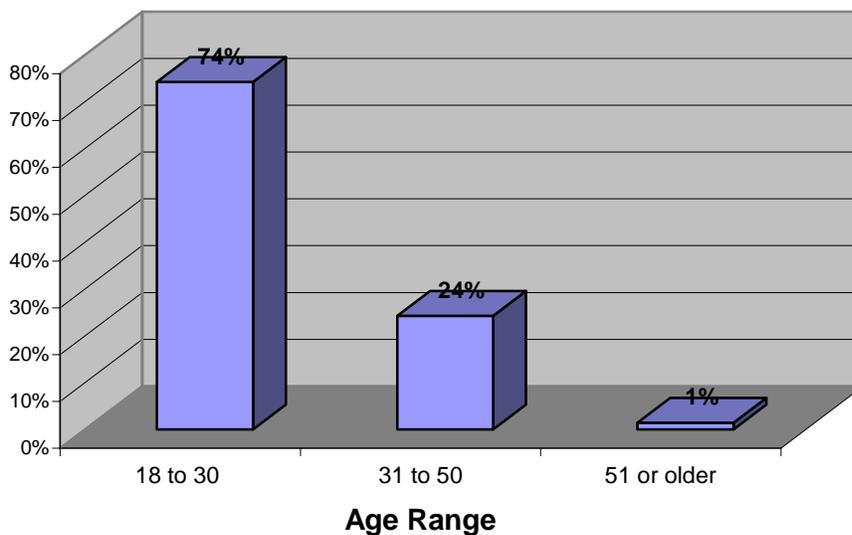
Although the questionnaire and introductory letter were offered in Spanish and English, all but a couple of participants preferred the Spanish versions. The majority of participants also preferred that the questions be read to them in Spanish and that their responses be written down for them.

Questions 1 through 3 were screening questions, so all the responses were “yes.” The rest of the questions follow.

Question 4 - Age: 18 to 30 years old
 31 to 50 years old
 51 years old or older

Chart 1

Respondent Age



Everyone answered the age question. Most respondents (74%) were from 18-30 years old. This data corresponds with Rincon data and U.S. census data that indicate that Hispanics in the United States are younger than average (Rincon, 2000, p. 21). There did not seem to be any significant differences in the way persons of a particular age responded to the other questions.

Question 5 - Sex:

There were more female (58%) than male (42%) respondents in this survey. This does not correspond with Rincon data (2000, slide 4) or U.S. census data that indicate that there are slightly more male Hispanics than female Hispanics. Most of the surveys were taken during weekdays, when more males may be working while many women stayed with their children. Many children were with their mothers during the surveys. There did not seem to be any significant differences in the way males or females responded to the other questions.

Question 6 - Where are you from (state and country)? _____

Seventy of the seventy-one respondents answered this question. The great majority, forty-nine respondents are from Mexico. This data corresponds somewhat with Rincon survey data (2000, slide 4). Eighteen persons responded that they were from Central America. Those from Central America include eleven from Honduras, four from El Salvador, and three from Guatemala. Three respondents were from South America: two from Colombia and one from Bolivia. For a further breakdown, see Table 1. There did not seem to be any significant

differences in the way persons from different countries responded to the other questions.

Table 1 - Country of Origin, State/Region

South America (3 total)
Bolivia, Cochabamba
Colombia (2)
Central America (18 total)
El Salvador (total 4)
El Salvador, Santa Ana
El Salvador, Usulután (3)
Guatemala (total 3)
Guatemala
Guatemala, San Marcos
Guatemala, Santos
Honduras (total 11)
Honduras (2)
Honduras, Choluteca
Honduras, Colón
Honduras, Copán
Honduras, Juticalpo
Honduras, La Paz
Honduras, Otancho
Honduras, San Pedro [Sula?] (3)

Table 1 - Country of Origin, State/Region (cont'd)

Mexico (49 total)
Mexico (7)
Mexico, Aguas Calientes
Mexico, Chihuahua
Mexico, Ciudad Mante
Mexico, D.F. (2)
Mexico, Edo Mex. (4)
Mexico, Guanajuato
Mexico, Guerrero (3)
Mexico, Hidalgo
Mexico, Michoacan (7)
Mexico, Nueva Leon (5)
Mexico, Puebla (8)
Mexico, San Luis Potosi
Mexico, Tabasco
Mexico, Tamaulipas
Mexico, Veracruz (4)
Mexico, Zacatecas

Question 7 - Education:

Did you complete primary school? Yes ___

No ___

Did you complete secondary school? Yes ___

No ___

Did you attend a university or professional school?

