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In this study, collections in K-8 public school libraries across North Carolina were analyzed with respect to their holdings of items for Hispanic students. These collections were analyzed through online library catalogs, which were identified by visiting the websites of every public school district in North Carolina, along with school websites within those districts. 35 schools were randomly selected for further analysis. A pre-set group of keywords was used to search each catalog, and items that met specified criteria to qualify as Hispanic resources were recorded. This data has been used to analyze the collections of the schools with respect to total resources, resource format, resource language, and student population demographics (specifically, the percentage of Hispanic students within the respective schools). It is hoped that this research will lead to a better understanding of the resources available to Hispanic students in the K-8 public schools of North Carolina.

Headings:

      School libraries- bilingual materials

      School libraries- Hispanic American materials

      School libraries- North Carolina

      School libraries- Spanish language materials

A Descriptive Study of Resources for Hispanic Students in North Carolina Public
K-8 School Library Collections

by
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Introduction

From 1990 to 2000, the Hispanic population in the United States increased by 58% to 35.3 million people. In that same time, the overall US population grew by 13% ("US Census Bureau," n.d.). All projections point to further increases in the country's Hispanic population, leading to an ever growing need for more public services and resources for this important minority group. Libraries have already begun to feel the effects of this need and in the future will have to provide services for increasingly diverse patron groups. With this in mind, researchers are studying the ways in which both public and school libraries are responding to their Hispanic patrons.

Most of the research that currently exists focuses on libraries in areas where the population contains significant percentages of Hispanic residents. This research often looks at a variety of indicators of library responsiveness, including the library's collection of Spanish or bilingual materials, the programming offered for Spanish speaking or bilingual patrons, the ability of the library staff to speak Spanish, and the attitudes of the librarians in regard to providing resources and services for Hispanic patrons. The research is weighted toward the study of public libraries, although there has been some work done that focuses on school libraries as well.

This study looks specifically at print and non-print resources for Hispanic students within the collections of K-8 public school libraries from across the state of North Carolina to determine the availability of such resources within those collections. These resources include materials in Spanish, bilingual materials, materials that reflect

the cultures, backgrounds, and history of students of Latin American descent, and materials written by Hispanic authors.

In this study, I aim to answer two main questions. First, what are the collection statistics for K-8 school libraries across North Carolina in relation to Hispanic resources, as measured by number of items, language of items, and format of items? And second, what is the relationship between the collection statistics regarding Hispanic resources and the percentage of Hispanic students within schools' student populations?

Although my intention is not to evaluate or make judgments about the effectiveness of these collections, this data could help school media specialists make their own determinations about whether their collections are adequate for meeting the needs of the Hispanic students within their schools. It is important for media specialists, educators, administrators, and the general public to know the current status of these collections, in order to make sound decisions about issues such as collection development, library budgets, and ways to improve upon the existing materials available.

Literature Review

For this literature review, I have chosen eight articles from peer reviewed journals, most of which contain the results of empirical research. Two of the eight articles deal specifically with school libraries, five focus solely on public library services, and one encompasses both school and public libraries. Since the patron base and objectives of school libraries differ significantly from that of public libraries, I have organized the articles according to the type of institution that serves as the basis for the research.

Public Libraries

   "Examining a Spanish nonfiction collection in a public library" (Boulé, 2005), studied the Spanish nonfiction collection of a public library located in an urban area with one of the fastest growing Spanish-speaking populations in the country. From 1995-2005, the nonfiction collection was evaluated using a needs assessment instrument created for the Spanish-speaking population. The Spanish nonfiction collection was then compared to the English nonfiction collection in the areas of size and content. The study found that while 31.2% of the city's population was Hispanic, only 2.8% of the books in the library's nonfiction collection were written in Spanish (Boulé, 2005, p. 408). It also analyzed the content of the Spanish nonfiction collection based on the Dewey numbers of the books and found that it was not nearly as balanced as the English nonfiction collection, and was severely lacking in Spanish reference sources and Spanish periodicals (Boulé, 2005, pp.408-410).

   "Library and Information Needs of Latinos in Dunklin County, Missouri" (Bala & Atkins, 2004) looked at Latino residents' use of libraries in Dunklin County, and the library's response to those residents. Unlike the Boule study, the focus of this research was on residents' reported use of the library, rather than the collection of the library itself. Data was gathered by interviewing 41 Latino residents of Dunklin County about their library use. These interviews were conducted door-to-door, with 23 female and 18 male respondents who fell into a variety of age groups, education levels, and job types. The study found that of the 41 respondents, 32 (78%) had not visited the library in the past six months, with 34% of these non-users citing a language barrier as the main reason. Seven respondents (17%) visited the library once or twice in the last six months

and two (5%) more than three times (Bala & Atkins, 2004, pp 120-121). Data was also collected on the services these patrons used most often, as well as services they would like to see at the library in the future.

The researchers concluded that there was a considerable level of under-use of the library, seemingly not because of geographical barriers, as most of the respondents lived within walking or public transit distance of the library. Instead, they found that a lack of Spanish-language and bilingual library staff contributed to the respondents' perception that Latinos were not welcome in the library. This problem was compounded by the fact that the library did little advertising and networking for the purpose of drawing in Hispanic patrons (Bala & Atkins, 2004, p 122).

This issue of under-use by the Hispanic population comes up repeatedly in the literature, in relation to both public and school libraries, with various explanations being offered by researchers. Overall, the consensus among researchers is that under-use is not the result of Hispanic patrons not needing or desiring the services of the library, but rather that they are unaware of what is available or are hesitant to enter an environment in which they do not see themselves represented. The researchers of this article recommended that the library advertise in media that reach Spanish-speaking populations, and develop outreach efforts in collaboration with workers who are known to the Latino community in order to address the problem of under-use (Bala &Atkins, 2004, p 122)).

"The Challenge of Building Multilingual Collections in Canadian Public Libraries" (Dilevko & Dali, 2002) deviated from the other articles in this literature review in that it was not focused on Hispanic patrons, and it looked at libraries in Canada rather

than the United States. However, the methodology of the study and the research questions that drove the study are still pertinent to my own area of interest.

