Otherness, Difference, and Diversity in Libraries
“Otherness, Difference, and Diversity in Libraries”—diversity in their staff, users, and collections—is what makes libraries an American value. Libraries strive to provide equity of access to information resources in a climate of openness, acceptance, and respect for all individuals and points of view. Public, school, academic, and special libraries alike hold this ideal. As a profession, we are committed to providing information and resources that serve our communities and their diversity.

Since September 11, we have become more aware, as a nation, of the importance of understanding the differences among people, respecting our diverse cultures, and recognizing that strength comes from welcoming and incorporating these differences in our society. Respect for all people—their race, ethnicity, religion, gender, physical disabilities, sexual preference, age, language, education—is the base upon which democracy is built. Libraries are committed not only to protecting that respect, but to providing the venue for its growth. We do this through collection development, through reaching out to all segments of our communities, and through the preservation of intellectual freedom. As the Library Bill of Rights states, “Libraries should provide materials and information presenting all points of view. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.”

Materials should also reflect the languages commonly used in the community, as well as the many points of view held by community members.

We need to be proactive in providing library service and not be content to wait within the walls of our library buildings for people to come to us. The Washington Library Association membership passed a new intellectual freedom statement last April that includes this statement: “A democracy can only succeed if citizens have access to the information necessary to form opinions and make decisions on issues affecting their lives. Libraries play a key role in providing access to this information.” We must make this access happen.

The 2000 census provides some interesting facts about the people who make up our state. Nearly 20 percent of Washington’s population is nonwhite. Fifty percent of the population that is foreign-born entered the state within the last ten years. Three-quarters of a million people speak a language other than English at home. Nearly 90 percent of the adult population has a high school degree or higher. Fifteen percent of the population is under the age of ten. Eleven percent of the population is older than 65 (and within ten years, that percentage could more than double). These facts alone point to diverse service needs that libraries must meet. How do we reach out to our communities, let people know what we have for them, find out what they need, and not yet providing, and make ourselves an integral component in supporting diversity and reducing service barriers? Regardless of our type of library, we are all trying to find ways to do these things.

Unfortunately, the library profession does not always reflect the diversity of our communities, in terms of ethnicity, race, and other factors. We would like to change this. In its current strategic plan, the Washington Library Association has identified steps to try to attract members from diverse backgrounds, not just to the organization, but also to libraries throughout the state. Conference programs and workshops will continue to be developed to support the service needs of all people in the state. We want library service to be accessible to everyone.

Libraries are facing many challenges. As this message is being written, the Washington State Library is not in the Governor’s budget. Public and academic libraries are working with financial crises and crunches. Intellectual freedom challenges are proliferating. The “Children’s Internet Protection Act” is still in the court. There is the potential for a “Harmful to Minors” initiative. Another possible initiative would require all libraries that serve children to filter access to the Internet. Barriers to service are increasing at a time when we must be proactive about respecting diversity.

Someone recently said that mission statements are worthless. He said that any organization should meet the world with “exuberance” and “gusto.” I agree with “exuberance” and “gusto” and would probably add “energy” and “enthusiasm.” I disagree that mission statements are worthless. I think they provide the direction to which that “exuberance” can be applied. WLA’s mission statement is, “The purpose of the WLA shall be the promotion of library service, continuing education, and library advocacy on behalf of the people of Washington State.”

The people of Washington are diverse. We must celebrate their differences and serve them with exuberance. This will take energy and commitment from each of us.
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libraries, personnel, and
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exchange of research, opinion,
and information.

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From the Editor
Washington Library Clients: Serving Each, Serving All

by Carolynne Myall

Most members of the Washington Library Association are proud of the service traditions of U.S. public, academic, and school libraries: open-stack browsing of materials, open catalogs of materials, access for all community members, reference service to answer all sorts of questions from all sorts of patrons, defense of intellectual freedom. We are proud to read stories about individuals who found knowledge, support, and comfort in libraries. Unfortunately, though, the sad fact is that throughout our history, some people have been excluded from library service, because of race, ethnicity, language, condition of being institutionalized, reading ability, or just where they lived.

Today, our hope is to provide library service for all members of our communities. But are we prepared to do so? What if potential clients’ most fluent language is not English? What if they are unfamiliar with the concepts or values of U.S. libraries? What if library patrons are very poor, so poor that they don’t have homes or ability to attend to basic hygiene? What if potential library users are in prison or jail? What if they live in a rural area, far from library facilities? And how can primarily print-oriented libraries serve communities with cultural traditions that are primarily oral, rather than primarily written? What changes do we need to make, in our services, our facilities, our collections, our assumptions, and ourselves, in order to serve a diverse library clientele, a clientele that includes many kinds of differences?

As Washington’s population becomes more diverse culturally, ethnically, and in many other ways, finding answers to these questions becomes critical. The contributors to this issue, “Otherness, Difference, and Diversity in Libraries,” have provided both some perspectives on the questions, and some starting points for discovering effective responses. I hope you find their articles as stimulating as I have.

The Alki Committee and I would like to thank the representatives to the Washington State Library Diversity Initiative: Neel Parikh, Susan Barrett, Karen Goettling, Karen Fernandez, Amy Lee, Yazmin Mehdi, Sally Polk, Carolyn Riddle, Roy Sahali, Eileen Simmons, and Rayette Wilder. This committee proposed a diversity theme for an Alki issue, and suggested many article topics and authors. We couldn’t have done it without them!

Coming Issues
The July 2002 issue will follow Alki tradition, and reflect the Joint Annual Conference of the Washington Library Association and Oregon Library Association. We hope to provide further food for thought about the important topics discussed at the conference.

In December 2002, Alki’s theme will concern unusual services of Washington libraries—everything from one-of-a-kind collections, to distinctive coffee shops, to special programming for teens. Does your library have a unique service or a nontraditional approach to a typical service? This issue will give you an opportunity to showcase it. Then, for the March 2003 issue, Alki will return to one of its regular themes: intellectual freedom, the core value of librarianship.

Additional issue themes are under consideration by the Alki Committee. One possibility is money and Washington libraries: fundraising, grantsmanship, bond issues, making effective arguments for library allocations within the university or municipality, the effects of state initiatives, and other aspects of this topic. Other possible themes include the history of library services and systems in Washington, and management of libraries and their services. Send us your suggestions, too!

And Soon—Over to Cameron
Cameron Johnson, assistant editor of Alki, participated in all aspects of producing this issue (thanks, Cameron!). He’ll do even more of the work for the July issue. Then in December, Cameron will be ready to take over as editor. He welcomes your suggestions for coming issues and articles. Cameron’s email address is cjohnson@ci.everett.wa.us.

Carolynne Myall is Head of Collection Services and Chair of the Library Faculty at Eastern Washington University.

At a loss about working effectively with culturally diverse populations that your library serves? Workshops for library staff on developing skills for serving diverse populations will be offered in March through May in six Washington locations, through the Tacoma Community House. The workshops are sponsored by the Washington State Library as a part of its Diversity Initiative.
A Diversity Initiative for a Changing Washington

by Rayette Wilder

The Washington State Diversity Initiative was begun in 2000 by the Library Council of Washington. As state demographics change, libraries face changing customer bases. The question has become increasingly common: Who is our community and how do we best serve it? To respond to this need, the Library Council created a task force to address the issues of serving an increasingly diverse population.

Funded by a Library Services and Technology Act (LSTA) grant, the Diversity Initiative assists libraries in developing effective programs to serve diverse ethnic populations. A statewide task force of library professionals was appointed to manage the initiative. This group is developing a comprehensive training program to help libraries better serve culturally and ethnically diverse populations. When training is complete, the initiative will provide grant funds to assist libraries in assessing needs and developing outreach programs. Grant programs will emphasize effective needs assessment, building community partnerships, and developing outreach programs. Funds may be used to help libraries initiate new services or enhance existing services.

Washington Trends, a recent report from the Washington State Office of Financial Management Forecasting Division, revealed that about eleven percent of the state’s population is non-white. The release of the 2000 U.S. census data for Washington has confirmed this fact. According to the U.S. Census Bureau, Washington State is fourteenth nationwide in the number of minority residents, tenth in the number of Hispanic residents, seventh in the number of Asian/Pacific Islanders, and fifth in the number of American Indian/Eskimos. The state is also fourth in the nation in the number of interracial children. While Washington libraries may not see these minority residents in their libraries, the data clearly shows that a diverse population lives in the state. In addition to these racial minorities, the state has experienced a large influx of Russian and Ukrainian immigrants.

While some Washington libraries have attempted to educate staff members, develop outreach programs, and develop collections to meet the needs of diverse populations, most have not. Paying the costs of staff training and new outreach program development is impossible for any but the largest libraries. As a result, most libraries have not attempted to work in this area.

While the state has used LSTA monies to address connectivity issues and technical capacity building in the last three years, little has been done to promote service to diverse populations through use of LSTA funds. The last projects of this type to have been funded were to individual libraries, from Library Services and Construction Act (LSCA) grants.

The Diversity Initiative hopes to address these issues by becoming a resource for librarians and library staff throughout the state. The Initiative, guided by the Diversity Initiative Task Force, is providing diversity training workshops statewide, and will create a Web page to serve as a resource for libraries as they become more culturally inclusive.

