

## **Spanish language books: a review of print and online resources**

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### **Abstract**

This paper notes that the rapid rate of demographic change in the United States of America population means that librarians must integrate Spanish language materials into their collections now if they have not already done so. It attempts to compile a current collection of high quality resources that will assist librarians in their Spanish language collection building. The paper takes an inclusive perspective and no distinction is made between Chicano, Puerto Rican, Filipino, and other geographic or cultural sub-groups of Spanish speakers.

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At present, many librarians throughout the United States of America (USA) are facing increased demands for Spanish language books. The rapid rate of demographic change in the USA population means that librarians must integrate Spanish language materials into their collections now if they have not already. This paper will focus on obtaining monographs. It will not be limited to a specific collection area, but will provide resources for many subject areas. Non-USA sources will also be included since most Spanish speakers live outside the United States. Any compilation of resources is far from comprehensive, but the ones in this paper are current, outstanding in size or reputation, representative of a geographic niche location (Caribbean Islands, Philippines), or represent a specific content area (reference, youth) of interest. Many more resources exist than can possibly be included here. The intent of this paper is to compile a current collection of high quality resources that will assist librarians in their Spanish language collection building.

This paper takes an inclusive perspective. No distinction is made between Chicano, Puerto Rican, Filipino, and other geographic or cultural sub-groups of Spanish speakers. While recognizing that groups and individuals within the Latino or Hispanic panethnic designation certainly will have specific needs not addressed in this paper, resources and ideas here are relevant to Spanish speakers regardless of individual background. The terms "Spanish language" and "Hispanic" are intended to include all native or acquired Spanish language readers, regardless of individual cultural identity or geographic location.

### **Literature review**

A trend toward increasing number of Spanish speaking persons in USA libraries is well established. A decade back, *Library Trends* reported on a survey in eight cities with high Spanish speaking populations (Allen, 1993). The goal of the study was to determine the amount of Spanish language children's literature and the number of Spanish-speaking school librarians. The findings showed that more than 50 percent of the collections did not contain any Spanish language titles, and that 62 percent of those surveyed had little or no knowledge of Spanish. More recently, Reid wrote about a survey with hundreds of USA librarians (Reid, 2002). Of those responded, 86 percent had Spanish language collections.

Despite this hopeful sign of improved Spanish collections, problems still exist. The distribution process for Spanish language books lacks maturity,



and many librarians have difficulties in obtaining materials after they have identified desired titles (Arenales, 2003; Reid, 2002). Reid highlighted low production runs that result in out-of-stock titles, slow shipping, and low vendor inventories as a few examples.

This paper provides a variety of reliable resources that lead librarians to better Spanish language collection building. Although the body of literature about Spanish language collections in USA libraries is somewhat scarce, Güereña and Erazo (2000) have taken a lead in this discourse as evidenced in their “Latinos and librarianship” paper in the Summer 2000 issue of *Library Trends*. Besides providing a thoughtful discussion on the topic, they share extensive references for collection development. Encouragement also comes from Kiser (2000) as she describes how new publisher imprints, improved distribution, and greater online sources are effectively targeting the Spanish language reader. Martin (1999) focuses on Spanish language primary source materials in her article in *Illinois Libraries*. She also reinforces the certainty that novice collection builders need time and experience to cultivate reliable relationships with sources of Spanish language materials. Problems with collecting Spanish language materials for adult and youth audiences in public libraries have parallels with academic collecting (Marquis, 2003). There is no one best way or even an easy way to acquire Spanish language materials; just collection building as a result of diligence and solid relationships.

Publishers and vendors continue to meet the growing demand for Spanish language materials. The geographic sources for materials are diverse, as are the topical areas. Materials in Spanish are not restricted to the humanities or language study areas. Much more is involved, as will be shown in this paper.