In this study, Juris Dilevko and Keren Dali undertook the task of determining to what extent Canadian public libraries are collecting multilingual materials, what methods they use to select these materials, and if they are sufficiently prepared to provide their multilingual clientele with an adequate range of materials and services (2002, p 116). To ascertain this information, electronic surveys were sent out as email messages to Canadian public libraries in the nine English-language provinces and three territories. The survey consisted of 10 questions, some with subdivisions

The data collected showed that overall, regardless of the type of materials, 53.8% of libraries wanted to maintain their ML (multilingual) collections at current levels. Twelve percent wanted to decrease or remove their ML collections entirely. Thirty-four percent wanted to add to their ML materials. Interestingly, the authors noted that "As the number of individuals of the largest ML group rises, so too does the commitment to expand the size of a library's ML collection in that language." (p 121).

In regard to other questions raised in the research, librarians in Canada reported that the top three constraints were a lack of demand for ML materials (29.2%), budget (25.9%), and space (20.2%) (Dilevko & Dali, 2002, p 122). Again this raises the concern that non-native speakers seemingly do not want to use resources in their own language at the library, which in turn causes librarians to balk at putting more of their budget into collecting such materials.

The article concluded with the recommendation that public libraries should consider making a commitment to view every aspect of library work with an eye to

multilingualism, and that Library and Information Science schools should restructure the contents of their courses to ensure that ML issues become the focus of instruction. They also briefly address the issue of under-use of ML collections, asking if the cause is that the existing ML collections and services are not adequate, or if the cause is that there are not enough ML speakers interested in ML collections or services? (Dilevko & Dali, 2002, p 131)

"Assessing Library Needs in Rural America" (Rosen, 1990) looks at issues involved in considering special populations, such as Spanish speakers, when assessing community needs for public libraries. In this article, Rosen identified several rural settings and then selected the Soledad branch library, in California, to examine more closely. She reviews a needs assessment created and utilized by the branch librarian, Angie Lopez. In creating the assessment, Lopez conducted a thorough, multi-step process. First, an original group of questions were gathered from other surveys done by libraries in the state. Then Lopez called together a group of a dozen community residents to review the questions and eliminate those that would not be understood or were redundant. The resulting draft was piloted in one area, and subsequently adjusted based on the results. The needs assessment consisted of two sets of survey questions, one set for library Nonusers and another for Users, in order to avoid unnecessary questions for respondents. For non-English speaking respondents, the questions were given orally in Spanish, and the responses were recorded by the individual giving the survey (Rosen, 1990, pp 88-89).

More than a third of the respondents to the survey, whether given in written form or orally, were library nonusers, and of those nonusers 73% were bilingual or preferred

Spanish language materials. Nonusers reported that they used other sources of information, such as friends, family, and church, but said these sources were unable to answer questions on topics such as school subjects, employment, medical questions, and how to fill out forms. Only 10% of users of the Soledad library felt more comfortable speaking English than Spanish. The results of the survey indicated that there was a need in the Spanish-speaking community for services and materials such as access to emerging technologies and programs on current topics (Rosen, 1990, p 89).

"Hispanic Library Services in South Florida" (McCook & Geist, 1994), can be described as a set of case studies of three different south Florida county library systems, showing how they are responding to the needs of their Hispanic patrons. The article provides descriptive statistics about the three county areas served by the libraries, focusing largely on the number and country origins of the Hispanic populations, and then goes on to discuss the programs, services, and collection decisions the libraries are making to meet the needs of these growing Hispanic populations. The conclusion of the studies is effusive with its praise, stating "The portrait of South Florida's libraries is one of vibrant, user-centered services developed to meet the needs of an increasingly diverse population." (p 37).

While the articles that have been previously discussed in this review have all cited under-use by Hispanics as a challenge that libraries need to surmount, this study actually discusses some of the ways in which libraries in South Florida have already begun to overcome that challenge. These solutions match closely with the recommendations of the authors in other studies, suggesting that researchers are indeed coming up with valid

solutions for libraries to implement in their services and policies. It remains to be seen if libraries are actually using this advice.

For the purposes of my research, I was also interested in the attention the article gave to the Hispanic materials held by the libraries in the South Florida area. Since my study does not address services outside the collections of school libraries, I find it important to point out that this study does state in several places that the libraries have developed large collections of works from Hispanic authors and nearly complete core collections of materials in Spanish, making it clear that although outreach programming and other services are important, collecting materials for Hispanic users is also a key ingredient to success with the population, and hence it is important to study the collections of Hispanic materials within larger library collections.

"Spanish-Language Books for Young Readers in Public Libraries: National Survey of Practices and Attitudes" (Schon, Hopkins, & Woodruff, 1988) investigates librarians' attitudes and practices regarding the selection, acquisition, and use of books in Spanish for children and young adults in US public libraries that serve a significant number of Hispanics. The researchers surveyed a sample of all public libraries in US cities whose population of more than 25,000 was more than 20% Hispanic. They excluded Arizona from this sample because data from that state was collected the previous year in a similar study, which will be discussed later in this literature review. Asked to participate anonymously, 95 librarians (46%) returned the survey within first five weeks. An additional 40 surveys were returned after a second mailing, and after four more weeks and a third mailing to non-respondents, 25 more surveys returned. This brought the overall response rate up to 77% (Schon, et al., 1988, p 445).

The survey data showed that 89% of librarians reported that they purchase books in Spanish for children and young adults. However, 35% of respondents said that less than 1% of their budget is used for children and young adult books in Spanish, and only 16% of respondents reported that 15% or more of the budget went to these materials. Thiry-nine percent of those surveyed said that 1% or less of their books for children and young adults are in Spanish, while just 13% responded that 15 % or more of their children/YA books are in Spanish. Eight-two percent reported that their collection policy consciously attempts to include Spanish books. Sixty-three percent said the books in Spanish were rarely used, again pointing to the challenge of under-use that runs through the literature. Six percent said books in Spanish are a luxury and 92% said they are needed. Librarians who felt there was no need for books in Spanish tended to be in libraries serving smaller percentages of Hispanics, and had smaller percentage of Hispanic patrons (Schon et al., 1988, pp 447-448). The researchers concluded that "US librarians seem to be doing a conscientious job of serving the educational, information, and recreational needs of young Spanish-speaking readers…This is indeed a testimony to their dedication and commitment to serving their young patrons regardless of native languages or countries of origin" (p 450).

School Libraries

Another study done by Schon and fellow researchers was reported in the article "Books in Spanish for Young Readers in School and Public Libraries: A Survey of Practices and Attitudes" (Schon, Hopkins, Main, Hopkins, 1986). The purpose and methodology of this study were much the same as the one previously discussed, with the

main differences being that the study was limited to the state of Arizona and included school libraries along with public libraries.