The first of a series of workshops, “Providing Library Services to A Culturally Diverse Community,” was conducted in September 2001 in four locations statewide. This initial workshop focused on library readiness to serve diverse communities, and methods for conducting needs assessments for particular communities. These workshops attracted over 120 library and community workers.

The second workshop series will focus on practical training for library staff working with diverse populations. It will focus both on identifying differing values of ethnic populations, and on effective techniques and strategies to work with them. This workshop, offered through Tacoma Community House during March-May 2002, will be available in six locations: Spokane, Everett, Vancouver, Moses Lake, Tri-Cities, and Pierce County.

The third phase of the Diversity Initiative is to sponsor a competitive grant cycle. Overall funding to support this grant cycle is approximately $300,000, with a limit of $85,000 per project. A local match of the grant funds is preferred, but it is not required. Seven to ten applicants may receive awards. Libraries must be eligible to receive LSTA funds to apply. Applications and additional information on the Serving Cultural Diversity Grant are available at http://wlo.statelib.wa.gov/services/grants/grants.htm. Deadline for grant proposals is March 15.

After the grant period ends, libraries are expected to carry on their projects and programs without additional federal funds. The Diversity Initiative is seeking funding to continue through the 2003 fiscal year; however, Potential ideas for a next phase include recruitment/retention issues, providing situational language classes targeting circulation staff, and grants for staff learning foreign languages.

The library community is welcome to submit comments and suggestions about the Diversity Initiative. Representatives to the initiative are Neel Parikh, Library Council of Washington and Pierce County Library; Susan Barrett and Karen Goettling, Washington State Library; Karen Fernandez, Highline Community College; Amy Lee, Fort Vancouver Regional Library; Yasmine Mehdi, Seattle Public Library; Sally Polk, King County Library System/Kirkland Library; Carolyn Riddle, Big Bend Community College; Roy Sahali, Tribal Connection Project/NNLM; Eileen Simmons, Everett Public Library; and Rayette Wilder, Northwest Museum of Arts & Culture.

Rayette Wilder is Archives Librarian at the Northwest Museum of Arts & Culture in Spokane.
Introduction

Libraries often begin the marketing process by thinking about how to “get the word out” about the library and its services. Libraries assume that if people are not using the library, it must be because we have not done a good enough job of telling them about the library and the many services it provides.

For example, if the library has a large Hispanic community and the Spanish-language collection is not circulating well, you may decide that you need to tell the community about the collection. Typically, you start to develop a Spanish-language brochure describing the collection, or send out a press release about the collection to target-group media.

But if the Hispanic community you serve is primarily low-income, with many recent immigrants, their day-to-day survival needs and concerns may be so critical that the promotion of a Spanish-language book collection will not seem relevant to them at all. Or they may not understand that the collection is available for loan, or that the service is free for everyone in the community.

In serving diverse communities, the marketing process begins long before the library starts thinking about how to disseminate information about the library and its services. The marketing process begins by learning about the community you want to reach, and by designing a service or product that meets its specific needs. After that, the library will be ready to think about the message it wants to communicate and the ways it wants to communicate it.

Marketing and the Needs Assessment Process

The first step in the marketing process is the needs assessment. If you have not conducted a needs assessment or in some way interacted with the community, then you are not ready to begin marketing. Conducting a needs assessment is the only way to find out the specific characteristics and attitudes of the people you want to serve. This information is critical to marketing activities.

Arranging community leader interviews or focus groups are two of the most effective ways to conduct a needs assessment. These techniques rely on interaction with the community, and provide a picture of the community that comes directly from the community itself. You collect a wealth of information about the composition, perspective, and unique life situations and needs of your target community. This is the beginning step in determining what services you will market and how you will market them.

One of the biggest mistakes we make in marketing the library to diverse communities is viewing the target group as a general group with one characteristic in common (e.g. language, country of origin, educational level, etc.), rather than as the complex, diverse community it may be. For example, if you are serving a Hispanic community, your community could be predominantly Mexican, Cuban, Puerto Rican, Spanish, or Latin American. Culture, language, food, and history of a Hispanic community will vary, depending on its country of origin. The community could be composed of recent immigrants who speak little or no English and depend on Spanish-language communication to get information. Conversely, there could be many second- or third-generation residents who speak Spanish but feel more comfortable reading in English. The community may reflect a combination of these factors.

All these factors make a difference in perceptions and attitudes that members of the community have about the library, the needs and problems of the community, the types of services you might develop to meet those needs, the messages you would want to deliver to the community, and the language that would be most effective in reaching its members.

To effectively reach diverse communities, marketing activities focus on the specific community’s needs and interests, and must be communicated in the language and media most used by the community. Conducting a community-based needs assessment is the most effective way of gathering this information about your community/target group.

Setting Priorities/Focusing Your Marketing Efforts

The second step in marketing library services is to identify the segment of your target group that you want to reach. Everything else in your marketing effort flows from this decision.

The needs assessment process will usually identify a long list of pressing community needs. Where do you start, and how do you start to market library services? Your library’s resources may be so limited that you hesitate to begin marketing efforts because you are afraid that you will disappoint the community with what little you have to offer. Or you may be afraid of being overwhelmed with the demand for services.

Most underserved communities and their leaders understand the concept of limited resources. They live with limitations every day, and they understand that you will need to set priorities. The only way that you will disappoint the community is if you do nothing at all or if you are not willing to stick with it for the long term.

Here are some factors to consider in narrowing down the focus of your initial marketing efforts:

- **Size of the group within the community or emerging group within the community:** To have the greatest impact at first, the specific focus of your marketing activities may need to be the largest or the fastest-growing segment of the target group. For example, the community may be experiencing a large influx of limited English-speaking immigrants from a specific country.

- **Urgency of need:** The results of your needs assessment may show that a specific segment of the target group has pressing needs that deserve immediate attention. For example, recent immigrants or refugees may need basic survival information about where to find adequate

Yolanda J. Cuesta is a consultant; her firm is Cuesta MultiCultural Consulting. Gail McGovern is an independent consultant.
Examine Your Assumptions

The third step in marketing library services to diverse communities is to look at the library and its services from the perspective of the target group or segment you have selected. Before you do that, you need to examine some of your own assumptions about the library and its place and role in the community.

One of the first lessons to learn in serving diverse communities is to recognize and accept the very different perspectives and understanding that others may have about the public library. We often assume that the concept of the "public library" is universal. Since the public library is such a fundamental part of U.S. society, we take it for granted that others coming into this country will know what a public library is, and may not view the library as a normal institution. Public libraries are often large and confusing. Staff members are often too busy to welcome those coming into the library. People with limited English speaking or reading ability may be embarrassed or even afraid to come into the library. For many people, the library is an intimidating concept. Public libraries are often large and confusing. Staff members are often too busy to welcome those coming into the library. People with limited English speaking or reading ability may be embarrassed or even afraid to come into the library.

The new language and cultural groups moving into your communities may have very different needs and different perspectives or attitudes about the library. There are many factors that will impact how a culturally diverse community views the library.

- Recent immigrants often have to work two jobs to make ends meet. Their jobs are often physically demanding and may require that they work nights and weekends. Recent immigrants are focused on survival, and the library may be viewed as non-essential.
- Many immigrant families may have only one car, which the breadwinner uses to go to work. The rest of the family may rely on public transportation or have no other means of moving around the community. Getting to the library may be very difficult if not impossible for many people in your community.
- Some ethnic and cultural groups may come from countries where public libraries, as we know them, are not available. In some Latin American countries, for example, public library materials are for in-house use only, so people from these countries may not expect to be able to check out books from the library. Some of the basic concepts of using a public library, such as borrowing privileges, loan periods, or overdue fines, may not be familiar to them.
- Many recent immigrants hold public libraries in very high regard but may see them as serving only those with an education. Public libraries in Mexico, for example, are often used primarily by students working on school assignments or by adults doing research. Many adults may think the library is not available to them because they are poorly educated or not able to read well.
- Some recent immigrants may come from countries with a history of government abuse and persecution and may view the library with suspicion because public libraries are part of government. Recent immigrants will not know that the public library does not disclose information about them or the materials they check out. Public library traditions of open access and confidentiality will not be familiar to many people in your community.
- People with limited English speaking or reading skills may have immediate need for help in distributing current and reliable information about upcoming deadlines and changes in immigration policy that could result in deportation for many members of the community.
- Community or political concerns: The community may be facing a particular issue or problem that is of critical interest or importance. For example, community leaders may need immediate help in distributing current and reliable information about upcoming deadlines and changes in immigration policy that could result in deportation for many members of the community.
- Partnering opportunities: Other agencies and groups in the community may already be addressing a pressing need in the community, such as the need for information about changes in immigration policy mentioned above. The library's willingness to collaborate and be a part of this effort will help the library build trust within the community.
- Demands for service: There may be segments of the community that are particularly vocal and pressing for attention to their specific needs.
- Existing community contacts or strengths: The library may already have well-established contacts within a community that can serve as the focus of an initial marketing effort. For example, in the course of their general outreach activities, children's librarians may have made connections with a variety of different groups and agencies serving the target group.