Yes ___ for how many years? ___

No ___

Chart 2

Primary School Completion

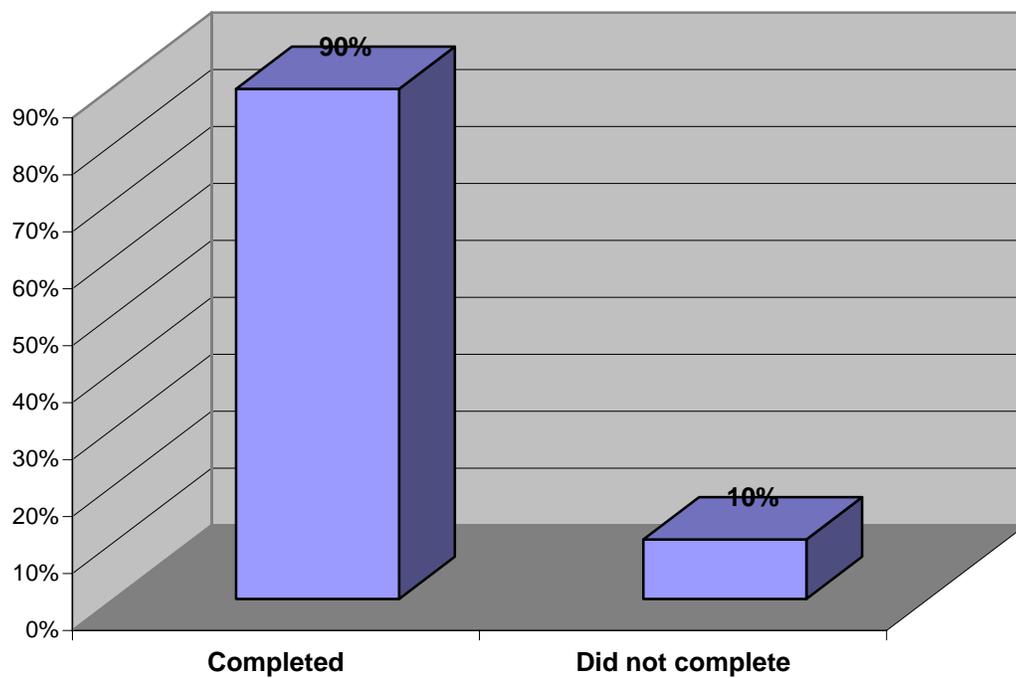


Chart 3

Secondary School Completion

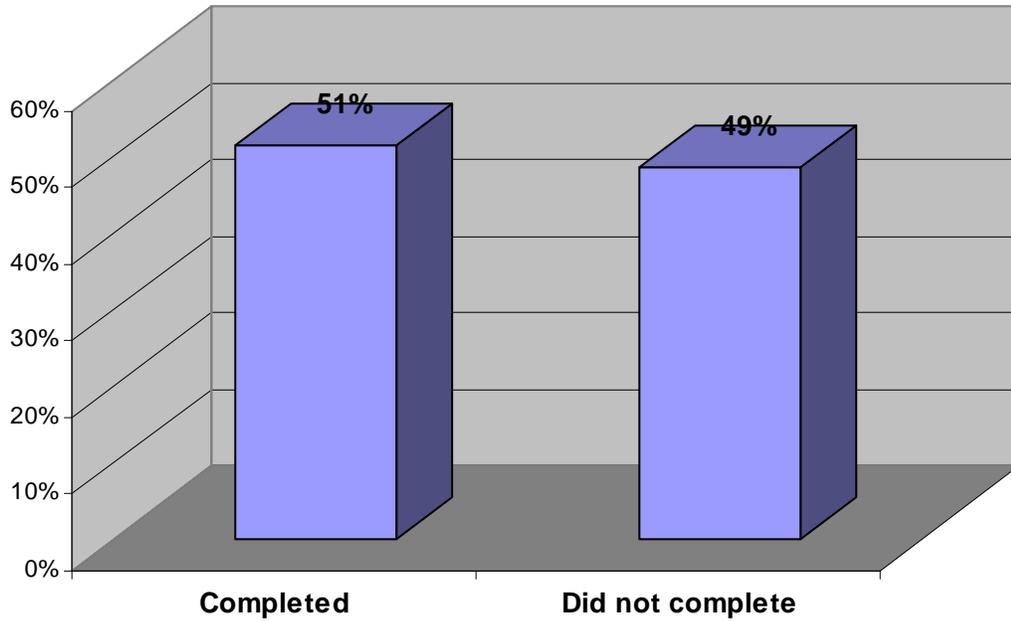


Chart 4

Did you attend university or professional school?

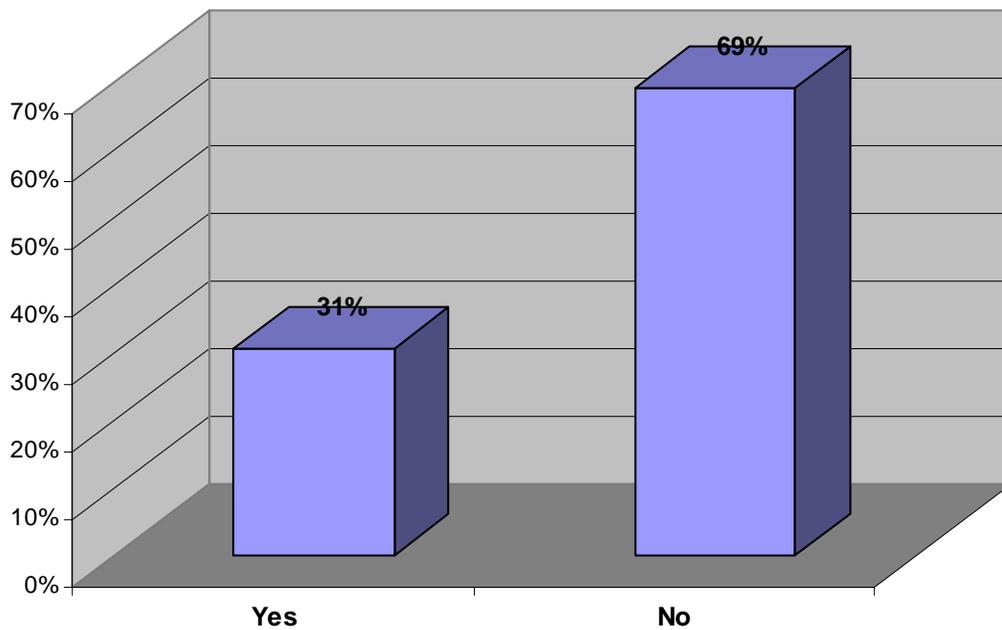
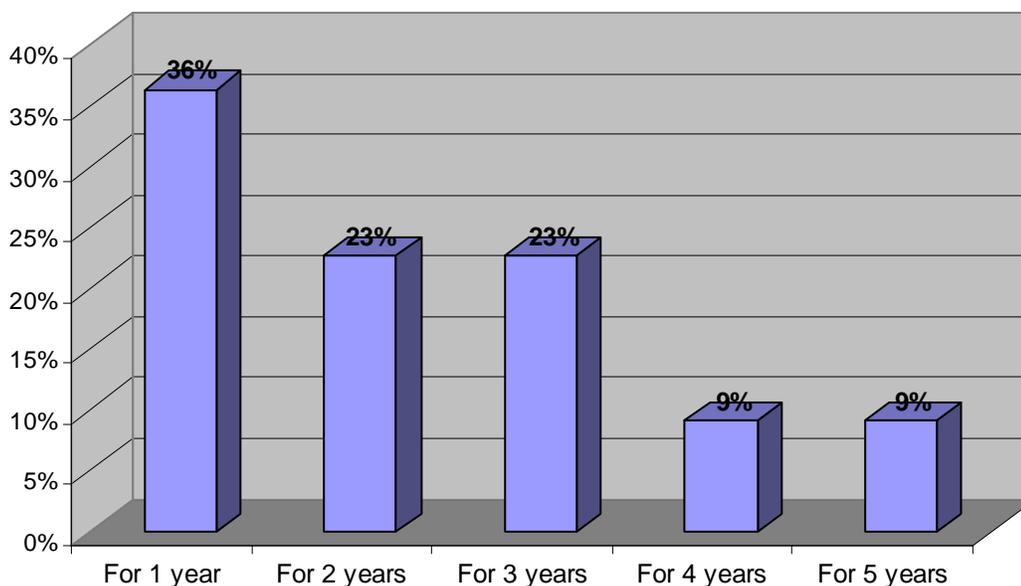


Chart 5

For those responding yes: how long did you attend a university or professional school?



