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# School Library eBook Providers and Spanish Language Equity: An Analysis of eBook Collections Available to School Libraries

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*The goal of this study was to examine the collections of eBooks in Spanish provided by vendors of library resources to school libraries to determine if there are equitable offerings of eBooks in Spanish relative to the Spanish-speaking school population in the United States. The results of the study indicated that the top vendors do provide eBooks in Spanish, but the titles comprised a small percentage of their total collections and do not mirror national demographics. Research findings showed that with only one to three percent of eBook titles in vendor's collections available in Spanish, there is a lack of equity in Spanish language eBook titles compared to the national school population of 10% to 17% Spanish speaking children with varying degrees of English proficiency. This lack of equity in Spanish eBooks available for school libraries will be of growing concern as demand for eBooks in Spanish increases with the growing Spanish speaking school population in U.S. public schools.*

## **Introduction: Equity for Spanish speaking Students**

When Spanish-speaking students who are able to read in their native language come into our libraries, it is our professional responsibility to meet their information needs (AASL, 2009). We want them to access information and check out books like the other students in the class; but other than picture books, what can we provide quickly for them to take home? When we think about instant access to resources, our thoughts naturally turn to the world of eBooks, with their myriad of formats and titles. But, as we begin to wade into this new area of library resources, we learn that these waters are deep and murky. Soon, we find that the simple task of purchasing an eBook becomes a complex process involving licensing and restrictions on circulation (Lonsdale and Armstrong, 2008; Pappas, 2009). What at the beginning was a simple idea to provide young Spanish speakers with digital materials in their own language, soon ends in frustration due to the multiple formats and delivery options. Making sense of this brave new digital world is truly a lesson in humility!

As it is our belief that school library collections must meet the needs of the communities they serve, the native language of the student population must be an important consideration

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when making purchasing decisions about eBooks. Many professionals in the library community believe that materials in electronic format have the potential to enrich library collections with linguistic diversity because the Internet knows no national boundaries (IFLA, 2009; RUSA, 2007). Given the growing Spanish-speaking population in the United States under the age of eighteen in our schools and the potential eBooks have to meet their information needs, as school library professionals we need to gain a better understanding of what resources are available for them in digital format.

The goal of this study is to examine the collections of eBooks in Spanish provided by vendors of library resources to schools. As part of this study, the researchers will conduct a content analysis of eBook offerings from the collections of top eBook providers to school libraries, and use national demographics to determine the extent to which the needs of the Spanish language readers in the United States are being met in the digital domain.

### ***Rationale for the Study: Meeting the Needs of Spanish speaking Digital Natives***

In the United States, the term “Latin American” or “Latino” is used to refer to people who have Spanish language cultural roots in Mexico, Central and South America, and the Caribbean. The term “Latino” and “Hispanic” are used interchangeably by the U.S. Census Bureau to refer to residents of Latino decent regardless of race (Kohler & Lazarin, 2007). Many Hispanics speak only Spanish or an indigenous language, while others are bilingual in English and Spanish, or speak English as their native language (Fox, 2011). The Hispanic population is the largest ethnic minority in the United States, comprising 12 percent of the total population and 23 percent of the children enrolled in schools at the pre-school and elementary levels (Kohler & Lazarin, 2007; U.S. Census Bureau, 2012). The latest U.S. Census report (2012) indicates that an estimated 52 million residents of the United States identify themselves as members of this group, with 17 percent of Hispanic children speaking Spanish in the home and 10 percent with limited English proficiency (Kohler & Lazarin, 2007; U.S. Census Bureau, 2012). Furthermore, Census reports estimate that this number is expected to triple by 2050. (Flores & Pachon, 2008; Naidoo, 2011).

Many Hispanic students are either native Spanish speakers or are bilingual. Spanish speaking students can be found in small towns and large cities in every region of this country. (U.S. Department of Education, 2011). Even with restrictions on immigration and the depressed economic climate, many areas of the United States continue to experience growth in their Spanish speaking communities (Flores & Pachon, 2008; Naidoo, 2011).