Define and describe your target community or segment as specifically and completely as possible.

Analyse the Library's Strengths and Weaknesses

Now you are ready to look at the library from the perspective of the target segment you have selected. To complete this process, you must put yourself in the shoes of a member of the target community.

Everything that your library is or does communicates with the target community and impacts your marketing activities, whether you are aware of it or not. And everyone in the library,
from the library director to the library page, has a role in the library’s ability to market itself to the target community. If the target community is not mentioned in the library’s long-range plan, what are you communicating? If your target community speaks a different language but the signs directing people to the library are posted only in English, what are you communicating? If a member of the target community walks into the library, will they be greeted and welcomed, or be made to feel that they do not belong?

Since it is difficult for most of us to step back and identify everything that somebody else may see or think about the library, we have developed a checklist to help you in this analysis (see the end of this article). Together with the results of the needs assessment, checklist results will give you the information you need to determine the following:

- what library services you should develop or market to respond to the needs expressed by the community;
- what messages you need to communicate about the library and its services;
- what changes you must make to be sure the entire library organization is communicating the right messages; and
- what languages or media are most appropriate for reaching your target community.

Once you complete the checklist, you will have the basic information you need to develop a marketing plan to reach your specific target segment.

Even though you have not written a single press release or contacted anyone in the media, your marketing objectives and activities will flow naturally from this foundation.

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**Checklist for Analyzing and Reviewing Your Library**

Rate your level of success in providing each item listed: L for low, M for medium, or H for high. Make the statements more specific to your target segment as appropriate.

### Planning: Services to culturally diverse communities are integral parts of all library planning efforts. The library’s mission, goals, and objectives specifically address services to culturally diverse communities.

1. __ Library director and library board are involved and committed to serving all segments of the community.
2. __ Services to all segments of the community are included in the library’s long range/strategic plan.
3. __ Library management and staff understand why serving all segments of the community is important.
4. __ Library staff are provided opportunities to learn about cultural awareness, cultural sensitivity, and customer service.
5. __ Library staff across all departments and classifications are involved in planning services to all segments of the community.
6. __ Library has revised existing policies and procedures that impact delivery of services to all segments of the community.

### Facilitating Access/Signage and Welcoming Environment: Access to library services by culturally diverse communities includes delivery systems and bibliographic processes that reflect cultural and linguistic differences.

1. __ Language-appropriate city signage directs people to the library.
2. __ Language-appropriate signage on the exterior of the building is easily visible.
3. __ Language-appropriate signage welcomes people to the library at or near the front door.
4. __ Culturally sensitive posters, art, and displays help create a welcoming environment.
5. __ Language-appropriate signage is at the collection site, as is signage directing library users to the collection.
6. __ Counter signage or nametags are used when bilingual staff is available (e.g. “Se Habla Español”).
7. __ Bilingual library forms, cards and brochures are available and prominently displayed.
8. __ Library is open at hours convenient to all segments of the community.
9. __ Library provides language-appropriate options for locating information (Spanish/Asian/Russian-language subject headings, bibliographies, book catalog, reading lists, bilingual Website).

### Collection: The library's collection provides materials in all formats and reflects the needs, language, and cultural preferences of culturally diverse communities.

1. __ The collection is in an easily visible and accessible area of the library with seating available to encourage use of materials in the library.
2. __ A collection development policy specific to the target group has been written.
3. __ Alternative methods for accessing the collection are available (subject headings, bilingual materials catalog, bibliographies, book lists, and Website are bilingual).
4. __ Library has schedule/process in place for ongoing community input to collection development.
5. __ Collection displays and materials are in areas where people gather.

### Programs/Services Offered: Services to culturally diverse communities include a wide variety of programs to meet specific needs and interests of the communities.

1. __ Programs/activities are offered in the library (e.g. bilingual programs/assistance, use of meeting room space by ethnic community groups).
2. __ Library programs/activities are offered in the community (e.g. library booth at ethnic community events, visits to schools, speaking to ethnic community groups).
3. __ Bilingual staff is available.
4. __ Staff is culturally responsive (e.g. eye contact, smiles, level of communications).
5. Additional activities of interest to the target group are available (other programs and/or grants).
6. Methods for tracking programs and number of attendees are in place.
7. Library participates in target group community fairs, celebrations and civic forums.
8. Library delivers services in the community at target group community centers (e.g. migrant camps, senior centers, etc.).
9. Library coordinates/collaborates on library services/programs with other agencies working in the target group community.
10. Library programs encourage/facilitate participation by members of the target group.
11. Library has schedule/process in place for ongoing community input.

Internal Communications: The library makes sure that staff, volunteers, Friends, and trustees are informed and/or involved in the design and implementation of library plans.
1. Library staff, volunteers, Friends, and trustees are aware of the plan and its impact on library services, staffing, promotion, and budget.
2. Library staff, volunteers, Friends, and trustees have been asked for input on how to best to implement the plan.
3. Contributions and achievements of staff and volunteers in helping to establish and implement the plan have been recognized.

Staff Development: The library provides encouragement and opportunities for staff to develop skills in serving diverse communities.
1. A schedule/process for providing cultural sensitivity training for all staff is in place.
2. A schedule/process for encouraging staff to participate in activities in the community is in place.

Community Involvement/Connections: The library is involved with its communities. Community representatives are involved in the design and evaluation of library activities.
1. Library staff meet with key community leaders and groups regularly to review and revise the service plan.
2. Library staff have identified public relations activities with which key community leaders and groups, etc., can assist.
3. Library staff have participated in one or more ethnic or community event.
4. Library staff have developed a list of current and potential community partners and collaborators.
5. Library staff have developed a process for tracking community connections made and a schedule for following up and staying in touch.
6. A schedule/process is in place for library staff to participate in community events.

Publicity and Media Relations: The library develops and maintains connections with key media contacts for all segments of the community. Library monitors the impact of its marketing activities to all community segments.
1. Library staff have developed a thorough list of media with emphasis on target group contacts.
2. Library staff have met with each major media contact for the target group at least once to begin the relationship.
3. Library staff, volunteers, Friends, and Trustees are aware of promotional strategies.
4. Language-appropriate press releases and public service announcements have been developed.
5. The library Website includes language- and culturally appropriate features.

INSTRUCTIONS TO CONTRIBUTORS
Alki: The Washington Library Association Journal is published three times per year (March, July, and December). Each issue is centered on a theme relevant to Washington libraries. Unsolicited contributions are welcome and encouraged, but will be published based on the needs of specific issues. All submissions may be edited. The Editor and the Alki Committee reserve the right to make the final decision on any submitted material.

Deadline: Submissions are January 15 for the March issue, May 15 for the July issue, and October 15 for the December issue.

Format: Submissions should be in electronic form, if possible. The preferred formats are Word for Windows or ASCII text transmitted as an e-mail message or attachment (in rtf format), or submitted on a PC-formatted 3.5-inch disk. Hard copy will be accepted if the author does not have other options. Photos should be black-and-white. The Editor should be contacted before submitting artwork. Photographic prints and artwork will be returned, if requested. Otherwise, they will not be returned.

Articles typically range in length from 1,000-5,000 words and need not conform to the issue’s theme, although theme-related articles are more likely to be published in the corresponding issue. Unsolicited articles unrelated to the theme, if they are selected for publication, will be published on a space-available basis. Articles should be in-depth examinations of issues of importance to Washington libraries. Alki publishes news and announcements in a column format. News of personnel changes, professional organizations, awards, grants, elections, facility moves or construction, and/or establishment of newsworthy services can be submitted, and may be edited and included on a space-available basis. Items that require a timely response should be submitted to The WLA LINK, instead. Columns appear regularly and cover specific areas of library service or operations. Columns typically are pre-assigned in advance, and may be written or administered by a designated person. Anyone interested in submitting material for a specific column should contact the Editor.

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Background

Yakima Valley demographics have changed markedly in the last fifteen to twenty years. Our county’s large agricultural industry has attracted immigrants from Mexico and Central America to work in local vineyards, orchards, hop, and mint fields, and in food processing businesses. In addition to families who follow the crops to the valley each year, there are now many second- and third-generation families who originally came as migrant workers and have stayed to make their permanent homes here. As a result, the Hispanic population has grown from twenty-four percent to thirty-six percent between 1990 and 2000, according to the 2000 census. The census shows that the 50.2 percent of the county’s population under eighteen is now Hispanic (Kids Census Online).

The county’s agricultural and business climates are both depressed, and this has contributed to a lowered level of personal income. For example, twenty-six percent of Yakima County children live in poverty, compared to ten percent statewide (U.S. Census Online), while fifty-seven percent of Yakima County school children are eligible for free or reduced-price lunches, compared to thirty-one percent statewide, according to Washington State’s Office of the Superintendent of Public Instruction.

The level of educational attainment is also low. According to The Status of Maternal and Child Health in Yakima County, forty-eight percent of all women giving birth in Yakima County in 1996 had not graduated from high school.