In summary, 90% of those that responded said that they completed primary school. The Rincon Survey found the average educational attainment for Hispanics in North Carolina significantly lower than this. Roughly half of that survey's respondents completed secondary school (2000, p. 19). 39% of those responding attended a university or professional school (including any trade school). Of those who attended university or professional school, most attended for one year only.

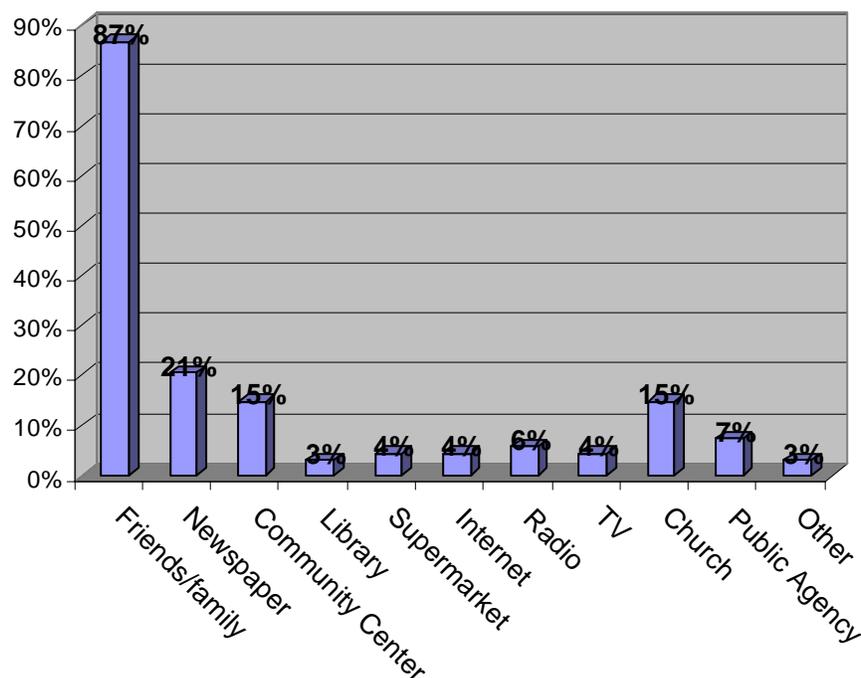
Judging from questions that participants asked the researcher, the words "primary" and "secondary" may have caused some confusion. The words were chosen because they often appear on job and school applications in the United States. However, asking about the highest grade level or educational level completed may have been more effective.

The next set of questions is about sources of basic living information. Participants were asked to check (✓) all responses that apply.

Question 8 - Where do you go to find information about housing? Please list all places, even if you did not have success.

Chart 6

Housing Information Sources

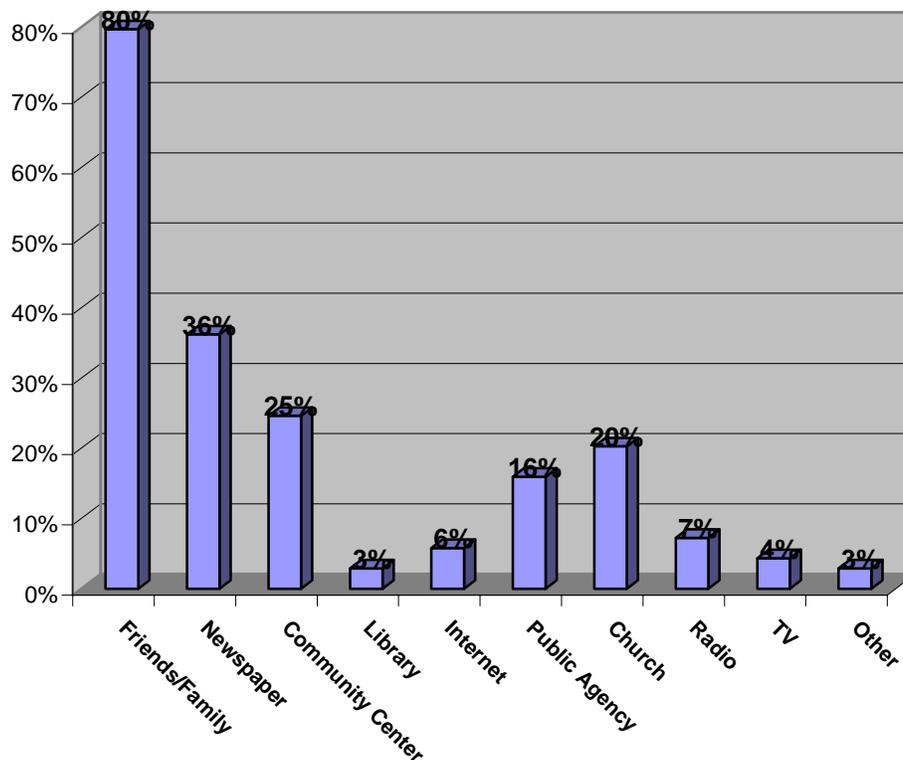


Similar to literature reviewed, this survey indicates that friends and family, newspapers, community center, and church were the sources used most for information about housing. “Library” and “Other” received the fewest responses to this question. “Other” sources were listed as books and magazines.

Question 9 - Where did you go to find information about employment? Please list all places, even if you did not have success.

Chart 7

Employment Information Sources

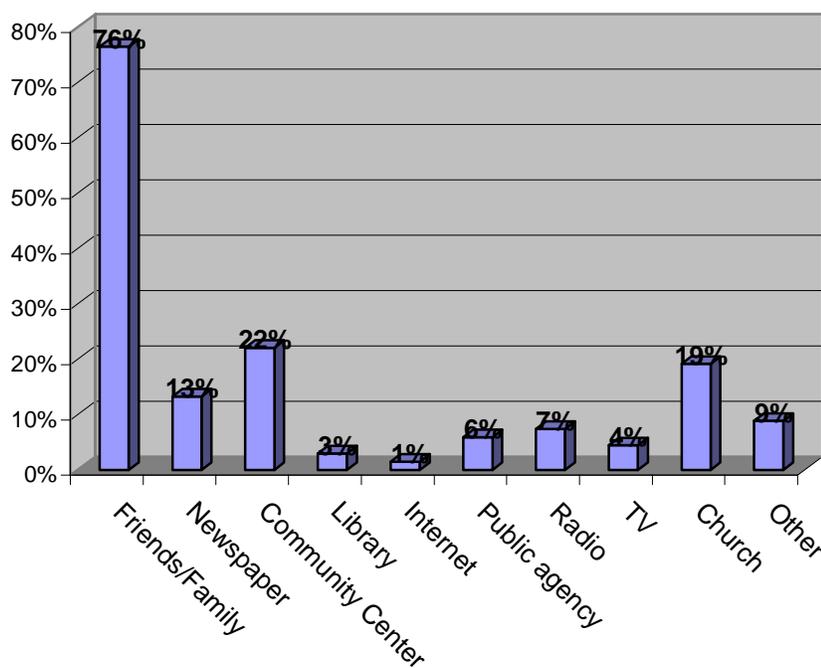


Friends and family was the number one source for employment information. The next sources of employment information, in order of descending popularity are newspaper, community center, church, public agency, radio, Internet, TV, library, and "other." "Other" brought the written responses of "Raleigh", "by myself", and "different places."