A letter describing the study, a questionnaire, and a stamped self-addressed envelope were mailed to 142 public and county librarians and to 356 school librarians in Arizona. This sample pool represented all of the public/county libraries and a random sample of 50% of school libraries (public and private) in Arizona. Of the total 498 schools, 368 (72.6%) returned the surveys after the first mailing. Four weeks later, a second mailing was sent to 116 non-respondents, and phone calls made to random selection of 48 non- respondents. After the second mailing, the number of respondents increased to 423, a rate of 83.4%. (Schon et al., 1986, p23)

Fifty-eight percent of librarians said they purchased books in Spanish for children and young adults, a significantly smaller number than the 89% who reported they did so in Schon's national study in 1987. Seventy-seven percent of librarians in this 1986 study reported that less than 1% of their library book budget goes for purchase of books in Spanish for children/young adults, while 6% said more than 10% of the budget does. In comparison, the national survey showed that 35% reported less than 1% of the budget goes to these materials.

Circulation of books in Spanish was 1% or less for 86% of respondents, only 8% reported circulation of such books to represent more than 5% of total circulation. Seventy-five percent reported that the books are rarely used. Again, the data points to under-use of the materials available. Forty-six percent stated that the library's collection policy attempts to include books in Spanish, compared to 82.5% nationally.

Forty percent of respondents said that books in Spanish did not have an important educational value, which seems astonishingly high considering the number of school libraries included in the survey. Within the school libraries, 91% of high schools reported Spanish books are rarely used, 82% of middle schools, and 71% of elementary schools, which perhaps contributed to the idea that they had little educational value.

In the conclusion of this article, the researchers stated that many librarians appear willing to devote a larger percent of budgets to books in Spanish for young readers, but that there is also a high percentage of librarians opposed to increasing the availability of books in Spanish, even though the population is increasing (Schon et al., 1986, p27). Librarians who see no need for books in Spanish also reported a decrease in demand for books. The authors' final recommendation was "This important issue needs to be addressed by the library profession. Otherwise, libraries in the US will continue to provide access to information in a capricious and arbitrary manner, disregarding the needs and interests of the patrons they serve and considering only the particular values and prejudices of the librarians responsible for selection." (p 27)

Allen's article "The School Library Media Center and the Promotion of Literature for Hispanic Children," (1993) reports on a study conducted to determine the availability of Spanish language literature in eight urban areas with large Hispanic populations. For the study, a questionnaire consisting of 29 multiple choice and open-ended questions was sent to a sample of 305 public schools in cities with high Hispanic populations, such as Phoenix, Houston, Miami, and San Diego. The questionnaires were addressed to the person in charge of the school library. Sixty-two of the schools (about 20% of those asked) completed the questionnaires, with some received from all eight areas (Allen,

1993, pp. 437-438). The study found that "…most school librarians had little knowledge of the Spanish language, and few books in Spanish were available" (Allen, 1993, p.437). This conclusion was based upon self-reported data that showed a small percentage of the school librarians or their assistants had fluency in Spanish and that in general the percentage of books provided in Spanish was far lower than the percentage of the student population that was Spanish-speaking.

"The Role of the Media Specialist in Elementary Schools with a Majority Limited English Proficient Latino Enrollment" (Brown, 2003) takes a different approach to researching the school library than the literature reviewed thusfar. In this study, the author is trying to determine how a student population with a majority of limited English proficient Latino students affects the media specialist's role as a teacher, instructional partner, information specialist, and program administrator. (These roles are taken from the document *Information Power: Building Partnerships for Learning*.)

To make this determination, Brown conducted ten month long case studies of the role of the media specialist in three elementary schools with a majority Limited English Proficient Latino population in a Georgia county. All the media specialists had been at their respective schools for at least five years and had at least a master's degree in education or library science. The study was conducted as an interpretive investigation using qualitative methodology (Brown, 2003, p 269).

The findings of the study were reported in short descriptive sections for each elementary school, and then as a longer discussion of overarching issues. For my research, the most relevant data was concerned with the collections at each library. In the Maple View elementary school, the library collection had 273 Spanish/bilingual books

out of a total of 9,950 items. Twelve percent of the 44,000+ items circulated in the year were those 273 books. At Pine elementary annual circulation figures were reported to be high (although no specific figure was given), but less than 1% of materials checked out were Spanish or bilingual. The number of Spanish/bilingual books in the collection was not provided, nor was the total number of items held, which I found odd and unhelpful. No explanation was given for why this school's figures were not reported. At Magnolia elementary, the collection contained 323 Spanish or bilingual items out of 15,700 materials. Seven thousand of 40,000+ items circulated during the year were Spanish or bilingual, which accounted for over 16% of their total circulation (Brown, 2003, pp 269-270).

Summary of Literature Review

Somewhat to my dismay, I found very little research related to school library collections in particular, and even services in general, for Hispanic and other second language populations. While literature does exist that advises librarians on how to make their services better and more effective for such minority groups (mainly in the form of text books, sets of guidelines, and anecdotal articles), it appears that few studies have been conducted on the current status of school library collections and services for Hispanic populations. Or if they have been conducted, they have not been published in scholarly journals for the library science profession at large.

This research gap is disturbing, since it indicates that researchers have no baseline of descriptive data to use when assessing whether school libraries are moving forward in trying to meet the challenges associated with serving Hispanic student populations. The

few research studies that exist in the literature are mainly based upon self-reported survey data, which also raises concerns about the validity of the responses. Just as people generally do not want to report having prejudices or beliefs they know are socially unacceptable, librarians may consciously or subconsciously alter their responses to make it seem that they are doing more to fully serve all populations within their patron base than is the actual case. I have tried to avoid such biases and potential pit falls by looking at the collections themselves. This, of course, means that I have not obtained data on librarian attitudes or other library services that surveys or case studies may ascertain, but I feel that gathering accurate, objective, descriptive data is valuable enough in itself.

Methodology

In this study, I used a form of content analysis on existing catalog records for a sample of North Carolina public school libraries. This method was appropriate for my study because my goal was to gather descriptive data about the collections of public school media centers across North Carolina. While I have analyzed the data in various ways, in order to compare collections based upon specific factors such as type of items and student demographics, I do not intend to evaluate the data to the extent of making recommendations to these media centers for improvements or to show any correlations between the data and students' performance indicators.

In using this method of content analysis, there are a number of advantages, as well as some disadvantages. As Babbie points out, one of the greatest advantages of this method over others, such as surveys or interviews, is that it cuts down on time and money (p 330). Another advantage is reliability. My data is reliable, as I made my searching and

coding of items consistent across collections. Four of the five sample districts used the same catalog service, Destiny, which also contributed to the consistency of my searching.