Research indicates that an achievement gap exists between Hispanic and non-Hispanic students in our public schools. According to Ream and Vazques (2011) by the time Hispanic students reach fourth grade, there is a grade level difference between their achievement scores when compared with non-Hispanic students. The reasons for this achievement gap are manyfold, according to Naidoo (2005), but may include a lack of either culturally responsive materials or materials that support content-area reading in the students’ native language. Educators have long insisted upon the importance of Spanish language materials in the school library to help Hispanic students maintain fluency in their native language and to support academic learning and fluency in English (Naidoo, 2005). According to multicultural education advocate Isabel Schon (2006) “there is no question that encouraging Hispanic children to read—in any language—is one of the best ways to enrich their lives as individual human beings, to

develop insights into and understandings of their own lives and the realities of living in the United States, to become aware of the greatness of their cultural heritage, and to deepen their interest in reading as a leisure-time activity” (p. 48).

Clearly, strides need to be made to bridge the achievement gap between our young Spanish-speaking students and native speakers of English. One way in which this can be addressed is through the use of the school library, which has a long-standing reputation for serving as a resource for high-quality, culturally rich range of materials in different formats. We know that when libraries have diverse collections there is an impact on achievement scores. Providing materials in different languages is part of this successful strategy (Scholastic, 2008). National and international standards for school libraries assert the importance of developing collections in alignment with the cultural and linguistic needs of the school community. The IFLA/UNESCO *School Library Manifesto* (2006) states that it is essential to support “all students in learning and practicing skills for evaluating and using information, regardless of form, format, or medium, including sensitivity to the modes of communication within the community” (p. 2). National and international standards for library collections state libraries should provide resources and services aligned with the cultural and linguistic heritages of their communities (ALA, 1990; IFLA, 2009). According to the ALA statement on diversity in collection development: “Collection development responsibilities include selecting materials in the languages in common use in the community the library serves” (para. 3).

The major vendors of library materials make a wide variety of print and electronic materials available to school libraries in different languages, and provide service and support for the automated systems through which these materials are managed. However, it is not known if vendors are offering eBooks in Spanish at a level that will meet the needs of a growing Spanish-speaking student population. In other words, we know that providing equitable library resources is an important factor in closing the achievement gap, but can equity be achieved in the digital domain with the current offerings of eBooks by the major school library vendors? According to a recent study published by *School Library Journal*, the availability of eBooks in the school library is on the rise (2011). In 2011, 44 percent of school libraries in the United States offered eBooks, up from 33 percent in 2010, and averaged 397 titles per school, most of which were in the non-fiction category. High schools had the most eBook titles, while middle schools were second; elementary schools had the lowest number of titles. According to the study, children are most likely to access eBooks on a dedicated reader such as a Kindle rather than through a networked computer. The study also reported that Follett is the top vendor for school library eBooks, with Gale/Cengage a distant second (School Library Journal, 2011; Whelan, 2011).

School librarians are aware of the growing demand for eBooks in their schools and are acutely aware of their responsibilities to meet the resource needs of all students. However, providing appropriate resources for Spanish speaking students has been a challenge, because many school librarians lack experience in the language and culture of the Spanish-speaking world and familiarity with appropriate materials for this student population. Recent research indicates the information needs and reading preferences of Spanish-speaking students in K-12 schools are similar to their English-speaking classmates (Mohr, 2003; 2006). Both English and Spanish speaking students in Mohr’s (2003, 2006) studies of recreational reading preferences in

elementary students indicated a preference for informational books about animals, family, or humor (2003; 2006). However, it is not clear that eBooks for school libraries on these topics are being published in English and Spanish on a regular basis. As eBooks are becoming a significant part of school library collections, making resources available to meet the needs of Spanish speaking students will be an issue of growing importance.