Under director Anne Haley’s leadership, the Yakima Valley Regional Library staff and board have been investigating better ways to serve our changing and challenged communities. At the same time, the Children’s Initiative Team has been exploring ways to reach children in families who are not traditional library users. When the Washington State Library announced the Early Learning Demonstration Grant cycle, we decided that a grant would provide an excellent opportunity to experiment with a new approach to both these issues. We applied for and received a $47,335 grant to develop story breaks in the waiting rooms of four public agencies. Our partner agencies are Yakima Valley Farm Workers Clinic, Toppenish site, Yakima Neighborhood Health Services, and the Washington State Department of Social and Health Services (DSHS) Community Services offices in Wapato and Sunnyside.

Goals and How the Project Works

We decided to develop story times for agency waiting rooms after we learned that families often wait sixty to ninety minutes to see agency personnel. Waiting can be frustrating for young children, parents, and agency staff too. We want the story breaks to be a welcome respite for everyone, allowing us to show the power of stories and reading even in a potentially negative situation.

As part of the grant we are developing thirty-two theme boxes on subjects popular with preschoolers, from grandparents to bears. Each box includes short picture books in English and Spanish, along with simple flannel boards, rhymes, fingerplays, puppets, toys and other interesting objects.

Our bilingual storyteller, Elena Perez, visits each partner’s site one day a week. She sets up a lively display of picture books in English and Spanish and a colorful bilingual banner that announces “The Storyteller is here! ¡La Contadora de Historias está aquí!” Since children are coming and going, her story times are much less formal than a traditional library program. Sometimes there is one child listening, sometimes twenty. One story break might last five minutes, another fifteen. But each break gives the young listeners a fun “learning moment” to offset the boredom of waiting.

At the same time, the story breaks give us a chance to demonstrate successful, relaxed, read-aloud techniques to the waiting parents. This is an integral part of the service, as not all parents are aware of how important reading aloud is to children’s brain development.

We also use Elena’s friendly, one-on-one contact with parents as an opportunity to invite families to visit their local library. We have discovered that many of the waiting parents are unfamiliar with the resources our library has for them and their children. So Elena’s conversations with them have turned out to be one of the most important parts of the program. She answers questions like “Where can I get Harry Potter books?” and “Do you have any books I could use for my ESL class?” She talks about video and audio materials, since many of the parents think the library is “just for books.” She also emphasizes that all library services are free, since some families
come from areas where there is no free library service. She distributes library card applications and schedules to interested parents, and frequently helps families complete their applications.

Also, Elena distributes a simple flyer, “Children, Books and Libraries/Niños, Libros y Bibliotecas,” to the waiting adults, whether or not their children have listened to a story break. The flyer includes a list of library services and a list of five ways to help children to become readers. At the bottom is a coupon good for one free book for each child 0-5 when the family visits the library. The free paperback picture books and board books in English and Spanish are made possible through an additional grant from Yakima Rotary.

The flyers and coupons give us a way to count the number of families that respond to our invitation. Equally important, a free book encourages parents to repeat the storyline experience at home, and gives those who are new adult readers an opportunity to practice their reading skills.

Seeing a familiar face may also encourage newcomers to visit the library, so Elena lets parents know that she will tell more stories at the local library later in the afternoon, if they would like to stop by. A few families have responded to this invitation, but most come at other times. When families come to get their coupon books, the staff member on duty welcomes them and offers to show them around the library and to help them get a library card. This warm, welcoming approach has encouraged several families to make return visits.

What We’ve Learned So Far

We began the story breaks the week of September 17, 2001. As of December 20, 2001, approximately 1293 children and 604 adults have attended. Elena has distributed 1155 flyers with coupons. So far 239 coupons (21 percent) have been redeemed. This is five percent higher than the response we estimated. We are pleased by the statistics, but just as pleased by what we are learning through the process:

• Include new and nontraditional outlets in the advertising mix to attract new staff. Sending the job announcement for bilingual storyteller to area educators and to local Spanish media enlarged our applicant pool.

• Enrich your service by hiring a person who shares the cultural background of the customers you want to reach. Elena’s fluency in both Spanish and English is essential, and her personal knowledge of the audiences’ cultural experiences has played a significant part in our success. Her invitation makes it easier for people who may be uncomfortable about visiting a library for the first time.

• Partner with other agencies. Working with representatives from outside the library has helped us to broaden our perspective on ways the library system can help meet Yakima Valley residents’ needs, and has improved our visibility in the community. Elena frequently hears comments such as “It is so good to see the library here.” We expect that the relationships we have developed through these partnerships will lead to future collaborations.

• Use natural synergy whenever you can. Yakima Rotary has been doing a major push on literacy issues for the last three years. By applying to Rotary for an additional $5,000 grant for free books, we were able to extend the story break concept, give more families a reason to visit the library, and get more books into homes with very young children. We also applied for and received three Early Learning Core Collections through Washington State Library. Both Toppenish and Sunnyside libraries received one of the core collections, which include resources for parents and caregivers, outstanding picture books, baby board books, and audio tapes for very young children. When story break families visit the libraries, they have a more exciting collection from which to choose.

• When you want to start a new program for children, go to your target audience, reach out to whole families, and make your service warm, personal, and easygoing.

Evaluation and Future Plans

At the end of the Early Learning Demonstration Grant in August 2002, we will involve library staff and all of our partner agencies in a final evaluation. We will determine which settings are the most successful for story programs, and which are the most successful as portals to regular library use. We expect the evaluations to remain as enthusiastic as they have been the first three months. With this in mind, the administration has already provided as they have been the first three months. With this in mind, the administration has already provided for the story breaks to continue through December 2002 with regular library funds. We are also beginning to consider an expansion of the concept to other agencies.

References


“It could be that this experiment, of a multi-racial category, is the first step down a long road, which eventually renders these self-definitions meaningless. The more elastic identity and self-definition become, the more they become an interesting cultural phenomenon and little more, not really the business of the nose-counters at the Department of Commerce.”

—Ray Suarez, April 6, 2001
WLA Conference

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Men and women with open books before them—and never turn a page: come merely for warmth not light.

(From: “Cooper Union Library,” Charles Reznikoff, 1941.)

“What are the homeless going to do when they close down the library?” This question was put to me by a kindly and intelligent man who was himself homeless. Struggling with poor health, this man got around town on a battered bicycle and made the downtown Seattle library one of his regular stops. He was referring to the pending closure of Seattle’s main branch library in preparation for its demolition. In a few years, it will be replaced on the same site by a shining new state-of-the-art structure designed by the internationally renowned Dutch architect Rem Koolhaas. The city has since opened a temporary library a few blocks away, but there was a period of weeks when downtown had no library. This homeless man knew the hardship that would pose to a lot of impoverished people who went to the library every day.

Some years ago, a writer mused that libraries in the evening become the haunts of lonely people. No doubt many of these patrons were of modest financial means as well, if not impoverished. Meager pockets always minimize options for entertainment and many other pursuits. Libraries offer an accessible and welcoming place to go. For the poor, for the lonely, libraries have long been a comforting and affordable diversion. Since libraries are one of the few places in American cities that are open to all citizens regardless of economic status, it is not surprising that members of the growing ranks of the homeless community have made themselves a conspicuous presence there.

For the last twenty-five years, I have been a social worker in downtown Seattle. Most of that time has been spent at the Pike Market Medical Clinic, which I helped to found in 1978. We cater to the medical and social needs of a broad spectrum of people. Not surprisingly, we are encountering more and more people who have no place to live.

Homelessness as Public Policy

Homelessness is a national disaster, a burgeoning and widespread man-made calamity that shows no sign of abating. It is a direct result of social and economic policies endorsed and promoted by all levels of government. The current downturn in the national economy has dumped yet a new layer of recently dispossessed citizens onto America’s streets. These homeless newcomers, many of them terrified and dispirited by their plight, can now commingle with marginalized persons who have been languishing on the streets, in the shelters, and in the libraries of the United States for the last thirty years.

Within the memory of most living Americans, homelessness was relatively unknown. At the commencement address for Lincoln University (PA) in 1961, Dr. Martin Luther King actually railed about homelessness—but in the Third World:

More than a million people sleep on the sidewalks of Bombay every night; more than half a million sleep on the sidewalks of Calcutta every night. They have no houses to go into. They have no beds to sleep in. As I beheld these conditions, something within me cried out: “Can we in America stand idly by and not be concerned?” And an answer came: “Oh, no!” (King)

How shocked would Martin be today were he to walk the streets of any major city in the U.S., or to stroll into any major municipal library and behold the many homeless and discarded citizens. In the time since King’s death, we have grown used to this situation. Mostly we ignore the homeless, or maybe gripe about them as we would about any perceived nuisance—how they look, how they smell, how they get in the way.

A confluence of factors conspired to create this homelessness. Throughout the U.S., cities destroyed housing that traditionally housed the poor. Aging single-room occupancy (SRO) hotels—modest and cheap, but sufficient for many—were torn down by the thousands. In the wake of these demolitions, former residents were sent packing in search of alternative residences. With no coherent plan for replacing the lost units, the pickings got slimmer and slimmer with every passing year. For many low-income elderly, disabled, or working poor people, the lack of affordable housing opportunities came as a shock. Rents crept higher for even the most modest housing—a trend that continues today.