## Demographics

There are 417 million speakers of Spanish worldwide, including those who speak Spanish as a second language (Grimes, 2000). In the United States, over 10 percent of the population of 262.4 million over the age of five, 28.1 million people, speak Spanish at home. Of these, 13.7 million speak English “less than well” (US Census Bureau, 2000). Census statistics shows that the Latino population increased more than 50 percent between 1990 and 2000 (Guzman, 2001). More recent estimates show that the Latino population grew an additional 9.8 percent between April 2000 and July 2002. According to the United States Department of Commerce, “the Hispanic

community is the nation’s largest minority community” (US Census Bureau, 2003) with 38.8 million members in July 2002. This dramatic growth of Spanish speakers demands that librarians build collections of Spanish language materials. Such rapid growth translates into large number of library users who need services or will in the near future.

## Translations

Debate about the effectiveness of bilingual books or the quality of translations may be creating barriers for some librarians (Morales, 2003). Accurate translations, especially of children’s books, are very difficult to create. The alternative is a bilingual book that allows the reader to comprehend the material in either or both languages. Bilingual books are very popular among some readers; others question their effectiveness (Morales, 2003).

Regardless of which side of the bilingual versus translation debate, a selector personally believes that, Spanish titles must still be acquired. Avoiding the purchase of Spanish materials, either bilingual or translated, is only a disservice to the library and its users. While it may be important to a few individuals whether a book is from Spain, Mexico, or Peru – or whether it is bilingual or translated – to most people it is just important that the book is in the library’s collection at all.

Only by acquiring a variety of Spanish materials can librarians serve patrons well. Just as librarians would not purchase all fiction or nonfiction, nor should collections be limited to books from only Spain or Mexico. Neither should a valued library collection have only bilingual or translated books. A broad range of materials is needed in today’s collections. Bilingual, translated, Mexican, or Peruvian is of little consequence if they are not part of the collection. Bilingual books are often catalogued and shelved with English language materials, which may limit their access. Library users find all these materials after they are acquired because cataloguers prepare pathways that connect books, catalogues, and readers.

Finding Spanish language materials in a library is usually a transparent process for the information seeker. Most web-based or graphical user interface online public access catalogues (OPACs) have a normalization function for characters. This means searching for “senor” while meaning “señor” will produce identical results. Spanish words such as “agua” will produce hits for materials that have the word “agua” in a searchable MARC record field, such as the 245 field, but will not produce hits for materials with “water”, the English translation of

“agua”. Some records may contain a MARC record 246 second indicator 1 that designates a parallel title. In that case, a search for “agua” would also find materials with the term “water”.

The important point here is that Spanish language materials, whether in Spanish or bilingual formats, can be made easily accessible to library patrons who use online catalogues. If this is not already a transparent search for the information seeker (depending on which kind of OPAC a library uses), a MARC record can be manually supplemented (with a 246 field) to make it searchable.

*Oakland and San Francisco Public Libraries* (2004) have created a helpful tool for use with OPACs. Their *Spanish Subject Headings* are found at <http://cnet.sscnet.ucla.edu/library/bplg/sujetos.htm> and might be useful for cataloguers or reference staff.

Librarians must continue to acquire Spanish language materials for their growing populations of Spanish readers. Cataloguers have techniques to make the acquired materials available to information seekers. By working toward the goal of providing valuable information to the Spanish language end-user, librarians will add tremendous value to their libraries.

### Children's book sources

Many bilingual or Spanish language booksellers are available in the USA for all reading levels. Often they are specialized commercial ventures that have reliable sources for publications outside of the USA. As expected, many Hispanic booksellers maintain Web sites. For example, *Bilingual Books for Kids* (2003) ([www.bilingualbooks.com](http://www.bilingualbooks.com)) has materials written with Spanish and English appearing side-by-side. These books promote bilingual skills and multicultural awareness. Another source for bilingual children's books, BOPO Books (2003) ([www.bopobooks.com](http://www.bopobooks.com)), is a family-owned publishing company that uses high-quality children's picture books to introduce young people to reading. A powerful search tool for Spanish children's books, created by the Barahona Center (2003) at California State University in San Marcos, allows searches by author, title, illustrator, subject, publisher, grade level, or review source. This search tool is located online at [www.csusm.edu/cgi-bin/portal/www.book.book\\_home?lang=SP](http://www.csusm.edu/cgi-bin/portal/www.book.book_home?lang=SP). The director of the Barahona Center, Schon (2000), is also the author of several books that recommend Spanish language children's books, including *Recommended Books in Spanish for Children and Young Adults*,

