

It did not matter what our papers were about, Professor Martínez reiterated, just as long as they described ways in which Latinas in the U.S. claimed spaces for themselves. It was November, and we were preparing to write our final research papers for LATS-L 104.

Trying to think of a topic, a statistic I had seen released by the Southern Poverty Law Center jumped into my mind: almost 300 anti-immigrant hate incidents had occurred in the ten days following the 2016 election. My mind jumped again...

On an early morning in December, my fellow immersion students trickled slowly into Sr. Vega's classroom. We placed our Secret Santa gifts on a table at the front, served ourselves donuts and orange juice, and laughed and smiled for a group photo. That photo still lives on Facebook, and in it you can see the faces of each of my peers. Many of us had had nothing in common 13 years earlier, except that our parents had decided we should learn Spanish in an immersion program. In middle school, several Latina native speakers of Spanish joined our ranks. They would teach the rest of us incredible lessons about Spanish, their Latinx cultures, and education.

Some of those classmates of mine were immigrants. And if, as that SPLC statistic indicated, they might face violence in the world at large, I wanted to discover what it was about the immersion program, and about immersion programs in general, that allowed them to exist and thrive. I knew we had all considered immersion a family, a safe space, but I wanted to find out why.

This topic, as it turns out, was only tangentially related to our course's unit on education. Thus, I had to start almost from scratch when it came to finding research materials.

When I told my professor I was thinking of contextualizing modern immersion programs by describing the traditional treatment of Spanish in classrooms, she immediately told me to look up the work of Ángela Valenzuela. After class that day, I went online to IUCAT and looked her up. *Subtractive Schooling* was exactly the book I needed. Unfortunately, all of the IU Libraries' copies of the book were checked out and would not be available for a significant amount of time. I looked into requesting a copy through Interlibrary Loan, which has served me well for past projects, but first my professor offered to loan me her personal copy of the book. I combed through it for ideas, and then began searching for other resources.

The beauty of IU Libraries' resources is that they are not simply confined within the physical walls of a building. Rather, they extend online, placing a world of information at our fingertips. I turned to the IU Libraries site from home, signing in from the comfort of my home to find scholarly sources relevant to my research interests.

I found law review articles about language law rhetoric through Lexis Nexis Academic and academic journal articles about immersion and educational environments through J-STOR and Google Scholar. Without IU Libraries, I would need to pay hundreds of dollars in subscription fees to access each of these journals individually. In other words, I would not be able to do this academic research with such rigor if it were not for the student access to academic resources that IU Libraries provides.

The backbone of my research is made up by personal stories shared in interviews. These stories were most what I wanted my essay to include, but they would mean nothing were it not for the background information I was able to glean from IU Libraries' collection of and access to secondary sources.

My research is not over yet, though. I hope to expand the paper and will be presenting it at an undergraduate research symposium at the end of this month. The IU Libraries system is still important in this next phase. For example, IUCAT also helped me find additional resources not included in my paper, and as I expand my research on this topic, I hope to start by checking out a copy of Lesley Bartlett's *Additive Schooling in Subtractive Times: Bilingual Education and Dominican Immigrant Youth in the Heights*. Studies of other bilingual education programs will help bolster my writing about the one in Lawrence Township.