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By Marisela Madrigal

Introduction

Often when the topic of immigration in the United States is discussed, immigrants are generally thought to only exist in large migrant cities, such as Los Angeles, New York City, and Houston. Immigrants migrating to areas that are not in these large cities typically do not receive a lot of attention and therefore may lack resources.

Mississippi, while it may be considered a rural area, contains cities along the Gulf of Mexico and other regions throughout the state that have a diverse population, which includes Hispanics. Libraries must be receptive to the communities they serve and must be aware of community demographics so that they may provide the necessary resources to accommodate them. The objective of this study is to analyze the availability of Spanish and Spanish-bilingual literature in Mississippi public libraries for Spanish speakers.

In order for libraries to remain pillars of the community, they must continue to adequately serve the community by developing a collection that reflects the community in which it operates. Hispanics are the second largest minorities in Mississippi, after African Americans, accounting for 3.2 percent of the state's population (Census.gov. quick facts, 2018). Census records from 2000 indicate that the Hispanic population has almost doubled from 1.7 percent to 2.4 since 2010 (Census.gov, 2018).

Purpose Statement

The purpose of this collection analysis is to assess coverage of Spanish and Spanish-bilingual books in Mississippi public libraries located in regions with large Spanish-speaking populations.

Research Questions

R1. How many Spanish and Spanish-bilingual books are offered in in Mississippi public libraries located in regions with the largest Spanish-speaking populations?

R2. What specific genres of Spanish-language literature are offered at these libraries?

R3. How are these Spanish-bilingual and Spanish books classified and arranged?

R4. What proportion of these books are non-circulating?

Definitions

Bilingual edition: A book or periodical published in two languages, sometimes because both languages are spoken in the country in which the work is published (for example, English and French in Canada) or because the work was co-published in countries with different national languages (ODLIS, 2018).

Bilingualism: Bilingualism is commonly defined as the use of at least two languages by an individual (ASHA, 2004). It is a fluctuating system in children and adults whereby use of and proficiency in two languages may change depending on the opportunities to use the languages and exposure to other users of the languages. It is a dynamic and fluid process across a number of domains, including experience, tasks, topics, and time (ASHA, 2018).

Collection assessment: The systematic evaluation of the quality of a library collection to determine the extent to which it meets the library's service goals and objectives and the information needs of its clientele. Deficiencies are addressed through collection development. Synonymous with collection evaluation. (ODLIS, 2018).

Hispanic or Latino: Refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race (Census.gov., 2018).

Subject heading: An alphabetically arranged list of headings selected by an indexer to represent the subject content of one or more works, with locators (usually page numbers) to direct the user to the corresponding text (ODLIS, 2018).

Delimitations
This study is limited to public library systems in Mississippi counties where Hispanics make up 5 percent or more of the population. For the purpose of this study, only Spanish and Spanish-bilingual literature found in the library catalogs were observed and audiovisual materials were excluded.

Assumptions
It is assumed that the Mississippi public library catalogs were accurate and reflected the physical materials located at that location. It was also assumed that demographic data provided by the U.S. Census Bureau are correct and pertain to the year in which the data were collected.

Importance of Study
While it is encouraged for many non-native English speakers to learn English, being bilingual is a part of an individual's cultural identity and should be retained. The significance of this study is to inform librarians responsible for collection development and public outreach of the underrepresented population. Policymakers may benefit from this research, as it may inform them of the current state of the public library system in relation to demographics, and serve as a guide when deciding public funding and allocation of resources.

Literature Review
As evident in United States Census records, the Hispanic population is increasing, with the majority speaking a language other than English. For bilingual children, speaking both languages is part of a cultural identity; one language may be reserved for school and other activities outside of home, while the other is spoken exclusively to communicate with family members.

It is uncertain how many migrants are aware of public libraries in their surrounding communities or vice versa. There have been articles published on how libraries serve Hispanics in diverse communities, but many focus on larger cities. It is important to observe rural areas to determine if libraries are accommodating to the emerging population. How are libraries promoting outreach programs to Spanish-speaking minorities? With constant budget cuts, public libraries in Mississippi may be more accommodating to their large customer base, which may include primarily English speakers. It would make sense for them to use scarce resources for frequent users. At the same time, for Spanish speakers that are aware of and utilize libraries, it is important to analyze the literature available to them.