*1996 through 1999*. San Francisco based *Mariuccia Iaconi Book Imports* (2003) ([www.mibibook.com](http://www.mibibook.com)) is an importer of Spanish language children's titles. A web source for kindergarten through 12th grade (K-12) Spanish reading and language arts programs is Hampton-Brown Books (2003) ([www.hampton-brown.com](http://www.hampton-brown.com)). These are just a few of the many sources for children and young adult titles in Spanish. Some of these materials are in bilingual format. The people in these organizations are dedicated to finding children's books with good educational content for young readers.

### Local booksellers

Many major metropolitan areas in the USA, and certainly those with large Latino populations, have bookstores dedicated to serving the Spanish speakers of the area. Euromex Books in Castro Valley, California specializes in Spanish technical dictionaries. More examples of physical store sites are: Lectorum in New York city, Donars *Spanish Books* in Aurora, Colorado, and *Philippine Expressions Mail Order Bookshop* in Rancho Palos Verdes, California.

Local city stores are easily discovered and may often be good places to find materials, especially if difficulties arise with the fulfillment of Spanish language materials from library distributors of English language books. However, it is important to remember that local stores are probably retail booksellers who have little experience with institutional purchase orders, invoices, and other paper or payment expectations. A university account may be a valued prospect for a small bookshop. It is in these situations that relationship building can bridge the gap between small business and large institution. The bookseller and the librarian may both gain great benefits from taking the time to realize the other person's business practices. A successful relationship will provide the bookseller with sales and the librarian with a valuable source of Spanish materials while the community benefits because the funds have stayed in local hands.

### Booksellers online

The Publishers and Distributors of Spanish/Bilingual Materials (2003) ([www.ncela.gwu.edu/links/publishers/spanish.htm](http://www.ncela.gwu.edu/links/publishers/spanish.htm)) is an Internet site that provides a variety of links to other resources.

Libros Sin Fronteras (Spanish from Latin America), 2003 in Olympia, Washington

([www.librossinfronteras.com](http://www.librossinfronteras.com)) provides an interesting assortment of Spanish language reading. Another publisher and distributor, specializing in literature of the Americas, is The Aliform Group. Located in Castro Valley, California, The Aliform Group (2003) is also available online ([www.aliformgroup.com](http://www.aliformgroup.com)). A wealth of information is available as a CD-ROM product. Over a million and a half book titles are available on compact disc (CD) as CD-ROM: *Repertorio integrado de libros en venta en Iberoamérica* ("RILVI"), the world books-in-print in Spanish. This CD is available with licensing for multiple users from LEA Book Distributors (2003), in Jamaica Hills, New York or online ([www.leabooks.com](http://www.leabooks.com)) where other directories and Spanish language materials such as *Libros en Venta* (books in print) are also available. LEA stands for Libros de España y América.

An article in *Publishers Weekly* describes *Lectorum* ([www.lectorum.com](http://www.lectorum.com)), a leading New York city Spanish language bookseller, as "the largest U.S. distributor of Spanish-language titles" (Patrick, 2000). The article goes on to say that,

Lectorum distributes more than 25,000 adult and children Spanish titles from more than 500 domestic and foreign publishers to schools, libraries, universities, bookstores and other specialized markets throughout the U.S. (Patrick, 2000).