By the 1980s, alcoholics and those suffering other forms of addiction were on the streets in droves. This reality was and is compounded by inadequate treatment options for sufferers from profound chemical addiction. The contemporaneous closures of mental hospitals and the subsequent national failure to provide adequate systems of community care and treatment to those suffering from severe psychiatric distress added another wave of human wreckage to the growing ranks of the homeless. All this social distress and dislocation took place within a rapidly changing economy that was jettisoning traditional forms of employment, along with workers who filled now-outmoded jobs. Increasingly, families and their children became outcasts. Today, many homeless people work modest jobs for modest pay and cannot afford to rent a room, even if they could locate a vacant unit.

A coherent plan to address this worsening nationwide situation is nowhere in sight. The presence of homeless persons in America’s libraries, for the immediate and maybe even the distant future, is assured.

Joe Martin is a social worker at the Pike Market Medical Clinic in Seattle, and was a 2000 Washington nominee for The American Institute for Public Service’s Jefferson Award.
I have been involved politically in efforts to preserve existing low-income housing and to expand the available supply of affordable units. Such efforts, however heartfelt and noble, have fallen far short of solving this extensive and enduring problem.

**Urban Libraries: Shelters by Default**

As an inveterate library user and supporter, I regularly visit Seattle Public Library’s main and branch libraries. Over the years, I have observed the gradual increase in the presence of homeless persons at the downtown library. Last year, a staff member there called me to discuss his concerns regarding the large concentration of homeless people at the library, especially at night. Particularly after 6 p.m., it seemed almost everyone present was a homeless man. The staff member did not know exactly what could or should be done about the situation, but he was troubled. He did not want to exclude homeless and poor people from the facility at any time. But he was unsettled by the thought that their significant presence might be keeping other patrons away.

“Only a few homeless persons constitute any serious problem,” states one long-time SPL staff member. Library employees with whom I have spoken express a consensus that the library should not be off limits to anybody. And there is a shared belief that those homeless patrons who regularly show up at the library are by and large well behaved and utilize the facility for obvious reasons—to read and borrow books, to obtain access to newspapers, to use the Internet.

But it is also obvious that many homeless people spend inordinate amounts of time at the library because there is no other place to go. “It is a place we can enter,” says one homeless man. “The library can’t just kick you out or tell you to leave if you’re not bothering anyone. Sure the rain and cold weather make the library a natural gathering spot if you’ve got no home.”

This issue sparked a recent article in the Seattle Weekly. The article indicates the resolve of library administrators “to address the library’s status as a de facto homeless drop-in center by the time the new downtown branch opens in 2003” (Shapiro). Librarians and other staff do not feel that they are trained or equipped to address the array of social and economic needs of homeless patrons. But the article reiterates the concern that no one, homeless or otherwise, be barred from the public library. Linda Larson, a member of the library board, is quoted: “We definitely don’t want the library to be a place where [homeless] people feel they can’t come.” The article also mentions Tim Harris, the editor of Real Change, Puget Sound’s homeless newspaper, who recalls a recent forum wherein a city librarian urged homeless participants in the forum to come utilize library services. Despite such adjurations, an unresolved tension surrounds this issue.

This tension is felt in libraries everywhere. In an article entitled “Libraries and the Homeless—Caregivers or Enforcers,” Judi Silver of the University of South Carolina details how different library systems across the country are dealing with the question (Silver). She refers to an effort made over ten years ago by the American Library Association’s Intellectual Freedom Committee to draft a proposal that would address the specific problems presented by homeless persons and mentally ill patrons—such as offensive body odor, persistent staring, verbal outbursts, and other forms of inappropriate library behavior. Silver wrote that after the proposal was put together, “Five-hundred librarians rejected the policy as vague.” One, himself the director of the Committee, asked, “What odors are permissible? There are some perfumes that absolutely make me nauseous.”

**Drop-In Centers, Etc.**

Some cities have tried to make services for homeless patrons available within designated rooms of a library. Others have devised drop-in facilities for the homeless in conjunction with a city’s library system. Such an idea is being bandied about in Seattle’s city government. The discussion has prompted a study “Daytime Services for Homeless People in Downtown Seattle,” which assesses the impact of the homeless on the downtown library and examines possible alternatives to the homeless community’s daily visitations there (Daytime). City Councilman Nick Licata has been in the forefront of this dialogue and is advocating a multipurpose day center as such an alternative. According to the Seattle Weekly, “The [city] council has agreed in principle but as yet has failed to come up with funding” (Shapiro).

One homeless man with whom I have spoken about this proposal said that a multipurpose drop-in facility would be great. “If they would have the books and newspapers, and the computers in one place—along with some hot coffee and a pool table or two—rest assured, a lot of people who now make their way everyday to the library would go to that other place.” A current library employee agrees that such a facility might prove to be a very good idea. He says: “A drop-in center as proposed by Councilman Licata could serve a good purpose, especially if social service professionals could be a part of the program. We need more cooperation between libraries and human services anyway. But let me also state emphatically that such a facility, were it to be built, should not relieve the library—not our present temporary library nor the future new facility—of patronage by the poor and homeless. Many such individuals come to the library, I believe, because they know that not only are they welcome, but they can expect to be treated decently like all others who happen to be using the library, and not like a ‘client’ or a ‘patient.’ While in the library, they are patrons, like everybody else. And that is a very important thing.”

Bill Hobson is the director of the Downtown Emergency Service Center. This Seattle agency is one of the largest homeless shelters in the Pacific Northwest and is responsible for the management of a number of affordable housing programs for the disabled and destitute. Hobson is ambivalent about the proposal for a new drop-in facility. Like many people with whom I’ve spoken about this question, he is concerned that such a center would discourage homeless persons from using the library. “Day centers will not solve the problem of homelessness and ultimately they are no solution to the library’s encounter with people who might be present in the library for inappropriate reasons. Here’s an idea: why doesn’t the library hire a couple of professionals to work with obviously troubled patrons? That might actually have a positive impact on the lives of the homeless and needy, and it would relieve librarians and other employees from having to deal with issues of mental illness, addiction, and homelessness. They could attend to the tasks librarians are hired to do and leave the

(Continued on next page)

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social work to these others.”

Hobson also admits that he is concerned that a new multipurpose center could divert sorely needed funds away from existing programs already struggling for funding. “One other idea is for the downtown library to be open on a twenty-four-hour-a-day basis. That would surely dramatize the need for affordable housing.”

A Political Role for Librarians

Underlying the debate about libraries and homeless patrons is the paucity of affordable housing. There is no condition afflicting the sick, the poor, and the despondent not made worse by the prospect of having no home. A perfectly healthy person would suffer all sorts of difficulties, if every night were spent in a car, a shelter, or in a frantic search for a safe place to sleep outside. Librarians and their fellow employees observe this protracted suffering every day in the faces and demeanor of their homeless customers. One librarian of thirty years’ experience suggested that the time has come for library boards and librarians around the country to become organized around the issue of poverty, especially homelessness. She states, “Politically everyone affiliated with libraries, especially those in the big cities, should push for an adequate supply of affordable housing. Unionized workers at libraries should demand that their union take an active and vocal stand on this issue. Surely it is obvious that until people have some place of their own and help for their problems, a great many will continue to make daily and lengthy stays in the library an ongoing part of their lives. Libraries could really make a difference in this discussion if they would get more involved at that level.”

Indeed, until the homeless are properly housed, libraries will inevitably continue to host their growing numbers. As bastions of democracy, libraries have a duty to ensure that indigent patrons are welcome members of the community of the book, and that their patronage and presence are as vital to a library’s existence as any other group’s patronage. “The library provides an atmosphere of tolerance and serves as a clearinghouse of cultural events,” writes Judi Silver. “How we perceive the problem of homelessness determines how we meet the challenge of their management. Homeless people are still in need of shelter and access to information in order to break away from a pattern of failure. It is our obligation to respond to these needs with dignity.”

I will conclude by suggesting that the time has come for libraries, their boards and their professional employees to recognize that the obligation to serve the homeless with dignity demands a more politically assertive engagement with this tragedy, an engagement that will advocate vocally and persistently for a comprehensive program aimed at permanently re-housing all who are presently struggling with homelessness and suffering the ravages of poverty on America’s streets. Surely that is the most dignified response and, in the long run, the most practical.

References


“Here in Washington State, you’re going to be a part of it all…the fights between left and right…the new Asian migration…the new Latino presence…the knowledge economy…productive agriculture…every part of the state grew in the ’90s…some more than others…the northeast corner the fastest of all. You’re still working out family fights over affirmative action, and its forms that stand up to constitutional scrutiny…while still trying to come to some durable understanding over ancient tribal claims to the land, and what rights those claims bring. The Boeing name will get on a plane and fly somewhere, though the planes will continue to be made here, as industry rubs shoulders with shipping and agriculture and software and tourism. You’ve got a front row seat on the 21st century…this could be one of the best places in America to sit and watch how your 281 million fellow Americans work it all out.”