Currently, the eBook landscape is full of confusion. Access to eBook titles range from a licensing arrangement, to files in the public domain available for downloading, to outright purchase of eBooks, with limitations on the number of times the books can be checked out (Lonsdale & Armstrong, 2008; Pappas, 2009). A complicating factor, which is outside the scope of this study, is the possibility that the overall availability of eBooks in Spanish is driven by external forces, such as translation issues and market demand for Spanish-language titles (Fletcher, 2010; Williams, 2009). Many school library media specialists are turning to their long-standing relationships with print vendors such as Follett to aid in their eBook selection process. These vendors provide large collections of eBooks from a range of publishers using a single software interface and are a major source for eBooks in libraries (Pappas, 2009; *School Library Journal*, 2011). Because the collections eBook providers offer school libraries is changing constantly, it is difficult to get a clear picture of what resources are available to schools at any given time. When considering the offerings of eBooks available in Spanish, the picture becomes even dimmer.

It is for this reason that the researchers have chosen to analyze the eBook collections of the major vendors to school libraries to determine if the resources provided to Spanish-speaking students is equitable, given the growing presence of both eBooks and Spanish-speaking students in our schools.

### **Methodology: Demographic and Content Analysis**

The practice of targeting collection development activities to meet community needs is a long-standing practice in school librarianship (Bishop, 2007). National and international library standards for collection development suggest that demographic data be collected so that resources and services can be provided to meet community needs, with special consideration for the preferred language of minority groups. In particular, IFLA standards state that for each language group served there should be a “relevant and balanced collection” that is “related to the size of the group,” and “published in the majority or official language” of that group by the country of origin and elsewhere (2009, p. 14). IFLA (2009) standards also state that the collection for multicultural groups should be at the same per capita level as the general population. Guidelines for developing multicultural collections established by the Reference and User Services Association (RUSA) are very similar to the IFLA standards in stating the need to provide a balanced collection in the languages and cultures present in the community (2007).

Basing collection development strategies on the demographics of a community is not a new concept, but according to Boule (2005) it is difficult to put into practice. In particular, Boule (2005) states that developing Spanish language collections based on demographics has not been discussed in the literature; and notes that although many librarians feel that each subset of the population should be represented by percentages in purchasing, the amount of money focused on developing Spanish language collections continues to be small.

In respect to school libraries, if national population trends indicate that schools will be serving a growing number of Spanish-speaking students, then professional guidelines suggest that a significant percentage of the contents of school library collections be developed to meet the needs of these students. Many professional organizations such as IFLA and RUSA believe that electronic resources can help school libraries respond to the growing need for Spanish language materials. Integrating Spanish language eBooks into library collections would be an ideal way to quickly add resources in Spanish as well as meet the needs of digital natives. However, it is not clear how well the major providers supplying school library media centers are able to support this effort.

This study will use national demographics related to Spanish-speaking students in the United States as a benchmark for determining whether or not the primary vendors of eBooks to school libraries are providing equitable resources in Spanish in comparison to the Spanish-speaking student population. Current population statistics indicate that Hispanic students comprise 23 percent of the enrollment in U.S. public schools, with 17 percent of them speaking Spanish as their home language, and 10 percent with limited English proficiency (Kohler & Lazarin, 2007; U.S. Census Bureau, 2012). If the use of demographics is considered a valid method for distributing resources, the proportion of Spanish language eBooks offered by vendors should mirror national school population demographics in order for schools to achieve the goal of developing an equitable collection.

The analysis of contents of collections for different patterns and characteristics is a form of content analysis that is fairly common in library research. (White & Marsh, 2006). According to White and Marsh (2006), content analysis is a flexible research method that is used in library and information science studies to meet a variety of research goals and objectives. In some cases, this method is used to analyze text to reveal patterns in data that may suggest bias or an oversight on the part of publishers (Busha & Harter, 1980). Although, typically content analysis is associated with the contents of textual items, the method is flexible enough to be adapted to collections of texts, and the analysis of what White and Marsh refer to as “easily identifiable aspects of text content” (2006, p. 22). Titscher, Meyer, Wodak, & Vetter (2000) noted that procedures used in content analysis range greatly in analytical goals and the processes developed to obtain them. These approaches also have similarities in that they rely on material that communicates information as the basis for data analysis. Krippendorff (2004) states that studies of this type utilize a “technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (p. 18).