With more than 40 years in business, this is a very reliable source for Spanish language materials. Another of the largest multilingual book dealers, *Schoenhof's Foreign Books* (2003), supplies libraries with books in many languages, including Spanish, from their Cambridge, Massachusetts's location. *Schoenhof's*, a great place for hard-to-find or special order titles, is also accessible online at [www.schoenhofs.com](http://www.schoenhofs.com). Another valued supplier of books in many languages is Continental Book Company (2003). They are based at Glendale, New York (eastern division) and Denver, Colorado (western division), and may be found online at [www.continentalbook.com](http://www.continentalbook.com). *Continental* is a recommended library supplier, having worked closely with libraries to supply foreign language titles for many years. Hispanic Book Distributors (2003) ([www.hispanicbooks.com](http://www.hispanicbooks.com)) in Tucson, Arizona is a smaller bookseller that specializes in Spanish language and Hispanic titles.

A San Francisco store that also has a web presence is *Books on Wings* (2003) ([www.booksonwings.com](http://www.booksonwings.com)). These are just a few of the many online Spanish language booksellers, starting places for selecting materials.

## Library vendors

Well-known book publisher Oxford University Press has an online site, accessible in either Spanish or English, which makes selection of their Spanish language publications easy. Oxford University Press Spain (2003) is available at [www.oup.com/es/](http://www.oup.com/es/) and Oxford University Press Latinoamérica (2003) is available at [www.oupmex.com.mx/](http://www.oupmex.com.mx/). Oxford is traditionally known for their excellent global distribution systems.

Established library vendors are focusing more attention on Spanish language materials. For example, Baker and Taylor (B&T) announced the appointment of a new Director of Spanish Products. The July 2003 announcement in that month's edition of Baker and Taylor's *Paper Clips* (McArthur, 2003a) also contained a celebration of Hispanic Heritage Month. The celebration involved the promotion of Hispanic Heritage and Spanish titles, among many pages of remarkable books. Many noteworthy authors (from Nobel laureate Gabriel Garcia-Marquez to Chilean native Isabel Allende) were included in this monthly promotional publication. It is important to realize that most of the titles do not have external reviews, but contain illustrations supported by a catalogue synopsis with bibliographic and price information. *Paper Clips* is the B&T monthly adult paperback promotional catalogue, while *Forecast* (McArthur, 2003b) is a comparable monthly from B&T for adult hardcover. Both of these promotional publications have a "Spanish Titles" section each month.

Another example of vendor support for the Spanish community and Spanish language collection building comes from Gale Group (2003). By visiting the Gale Group Web site ([www.gale.com/enewsletters](http://www.gale.com/enewsletters)), a collection manager may subscribe to *Gale's Spanish language community news*, a free electronic newsletter. Regular e-mails deliver news about libraries, publishers, and the book trade that relate directly to Spanish language readers and collection builders.

A vendor is often a librarian's best friend, especially when it comes to locating resources for the collection. This is another possible opportunity for meaningful business relationship building. It is important to remember that while librarians invest many hours each day serving students, faculty, and staff; vendors are making an equivalent investment in librarians. Often vendors are leaders with new products or services. They adapt technology for useful purposes, such as *Gale's Spanish Language Community News* e-newsletter. Vendors know the value of serving librarians well. Candid discussions

about the library's needs allow a vendor to justify allocation of corporate resources to better serve their librarian clients.

By developing professional relationships beyond the table of free gifts at conferences, the librarian achieves genuine influence. Valuing and nurturing professional relationships often pays excellent benefits for both the librarian and the vendor.

## International locations

In Manila, two major bookstores have Spanish language and bilingual books. Goodwill Bookstore (2003) "the country's family-friendly bookstore . . . now has 10 branches nationwide plus two campus locations" (goodwillbookstore.com) provides a good selection of all kinds of books. Goodwill stores serve many ages, subjects, and reading levels. The 59 National Bookstore (2003) locations throughout the Philippines (www.nationalbookstore.com.ph) live up to their name. These are genuine national stores, gigantic in size and stocking all kinds of titles in English, Spanish, and Tagalog.