—Ray Suarez.
April 6, 2001.
WLA Conference
Register Now for the OLA/WLA 2002 Conference!
by Sue Plaisance, Hillsboro Public Libraries

The Planning Committee for the OLA/WLA 2002 Conference invites you to register for this upcoming dual-state conference! If you can attend only one library conference this year, come to this one; and glean the best of the best from the two best states in the West. Registration packets were recently mailed out to all WLA members, OLA members, and library directors. So, check your mailbox for your packet, then check your calendar to make sure you’ve reserved the dates of April 17-20, 2002, for this intriguing and inspiring conference at the Jantzen Beach/Columbia River Doubletree Hotel in Portland, Oregon. The deadline for early registration (which gives you a nice discount) is March 8, 2002.

Special highlights for this year’s conference include:
• a full day of preconference sessions on Wednesday, April 17;
• the keynote address, “Digital Equity in the Information Age,” by Dr. Holly M. Carter on Thursday, April 18, at 8:30 a.m.;
• guest speakers Lisa Scottoline and Dennis Lehane at the Presidents’ Banquet, Thursday, April 18, at 7:00 p.m.; and
• a fabulous riverboat dinner cruise on Friday, April 19, embarking at 6:30 p.m. from the dock of the Doubletree Hotel!

Now is the time to start perusing your registration packet for outstanding preconference sessions and conference sessions. Full registration information is also available online at the conference website: http://www.wla.org/olawla2002. For extra print copies of the registration packet or for answers to questions about registration, contact Daniel Peterson at daniel@lincc.lib.or.us, or call (503) 723-4894.

Got Irreproducible Results?
Bring Them to Solinus!
by Lorraine Burdick and Kirsten Edwards, Presidents

The Society Gaius Julius V. Solinus Washingtonius is soliciting papers and presentations for the 2002 meeting in Portland, Oregon. Papers should concern important professional trends in librarianship, such as “The Library Bill of Rights as Show Tunes.” At the author’s discretion, presentation of these works of scholarship may be made by the author; by his, her, or its designee; or by a sucker—pardon me, helpful volunteer for the Society’s planning committee.

The Society hopes that you or your Evil Twin will be part of this select gathering on Wednesday, April 17, from 10 to 11 p.m., at the WLA/OLA 2002 joint conference. Please submit requests to present papers to Kirsten A. Edwards at kirstedw@kcls.org or to Lorraine Burdick at lburdick@jcl.lib.wa.us. Snail mail requests may be sent to K. Edwards, P.O. Box 339, Duvall, WA 98019, or faxed to (206) 296-7429. As is customary with such an august body, “requests to present” received any later than 9:50 p.m. on April 17 may not be accepted.
I had the opportunity of working as a substitute librarian for the downtown Seattle jail library in the fall of 2001. I learned a lot; and when I talked to friends and co-workers about the experience, I was surprised to find a lot of interest. I was also surprised that most people I talked to did not know there was a difference between a “jail” and a “prison,” and thought they were synonymous, as I admit I myself thought before working there. I found that while a lot has been written about prison libraries, little has been written about jail libraries.

For this article I interviewed three librarians, two from jail libraries and one from a prison library. Both jail librarians are from the King County Library System: Merry Titus of the Regional Justice Center (RJC) library in Kent, and Barbara Massey of the King County Jail library in Seattle, while the prison librarian, Rodney Askelson, works at the Washington State Reformatory in Monroe.

Definition of Jails vs. Prisons

There are three basic types of adult correctional facilities in the U.S.: federal prisons, state prisons, and county jails. The U.S. Department of Justice defines jails as “locally-operated correctional facilities that confine persons before or after adjudication.” Inmates sentenced to jail usually serve a year or less; but jails also receive individuals pending arraignment, hold mentally ill persons pending their movement to health facilities, readmit probation, parole and bail-bond violators, and act as overflow and transfer facilities (Jail Library Student Group Webpage). The Survey of Library Service in Local Correctional Facilities (p. xiv) defines jails as “city- or county-operated institutions [that are] given a variety of names across the county including jail, correctional center, detention center (adult or juvenile), pre-trial, holding cell, short-term lockup, stockade, work farm, work furlough, halfway house, juvenile hall, youth home, children’s shelter, and other types of facilities.” Jails are usually governed by local municipalities for pre-trial, suspected offenders, or short-term convicted offenders (Vogel, p. 2).

Nature of Jail Libraries vs. Prison Libraries

It is commonly thought that prisoners read a lot because they have nothing else to do (so do librarians, don’t they?). However, in prisons “inmates can be busy from early morning though the evening, doing things such as attending school, working at job assignments, going before boards, seeing visitors, having medical appointments, attending group therapy sessions, playing sports, shopping at commissary, making telephone calls, etc.” (Vogel, p. 131). At a jail library, few of those activities take up an inmate’s time. Jail inmates have more time to read, but less library access and generally fewer library materials to request.

Are jails and prisons required by law to have libraries? Basically, access to library services is seen as a right in prisons, but not necessarily so in jails. The American Correctional Association library accreditation standards, ratified by the ALA in 1941 and revised in 1981 (Coyle, p. 66), require jails to have some form of recreational reading for inmates. State prison administrations want ACA accreditation because getting it demonstrates to the federal courts that they are putting their own houses in order (Coyle, p. 67), so prison libraries in most states meet this federal standard.

While generalizations can be made about jail inmates—they are generally poor; many are from ethnic minority groups (Bayley, p. 24); and many are undereducated, some functionally illiterate—you may also find in jail people from all educational levels and social classes. Inmate reading requests are as varied as those received by a public library in general society (Bayley, p. 25). Massey said the information needs of inmates are similar to those of unincarcerated citizens, with requests for popular fiction, true crime, science fiction, etc. The much smaller female jail population commonly requests romance and health-related materials. “Hundreds of requests for criminal, civil and family law information come to the jail library each week.” Massey stated. But it is important to recognize that “habitual library use was not integral to most inmates’ lives before being incarcerated” (Vogel, p. 81).

Merry Titus of the Regional Justice Center (RJC) in Kent pointed out that while inmates may not be sophisticated or well educated, they have learned how to manipulate the system to get what they want. She thinks of adult inmates as being behaviorally stuck in their adolescent years, and says that jail staff learn a certain tough attitude in dealing with inmates and their requests. “Correctional staff are often cynical about institution work duties” (Rubin, p. 60), since inmates might at any time be pulling a trick to get contraband (see Vogel, p. 52). (Contraband in this case is anything the inmate may use to gain favor or to create his own economic exchange system. Contraband can be as small a thing as a paper clip or a blank piece of paper.)

Barbara Massey of King County Jail thinks that impulse control is a primary problem for the jail patrons, who demonstrate “decreased coping skills as evidenced by the need to manipulate others.” She said jail patrons are vulnerable, having little control over their environment. “Library services may provide them needed outside contact, a chance to exercise some responsibility and control” (Bayley, p. 25).

According to Titus, often only larger cities can afford a jail library. Such metropolitan jail libraries have budgets comparable to those of prison libraries. Neither type of library is very well funded. For example, the total budget for recreational reading for the inmates of the King County Jail Library per year is $10,000 (Massey). Since funding is so limited, donated and used books and magazines make up the

Carla McLean is a librarian at the Kent Regional Library of the King County Library System.
majority of the jail library collection. Titus of the RJC is happy with $5,000 per year for law materials a year and $15,000 for recreational reading.

Prison libraries can rely on inmates to work as library clerks, since they know histories and characteristics of inmates, their emotional behavior, health risks, etc. Jail staff, lacking this basic inmate information, cannot rely on inmate library help (Massey). So while jails must hire civilian staff, the Washington State Reformatory library in Monroe has five inmates on staff, one paid library “technician,” and the librarian.

A prison library has a separate building, and only “stable” inmates are allowed library privileges. Jails, with smaller security staffs, permit far less inmate movement. Inmates get better library service in prisons, which typically include a law library as well as a small public library, which supplies materials for rehabilitation, recreation, and vocational training. Since prison inmates are there for a defined period of time, the library catalogs and checks materials out to inmates. Jails, serving a more transient population whose members may be transferred or released suddenly, do not bother to catalog materials, since loss rates are so high. Massey estimates that on the average fifty percent of library materials do not make their way back to the King County Jail library. Besides problems produced by transient populations, jails have shakedowns, where everything in the cell is thrown together into a bag, including liquids that may ruin library materials. Titus reports that RJC’s inmates tend to be better at returning materials than the downtown jail library’s population.

Rodney Askelson, librarian at the Washington State Reformatory in Monroe, says Washington is fortunate to have a central library—the Washington State Library—to run all the institutional libraries in the state (in other states, library funding depends on the whim of the prison warden). Askelson recounted how one “federal boarder” (a federal inmate put in a state prison because of lack of space) at Monroe said that library-wise, you are lucky to end up in prison in Washington: the library at the federal prison where he had been incarcerated had 2,000 men fighting (literally) over 500 grimy and worn paperbacks. The reformatory library in Monroe receives eight newspapers and thirty magazines, provides reference service and readers’ advisory and has a Read to Succeed program. Unfortunately, state budgetary problems may soon end all this.

There are generally many more opportunities to get trained or rehabilitated in a prison, and the prison library buys materials to support such programs. Prison libraries also buy materials to support the staff’s continuing education and other needs. The Monroe facility, for example, subscribes to thirty-two professional journals. Vocational materials are more limited in jails.