Another observation would be to analyze the organization of Spanish and Spanish-bilingual books. Because of the different language rules and translation problems, Spanish books may be cataloged differently and be assigned different subject headings, affecting the way books are searched in catalogs. REFORMA is the National Association to Promote Library and Information Services to Latinos and the Spanish-speaking, which provides links to resources. Among these resources is RUSA's guideline to serving the Spanish-speaking community.

Bilingualism as an Identity
Certain scholarly articles analyzing public libraries as a second home to many bilingual children and adults have discussed how libraries have established Spanish collections and programs in an effort to encourage the use of both languages. Alvarez and Alvarez's 2016 article, discusses the importance of "translanguage", the fluency of how Spanish-bilingual children are able to use both languages, reflecting the environment in which they learn. According to Alvarez and Alvarez (2016), translanguage enables bilingual speakers to engage in speaking both languages and helps develop their language skills.

The study primarily focused on translanguage in a public library in a Kentucky city with a large Hispanic population, and it brought attention to how the library serving this community has accommodated Spanish speakers by providing Spanish and Spanish-bilingual literature, after-school study programs, and hiring bilingual staff (Alvarez, 2016, p. 408).

Providing Service to the Spanish-Speaking Community

By providing Spanish-bilingual staff, public libraries are accommodating Spanish-speaking library users and diversifying the workplace. Winston and Walstad (2006) conducted a study of what motivates bilingual library workers to seek employment in librarianship and how important it is for libraries to seek bilingual employees. Winston and Walstad discovered that Spanish-bilingual employees were most likely to work in public libraries (Winston & Walstad, 2006, p. 404). Adkins and Burns (2013) examined library services to the Latino population in Arizona, from 1999 to 2009, and compared how libraries provided services during that time. The authors observed the materials and services provided through the distribution of surveys, the results of which indicated that not enough material was circulating for Spanish speakers (Adkins & Burns, 2013, p. 67). Similarly, this collection analysis tried to determine if Spanish literature coincides with the growth in Mississippi.

Driver and Wall (2007) also conducted a study of the services offered in Kentucky public libraries to accommodate the Hispanic population. Driver and Wall sent out questionnaires and discovered that even though the increase in Hispanic population was significant, according to census records, most librarians made comments on how little or unaware they were of Hispanic patrons or their contribution to the population (Driver & Wall, 2007, p. 59).

Accessibility of Spanish and Spanish-Bilingual Literature

While libraries are adding Spanish and Spanish-bilingual literature to their collections, it is important to note how materials are cataloged and accessed by users. Correa and Marcano (2009) analyzed complexities of cataloging Spanish material. There are certain factors to consider, such as initial articles and the fact that certain words have ambiguous meanings and do not translate word-for-word into English (Correa & Marcano, 2009, p. 301). Assigning subject headings and personal name entries into catalog records can also be challenging, and may affect search results.

Cataloging books is only one part of the problem; Mlawer (2006) discussed how materials for Spanish speakers are obtained for public libraries. Mlawer claims that Spanish literature in many public libraries include self-help books, biographies, literary fiction and religious texts. She analyzed different types of distributors and pointed-out certain shortcomings and problems such as the different editions of Spanish literature, pricing, and the lack of reviews for Spanish literature. Establishing a collection on Spanish and Spanish-bilingual literature can prove to be challenging for libraries with staff that have a limited knowledge of Spanish. Patton's 2008 article lists some considerations and references for librarians who are developing a collection to accommodate Spanish-speaking patrons, including having a clear concept on the various terminology for language programs and the diverse content within the literature. Patton addressed-other issues that may arise when selecting bilingual material such as organization, bibliographic descriptions, and accessibility (Patton, 2008, p. 25).

In a similar manner as the Alvarez and Alvarez 2016 study, this research specifically analyzed the collection of Spanish and Spanish-bilingual books in public libraries in a specific geographic area. It differs from the previous study in that it examined public library collections in rural counties rather than an urban area. Other studies have looked at rural areas, but they do not mention particular demographics and their correlation to specific libraries within the area. Instead, they focus on the general rural population. Additionally, this study included how Spanish-language materials are classified and catalogued as did the Correa and Marcano 2009 study.