Question 10 - Where did you go to find information about transportation? Please list all places, even if you did not have success.

Chart 8

Transportation Information Source



Here again, friends/family received the most responses (76%). The next popular sources of transportation information, in descending order, are community center, church, newspaper, other, radio, public agency, TV, library and Internet. “Other” responses were as follows: “went by myself”, “hotel”, “in the DATA [Durham Area Transit Authority] pamphlet”, “phone directory”, and “[health] clinic.” Lincoln Community Health Center does have DATA pamphlets.

Question 11 - What advice do you have for those recently arrived in the United States regarding where information can be found?

The most popular themes of responses are in the following descending order of popularity: community center/Centro Hispano, church, friends/family, media, libraries, miscellaneous advice, centers for information, learn English, and learn laws. The number of respondents that mentioned a particular theme is in parenthesis. The themes are bolded in the table below. Some individual responses are listed under the theme, in descending order of number of responses, to provide more detail.

Table 2 - Advice to others regarding where information may be found

Community Center or more specifically, the Centro Hispano (39)
Go to the Centro Hispano
That they ask around the Centro Hispano in order to get help.
I think that [information can be found] in the community centers.
In the Hispanic community centers
Request help in the Centro Hispano or from any/all the Hispanic community.
To apply/hang around in the Centro Hispano and places where the orientation to obtain work or living [in the U.S.] is presented in Spanish.
Church (15)
Catholic church
I think that [information can be found] in churches
That he/she visit places where there are Hispanics (e.g., churches and more that all persons can help you).
Attend some church
Friends and Family (14)
Ask friends/with friends
With friends in the tiendas [Latin stores]
Family

Table 2 - Advice to others regarding where information may be found, cont'd

Media (14)
In newspaper/press
Listen to radio
TV
Library/Libraries (8)
In the library if there are books in Spanish
That they become informed at the main library in order to get help.
Miscellaneous Advice (6)
Don't be afraid of asking [for help or information]: the Hispanic community is very united and will help you to help yourself
Offices where Spanish is spoken
That this country is a country very united.
Since the newly arrived don't have much information to best resolve the necessities of living (housing, transportation, work), it's very important for them to approach social organizations, as many governmental as non-governmental, in order to best satisfy their information needs.
Employment offices
Seek advice from institutions that help the Hispanic community
Places broadly termed Communication Centers or Centers of Information, etc. (4)
In communication centers
In the Latin community and places of information
Information center
Books
Health Centers (2)
Learn English (2)
Learn and obey local laws (2)
Drive carefully
Seek advice from institutions that help the Hispanic community; always obey the state code of the U.S.

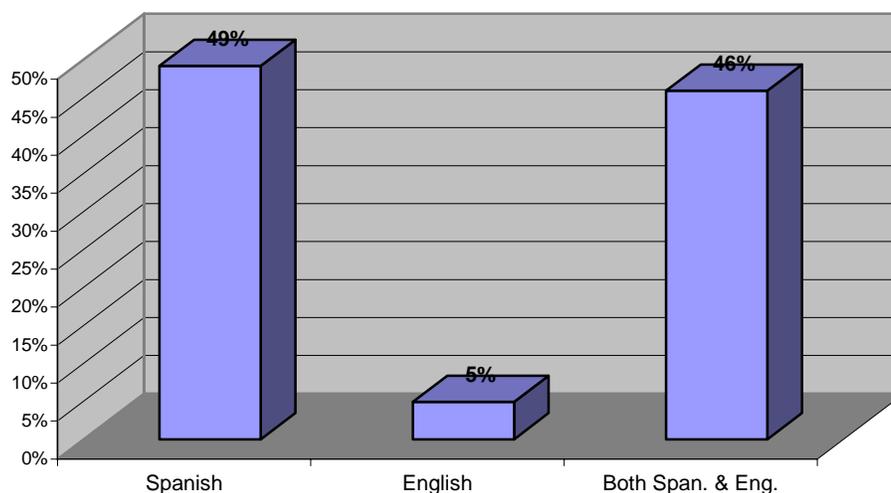
The uniting thread in these responses, supported by all the literature, is that newly arrived Hispanic immigrants rely strongly on the Hispanic community for information needs. One respondent succinctly wrote “Don't be afraid of asking [for help or information]: the Hispanic community is very united and will help you to help yourself.”

It was encouraging that the library was a consideration even when participants had not yet gone to the public library. It is unknown how many, if any, of these responses stemmed from courtesy to the researcher, who was obviously interested in libraries,

Question 12 - Do you prefer to read materials in Spanish, in English, or in both?

Chart 9

Preferred Reading Language?



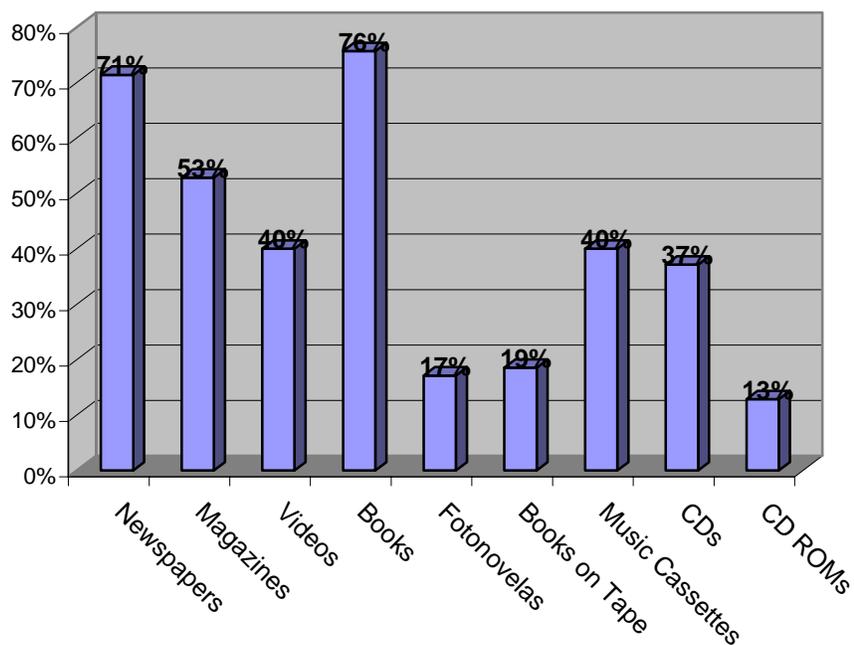
Not surprisingly, most respondents favored reading in Spanish. Quite a few of these respondents stated that they intended to read in both languages eventually, but that for now it took too much time or they needed to learn more

English. Many also preferred to read in both Spanish and English. Some preferred to read English in order to force themselves to learn English.