Although content analysis is an accepted practice in Library Information Science research, there are few studies that employ content analysis to evaluate library collections. Currently, no studies use this method to evaluate eBook collections. Boule (2005) used content analysis to study the print non-fiction collection of a public library, finding that the library collection in Spanish did not reflect community demographics. Specifically, Boule (2005) found that although the community the library served was 31 percent Spanish-speaking, the collection contained only 2.8 percent of Spanish titles in the nonfiction collection, and lacked a balanced distribution of titles in each Dewey class. Etchison (2008) conducted a study of school library collections in North Carolina, finding higher percentages of Spanish titles in the collection, but no consistent correlation between the percentage of Spanish language materials in the

collections and the percentage of Hispanic student in the schools. Furthermore, Etchison stated that these collections were primarily in print, and did not reflect diversity in format.

In this study, content analysis will be used to examine eBook collections of selected providers to school libraries by language and subject matter to determine the extent to which the collections reflect equity between Spanish resources and school population demographics. White and Marsh (2006) suggest that the procedures for a content analysis should include identifying the unit to be analyzed and then breaking down the units for analysis and reporting. For the purposes of this study, the units identified for research are the collections of major vendors of eBooks to school libraries with databases that may be searched by language (Spanish/English) and subject area. For the purposes of analysis and reporting, these units will be broken down into the categories of easy fiction, fiction, and nonfiction, with nonfiction subdivided by Dewey classification number.

The methods employed in this study do have limitations that may affect the results. Primarily, the vendor collections change daily as additional eBook titles are added and others are weeded from the collection. Therefore, this study is a snapshot of the titles available at the time of searching and the numbers and percentages are subject to change. Additionally, factors which may drive the overall availability of Spanish-language titles in eBook collections, such as translation issues and overall market demand for titles in Spanish will not be addressed, as this would unduly widen the scope of the study. Finally, the contents of online digital libraries such as the International Children's Digital Libraries (<http://icdl.org>) or Project Gutenberg (<http://gutenberg.org>) were not selected for this study because the researchers decided that focusing on the largest suppliers of titles to school libraries who offer eBooks as an integrated part of school library digital collections would be most helpful to the school library community.

The following vendors were chosen for this content analysis: Follett, Gale/Cengage, Mackin, and Permabound. The selection of vendors was based on information from the *School Library Journal* (2011) report on eBooks in school libraries and narrowed according to which vendors provided online databases that could be searched by language and subject matter. To account for the differences between vendors relative to their share of the eBook market, vendors representing a wide range of market-share were selected. Based on the *School Library Journal* (2011) report, Follett is the primary vendor used by school libraries for eBooks, with 69% of the market. In a distant second to Follett in terms of market-share is Gale/Cengage with 21% of the market. The remaining vendors have a very small percentage of the school library eBook market and include Mackin, with five percent of eBook sales, and Permabound, with less than one percent of market sales.

Table 1 shows the vendors chosen and the percentage of the market they represent based on the *Library Journal* and *School Library Journal* (2011) report:

**Table 1. Market share of eBook vendors**

Vendor	Market %	Website
Follett	69	<a href="http://www.titlewave.com">www.titlewave.com</a>
Gale/Cengage	21	<a href="http://www.gale.cengage.com">www.gale.cengage.com</a>
Mackin	4	<a href="http://www.mackin.com/MackinOnline/Search.aspx">http://www.mackin.com/MackinOnline/Search.aspx</a>
Permabound	1	<a href="http://www.perma-bound.com/ebooks/ebook-info.faces">http://www.perma-bound.com/ebooks/ebook-info.faces</a>

The search process to retrieve data for content analysis was driven by the search fields and options provided by the vendor's individual search interfaces. As each vendor allowed multiple types of searches using varying search fields, the search fields that best provided content information by language and subject matter were selected for each of the individual vendor search interfaces. With the goal of gathering information on collections by language and Dewey classification, the searches were performed using the vendor search options that were best aligned with the goals of the study. The search options provided by vendors and the search options chosen by the researchers for content analysis are displayed in Table 2.