Methodology

This study is a collection analysis that focuses on the availability of Spanish and Spanish-bilingual books in Mississippi public libraries. Specific counties with a large Hispanic population greater than 5 percent were observed and the collections of those public libraries serving those counties were analyzed.

Research Design and Rationale

Pew Research Center Hispanic Trends – is a database that allows users to select certain geographic areas and analyze Hispanic population trends throughout the United States. This information was taken directly from the United States Census Bureau's website.

Catalogs of Mississippi public libraries were used to observe the availability of literature.

Mississippi Public Library Directory, provided by the Mississippi Library Commission's website, was used to locate the public libraries of each county that were analyzed.

Data Collection and Analysis

To find the counties with the largest Hispanic population, Pew Research Center was used. Counties containing a Hispanic population of above 5 percent were identified from an Excel spreadsheet imported from the Pew Research Center. The catalogs of the counties' public libraries were used to search for Spanish and Spanish-bilingual literature. The information was recorded in a spreadsheet. There were separate categories for the different genre of books, Spanish and Spanish-bilingual literature, circulation, and subject headings. Counties were separated into different spreadsheets and each have data pertinent to that county.

Limitations

The focus of this study is limited to public libraries in Mississippi and the Spanish and Spanish-bilingual literature available through libraries' catalogs so the results are not generalizable to other states or library systems.

Results

R1. How many Spanish and Spanish-bilingual books are offered in in Mississippi public libraries located in regions with the largest Spanish-speaking populations?

Table 1 compares the total Hispanic population for each Mississippi public library system it serves for that region to the number of Spanish and Spanish-bilingual literature available. The Judge George W. Armstrong Public Library and the Tallahatchie County Library System are the only libraries serving one county, the other public library systems serve more than one neighboring county. The library systems represented different regions in Mississippi, which included the Delta, Coastal, Northeast, Southern, and Central regions. The second column in Table 1, includes the population from counties in which the Hispanic population made up more than (6%) of the total population; this included the Hispanic population for counties that fell within that library system, for a total of 16 counties.

Overall, the Spanish and Spanish-bilingual literature collections were observed for 6 Mississippi public library systems and 53 public library branches. Table 1 depicts the total number of Spanish and Spanish-bilingual literature for each library system. The First Regional Library, located in the Northeast, had the highest Hispanic population and greatest number of Spanish and Spanish-bilingual books. The FRL collection contained 1,189 books, which is 10 percent of the number of Hispanics in the population. The Central Mississippi Regional Library System had 919 books in their Spanish collection (11% of the Hispanic population), which was the highest percentage of books per number of number of Hispanics in the population among the library systems. The lowest was Tallahatchie County, which only contained 5 Spanish-bilingual books (fewer than 1% of the number of Hispanics in the population).

Table 1. Number of Spanish and Spanish-Bilingual Books Per Library System with Large Hispanic Populations

Library System	Total Hispanic population per Library System	Spanish literature	Spanish-Bilingual literature	Total number of books
First Regional Library	10,773	484	705	1,189
Judge George W. Armstrong Public Library	2,538	3	8	11
Jackson-George Regional Library System	8,301	663	144	807
Central Mississippi Regional Library System	7,330	657	262	919
Dixie Regional Library System	3,428	110	174	284
Tallahatchie County Library System	2,243	0	5	5

R2. What specific genres of Spanish-language literature are offered at these libraries?

The research indicated that the majority of books available in both Spanish and Spanish-bilingual pertained to juvenile literature, which consisted of more than half the total number of books as shown in Table 2. Both easy-reader books and young adult literature were combined in the total number of Spanish and Spanish-bilingual juvenile literature. There were fewer Spanish and Spanish-bilingual books for adults. The majority of fiction books were of juvenile literature, out of the 2,600 juvenile books 74 percent were fiction. Adults were typically nonfiction, of the 766 adult books 65 percent of them were nonfiction. Adult nonfiction books consisted of self-help books, Spanish-English dictionaries of common English phrases, medical information books, and Spanish translations of the bible. Classic juvenile literature books, such as *the Cat in the Hat*, *the Giving Tree*, and *the Very Hungry Caterpillar* were some of the books that were available exclusively in Spanish.