Question 13 - What format of resources do you read or use? (Check all responses that apply.)

Chart 10

What Format of Resources do you Read or Use?



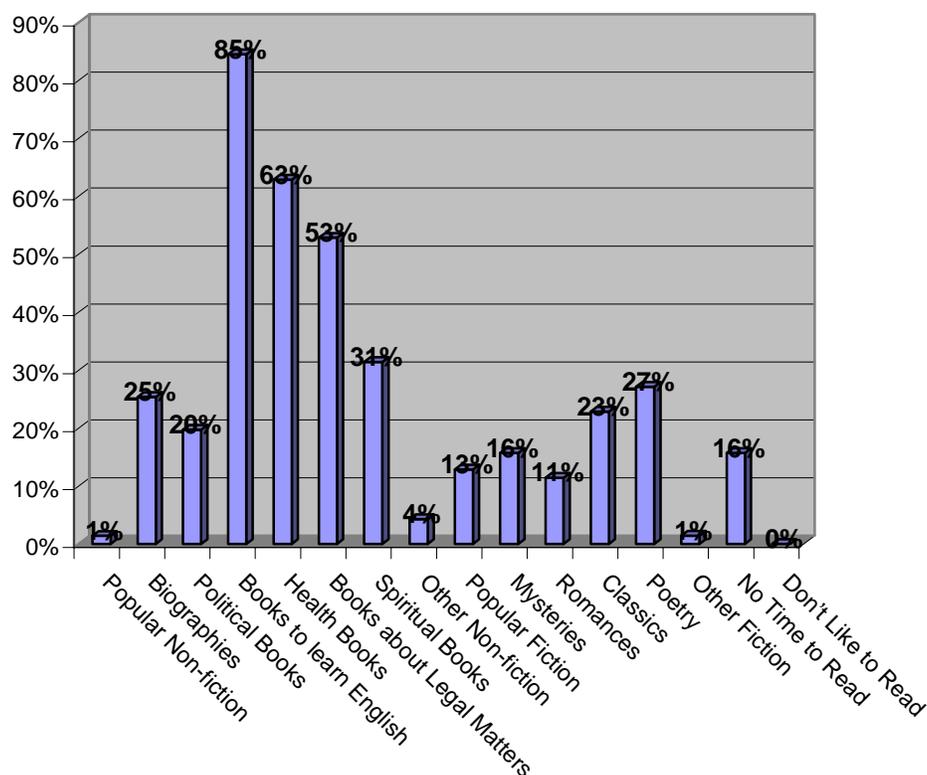
Books, and newspapers were definitely the most popular formats of resources for the respondents. Magazines, videos, music cassettes, CDs, books on tape, fotonovelas, and CD-ROMs followed in descending order of popularity.

Considering that the literature suggested the popularity of fotonovelas to Mexicans, it is somewhat surprising that fotonovelas were not very popular in the responses. Clearly, audiovisual materials are popular.

Question 14 - What type of materials do you like to read? (Check all responses that apply.)

Chart 11

What type of Materials do you like to Read?



The types of materials that most respondents liked to read strongly correspond with the types that Cuesta (1990) had discussed. The most popular types, in descending order, are books about learning English, books about health, books about legal matters, spiritual books, poetry, biographies, classics, political books, “no time to read”, mysteries, popular fiction, romances, popular non-fiction, and other non-fiction. No one marked “don’t like to read” as a response.

Question 15 - Have you used the Durham Public Library? Yes ___ No ___

78% of the participants responded that they had not used the Durham Public Library.

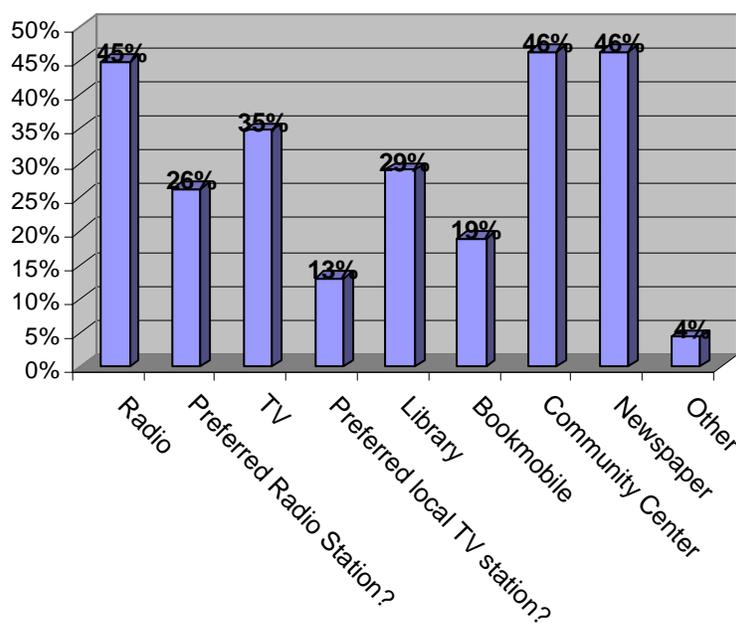
Question 16 - Would you like to hear more about what the library offers?

96% of participants indicated that they were interested in hearing more about the Durham Public Library. They seemed to appreciate the fact that the library has an interest in the Hispanic community. As found with the participants in the Rincon survey (2000), there seems to be a generally positive feeling toward libraries.

Question 17 - How do you prefer to hear about what the public library offers? (Check all responses that apply.)

Chart 12

How would you like to hear more about the library?



Participants indicated that they would like to hear more about the library through the following channels of information, in order of descending popularity: newspaper and community center, radio, TV, library, and “other.” The “other” channel mentioned was church. See Table 3.