Two noteworthy booksellers in Spain are Puvill Libros (2003) and Servilibros (2003). In Barcelona, Puvill Libros (www.puvill.com) supplies Spanish, Mexican, Portuguese, Andorran, and Latin American books. This is a well-established family owned private company that deals extensively with libraries. *Puvill* offers standing order and approval plans, periodical subscriptions, binding services, as well as rare and antique books. Servilibros also supplies books and periodicals to universities from their location in Spain (www.servilibros.net). Both of these booksellers in Spain have English language versions of their online sites.

In South America, a few online book vendors are: Bolivia Mall (2003) (www.boliviamall.com) and Libreria Boliviana (2003) (www.libreriaboliviana.com) in Bolivia; Broli (2003) (www.broli.com/broli/start) and Lacomuna (2003) (www.lacomuna.laplata.gov.ar/) in Argentina; and Entrelibros (2003) (www.entrelibros.com.uy/) in Uruguay. These stores provide Spanish language materials locally and globally through the Internet.

Obviously, there are many excellent resources throughout Latin America, Spain, and other places with large number of Spanish speakers. The Internet has created an opportunity for effective business exchanges that would not have been dreamed of a decade back. Librarians may think it a risk to conduct business over the Internet with a bookseller thousands of miles away. Perhaps, librarians should instead think of the risk the

business person is taking, trying to build a business in an economy that is probably not well developed, with an electrical infrastructure that may be less than reliable, and in conditions where the hope of sales to distant clients is the best risk management possible. To acquire the best Spanish materials it may be a justifiable risk to conduct business in the heart of Spanish speaking nations thousands of miles away. It may not only be justifiable but also quite rewarding.

## Reviews

Arizona State University's Hispanic Research Center established the Bilingual Review Press (2003). According to their Web site,

the Press has pledged to forego the world of purely commercial entertainment and to focus instead on works of weight and significance . . . we are committed to publishing high-quality writing by both established and emerging writers (www.asu.edu/brp).

These are primarily adult titles with a mature or scholarly attitude, not light recreational reading that might be available elsewhere.

Viva Tucson (2003) (www.vivatucson.com) is an Hispanic site for residents in Tucson, Arizona. The site has a Book Reviews button on the top of the home page. This button links to a brief list of titles in a varied assortment of genre, each title has its own review. While these may or may not be academic titles, they are certainly appropriate for Latina/o readers far beyond Tucson's local borders. Bookspot (2003) (www.bookspot.com) is an online site with easily accessible reviews from nearly 50 links to magazines, critics, online sites, and genre specific resources. Another online book review source, established in Pittsburgh in 1972, is Latin American Literary Review Press (2003) (www.lalrp.org). This is a scholarly journal that brings the most recent reviews from scholars in the field of Latin American literature.

*Publishers Weekly* and *Library Journal* combine their significant resources to provide *Criticas* (2003), a bi-monthly review of materials for Spanish readers. These descriptively analyzed reviews, usually written by faculty, often include an evaluation of applicability for college-level readers. *Criticas* has also created a list of recommended Spanish language fiction titles and maintains a list of current bestsellers. Both are available on the *Criticas* Web site at <http://libraryjournal.reviewsnews.com/index.asp?layout=criticas>.

Reviews are excellent sources of information for individual titles. For reviews to be valued selection tools it is important to consider the author. An independent faculty member or other scholar

may provide much more objectivity about a title than a review editor who is a paid staff member of the Web site or catalogue publisher.

## Organizations

Organizations are forming strong ties that link Spanish language readers with publishers, libraries, writers, and scholars. The International Federation of Library Associations (IFLA, 2003) ([www.ifla.org](http://www.ifla.org)) use Spanish as one of its four main languages (with English, German, and French). IFLA will hold its 70th Annual World Library and Information Congress in Buenos Aires, Argentina in August 2004.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2003) has a very positive statement supporting the libraries. The UNESCO Public Library Manifesto is found on the Web at [www.unesco.org/webworld/libraries/manifestos/libraman\\_es.html](http://www.unesco.org/webworld/libraries/manifestos/libraman_es.html). The manifesto is available in Spanish. This is a respected global organization whose support of libraries is important to librarians everywhere.