The disadvantages of this method lie mainly in the area of validity. I am sure I missed some items because the search terms I used were not exhaustive. Items I decided were relevant resources for Hispanic students may not be considered to be so by other researchers or experts. Also, doing content analysis only allowed me to collect data on the items within the online catalogs, not on librarians' attitudes, programming at the media center, services offered to Hispanic students, or other factors that work in conjunction with collection resources when considering the effectiveness of such collections for improving student performance.

Finally, the fact that I am only studying schools with online catalogs could skew my data in comparison to all schools in North Carolina. These schools may have more financial resources to begin with, and that may allow them to have better developed collections than those in other districts across the state. This will limit my confidence in making any assertions about the state as a whole based upon this particular data.

Sample

The sample for this study included a discrete population of limited size, namely K-8 North Carolina public schools. In North Carolina, there are 115 school districts, which consist of 1,752 elementary schools (Grade PK-8), 385 secondary schools (9-12), 105 schools with combined grade levels, and 96 charter schools. This comes to a total of 2,338 public schools. ("Public Schools of NC," n.d.) For this study, an initial sample was taken from the total population, which consisted of schools that provided online catalogs

for their media centers. These schools were found using an exhaustive list of district

websites, provided online by *NC School Report Cards* at

http://www.ncreportcards.org/src/. Each district website was thoroughly searched, along

with individual school websites from the districts, in order to identify which schools

provided online catalogs for their media centers. I found that school media centers in

North Carolina that provide online catalogs do so as part of district wide union catalog

systems, which can then be searched by individual school. Thus, this initial selective

sample included 16 school districts and over 500 schools within those districts, or

approximately 14% of all NC school districts and 22% of all NC schools.

From this initial sample, a further reduction of sample size was made. Out of the

16 school districts, five were randomly selected to remain in the study. Elementary and

middle schools from each of the five districts were then entered into an Excel spreadsheet

and grouped based on the grade levels they served. For each district, five elementary

schools and two middle schools were randomly selected to remain in the sample, giving a

total of 35 school catalogs. All random sampling was done using a k value method, once

the districts and schools were listed alphabetically in the Excel spreadsheet.

Student demographic data for each school in my sample was collected. This data

was gathered from the *Great Schools* website at http://www.greatschools.net/ and entered

into my data table. (See Table 1)

Table 1. School Demographic Data

School Name	School District	School Level	% Hispanic	% White	% Black	% Other
BE Jordan	Alamance-Burlington	Elementary	18	65	16	1
EM Yoder	Alamance-Burlington	Elementary	4	72	22	2
Hillcrest	Alamance-Burlington	Elementary	18	45	35	2
Pleasant Grove	Alamance-Burlington	Elementary	19	40	40	1
Sylvan	Alamance-Burlington	Elementary	4	91	4	1
Broadview	Alamance-Burlington	Middle	37	12	49	2
Turrentine	Alamance-Burlington	Middle	11	52	34	3
Bath	Beaufort	Elementary	4	91	4	1
Chocowinity	Beaufort	Elementary	8	62	30	0
John Small	Beaufort	Elementary	8	43	47	2
Northeast	Beaufort	Elementary	13	53	33	1
Snowden	Beaufort	Elementary	< 1	20	79	0
Chocowinity	Beaufort	Middle	4	67	29	0
P S Jones	Beaufort	Middle	7	44	49	0
Davis-Townsend	Davidson	Elementary	2	95	2	1
Friedberg	Davidson	Elementary	4	89	5	2
Midway	Davidson	Elementary	2	87	11	0
Reeds	Davidson	Elementary	2	96	1	1
Wallburg	Davidson	Elementary	2	94	3	1
Central Davidson	Davidson	Middle	4	91	4	1
North Davidson	Davidson	Middle	2	90	7	1
John J Blair	New Hanover	Elementary	3	75	19	3
College Park	New Hanover	Elementary	20	41	37	2
Holly Tree	New Hanover	Elementary	3	71	23	3
Walter L Parsley	New Hanover	Elementary	2	86	8	4
Mary C Williams	New Hanover	Elementary	12	50	37	1
M C S Noble	New Hanover	Middle	3	71	24	2
D C Virgo	New Hanover	Middle	< 1	31	67	1
Cleveland	Rowan-Salisbury	Elementary	8	27	63	2
Faith	Rowan-Salisbury	Elementary	< 1	95	3	1
Hurley	Rowan-Salisbury	Elementary	13	46	39	2
Morgan	Rowan-Salisbury	Elementary	< 1	96	2	1
Carroll T Overton	Rowan-Salisbury	Elementary	9	35	53	3
Corriher Lipe	Rowan-Salisbury	Middle	6	82	11	1
Southeast	Rowan-Salisbury	Middle	10	79	10	1

Data Collection Instruments

In order to organize the data collected from this study, Excel spreadsheets were created for each school media catalog. Relevant items from the online catalogs were entered into these spreadsheets, with various aspects of each item being recorded, including title, language, format, ISBN, number of copies, and publication date. These spreadsheets were then List Managed through Excel, allowing the data to be sorted in various ways and validated to ensure there was no duplication of items recorded within a school's catalog. See Appendix A for a template and a partially completed example of the instrument.

Procedure

For each library catalog in the final sample, a set of keyword searches was used to search for relevant materials. These keyword searches were chosen prior to beginning the research, by conducting an initial exploration of schools' catalogs and compiling a list of search terms that accompanied relevant materials. They were then refined to make searching most efficient. The final list of search terms is shown in Table 2.

Table 2. Catalog Search Terms

Search Term
Spanish
"Central America*" NOT Spanish
Hispanic* NOT Spanish
Latin* NOT Spanish
Mexic* NOT Spanish
"South America*" NOT Spanish

As I searched the online catalogs, I recorded relevant items on Excel spreadsheets. Every school was given a separate spreadsheet, and items were not duplicated within any school's data set. If an item was potentially a duplicate, I used the Excel search function to determine whether it had been previously entered.

In order to qualify as relevant for this study, items had to meet at least one of the following criteria:

1- Written/produced in Spanish

2- Written/produced in Spanish and English (bilingual)

3- Main subject matter is Hispanic culture, country, or history

4- Main character is of Hispanic descent

5- Written by a Hispanic author

Some items required judgment calls as to their relevance, and as I conducted my research, I strove for consistency in my inclusion and exclusion of materials. For example, I did not include materials such as atlases and general encyclopedias, which have no particular focus on Hispanic content. I also did not include materials about specific animals that live in Hispanic regions of the world. I did, after some debate, determine that materials on Spanish explorers were valid for the study. In making these judgment calls, the catalogs were essential, as they often provided useful summaries of the content and subject headings that led me to a final decision.