Besides the tragedy of closing the Washington State Library, Governor Locke’s 2002 proposed budget also includes the closing of the state’s institutional libraries. With the proposed loss of funding, the Washington Department of Corrections and the Department of Social and Health Services are not able to continue these libraries (see the Washington State Library web page for more information at http://www.statelib.wa.gov/).

Nature of Jail Inmates, Diversity, and Information Needs

Prison libraries have always been modeled after the public libraries (Coyle, p. 75); and it seems safe to assume that the jail libraries have also, though jail library “patrons” are given no direct access to the collection.

As Merry Titus at the RJC says, there is no difference at all between jail patrons and public library patrons. “They are us. Anybody can be in jail.” Someone arrested and promptly arraigned can spend five to seven days in jail, though some people serve sentences of over a year in jail. Multiple misdemeanor convictions may warrant three-to-five-year jail sentences. Such inmates lose out on the “benefits” provided in prisons, particularly library service. Massey says that while inmates usually know their release dates, members of the jail population may not have even been charged with a crime.

Titus describes jails such as the King County Regional Justice Center (RJC) in Kent as “country clubs,” only taking the better-behaved inmate, with difficult or violent inmates being assigned to other facilities. Inmates at the RJC can get debit cards and have privileges not extended to downtown jail library inmates. Both the RJC and the King County Jail libraries work on the “kite” system, responding to written requests by piling the materials on a cart and delivering them to inmates. RJC also has a bookshelf in each “dayroom” that all the inmates in that unit can access (there are fourteen units of sixty-four inmates, with each cell holding two inmates).

What are the challenges of working in a jail library? Working with the inmates is definitely a challenge; so is working with two different administrations, the jail’s and the library system’s. Librarians must be good at networking and playing politics. Funds are usually short in jail libraries, though the RJC has a unique and “bottomless pit” of funds: its entire budget comes from extra charges levied on inmates’ collect phone calls (called the Inmate Benefit Fund). But budgets depend completely on the particular facility. Barbara Massey thinks the staff in a jail library needs patience, the ability to cope with delayed schedules, and a sense of humor in coping with a generally poorly maintained facility.

Typically, only jail staff has direct access to its library. At the downtown jail library, the non-library staff is free to walk in when they wish, while at the RJC the library is locked; and staff has to ring to be let in.

Librarians at both jails do legal reference, using databases such as Lexis or CD LAW or visiting the nearby law library.

In general, jail librarians are paid better than their state prison counterparts (Titus).

Is Having a Master’s Degree or Even a Law Degree Necessary to Work as a Librarian in Jail Libraries?

A librarian does need an MLS in the downtown Seattle jail library. In prisons, the ALA accreditation standards state that there must be a person with a Master of Library Science available to assist in coordinating and supervising library services and for training library staff (Coyle, p. 113). Massey says that libraries providing legal materials should have someone with a graduate degree in library or information science on staff. “This may be controversial, however, because the inmate often sues the correctional facility due to a lack of legal materials available to him or her, and then a librarian with a degree is needed to testify in

(Continued on next page)
Jail Libraries (Continued from previous page)

court. Since the librarian should not be interpreting the legal materials for the inmate, a JD [Juris Doctor, the basic legal degree—Editor] might be a liability."

I hope you have learned from this article the importance of knowing the difference between jails and prisons, and may be inspired to donate materials to your local jail library!

References


In Navajo, “library” translates as naaltsoos ba hooghan, or “house of papers”—a name that seems distressingly irrelevant in a society in which the important stuff is not written down. But for Diné College, a tribally-controlled college in the Navajo Nation, as for all academic institutions, the library is at the heart of its mission.

As a name, naaltsoos ba hooghan succeeds in describing one of the strengths of libraries: collecting artifacts (fiche, film, and discs as well as paper) that have been created by humans to record information and knowledge. The fixed nature of these artifacts is central to the mission of the academic library. Only when knowledge exists in a fixed document is it subject to the bibliographic control essential to the academic tradition of building upon the work of others. The use of artifacts, especially paper ones (i.e. books) also makes possible the indefinite preservation of human knowledge, itself a central mission of the library. But libraries are less well equipped to handle the “documents” of an oral culture like that of the Navajo.

The problem of including resources that lack a fixed form, such as Web-based resources, is something all librarians increasingly need to address. For Diné College’s libraries, however, it is mission critical. The library fails if the core literature of Navajo culture is not incorporated into the collection.

Tribal colleges, of which Diné College was the first, are unique institutions. A result of the tribes’ efforts to bring higher-education opportunities to local communities, they strive to make Western educational methods culturally relevant. Although tribal cultures can be as different from one another as they are from non-native cultures, including oral literature in the library collections is an issue common to the libraries of all tribal colleges.

The obvious solution is simply to write down the oral stories. Transcriptions do have the clear advantage of being accessible even when a willing storyteller is not at hand. Also, over time these documents can become a valuable means for analyzing a culture’s changing understanding of itself. Works like America Revised, Frances Fitzgerald’s analysis of changing U.S. history in textbooks from different decades, are impossible when history is told orally.

These transcriptions serve another purpose as well. Much of the literature about Native American cultures has been written by non-native outsiders, and many native groups have little published material by tribal members. One way that communities can address this was shown me by Nancy Carroll, library director at the Northwest Indian College in Bellingham. Her collection includes Lummi Elders Speak, a publication of the Lummi Nation. It is a collection of transcriptions of interviews with elders of the Lummi Nation about what daily life was like during their younger years. In addition to being essential to the collection in its own right, such projects help the library ensure that Native American voices are given shelf space. This emphasizes that libraries value Native Americans and their cultures as important contributors to the universe of knowledge.

But while transcriptions can be an important part of the collection, they have severe limitations. First of all, since many tribes lack a widely-read written form of their language, transcriptions will often have to be translations. Clearly, this is less than ideal for a tribal library. There is also the problem of creating a definitive version. Naturally, different tellers know different versions, and have their own means for establishing the tradition from which they are telling. Among the Navajo, it is common to preface a re-telling by saying who you learned the story from, who that person learned it from, and so on, giving the ancestry of the stories back numerous generations. Since it would be impractical to publish versions from every tradition, ultimately one tradition is favored, becoming the one studied by students, and potentially, the one against which other versions are compared for “authenticity.”

Oral traditions have other advantages that simply cannot be captured in a book. Oral literature is dynamic, context-driven, and fluid. The speaker, the occasion and the audience all interact to determine which stories are told, what details are emphasized, which are left out, and at what level of complexity they are presented. This diversity and fluidity are lost in the conversion to a static document.

So what is a tribal college library to do? In truth, there is no one perfect way to incorporate oral literature into the collection. Instead, libraries must meet the challenge though a variety of means. Audio and video recordings of community members retelling the stories in the original language can complement transcriptions in translation. Programs can also be developed to bring in a variety of people who can share oral literature in the way it was intended: orally. These programs can be developed to suit a variety of contexts, such as for school children, to commemorate specific events, or to supplement advanced courses in the tribe’s culture, philosophy, or history. The library can also collect “lead-in” artifacts. For example, specimens of local plants can serve as lead-in for a talk by a tribal herbalist about the role, use, and cultural significance of those plants.

Through a thoughtful balance of fixed and oral versions in a variety of formats, the tribal college library can incorporate the oral literature of a culture, fulfilling the library’s mission with a

(Continued on page 27)
We have an old book drop in our field. Would the library like it?"

Stevens County Rural Library District’s affair with remote book returns began with a call from a patron asking if we would like a book drop. At first I wasn’t sure that the patron and I were talking about the same thing; it seemed unlikely that a patron would own a book drop, and even more unlikely that it could still be useful. But the patron explained that she had acquired the book drop when her husband successfully bid on a group of items surplus by a nearby community college. The book drop was now sitting in a field at their farm. We made arrangements to pick the object up. Indeed, it was a book return. And it was still weather-tight.

Springdale, a village about seven miles from Library of the Lakes in Loon Lake, had just annexed to the District. No separate library facility was planned for the village; and adding the book return seemed like a small token to encourage library use—and, of course, to promote return of materials.

It wasn’t long before we received another donation of a book return: Spokane County Library District was surplusing a book return, and we could have it if we picked it up. The catch was that SCLD was not surplusing the inside of the drop—the cart that catches the materials—at the same time. But Alex Stone, our driver and maintenance staffer, fashioned a bin for the book drop. I started looking for a good home for this book drop.

Gifford is best known as the east terminus of the Indian Princess Ferry that runs from Inchelium on the Colville Confederated Tribes Reservation across Lake Roosevelt. While Gifford—a true crossroads—is not a destination for many, it certainly is “on the way” for residents who live or travel on that side of the county. From Gifford, you can go north to Kettle Falls, south to Hunters, or continue east over the Huckleberry range to Chewelah.

There are two public establishments in Gifford: a general store that provides marine fuel to the boaters on Lake Roosevelt, and a post office. The post office is in a rented house right on the highway. Permission was granted to set up the book return at the entrance.

Stevens County, more than double the area of the state of Rhode Island and with a population density of less than twenty
persons per square mile, is a patchwork of small mountain ranges and wide river valleys. This terrain means that a direct route between points usually isn’t possible; bridges and mountain passes are sometimes few and far between. We all spend a lot of time traveling in our vehicles from home to work or to school or to the library. Stevens County Rural Library District is now a little over three years old; and library service for many county residents is still a new, and not always familiar or well-understood, service.