Another powerful library group, the *American Library Association* (ALA), recognizes the needs of the Spanish language community. Since 1971, *REFORMA* (2003), affiliated with ALA, has been an active group seeking "to promote the development of library collections to include Spanish language and Latino oriented materials" ([www.reforma.org](http://www.reforma.org)). Recently, *Power of Language / El Poder de la palabra*, was published as "Selected Papers from the Second REFORMA National Conference". This publication is a major current resource for librarians who are interested in building Spanish language collections, services, or programs. *REFORMA* also has a Web site at <http://cnet.ucr.edu/library/reforma/index.htm>. This is a proactive organization with a sincere commitment to better serve Spanish reading populations in libraries.

*SALALM* (Seminar on the Acquisition of Latin American Library Materials) is another important organization for Spanish language collection builders. *SALALM* (2003) holds an annual conference that provides an excellent venue to meet vendors, publishers, and librarians who are also actively engaged in locating and purchasing Spanish language materials ([www.salalm.org](http://www.salalm.org)).

*FORO* is the annual Mexico/USA cross-border library conference that is in its 13th year. Recent venues have been Hermosillo, Sonora Mexico; Mexicali, Mexico; New Mexico, USA; and Texas, USA.

A Mexico city discussion list addresses intellectual freedom and the cultural importance

of libraries. This list, *Biblio-progresistas* (2003), is in Spanish. More details and subscription information are available at the online site: <http://es.egroups.com/group/biblio-progresistas>. This is a good example of a discussion list that contributes to a civil society through open forums for information and exchange of professional views.

An extremely useful discussion list and online site is *Spanish in Our Libraries* (SOL, 2003), which can be found online at: [www.sol-plus.net](http://www.sol-plus.net).

This organization has a well-organized site that is valuable for librarians seeking Hispanic resources and information. The Latin American Network Information Center (LANIC, 2003) at the University of Texas in Austin is also an excellent site that provides links to publishers and booksellers throughout America (<http://lanic.utexas.edu/la/region/publish/>).

For a comprehensive view of Mexican libraries find the Mexican National Public Library System (2003) online site ([www.cnart.mx/bi.htm](http://www.cnart.mx/bi.htm)) for a wealth of information about that organization.

Organizations are usually groups of people who are trying to attain a common goal. These groups of people with similar interests, needs, and goals may provide strong realistic solutions that meet the needs of individual librarians. Many local groups are potentially valuable resources for collection builders. The above organizations are just a few of the many groups who may prove helpful in learning about or locating Spanish language materials. A few major groups are discussed here, but they are only representative of what the librarian may find upon further exploration.

## Book chain organizations

Several book chain organizations are worthy of note. These are more than just publishers. They represent book chain development in a form that goes beyond publishing and selling of titles. Bellagio Publishing Network (2003)

([www.bellagiopublishingnetwork.org](http://www.bellagiopublishingnetwork.org)) has been an international leader in book development for more than a decade. Their Web site explains that, "the Network includes publishers; government, international and private donor organizations; and others who are concerned with books and publishing". This group does major book chain development work in Africa and the Caribbean.

Even more specifically focused on the Caribbean is *Caribbean Publishers Network* (CAPNET, 2003). This group is concerned with translation, cross-cultural publishing, and publishing in multiple languages including those indigenous to the people of the Caribbean islands. More information about CAPNET is available

from their online site [www.capnetonline.com](http://www.capnetonline.com) including workshop and conference specifics.

Taking an industry view, Global Publishing Information (GPI, 2003) is a valued source of data. GPI, a joint product of the British Council and the Publishers Association, gathers and disseminates publishing data. The many available reports on book publishing, market profiles, or trends, represent many countries and regions. An alphabetical listing of these country reports and more GPI organizational information can be found at: [www.publishers.org.uk](http://www.publishers.org.uk). This organization represents an undoubtedly fine accounting of book trade activities in Spain, Mexico, and the Caribbean even though they do not appear to have any reports available at this time for Central and South America.