Finally, data regarding the average copyright date of each school's media center was gathered from the *NC School Report Cards* site, for purposes of comparing the currency of the overall collection to that of the resources for Hispanic students. (See Appendix B)

Results and Discussion

     In this study, a total of 35 online school catalogs were searched, from five school districts across the state. The results show a wide range of total number, language, and format of Hispanic resources between schools, as well as a promising comparison of schools' Hispanic collection ages and media center collection ages.

Total Hispanic Resources and Percent Hispanic Students

     Of the top 10 schools in terms of total Hispanic resources, six have 10% or higher of Hispanic students. Schools ranked 11 through 20 include two schools with 10% or higher of Hispanic students and one school with less than 1% Hispanic students. Those schools ranked 21 through 30 include only one with over 10% Hispanic students and three with less than 1% Hispanic students. The bottom five schools for number of Hispanic resources include one school with higher than 10% Hispanic students. (See Table 3)

     The school with the highest total number of Hispanic resources is Broadview Middle School, part of the Alamance Burlington School System. Broadview has 419 items, and is also the school with the highest percentage of Hispanic students, with 37%. The school with the second highest number of Hispanic resources is Southeast Middle School in the Rowan-Salisbury School System, with 355 items. Southeast has the 10th highest percentage of Hispanic students, at 10%. (See Table 3)

Table 3. Number Hispanic Resources and Percent Hispanic Students by School

Rank	School Name	School District	% Hispanic Students	# Hispanic Resources
1	Broadview Middle	ABSS	37	419
2	Southeast Middle	Rowan-Salisbury	10	355
3	Northeast* pK-8	Beaufort	13	310
4	Blair Elem.	New Hanover	3	283
5	Turrentine Middle	ABSS	11	255
6	Hurley Elem.	Rowan-Salisbury	13	229
7	Midway Elem.	Davidson	2	206
8	College Park Elem.	New Hanover	20	205
9	John Small* 4-5	Beaufort	8	186
10	Noble Middle	New Hanover	3	184
11	Parsley Elem.	New Hanover	2	180
12	BE Jordan Elem.	ABSS	18	179
13	Williams Elem.	New Hanover	12	179
14	Davis-Townsend Elem.	Davidson	2	179
15	Bath Elem.	Beaufort	4	176
16	Snowden* pK-8	Beaufort	< 1	173
17	Chocowinity Elem.	Beaufort	8	165
18	PS Jones Middle	Beaufort	7	156
19	Central Davidson Middle	Davidson	4	154
20	Holly Tree Elem.	New Hanover	3	149
21	Virgo Middle	New Hanover	< 1	140
22	Hillcrest Elem.	ABSS	18	134
23	Faith Elem.	Rowan-Salisbury	< 1	130
24	North Davidson Middle	Davidson	2	120
25	Wallburg Elem.	Davidson	3	115
26	Cleveland Elem.	Rowan-Salisbury	8	110
27	CT Overton Elem.	Rowan-Salisbury	9	106
28	Reeds Elem.	Davidson	2	103
29	Sylvan Elem.	ABSS	4	100
30	Morgan Elem.	Rowan-Salisbury	< 1	90
31	EM Yoder Elem.	ABSS	4	88
32	Corriher Lipe Middle	Rowan-Salisbury	6	59
33	Pleasant Grove Elem.	ABSS	19	59
34	Chocowinity Middle	Beaufort	4	28
35	Friedberg Elem.	Davidson	4	26

Behind the 37% Hispanic population of Broadview Middle School, College Park

Elementary of the New Hanover School System has the second highest percentage of

Hispanic students with 20%. College Park has 205 total resources for Hispanic students, putting it at eighth highest among the sample (only one item behind the seventh highest school, Midway Elementary). Compared only to the other elementary schools, however, College Park would be just fourth in total resources. (See Table 3)

In addition to Broadview Middle School, three other schools from the Alamance Burlington School System are in the top five for percentage of Hispanic students: B.E. Jordan at 18%, Hillcrest at 18%, and Pleasant Grove at 19%. BE Jordan had 179 total items, putting it at 12th among the sampled schools. Hillcrest, with 134 items, ranked 22nd, and Pleasant Grove, with just 59 items, was 32 out of 35 schools. It would be interesting to conduct some follow-up research as to why such a discrepancy exists within the same school system.

The school with the fewest total items was Friedberg Elementary of the Davidson County School System, with 26 items, followed closely by Chocowinity Middle of the Beaufort County School System with 28. Friedberg has a 4% Hispanic population, while Chocowinity Middle stands at 9%. (See Table 3)

When taking all the data into account, there seems to be little consistent parallel in the relationship between the percent of Hispanic students and the number of items in a given school's collection, as can be seen in Figure 1 below.