**Table 2. Vendor Search Options and Selected Search Options**

Vendor	Allowed Search Options	Search Option Selected
Follett	eBooks & Digital, Keywords, Author, Publisher, Copyright Year, Interest Level, Reading Levels, Type, Language, Dewey Range, Classification, Number of Reviews and Awards	eBooks & Digital, Dewey Range, Language
Gale/Cengage	Media Type, Grade Range, Dewey Number, Dewey Class, Price Range, Publication Date, Subject, Publisher, Series	Media Type, Subject (Spanish Language Resources), Dewey Class
Mackin	Title, Publisher, Format, Dewey Number, Classification, Reading Information, Review Sources, Publication, Pages, Language, Reading Level, Lexile Level	Classification, Language
Permabound	Grade Levels, Reading Programs, Product Details, Review Awards, Content/Subject Matter, eBook Licensing Terms	Reading Levels, Dewey

For the purposes of content analysis and reporting, the researchers used the online databases provided by the vendors to search for eBooks. The data were broken down by language (English/Spanish) and subject (Easy/Fiction/Nonfiction/Dewey class). Different eBook formats provided by vendors was not a consideration in this study, as not all of them had this search feature available. The data from the online database searches were recorded on an Excel spreadsheet for comparative purposes.

### ***Results and Discussion: Examining Equity through a Content Analysis of vendor eBook Collections in Comparison with National Demographics***

The researchers performed a content analysis of selected eBook vendors and recorded the data used in Excel spreadsheets. For purposes of comparison the results are displayed in the Tables 3-6 featured in the Appendix.

As the data tables in the Appendix show, compared with the other vendors, Follett offers the largest quantity and range of eBook titles, with over 12,000 titles in its collection. Follett also offers the largest number of Spanish eBooks, with over 4,000 titles in its collection. This is not a surprising finding, considering the fact that according to Table 1, Follett enjoys 69 percent of the school library eBook market. The data in Table 3 show that the Follett eBook collection offers a wide variety of fiction and non-fiction titles, with a majority of titles in the easy fiction category. However, as Table 7 shows, the percentage of the overall collection available in Spanish is small, comprising only 3.4 percent of the total number of titles.

In contrast to the contents of the Follett eBook collection, the Gale/Cengage collection shown in Table 4 actually contains very few eBook titles in Spanish for the school library market, even though as Table 1 indicates, it is considered a major provider of eBooks, with 21 percent of the market share. As this company is the major provider of virtual reference to the library community, The Gale/Cengage eBook collection is primarily comprised of non-fiction eBooks, and has no fiction titles. Table 7 shows that the number of eBooks available in Spanish is small, comprising only 2 percent of the total collection.

The vendors of eBooks with significantly smaller shares of the eBook market listed in Table 1, Mackin and Permabound, do offer eBooks in a wide range of categories, but, as shown in Table 7, the percentages of eBooks in Spanish are less than two percent of their total respective collections.

**Table 7. English and Spanish eBooks by Vendor**

Vendor	Total	eBooks			
		English	Percentage	Spanish	Percentage
Follett	123688	119484	96.6%	4204	3.4%
Gale/Cengage	942	924	98.0%	18	2.0%
Permabound	15348	15137	98.6%	211	1.4%
Mackin	34198	33814	98.8%	384	1.2%

In order to explore the contents of the vendor's eBook collections in more depth, the researchers compared collections by Dewey classification. As Table 3 shows, Follett's eBook collections in the Dewey classifications were substantial and mirrored what research indicates to be the reading interests of school-age children (Garland, 1989). For example, the high interest categories such as the 500's Natural Science and 600's Technology classifications contained the large numbers of non-fiction titles in both Spanish and English. The percentage of eBooks in Spanish was larger in these classes, comprising between three and eight percent of the collection.