Table 3 – Favorite ways of receiving library information

Radio
Radio: 93.9 FM
Radio 100.3 FM
Radio G105 FM (3)
Radio 107.5 [107.1?]
Radio 540 AM
Radio: Spanish station/radio (2)
Radio: 1310 A.M. [WTIK La Ke Bueno] (7)
TV
TV: [Durham] ABC (3)
TV [Durham] ABC news at 5
TV: 10. [Raleigh’s WB22 on cable]
TV Fox 50 [WRAZ-TV] (2)
Several people noted Univision, the cable Hispanic channel 78, not a local station
Other
Church (2)

Question 18 - What suggestions do you have for what the public library could offer?

Table 4 – Suggestions for what the library could offer

Information or Materials in Spanish (23)
Help in Spanish, all types of information.
Bilingual information to help [Hispanics].
Books in Spanish
Information in Spanish
Information about schedules, information about if it is possible to lend books to Hispanics, to work there, and to have Spanish or bilingual books.
Many, all types of information can be found there: the schedule so that persons leaving at 5:00 don't find closed doors for then [after 5:00] there is nowhere open to go.
To have access to books in Spanish
For books and exercises [for learning English]
It's very important that the library offer us material about immigration, taxes, health, etc. & that it is the Spanish language because many have not been in the U.S. long and so we aren't able to read in English.
Books for the Hispanic population (2)
A list of book materials for learning more and knowing more about this whole country that one who doesn't know how about legal things help Latinos.
I suggest that the library offer more information in Spanish for Hispanics living in Durham, having more publicity and information about library locations.
More books in Spanish
Information about legal matters, related to immigration and health.
[Procedures/rules] how books are loaned and charges/responsibilities
Information about learning English and many things, for learning to write better in Spanish.
Service of information in different languages (Spanish).
Books in Spanish (2)
Books in Spanish, dictionaries (espanol-ingles, ingles-espanol)
More information in Spanish for the Hispanic community

Table 4 – Suggestions for what the library could offer, cont'd

Information or Materials in Spanish, cont'd
More books in Spanish or both languages
Programming for the Hispanic community (8)
[Classes to?] read and study the language more
Help, speak Spanish - bilingual info. to help [Hispanics], help for the poor, help find places to live, apartments.
Classes of English from 6 PM to 8 PM
Something like Day Care because my daughter is the reason I can't attend/visit [the library]
Speaking English [classes]
Orientation about the family living together, communication and acceptance/respect for the norms. This is mainly from observing friction that I have observed between the Latin community and the repression that has been supported by the authorities.
Facilities for the Hispanic population, reading programs, and [workshops?] of reading for the children
That the library be situated close to Centro Hispano
Materials Selection (7)
Select books for all ages so parents that aren't very qualified [to read?] know the books are convenient for their children.
Books for learning English, information about legal rights, books about [resources of] community centers, health centers
Provide books for learning English and excelling in the language
To offer didactic material necessary as assistance for specialized references.
All kinds of books, including novels and children's
Books to learn English, Internet on computers
I like films.
Service (3)
[The library] ought to give good services to persons so they can learn, can receive a good education and thus succeed in the future.
That they assist better those that request help
I suggest that the library have more publicity about library locations.

Table 4 – Suggestions for what the library could offer, cont'd

Library Personnel to Speak Spanish (3)
Help, speak Spanish - bilingual information to help [Hispanics]
A person available to speak to those that don't know English
That they can assist us in Spanish if one doesn't know English
Information in General (2)
[To provide] enough information
Information

CONCLUSIONS AND RECOMMENDATIONS

The information needs of newly arrived Hispanic adults in Durham are now more clearly defined. In addition to using family and friends for basic information needs, participants indicated that favorite sources for information about housing, employment, and transportation are community center, church, and newspapers. Radio and television were popular means of receiving information. These survey responses should be considered when public librarians reach out to the Latino community. Since the responses indicated an interest in the Internet, further interest in the Internet should be encouraged by the library. Most Latin American countries do not have easy access to the Internet, so librarians can introduce Latino patrons to the easily accessible Internet at the library.

Survey data indicates a strong interest in non-fiction books about learning English, about health, and about legal matters. The fact that participants' suggestions for the library emphasize a need for factual information, as opposed to a need for popular materials, also supports the literature that has indicated the differences between the library needs of newly arrived Hispanics and those more settled. Library records and literature generally suggest that most Americans and more settled Latino-Americans prefer using the library to check out fiction books.

The participants in this study have benefited by being made aware that the Durham County Public Library (DCPL) is actively looking for ways to serve them better. They also received basic information about the library system in Spanish. The DCPL is benefiting also because the results of this study will help them do additional planning to further meet the information needs of the growing Hispanic population in Durham.

Promoting awareness of the public library in places where Hispanics congregate is essential. Since many states, such as Texas, California, New York, and Florida have more experience in serving Latino immigrants, guidelines that librarians in those states created may still be very effective. DCPL has already researched and taken great strides in reaching the Hispanic community.

Based on the results of this research, the author suggests that the DCPL could enhance service to the Hispanic population by considering the following recommendations. Suggestions for public libraries are grouped in the following categories: Programming, Materials Selection/Collection Development, and Service.

Programming

- Prepare public service announcements in Spanish for radio and TV (especially 1310 AM and ABC) in order to promote library use, especially for specific library programs.
- Cooperate with Hispanic community organizations (such as Centro Hispano and Lincoln Community Health Center) in programs especially for the Hispanic community. If there is a general orientation to Durham class

offered in Spanish, that class may be the perfect venue for introducing the library and its offerings. DCPL has already cooperated with Centro Hispano in offering conversation classes to improve English and programs in Spanish, such as “How to obtain a tax identification number.”

- Arrange for bookmobile stops in Hispanic neighborhoods. DCPL is already doing this. Periodically reviewing and changing stops to accommodate changing neighborhoods should be considered.
- After obtaining permission, leave bookmobile schedule information in Spanish and also leave pamphlets of general library information in Spanish in places where Hispanics commune. It should be stated that access to library information and to the Internet is free to them at the library if they live in Durham County.

Materials Selection/Collection Development

- Provide information in Spanish. This includes books that relate to Hispanic culture and books written by Hispanic authors, not just by American authors whose works are translated. Mexican and Mexican-American authors should especially be considered in Durham. High-quality bilingual materials are alternatives that may help non-Hispanics learn Spanish and Hispanics learn English.
- Select mostly non-fiction, informational materials, especially those about learning English, health and legal matters.
- Choose audio-visual materials in Spanish. Videos in Spanish with English subtitles would benefit Spanish and non-Spanish speakers.