Table 2. Number per Genre for Spanish and Spanish-Bilingual Books Per Library System

Library System	Adult	Juvenile	Fiction	Non-fiction
First Regional Library	78	1,121	825	388
Judge George W. Armstrong Public Library	1	10	5	6
Jackson-George Regional Library System	274	554	559	258
Central Mississippi Regional Library System	375	720	407	397
Dixie Regional Library System	38	190	121	112
Tallahatchie County Library System	0	5	5	0

R3. How are these Spanish-bilingual and Spanish books classified and arranged?

The 6 library systems classified Spanish and Spanish-bilingual books as either Spanish language materials or Spanish language materials-bilingual. Juvenile books that were classified as Spanish or Spanish-bilingual were labeled as juvenile fiction, followed by subject headings appropriate to the book. Spanish and Spanish-bilingual books that were juvenile nonfiction included the letter J, followed by the applicable number in Dewey Decimal Classification in the call numbers. The Dixie Regional Library System labeled Spanish juvenile biographies with the letters JB. Jackson-George Regional Library System classified Spanish and Spanish-bilingual books of different genres with SP in their call numbers, which may indicate that the library has a designated space for Spanish and Spanish-bilingual material. Central Mississippi Library System had some of their Spanish and Spanish-bilingual books labeled as foreign language and some juvenile literature was not classified as Spanish material or foreign language, even though the books were Spanish-bilingual.

R4. What proportion of these books are non-circulating?

Figure 1 represents the total number of Spanish and Spanish-bilingual books that were available at the 6 library systems. The red portion of the chart depicts the number of books that were checked out for each library system. The First Regional Library System had the most number of books checked out compared to the other library systems, with a little over 6 percent of the collection being used. Tallahatchie County Library System and Judge George W. Armstrong Public Library had the least number of Spanish and Spanish-bilingual books in their system and none appeared to be checked out. The Jackson-George Regional Library had under two percent of Spanish and Spanish-bilingual books checked out, the second highest.

Figure 1. Spanish and Spanish-Bilingual Books in Circulation
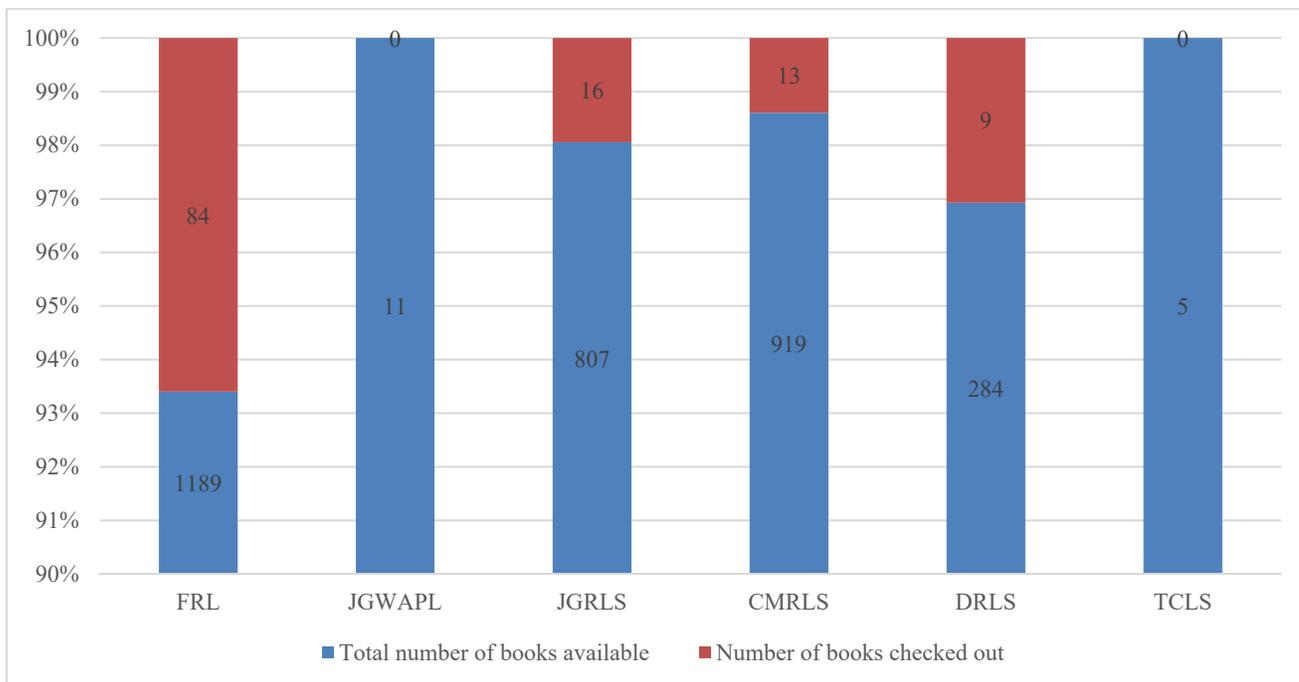
Discussion and Conclusion