In contrast to Follett's offerings, the Gale/Cengage eBook collection, shown in Table 4 has non-fiction eBook titles exclusively. Although the titles in English represent a full range of categories, the Spanish language offerings are small and not well distributed across Dewey classifications. Again, the nature of the Gale/Cengage collection differs from other providers in that their eBook collection is focused on reference materials.

As shown in Tables 5 and 6, the distribution of titles offered by Mackin and Permabound across Dewey classifications is similar to the distribution of titles offered by Follett, with the larger numbers in the 500s classification. Although collections are much smaller than Follett's, Mackin and Permabound are comparable to Follett in how their offerings are



distributed across Dewey classifications. Tables 5 and 6 show that Mackin and Permabound have Spanish eBook titles in all Dewey classifications except for the 800's. Similar to Follett, the overall percentage of Spanish eBook titles in the Dewey classifications available in Spanish is quite small.

The demographic analysis compares the percentages of enrolled Hispanic students in the United States with the percentage of Spanish-language eBook titles available from each vendor to determine if there is equity between the student population and the resources available. As the data in Table 6 show, the percentage of eBook titles in the vendors' collections did not mirror the percentage of Hispanic students enrolled in U.S. schools.

**Table 8: Hispanic Student Demographics and Percentages of Spanish eBook titles**

<b>U.S. Hispanic Demographics</b>		<b>Follett Spanish eBooks</b>	<b>Gale/Cengage Spanish eBooks</b>	<b>Permabound Spanish eBooks</b>	<b>Mackin Spanish eBooks</b>
Hispanic students in U.S. schools	22%	3.4%	2.0%	1.4%	1.2%
Hispanic students who speak Spanish in the home	17%				
Hispanic students with limited English proficiency	10%				

### **Conclusion: Digital books for digital native in Spanish – Se puede?**

The results of this study indicated that although the number of Spanish eBook titles available from the major vendors of school library materials number in the thousands, they comprised a very small part of their total collections. The results of this study indicated that providers of resources to school libraries regardless of the quantity of their offerings or their market-share were not providing Spanish language eBooks in the range or proportions needed to help school libraries achieve equity in their collections. When analyzing the contents of these eBook collections in the context of the demographics of the Hispanic school population in the United States, it becomes clear that equity in the offerings of eBooks in Spanish in comparison with titles available in English presents a significant problem for school libraries. As this study showed, in any given nonfiction Dewey classification, the most vendors can provide is one to eight percent of their eBook titles in Spanish, which makes it difficult for schools to provide equitable library resources to their Spanish-speaking students.

The findings of this study are very time sensitive, as eBook vendors are continuously adding titles to their collections. These findings can only be considered to be a snapshot of eBook holdings at a given time. However, although the overall number of titles may increase over time, it is not clear if the percentage of Spanish eBooks in the vendor's collections will also increase.

### ***Directions for Further Research***

The researchers believe that vendors of school library materials are working to increase the availability of eBooks in Spanish. Further studies in this area should include an exploration of the mechanisms driving the availability of eBooks in Spanish, including issues such as translation and market demand for Spanish titles. According to children's book publisher Philip Lee (2002) translating books into Spanish is complicated and time consuming, resulting in only a few books a year being published in Spanish. Schon (2006) states that Spanish language materials must be evaluated carefully because of issues related to translation of English titles into Spanish and developing translations that are able to accommodate the varieties of Spanish spoken in the United States. Further study of these issues may provide insight on how publishers may be hindered in their attempts to provide a wide range of Spanish eBook titles to school libraries.