Audiocassettes are great for teaching English pronunciation and recognition. Also cassettes for teaching Spanish benefit those working with Hispanics as well as Hispanics they work with.

- Explore free publications, especially newspapers, in Spanish.
- Take advantage of new Spanish-language review magazines. *Críticas* is a nice, new quarterly review magazine from the editors of *Library Journal*, *School Library Journal*, and *Publisher's Weekly*.

Service

- Include plans for service to the Hispanic community in library policy.
- Incorporate funding for Spanish-language materials, programming, and service into the regular budget, but also pursue grants.
- Educate library staff about learning some key phrases in Spanish and learning some about Hispanic culture.
- Try to hire bilingual personnel when possible.
- Create and post library signage in Spanish and use universal symbols on signage when possible.
- Create a pamphlet in Spanish about setting up a free e-mail address/account on the Internet.
- Let Latinos know about special opportunities for minorities, such as scholarships, fellowships, and grants available in education and business.
- Create a pamphlet in Spanish containing a list of places newly arrived Hispanics may find important information (such as housing, employment, transportation, and places where English is taught) in Durham.

Suggested Internet Resources/Bookmarks for Librarians and Hispanic patrons

Latin American Network Information Center (LANIC)

<http://lanic.utexas.edu> - (in English with links to sites in Spanish) - provides extensive web links, including those to other countries' newspapers.

This website is maintained by the Institute for Latin American Studies and the University of East Texas, Austin

New York Online Access to Health (NOAH).

<http://www.noah-health.org/> (in English and Spanish) - provides comprehensive and easy-to-understand consumer health information sites.

This website is sponsored by many organizations, including the three New York Library systems and university medical centers.

North Carolina State Library's Hispanic Service Project

<http://statelibrary.dcr.state.nc.us/hispanic/index.htm> (in English) - has links to REFORMA, the Rincon and Associates survey, the Governor's Office on Hispanic Affairs, and more.

This website is maintained by the North Carolina State Library.

PLUS: Public Libraries Using Spanish

<http://skipper.gseis.ucla.edu/students/bjensen/html/plus/home.htm> (in English) - offers downloadable, bilingual library brochures and forms, along with other useful information.

This website is maintained by Bruce Jensen at UCLA.

Univision Communications

<http://www.univision.com> (in Spanish) – presents news and entertainment.

This website is maintained by the popular television station, Univision.

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APPENDICES

Appendix A - Survey Introduction Letter, English

Appendix B - Survey Introduction Letter, Spanish

Appendix C - Questionnaire

Appendix D – Cuestionario



Appendix A

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

School of Information and Library Science
Phone# (919) 962-8366
Fax# (919) 962-8071

The University of North Carolina at Chapel Hill
CB# 3360, 100 Manning Hall
Chapel Hill, N.C. 27599-3360

Student Project: Information Needs

Dear Participant:

This questionnaire is part of my studies at the School of Information and Library Science at the University of North Carolina (UNC), Chapel Hill. The questionnaire is to obtain information from you in order to improve services that the public library offers to the Hispanic/Latino community. In particular, this is to improve services to Hispanics/Latinos who have recently arrived in the United States.

Participation in this study is voluntary. Your decision to participate will not adversely affect the services you receive from UNC or the public library. You are eligible to participate if you are Hispanic/Latino, at least 18 years old, currently living in Durham County and have lived in the United States for less than 5 years. I do not need to know your name or address for this study so please do not write your name on the questionnaire. The information you provide will be summarized in a report and not identified with you personally.

There are 18 questions on the questionnaire, which has been reviewed and approved by UNC's Academic Affairs Institutional Review Board. Please mark your answers directly on the questionnaire. It will take approximately 15 minutes to complete. If you prefer, I will read the questions aloud and will write down your answers. Upon completion, you will receive a reward bag of bookmarks, candy, and information about your local library.

If you have any questions or need any further information, please call me at (919) 942-5449 or my advisor, Dr. Claudia Gollop at (919) 962-8362. The success of my work depends on your cooperation. I hope to obtain at least 70 completed questionnaires. Thank you for your help.

Heidi Flythe, Graduate Student
(flyth@ils.unc.edu)

You may also contact UNC's Academic Affairs Institutional Review Board if you have questions or concerns about your rights as a research subject:
Academic Affairs Institutional Review Board
Barbara D. Goldman, Chair
CB #4100, 201 Bynum Hall, The University of North Carolina at Chapel Hill
Chapel Hill, North Carolina 27599-4100
(919) 962-7761 or aa-irb@unc.edu



Appendix B

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

School of Information and Library Science
Phone# (919) 962-8366
Fax# (919) 962-8071

The University of North Carolina at Chapel Hill
CB# 3360, 100 Manning Hall
Chapel Hill, N.C. 27599-3360

Proyecto del Estudiante: Necesidades de Información

Estimado Participante:

Este cuestionario es parte de mis estudios en la Escuela de Información y Bibliotecaria en la Universidad de Carolina del Norte (UNC), Chapel Hill. El cuestionario es para obtener información de ustedes para mejorar los servicios que la biblioteca pública ofrece a la comunidad hispana/latina. En particular, es mejorar servicio a los hispanos/latinos recién llegados a los Estados Unidos.

Participación en este estudio es voluntario. Su decisión participar no influirá negativamente en los servicios que UNC o la biblioteca pública le ofrece a usted. Usted es elegible participar si usted es hispano/latino, tiene a lo menos 18 años, vive en el condado de Durham ahora y ha vivido en los Estados Unidos por menos de cinco años. Yo no necesito el nombre o dirección de usted. Por favor no escribe su nombre en el cuestionario. La información que usted da estará resumido y no estará identificado con usted personalmente.

El cuestionario tiene 18 preguntas que ha sido repasado y aprobado por el Institutional Review Board en UNC. Por favor marca las respuestas directamente en el cuestionario. Dura aproximadamente 15 minutos. Si prefiere usted, yo leeré las preguntas en voz alta y escribiré sus respuestas. Después de realización del cuestionario, usted recibirá una bolsa de registros, dulces, y información de la biblioteca local.

Si tiene usted preguntas o necesita más información, por favor llámeme (942-5449) o mi consultora, Dr. Claudia Gollop (962-8362). El éxito de mi trabajo depende de su cooperación. Yo espero obtener 70 cuestionarios completos, a lo menos. Gracias por su ayuda.