Figure 1. Number Hispanic Resources and Percent Hispanic Students
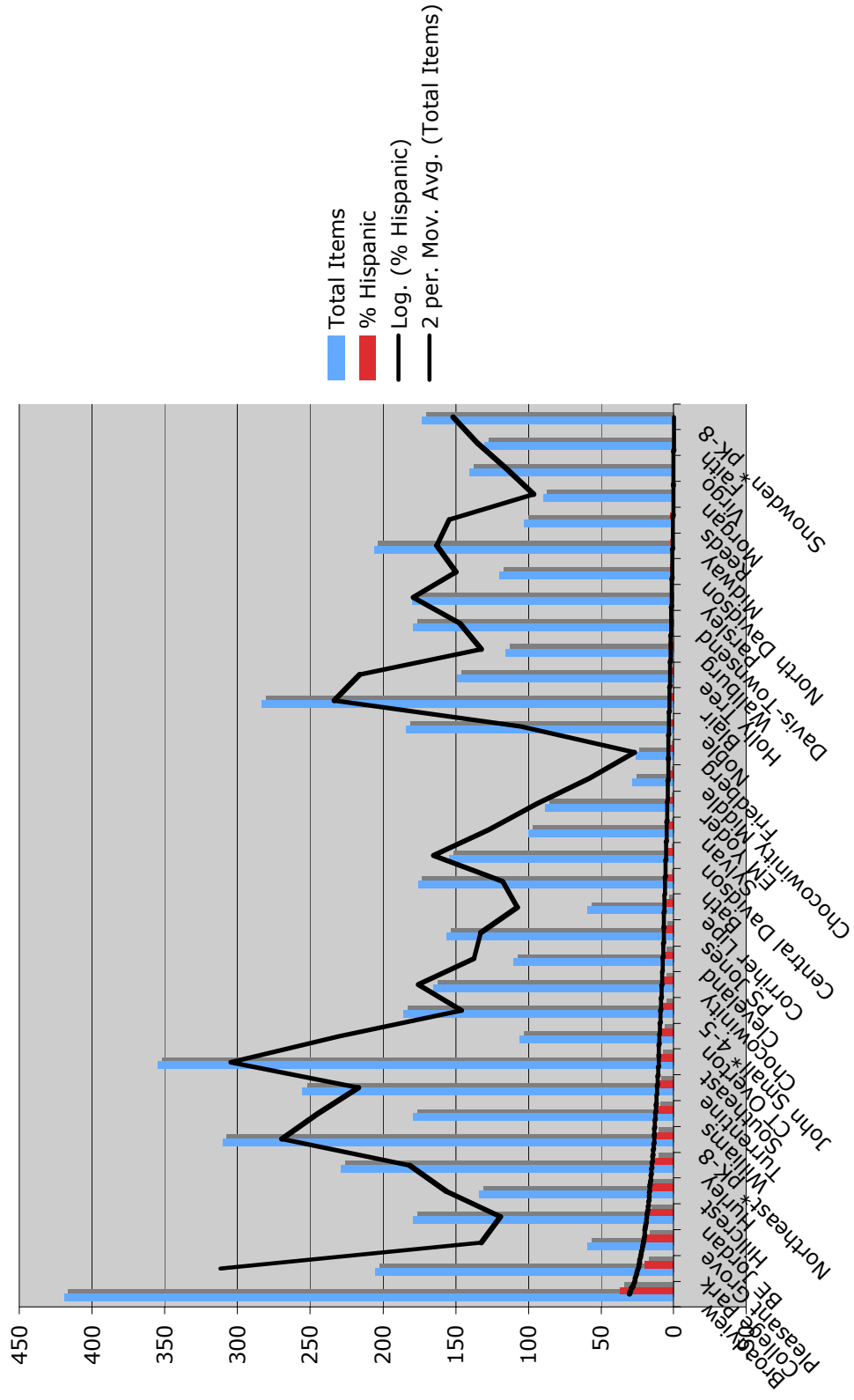
At the district level, there is less overall variance in the number of Hispanic resources than at the school level. The New Hanover School System leads the districts in this sample with a total of 1320 resources, although it has the fourth lowest percentage of Hispanic students. The Alamance Burlington School System has the overall highest percentage of Hispanic students, at 15.55%, and comes in second in total number of Hispanic resources. Davidson, which has the lowest total number of items, has the lowest percentage of Hispanic students as well. (See Table 4)

Table 4. Number Hispanic Resources and Percent Hispanic Students by District

School System	# Hispanic Resources	% Hispanic Students
New Hanover	1320	5
Alamance Burlington	1234	15.55
Beaufort	1194	8
Rowan Salisbury	1079	8
Davidson	903	4

<u>Hispanic Resources by Language and Percent Hispanic Students</u>

For most schools, English language resources are present in much larger numbers than either Spanish or Bilingual resources, while bilingual resources are present almost universally more than Spanish resources. (See Table 5)

Table 5. Number and Percent Hispanic Resources by Language and Percent Hispanic

Students

School Name	% Hispanic Students	# and % Spanish resources	# and % bilingual resources	# and %English resources
Broadview	37	77(18%)	88(21%)	254(61%)
College Park	20	67(33%)	52(25%)	86(42%)
Pleasant Grove	19	3(5%)	4(7%)	52(88%)
BE Jordan	18	67(37%)	71(40%)	41(23%)
Hillcrest	18	51(38%)	23(17%)	60(45%)
Northeast* pK-8	13	9(3%)	109(35%)	192(62%)
Hurley	13	4(2%)	116(51%)	109(47%)
Williams	12	45(25%)	52(29%)	82(46%)
Turrentine	11	82(32%)	33(13%)	140(55%)
Southeast	10	64(18%)	64(18%)	227(64%)
CT Overton	9	21(29%)	19(18%)	66(62%)
John Small* 4-5	8	3(2%)	127(68%)	56(30%)
Chocowinity	8	12(7%)	42(25%)	112(68%)
Cleveland	8	13(12%)	21(19%)	76(69%)
PS Jones	7	74(47%)	7(5%)	75(48%)
Corriher Lipe	6	27(46%)	6(10%)	26(44%)
Bath	4	4(2%)	37(21%)	136(77%)
Central Davidson	4	23(15%)	11(7%)	120(78%)
Sylvan	4	0(0%)	23(23%)	76(77%)
EM Yoder	4	44(50%)	15(17%)	29(33%)
Chocowinity Middle	4	0(0%)	3(11%)	25(89%)
Friedberg	4	1(4%)	2(8%)	23(88%)
Blair	3	79(28%)	87(31%)	117(41%)
Noble	3	18(10%)	38(21%)	128(69%)
Holly Tree	3	11(7%)	14(9%)	124(84%)
Wallburg	3	1(1%)	12(10%)	102(89%)
Midway	2	11(5%)	45(22%)	150(73%)
Parsley	2	3(2%)	47(26%)	130(72%)
Davis-Townsend	2	7(4%)	39(22%)	133(74%)
North Davidson	2	3(3%)	10(8%)	107(89%)
Reeds	2	11(11%)	6(6%)	86(83%)
Snowden* pK-8	0	10(6%)	16(9%)	147(85%)
Virgo	0	12(9%)	21(15%)	106(76%)
Faith	0	14(11%)	28(22%)	88(67%)
Morgan	0	4(4%)	39(43%)	47(53%)

The highest number of Spanish materials belongs to Turrentine Middle, at 82, with an 11% Hispanic population. The next highest, 79 items, is held by Blair Elementary, which has only a 3% Hispanic population. Of the 10 schools with 10% or higher Hispanic population, 7 are in the top 10 schools for Spanish language materials. (See Table 5)

John Small, a school with only grades four and five, has the largest number of bilingual resources of the 35 schools studied, with 127. Of the top 10 schools in bilingual resources, again seven are schools with 10% or more Hispanic students. Pleasant Grove, at 19% Hispanic, is in the bottom five schools for both Spanish and bilingual items. (See Table 5)

When broken down to only Spanish and bilingual items, there is still not an obvious correlation between the number of Hispanic resources and the percent of Hispanic students. (See Figure 2) The graph looks much the same as that of Figure 1, which showed the relationship between total Hispanic resources held and the percent of Hispanic students.