Another area of investigation could focus on how the commercial demand for materials in Spanish in the United States impacts the availability of library resources in Spanish. In a recent *Library Journal* article, an eBook aggregator executive stated that the demand for library materials in Spanish will continue to grow and demand is outstripping supply (Hoffert, 2008). Other articles state that although the sales of children's' print books in Spanish are on the rise, the overall market for books in Spanish is not proportional to the population of Spanish-speakers in the United States (Fletcher, 2010). Furthermore, some book publishers indicate the commercial demand for Spanish-language eBooks in the U.S. Market is weak (Fletcher, 2010; Williams, 2009) but other reports indicate that demand is expected to grow as eBook platforms become more uniform and ereaders are more prevalent (Williams, 2009). Another complicating factor is reports that Spanish language library resources are largely underutilized and therefore, libraries are reluctant to increase their budgets for these materials (Etchison, 2008; Schon, 2006). All of these topics would be fruitful areas of further study and research.

In this study, the use of content analysis enabled researchers to present a snapshot of the current eBook landscape most relevant to school libraries. The use of demographic analysis enabled researchers to sound the alarm regarding the lack of equity in the availability of eBooks in Spanish from small and large vendors of library materials. The researchers believe this is a promising area of research that can be used to explore school library collections at the local, state, national, and international levels.

Libraries have played an important role in providing resources to Spanish-speaking populations across the country. With the rising number of Spanish-speakers in the United States and the percentage of the K-12 population they comprise, the need for quality resources in Spanish in multiple formats will continue to be an issue school librarians face now and in the future. Although the current eBook landscape is complex and confusing, the researchers believe that vendors will continue to work with publishers to make eBooks increasingly available in user-friendly formats and in multiple languages. The good news is that the eBook selections available are in part a product of demand. If requested, more Spanish language titles will be made available for purchase. Given the rise of Spanish-speakers in the U.S. population, the researchers firmly believe that Spanish language eBooks will be a growing part of the school library landscape.

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### Author Notes

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# Appendix. Data Tables.

**Table 3. Follett eBooks by Language and Classification**

Language	Classification												
	E	F	NF	0-99	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999
English	7238	23371	88875	5332	3780	2181	27838	1942	10674	12336	7836	7487	9379
	764	916	2524	33	91	23	450	149	864	390	199	61	264
Spanish	(10.5%)	(3.9%)	(2.8%)	(.6%)	(1.7%)	(1%)	(1.6%)	(7.6%)	(8%)	(3.1%)	(2.5%)	(.8%)	(2.8%)

**Table 4. Gale/Cengage eBooks by Language and Classification**

Language	E	F	NF	Classification									
				0-99	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999
English	0	0	924	12	17	16	98	0	37	48	17	26	118
	0	0	18	1	1	0	4	1	5	2	0	2	1
Spanish			(1.9%)	(8%)	(5.8%)		(4%)		(13.5%)	(4.2%)		(7.6%)	(.8%)

**Table 5. Mackin eBooks by Language and Classification**

Language	Classification												
	E	F	NF	0-99	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999
English	1131	737	31782	12397	272	298	3513	574	4396	3669	2084	1040	4195
	168	5	211	5	2	4	40	36	60	19	13	0	32
Spanish	(14.8)	(.6%)	(.6%)	(.4%)	(.7%)	(1.3%)	(1.1%)	(6.2)	(1.3%)	(.5%)	(.6%)		(.7%)

**Table 6. Permabound eBooks by Language and Classification**

Language	Classification												
	E	F	NF	0-99	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999
English	1117	2497	11523	223	223	95	1523	482	2994	2104	1021	420	2438
	19	42	150	1	6	1	20	1	63	24	5	0	29
Spanish	(1.7%)	(1.6%)	(1.3)	(.4%)	(2.6%)	(1%)	(1.3%)	0	(2.1%)	(1.1%)	0	0	(1.2%)