Heidi Flythe, Estudiante Graduado
flyth@ils.unc.edu

También usted contactará la persona siguiente si tuviera preguntas de sus derechos en este estudio:

Academic Affairs Institutional Review Board
Barbara D. Goldman, Chair
CB #4100, 201 Bynum Hall, The University of North Carolina at Chapel Hill
Chapel Hill, North Carolina 27599-4100
(919) 962-7761 or aa-irb@unc.edu

Appendix C**Questionnaire**

Please answer all the questions on this questionnaire.

Please check (?) the answer that applies.

1. Do you currently live in Durham County, NC? Yes ___ No ___
2. Have you lived in the United States less than five years? Yes ___ No ___
3. Are you at least 18 years old? Yes ___ No ___

If your responses to 1-3 are "Yes", please continue to respond.

About you...

4. Age: ___ 18 to 30 years old
 ___ 31 to 50 years old
 ___ 51 years old or older
5. Sex: ___ female
 ___ male
6. Where are you from (state and country)? _____
7. Education:

Did you complete primary school?	Yes ___
	No ___
Did you complete secondary school?	Yes ___
	No ___
Did you attend a university or professional school?	
	Yes ___ for how many years? ___
	No ___

For the following questions, **please check (?) all responses that apply.**

8. Where did you go to find information about housing? Please list all places, even if you did not have success.

friends or family ___	newspaper ___
community center ___	library ___
supermarket ___	Internet ___
radio ___	television ___
church ___	public agency ___
other (please explain) _____	

9. Where did you go to find information about employment? Please list all places, even if you did not have success.

friends or family ___	newspaper ___
community center ___	library ___
Internet ___	public agency ___
church ___	radio ___
television ___	other (please explain) _____

10. Where did you go to find information about transportation? Please list all places, even if you did not have success.

friends or family ___	newspaper ___
community center ___	library ___
Internet ___	public agency
radio ___	television ___
church ___	other (please explain) _____

11. What advice do you have for those recently arrived in the United States regarding where information can be found?

12. Do you prefer to read materials in Spanish, in English, or in both? in _____

13. What format of resources do you read or use? (Check all responses that apply.)

newspapers ___ magazines ___
 videotapes ___ books ___
 fotonovelas ___ books on tape ___
 music cassettes ___ CD's ___
 CD-ROM's for the p.c. ___

14. What type of materials do you like to read? (Check all responses that apply.)

popular non-fiction ___ biographies ___
 books about politics ___ books to learn English ___
 health books ___ books about legal matters ___
 spiritual books ___ other non-fiction ___
 popular fiction ___ mysteries ___
 romances ___ classic literature ___
 poetry ___ other fiction ___
 I don't have time to read ___ I don't like to read ___

15. Have you used the Durham Public Library? Yes ___ No ___
16. Would you like to hear more about what the library offers? Yes ___
No ___
17. How do you prefer to hear about what the public library offers? (Check all responses that apply.)

radio ___ (which local station do you prefer? _____)

television ___ (which local station do you prefer? _____)

public library ___

bookmobile ___

community center ___

local newspaper ___

other manner (please explain) _____

18. What suggestions do you have for what the public library could offer?

Appendix D**Cuestionario**

Por favor conteste todas las preguntas en este cuestionario.

Por favor marca (?) la respuesta que aplica.

1. Vive usted en el condado de Durham, NC, ahora? Sí ___ No ___
2. Ha vivido usted en los Estados Unidos menos de cinco años? Sí ___ No ___
3. Tiene usted 18 años o mas? Sí ___ No ___

Si su respuestas 1-3 son positivas, por favor continua responder.

Sobre Usted...

4. Edad: ___ de 18 a 30 años
 ___ de 31 a 50 años
 ___ sobre los 50
5. Género: ___ femenino
 ___ masculino
6. De donde es usted (estado y país)? _____
7. Educación:
 Completó usted la escuela primaria? Sí ___
 No ___
 Completó usted la escuela secundaria? Sí ___
 No ___
 Asistió usted la universidad or escuela profesional?
 Sí ___ por cuantos años? ___
 No ___

Por las preguntas siguientes, **por favor marca (?) todas las respuestas que aplican.**

8. Adonde fue usted para encontrar información sobre casas o apartamentos? Indique todos los lugares aunque no haya tenido éxito.

amigos o familia ___	periódico ___
centro de comunidad ___	biblioteca ___
supermercado ___	Internet ___
radio ___	televisión ___
iglesia ___	agencia pública ___
otro (explique, por favor) _____	

9. Adonde fue usted para encontrar información sobre empleo? Indique todos los lugares aunque no haya tenido éxito.

amigos o familia ___	periódico ___
centro de comunidad ___	biblioteca ___
Internet ___	agencia pública ___
iglesia ___	radio ___
televisión ___	otro (explique, por favor) _____

10. Adonde fue usted para encontrar información sobre transportación? Indique todos los lugares aunque no haya tenido éxito.

amigos o familia ___	periódico ___
centro de comunidad ___	biblioteca ___
Internet ___	agencia pública ___
radio ___	televisión ___
iglesia ___	otro (explique, por favor) _____

11. Que consejo tiene usted para los más recién llegados a los Estados Unidos en respecto a donde se puede encontrar información?

12. Prefiere usted leer materiales en español, en inglés, o en ambos? en ____

13. Que formato de recursos quiere usted leer o usar? (Marca todas las respuestas que aplican.)

periódicos ____	revistas ____
videocassettes ____	libros ____
fotonovelas ____	audiolibros ____
cassetes de música ____	discos compactos (CD's) ____
CD-ROM's (para computador) ____	

14. Que tipo de materiales quiere leer usted? (Marca todas las respuestas que aplican.)

no-ficción popular ____	biografías ____
libros políticos ____	libros para aprender la lengua inglés ____
libros sobre salud ____	libros sobre asuntos legales ____
libros espirituales ____	otra no-ficción ____
ficción popular ____	misterios ____
romances ____	literatura clásica ____
poesía ____	otra ficción ____
no tengo tiempo de leer ____	no me gusta leer ____

15. Ha usado usted la biblioteca pública de Durham? Sí ___ No ___
16. Quisiera usted oír más sobre lo que la biblioteca pública ofrece? Sí _ No _
17. Como prefiere usted oír de lo que la biblioteca pública ofrece? (Marca todas las respuestas que aplican.)
- radio ___ (cual estación local prefiere? _____)
- televisión ___ (cual estación local prefiere? _____)
- biblioteca pública ___
- libro-móvil ___
- centro de comunidad ___
- periódico local ___
- otra manera (explique, por favor) _____
18. Cuales sugerencias tiene usted de lo que la biblioteca pública puede ofrecer?
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