While the Hispanic population is considered lower compared to whites and blacks in Mississippi, the population of Hispanics is steadily increasing as indicated by the United States Census Bureau. The number of Spanish and Spanish-bilingual books available in these 6 library systems does not serve a significant portion of the Hispanic population, with the highest percentage of books per number of Hispanics in the population (11%). Adkins and Burns (2013) demonstrated in their research that while library service, in terms of programming and material is increasing for Latinos, it is still not sufficient to meet the needs of the Spanish-speaking population (Adkins, 2013). Table1 shows the Tallahatchie County Library System as having the lowest number of Spanish and Spanish-bilingual books. The total population in the County according to the 2016 community survey is 14,776, in which Latinos in the County make up approximately 2,243 (15%) of the population (Census.gov, 2018).

It is important to have an adequate amount of Spanish and Spanish-bilingual books available for the Spanish-speaking population, but it is just as important to have books Spanish-speaking children can identify with. Patton (2008) notes in her article some considerations in establishing a bilingual library in elementary schools; one of them is the need for books that children can identify with culturally. Some juvenile literature found in the Mississippi public library systems catalogs included books that portray Hispanic culture, such as *Fiesta*, *Piñata*, *Spicy Hot Colors, Rene Has Two Last Names*, and *Magda's Tortillas*. Additionally, Spanish-bilingual books in juvenile literature incorporated books on Spanish folklore such as El Cucuy (the Spanish-version of the boogeyman) and La Llorona. Patton also suggests that Spanish-bilingual books for children should primarily serve as a way for Spanish-speaking children to learn the English language while helping them retain their cultural identity and bilingual ability (Patton, 2008).

Spanish-bilingual juvenile nonfiction books included biographies on significant Hispanic figures such as Frida Kahlo and Cesar Chavez, Supreme Justice Sonia Sotomayor, and Jose Feliciano. The library systems also contained Spanish-bilingual nonfiction books that were relevant to United States history and American culture. These books were typically based on the different United States military branches, history books of the United States, law enforcement, and books about the different states in the country. It appears that most Mississippi library systems are diversifying their collection in Spanish and Spanish-bilingual juvenile literature while attempting to include both American and Hispanic cultures.

Although more resources should be provided to Spanish juvenile literature, the selection of Spanish and Spanish-bilingual adult books was sparse. Table 2 depicts that the number of adult books was half the number of children's books or fewer. The majority of adult books were nonfiction and included books like Spanish-English dictionaries.

According to Mlawer's (2006) article, public libraries that do have a Spanish language collection have certain books in demand over others such as self-help books, cooking books, immigration, health, and fiction books (p. 48). This is evident when the different types of books available for Spanish-speaking adults were observed. Almost all of the books for adults were completely in Spanish and were primarily Spanish-English dictionaries, health and medicine, parenting, study material for the General Education Diploma, employment, and immigration. Mississippi library systems with a larger Spanish collection, like the CMRLS, JGRLS, and FRL, did have fiction books for Spanish-speaking adults with some titles that are recent popular books by John Grisham, Ken Follet, and Joyce Carroll Oates. Another observation regarding the medical and health information and self-help books for the Spanish-Speaking is that they were outdated. Most of the medical information books on pregnancy, diabetes, and family counseling were published over 20 years ago.