No book just appears as Athena full-grown from the head of Zeus. The process, or chain, of authors with ideas, publishers with printing machinery, distributors with sales networks, and booksellers with shelves and cash registers is evident for the vast majority of books acquired by librarians. Finding entrée into this chain or realizing a personal connection with this process will open doors through which the purchase of valuable materials can then flow.

## Book fairs

Many organizations, often at a city or national level, sponsor book fairs that draw publishers, vendors, librarians, booksellers, and readers. These sprawling events are often good places to find materials or meet publishers and vendors who will ship orders to libraries.

*BookExpo America's* (2003) "Spanish Book Pavilion" (<http://bookexpoamerica.com>) rotates between Chicago, New York, Los Angeles, and Washington DC. In 2003, this was a large, well-attended event in Los Angeles with a tremendous number of Spanish language books available. In 2004, BookExpo America will be held in Chicago.

*Liber: International Book Trade Fair* (2003) in Madrid, Spain ([www.liber.ifema.es](http://www.liber.ifema.es)) has been held for more than 20 years and currently has over 800 exhibitors. They display products, hold debates and discussions, and provide programs of interest to many librarians. The *Guadalajara International Book Fair* (2003) ([www.fil.com.mx/](http://www.fil.com.mx/)) in Guadalajara, Mexico, claims to be the largest Spanish language book fair in the world. This is an active venue for buying and selling books, negotiating foreign distribution or translation rights, and showcasing current technology. The 2003 fair is the 17th of the series, held from 29 November to 7 December. In Buenos Aires,

Argentina the *14th Children and Young Adult Book Fair* (2003) ([www.el-libro.com.ar](http://www.el-libro.com.ar)) showcased many Spanish language titles in July and August 2003. The *12th Havana International Book Fair* was held in the Morro-Cabana Park, a cultural and tourist center in Cuba's capital that overlooks the Bay of Havana. Silberman and Dunlap (2003) wrote about the Havana Book Fair for *The Militant*, a New York City based Socialist newspaper (<http://themilitant.com/2003>). Writers and exhibitors from about 25 countries took part under the theme "Reading means growth". The city of Miami, in Florida, helped the *Miami Book Fair International* (2003) celebrate its 20th anniversary in November 2003. Two New Mexico festivals in 2003 are: the *Border Book Festival* (2003) ([www.zianet.com/bbf/history.htm](http://www.zianet.com/bbf/history.htm)) in Mesilla and the *Santa Fe Festival of the Book* (2003) ([sfweb.ci.santa-fe.nm.us/sfpl/festival.html](http://sfweb.ci.santa-fe.nm.us/sfpl/festival.html)) in Santa Fe.

Many book fairs are community events with lively activities centered on books; they encourage literacy and the love of reading.

## Conclusion

Rapid growth of the Spanish-speaking population in the United States necessitates enhanced Spanish language collections in libraries that serve these populations. Selecting Spanish language materials can be difficult, especially for librarians who do not read Spanish well, because there are a limited number of book reviews in English. The acquisition of Spanish language materials in the USA can be daunting because traditional library book suppliers may have few Spanish language titles, and those they publish may quickly become unavailable or out of print.

Building a high quality Spanish language collection requires that librarians involve a variety of suppliers and vendors. Organizations and book fairs that promote Spanish language books and library resources are valuable paths to available resources. Library users are a key source of information when determining the types of materials to be included in a collection.

In recent years, vendors have responded to the Spanish language needs of librarians. While challenges still exist, the increasing demand for materials is beginning to make selecting and acquiring Spanish language materials more successful. More sources for reviews are becoming available and vendors are starting to publish lists of recommended titles.

There remains a need for librarians with expertise in building Spanish language collections to share their knowledge with others. Articles

recommending titles in specific subject areas would assist librarians who are just beginning to develop collections or who do not have the language skills to understand book reviews written in Spanish.

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