Figure 2. Number Hispanic Resources by Language and Percent Hispanic Students

Legend:
- % Hispanic
- #Sp/bi items
- 2 per. Mov. Avg. (#Sp/bi items)
- Log. (% Hispanic)

Schools (x-axis labels): Broadview Park, College Grove, Pleasant Grove, BE Jordan, Hillcrest, Northeast*, Hurley, Williams PK-8, Turrentine, Squndeast, CT Overton, John Small*, Chocowinity, Cleveland, Corriher Lipe, PS Jones, Central Davidson, Bath, EW Yoder, Choocowinity Middle, Friedberg, Noble, Holly Blair, Wallburg, Davis-Townsend, North Davidson, Parisley, Midway, Reeds, Morgan*, Virgo, Snowden* PK-8

This seeming lack of connection requires further study if it is to be properly understood. A larger sample size, with more schools and districts, would be helpful in viewing the bigger pattern. It could be that a more solidified connection would emerge when given more data. Also, it seems likely that other factors are having as much of an impact on schools' collections as the demographics of the schools. Budget, the attitudes of the media specialists, and the school culture are likely at work in these situations, and could help explain some of the results of this research

Hispanic Resources by Format

The vast majority of Hispanic resources in the school library collections are books, but other formats include DVDs, VHS, CD Rom, audio materials, and various miscellaneous items. New Hanover County schools and Rowan-Salisbury schools had more of these non-print formats than the other districts (See Table 6).

Table 6. Number Hispanic Resources by Format by District

District	DVD	VHS	CD Rom	Audio	Misc.	Total
New Hanover	104	45	10	4	14	177
Rowan-Salisbury	90	27	0	0	2	119
Beaufort	46	29	2	1	2	80
Davidson	36	37	1	1	2	77
Alamance-Burlington	7	57	4	4	1	73

The dearth of non-print Hispanic resources becomes more obvious when viewed at the individual school level. Nineteen of the 35 sample schools have 10 or fewer non-print Hispanic resources, with six schools having either zero or one resource. The highest

number of non-print resources is held by Noble Middle of the New Hanover School

System, with 44. Thirty-seven of these items are DVDs, which were included because of

bilingual subtitles or soundtracks, a default setting for most recently produced DVDs.

(See Table 7)

Table 7. Number Hispanic Resources by Format by School

School	DVD	VHS	CD Rom	Audio	Misc.	Total
Noble Middle	37	6	0	0	1	44
Blair Elem.	17	15	0	1	9	42
Bath Elem.	30	9	1	0	0	40
Davis-Townsend	28	6	0	0	1	35
Southeast Middle	25	7	0	0	1	33
Broadview Middle	0	30	2	0	1	33
Hurley Elem.	21	11	0	0	0	32
Williams Elem.	20	6	0	0	2	28
Morgan Elem.	22	2	0	0	1	25
Virgo Middle	18	7	0	0	0	25
Parsley Elem.	8	3	10	0	1	22
Turrentine Middle	2	18	0	2	0	22
Northeast* pK-8	10	6	0	0	2	18
Faith Elem.	15	1	0	0	0	16
Holly Tree Elem.	4	8	0	1	0	13
Central Davidson Middle	5	6	0	0	1	12
BE Jordan Elem.	5	4	1	0	0	10
Wallburg Elem.	1	8	1	0	0	10
CT Overton Elem.	7	2	0	0	0	9
Midway Elem.	0	8	0	1	0	9
North Davidson Middle	2	5	0	0	0	7
Chocowinity Middle	0	7	0	0	0	7
Snowden* pK-8	1	4	0	1	0	6
Hillcrest Elem.	0	5	0	1	0	6
John Small* 4-5	5	0	0	0	0	5
Chocowinity Elem.	0	3	1	0	0	4
Corriher Lipe Middle	0	4	0	0	0	4
College Park Elem.	0	0	0	2	1	3
Reeds Elem.	0	3	0	0	0	3
Sylvan Elem.	0	0	1	0	0	1
EM Yoder Elem.	0	0	0	1	0	1
Friedberg Elem.	0	1	0	0	0	1
Pleasant Grove Elem.	0	0	0	0	0	0
Cleveland Elem.	0	0	0	0	0	0
PS Jones Middle	0	0	0	0	0	0

Few schools have CD Roms, with Parsley having the most at ten. Whether this is a result of changing technology or a lack of technology, is unclear. Audio materials are also low in number across the board.

<u>Age of Collections</u>

One promising sign is that 31 of 35 schools in the study have a more recent average copyright age for Hispanic resources than for the overall collection. Hopefully this is an indication that school media centers are responding to growing Hispanic student populations and purchasing new materials to meet those needs. (See Table 8)

Table 8. Age of Hispanic Resources and Age of Media Center Collection

School Name	Hispanic Resources Age	Media Center Collection Age
Noble	1995	1991
Bath	1993	1987
Davis-Townsend	1995	1994
Southeast	2000	1998
Morgan	1997	1991
Hurley	1999	1994
Williams	2001	1993
Virgo	1994	1989
Blair	1997	1994
Faith	1995	1993
Northeast* pK-8	1995	1988
Parsley	1997	1995
CT Overton	1995	1992
BE Jordan	1996	1993
John Small* 4-5	1997	1991
Central Davidson	1996	1986
Holly Tree	1994	1992
Turrentine	1997	1996
North Davidson	1999	1986
Wallburg	1996	1991
Snowden* pK-8	**1983**	**1990**
Broadview	1996	1990
College Park	1996	1992
Pleasant Grove	1993	1989
Hillcrest	1996	1996
Chocowinity	1991	1989
Cleveland	1994	1989
PS Jones	1991	1985
Corriher Lipe	1997	1988
Sylvan	**1985**	**1992**
EM Yoder	**1991**	**1992**
Chocowinity Middle	**1982**	**1985**
Friedberg	1999	1996
Midway	1997	1994
Reeds	1993	1990

Conclusion

As was stated in the introduction, the Hispanic population in North Carolina is growing at a rapid rate, and this growth is creating new challenges for schools and school media centers. To ensure the success of Hispanic students, media centers need to play a role in providing resources to support these students' learning and academic achievement (Agosto & Hughes-Hassell, 2007).