The classification and arrangement of Spanish and Spanish-bilingual literature were similar to how other non-Spanish literature was organized. Juvenile and adult non-fiction books generally followed the Dewey Decimal Classification. Some Mississippi library systems with more than one branch labeled call numbers with the appropriate class and library branch. While most Mississippi public library systems

labeled their Spanish and Spanish-bilingual books as Spanish material, bilingual, or foreign language, some books did not have the letters SP in their call numbers. The Judge George W. Armstrong Library and CMRLS had Spanish books classified as Spanish material in the catalog, but the call numbers did not have any indication that the material was in another language. Other library systems such as JGRLS and DRLS, included SP or the term "Spanish" in the call numbers to indicate that the material is in Spanish, which may imply that there are designated areas in shelves for Spanish material within the library.

With some Mississippi public library systems providing a moderate range of different Spanish and Spanish-bilingual literature to the Hispanic population, it is still difficult to compare services from previous years without any previous studies on Mississippi public libraries and demographics. Based on the information depicted in Figure 1, Spanish and Spanish-bilingual books do not seem to be circulating at a satisfactory level. Driver and Wall's (2007) study analyzed Spanish-speaking services in public libraries in Kentucky. The authors used surveys to gather information about programming and collections of literature for the Spanish-speaking. The results of the survey showed that some libraries in the study were aware of the increasing Hispanic population but did not see Spanish-speaking patrons in the library very often. One possible reason for Hispanics not using library services may be, as one respondent indicated in the survey, due to the worry over immigration status for using the library. In order to get a library card, most public libraries require some sort of photo identification and an address. This may intimidate some Hispanics into forgoing services. Furthermore, some of the books checked out from the Mississippi library systems were shown as missing and did not have an estimated return date. Most of the Kentucky public libraries did not have a collection policy addressing Spanish collections and did not have a large Spanish literature collection (Driver & Wall, 2007).

Based on the findings of this research, it is evident that only a small percentage of the Hispanic population is being provided Spanish and Spanish-

bilingual literature in Mississippi public libraries. This study analyzed library systems serving large Hispanic populations in Mississippi counties, and while some contain a wider selection, other library systems do not. Public libraries in the state should continue to observe members of the community and stay abreast of changing demographics within the regions. Perhaps providing Spanish and Spanish-bilingual literature should be included in collection development policies where there is a strong presence of the Hispanic community.

It might benefit Mississippi public libraries to use the Reference and User Services Association's (RUSA) guideline on how to best serve Spanish-speakers in public libraries. If there is a possibility of immigration status being a potential barrier to use library services, public libraries should do more outreach targeting the community. Hiring bilingual staff may also encourage Spanish-speakers to use library services more and allow the library to get a sense of the community's needs. Public libraries serving areas with a larger Hispanic population should focus on the materials that are being circulated. As the findings revealed, most of the medical information books and other self-help books were outdated, this may be remedied by holding programs relating to those topics or working with Spanish-language book vendors. Working with schools within the area is another way for public libraries to understand the literature being offered to bilingual students in school and may be another way to encourage parents to use library services.

There are further considerations pertaining to the subject of Spanish and Spanish-bilingual literature. It would be worth investigating through surveys the reasoning for genre selections of Spanish literature. For the smaller public libraries with a significant Spanish population, but a small selection of Spanish literature, a survey regarding the service they provide, and awareness of demographics might be worth looking into. Further study might reveal that some libraries are not aware of the increasing Hispanic population or that they are not observing many Spanish-speakers using library services. It could be reasoned that it may be worth spending funds on

patrons who rely more on the services of the public library. Perhaps additional studies on the use of library services by Hispanics may reveal which services are preferable to Spanish-speakers such as programming, media materials, and health or legal services. Funding may be another reason for the scarcity of Spanish literature. A study on how funding is used for various materials and programs in these libraries might also help shed light on the potential barriers to adequately serving the Hispanic community.

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