But where are school libraries right now in terms of meeting this need? To this point, there has been little study of the collections of school libraries in relation to Hispanic resources, beyond case studies of particular schools. This study takes a small step toward filling the gap in the current research, by providing a baseline set of data for a sample of 35 North Carolina K-8 public school library collections. This data has been reported by school and by district, and analyzed in relation to various factors such as the percentage of Hispanic students within the schools, resource language, resource format, and the average copyright dates of the resources.

Overall, the number of Hispanic resources in the collections does not appear to have any consistent correlation with the percent of the student population that is Hispanic. Nor does the percent of materials that are bilingual or in Spanish appear to parallel the percent of Hispanic students within the school population. Collections of Hispanic resources are predominantly print materials, which raises a concern as to the formats of resources these libraries are collecting to support the Hispanic populations in their schools. It is important for students who are learning a second language to have access to visual and audio resources as well. One promising sign is that the average

copyright date of the resources for Hispanic students is more recent than collection as a whole.

The hope is that such data will serve as a stepping-stone for researchers who wish to take this study to the next level and evaluate the relationship between the collection data and the performance of Hispanic students. Also, this study may provide a model for performing future studies on larger samples of schools and on schools in other areas of the country.

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Appendix A. Data Collection Template and Example

School Name
District Name

Item Number	Item Title	Item Type	ISBN	Item Language	Copies	Copyright Date
1	Hola	book	1234567890	Spanish	2	1998

Holly Tree Elementary
New Hanover County

Item Number	Item Title	Item Type	ISBN	Item Language	Copies	Copyright
1	Amelia Bedelia	book	60262478	Spanish	1	1996
2	Babe [videorecording]	DVD	783285094	bilingual	1	2003
3	Bread is for eating	book	0805031731	bilingual	1	1995
4	Christopher Columbus	book EXP	0816701504	English	1	1985
5	Clifford's really big movie [videorecording]	DVD	790794357	bilingual	1	2004
6	Cock-a-doodle doo! : what does it sound like to you?	book	1556702671	English	1	1993
7	Columbus Day	book	894902334	English	2	1990

Appendix B. Master Data Table

School	# Items	# Spanish	# bilingual	# English	#books	#DVD	#VHS	#CD Rom
Parsley	180	3	47	130	158	8	3	10
Broadview	419	77	88	254	386	0	30	2
Bath	176	4	37	136	136	30	9	1
Wallburg	115	1	12	102	104	1	8	1
BE Jordan	179	67	71	41	169	5	4	1
Chocowinity	165	12	42	112	161	0	3	1
Sylvan	100	0	23	76	100	0	0	1
Turrentine	255	82	33	140	233	2	18	0
Blair	283	79	87	117	241	17	15	0
Hurley	229	4	116	109	197	21	11	0
Holly Tree	149	11	14	124	136	4	8	0
Midway	206	11	45	150	197	0	8	0
Southeast	355	64	64	227	322	25	7	0
Virgo	140	12	21	106	115	18	7	0
Chocowinity Middle	28	0	3	25	21	0	7	0
Noble	184	18	38	128	140	37	6	0
Davis-Townsend	179	7	39	133	144	28	6	0
Williams	179	45	52	82	151	20	6	0
Northeast* pK-8	310	9	109	192	292	10	6	0
Central Davidson	154	23	11	120	142	5	6	0
North Davidson	120	3	10	107	113	2	5	0
Hillcrest	134	51	23	60	128	0	5	0
Snowden* pK-8	173	10	16	147	168	1	4	0
Corriher Lipe	59	27	6	26	55	0	4	0
Reeds	103	11	6	86	100	0	3	0
Morgan	90	4	39	47	65	22	2	0
CT Overton	106	21	19	66	97	7	2	0
Faith	130	14	28	88	114	15	1	0

District	# Items					#DVD	#VHS	#CD Rom
Friedberg	26	1	2	23	25	0	1	0
John Small* 4-5	186	3	127	56	181	5	0	0
College Park	205	67	52	86	202	0	0	0
Cleveland	110	13	21	76	110	0	0	0
EM Yoder	88	44	15	29	87	0	0	0
PS Jones	156	74	7	75	156	0	0	0
Pleasant Grove	59	3	4	52	59	0	0	0
ABSS	1234					7	57	4
Beaufort	1194					46	29	2
Davidson	903					36	37	1
New Hanover	1320					104	45	10
Rowan Salisbury	1079					90	27	0

School	# Audio	#misc.	Avg Pub. Date	Avg Age of Media Center Collection	% Hispanic
Parsley	0	1	1997	1995	2
Broadview	0	1	1996	1990	37
Bath	0	0	1993	1987	4
Wallburg	0	0	1996	1991	3
BE Jordan	0	0	1996	1993	18
Chocowinity	0	0	1991	1989	8
Sylvan	0	0	1985	1992	4
Turrentine	2	0	1997	1996	11
Blair	1	9	1997	1994	3
Hurley	0	0	1999	1994	13
Holly Tree	1	0	1994	1992	3
Midway	1	0	1997	1994	2
Southeast	0	1	2000	1998	10
Virgo	0	0	1994	1989	0
Chocowinity Middle	0	0	1982	1985	4
Noble	0	1	1995	1991	3
Davis-Townsend	0	1	1995	1994	2
Williams	0	2	2001	1993	12
Northeast* pK-8	0	2	1995	1988	13
Central Davidson	0	1	1996	1986	4
North Davidson	0	0	1999	1986	2
Hillcrest	1	0	1996	1996	18
Snowden* pK-8	1	0	1983	1990	0
Corriher Lipe	0	0	1997	1988	6
Reeds	0	0	1993	1990	2
Morgan	0	1	1997	1991	0
CT Overton	0	0	1995	1992	9
Faith	0	0	1995	1993	0
Friedberg	0	0	1999	1996	4
John Small* 4-5	0	0	1997	1991	8

	# Audio	# Misc.			% Hispanic
College Park	2	1	1996	1992	20
Cleveland	0	0	1994	1989	8
EM Yoder	1	0	1991	1992	4
PS Jones	0	0	1991	1985	7
Pleasant Grove	0	0	1993	1989	19
District	**# Audio**	**# Misc.**			**% Hispanic**
ABSS	4	1			15.55
Beaufort	1	2			8
Davidson	1	2			4
New Hanover	4	14			5
Rowan Salisbury	0	2			8