For a year, SCRLD had just these two remote book returns, along with book returns at each of the seven library stations or facilities in the district. Then, at an all-day planning meeting last year, Debbie Wakeley, Manager of the Library of the Lakes in Loon Lake and the Lakeside Community Library in Nine Mile Falls, suggested that we use remote book returns as mini-billboards to advertise the library.

Around the same time, the Valley School, a non-high school district located between Chewelah and Loon Lake, expressed an interest in partnering with the Library District. A book return seemed an easy first step. And if in Valley, why not elsewhere?

The District maintains an “honor” collection of paperbacks for all ages at the Ford Trading Post at the east entrance to the Spokane Tribe’s reservation. These paperbacks are clearly marked with bright labels explaining that the Library District provides the books and requests their return so that others may enjoy them. Staff visit the store monthly to refresh the collection. Janet and Richard Bade, store owners, welcomed the addition of a book return.

We knew we couldn’t wait for any more donations of book drops, so we purchased four more. Soon we had found homes for all of them at convenient locations around the county. Weekly, the courier picks materials up from each book return, and delivers them to the closest library facility for check-in.

Following Debbie’s suggestion, we ordered bright yellow signs for the book returns. The signs display SCRLD telephone numbers and Website address, and two library quotes:

“If information is the currency of democracy, then libraries are its banks.”—Wendell Ford, former U.S. Senator.


The book return as billboard.
Using the Library to Achieve the 90% Reading Goal

by Karen T. Knudson

It was at the WLA 2000 Annual Conference that I first heard about The Reading Foundation. This foundation taught the Kennewick, Washington community to “Read with Your Child—the Most Important 20 Minutes of Your Day,” and five years of vigorous campaigns resulted in most of their schools having 90% of third-grade students reading at grade level. Listening to Nancy Kerr’s presentation and reading The 90% Reading Goal (Fielding), I realized that the missing piece in student learning is often the participation of parents.

Many teachers assign reading homework of twenty- to thirty-minutes a night; but the homework sheets are often not returned or, we suspect, are signed perfunctorily. As a parent myself, I can attest to forgetting to sign my own daughter’s homework papers. Between Scouts, sports, the child’s reluctance to leave the TV, and my own busy schedule, I also did not always find time for reading with my child every night.

What could I, a librarian at an elementary school, do to encourage reading at home? Of our school’s 384 K-5 students, 98% receive free or reduced-rate lunches, and fewer than half read at grade level. I wondered what the effect would be if each first-grade child could come to the library every day instead of once a week, and would check out a different book each day. What if that child brought a book home each evening and said, “Look, Mom! Here is my homework—you need to read to me”? It made sense that this tangible homework would have more appeal and perhaps more urgency (I can’t check out another book tomorrow if we don’t read this tonight!) than homework sheets alone. Those families without appropriate reading materials—and we have several in our community who have almost nothing for children to read—would have a variety of over 100 books brought home, selected by the child. (Maybe we would also help with some parenting skills, since lap reading is one of the most positive and non-threatening ways for parents and children to interact. This was not the primary focus of our efforts, however; nor did I know how to evaluate it.)

To implement this program, I received permission from the principal and coaches’ committee to pilot one first-grade and one second-grade class with daily book check-out for the first semester. Unfortunately, I proposed this too late in the year for the school curriculum process; and there was concern about loss of books, so this was not implemented with other classes.

The first day of the 2000–2001 school year, each child in those two classes selected a book to check out and received a weekly reading homework sheet with spaces for date, title, and parent signature—enough for seven days, including weekends to encourage extra reading. On the other side of the paper I put The Reading Foundation logo, for which Nancy Kerr generously gave permission, and inspirational messages, such as excerpts from The 90% Reading Goal.

Parent, student, and teacher response was so positive that we received permission to continue this daily book check-out through the remainder of the school year. Since fewer of the second-grade students brought their books back daily, the entire class stopped coming, however; and the first-grade teacher would pick up only the second-graders needing book check-out. This inability to follow the procedure may be a factor in the resulting inconsistent scores among the older students.

We learned that providing an envelope for carrying books was unnecessary, and that the homework sheet folded lengthwise made a bookmark that was easily retrieved each day when the book was turned in. One teacher also mastered simplified check-out procedures on the circulation computer for her class.

What was truly impressive on those first-grade reading homework sheets is that so many of the children and parents read during weekends and holidays, and even during winter and spring vacations. Some read more than 200 days in the 172 school days of this pilot.

Two other factors present during the period of our trial may have impacted the test scores: a reduction in class size, and the implementation of a new reading program. For the past two years, we have had a grant that reduced class sizes in the first grade. First-grade class size shrunk from 27-29 students three years ago, to 15-17 students two years ago, to below 14 this past year. The staff also received training on the Four-Block Literacy Program prior to the start of the 2000-2001 school year, and the program is now being implemented school-wide. Reading scores have improved over the last three years.

But only one class in the entire school had over 90% of the students score at grade level on the Gates Reading Test this past spring: the first-grade class that checked out books daily for parents to read at home to their children. Seventy-seven percent of that class scored a half-year or more above grade level. The one student who scored only 1.6 instead of 1.8 was in a Spanish-speaking household and was read to by his second-grade sister who scored four months above her grade level. This class was not unusual: only three students were Caucasian non-Hispanic. Others were Black, Hispanic, or Asian, and one child had mildly autistic-like behaviors. The teacher is remarkable (and many in our school are), but no other has been able to show this sort of gain in reading scores.

Was this all a fluke? I do not know for sure; but this year, all the first-graders are coming for book check-out daily, while the second-graders are coming three times a week, since they are now reading longer books. I do not know if our homework sheets were a piece of this “magic,” and I do not know why there seemed to be no correlation between the homework sheets of the second-graders and their test scores. I do not know if this program enhanced parent-child bonding, but I do know that the parent responses on a survey at the end of the year were unanimously positive. Library usage did make a difference for students in one

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Reading Goal (Continued from previous page)

first-grade class, and I firmly believe it was the involvement of the parents that made the difference for these children.

Attending the WLA conference sparked the ideas and determination in this librarian. Library use—and librarian attendance at library conferences—does make a difference for our children!

References


Gates Reading Test scores indicating percentage of first- and second-grade students reading at grade level.

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Services (Continued from page 25)

meet with leaders in the King County Hispanic/Latino communities. The goal was to assess how well the pilot project had responded to and met the needs of these communities. The consultant addressed the original concerns about outreach to and recruitment from the communities, identification of information needs of the communities, the programs and needs of the communities with regard to the library system, and barriers to use of the library by members of the communities.

The community leaders made the following recommendations:
• Distribute more Spanish-language flyers in the community, including drop points such as churches and apartments.
• Offer more English as a Second Language classes, especially advanced Talk Times.
• Work through community leaders to pass flyers to their clients and communities.
• Hire more Spanish-speaking staff.
• Offer more programs in Spanish: for example, programs on immigration rights, schools, parent-education topics from discipline to immunizations, and on how to get jobs.
• Add Spanish-language newspapers from other countries to the KCLS collection.
• Offer an annual open house for the Hispanic/Latino community.
• Offer resources that celebrate the history, culture and news of the countries of origin for members of the communities.
• Provide tax help in Spanish.
• Strengthen ties between schools, families and libraries. Attend school open houses to provide information and library card registration.
• Designate hours at the library for Spanish-speaking staff or volunteers, and post those hours prominently.
• Increase marketing through Spanish-speaking media, especially the radio.
• Make sure that all branches have the Spanish-language KCLS information and promotional materials.
• Work through Spanish-speaking faith-based organizations.

These recommendations echo those of the 1998 focus groups. Members of HoLA recognize that the pilot project has made significant progress in initiating some of the changes needed to increase KCLS accessibility to the Spanish-speaking population of King County. Other issues and services still need to be addressed.

We have found it enormously rewarding to be agents of change for this very important part of our community. The Hispanic/Latino patrons never neglect to say “thank you” to our staff, and we thank them in return.
Library Services to the Hispanic/Latino Community: A Pilot Project by the King County Library System

by Judith Zelter and Sally Polk

To create a model of library services for targeted community groups using specialized marketing techniques (database creation, mailings, community flyers, participation in specialized events), developing focused collections and offering customized programs and classes.” (Mission Statement, King County Library System Hispanic or Latino Advocacy Committee)

In the spring of 1998, four focus groups were conducted by the King County Library System (KCLS), one each for the Russian and Cambodian-speaking communities and two for the Spanish-speaking community. Using open-ended questions, KCLS hoped to elicit community perceptions of the library and its services.

The focus group assessment clearly showed that the Hispanic/Latino communities were not visiting the library in numbers that reflected their demographics from the 1990 and 2000 (projected at the time) census. According to the participants in the focus groups (facilitated by a professional who is a native Spanish speaker), many Hispanic/Latino King County residents did not know who we were, where we were, or what we offered. Language barriers—a lack of Spanish-language books and Spanish-speaking staff, and signs and publicity in English only—often intimidated those who approached the libraries. Some who were using KCLS did so primarily to check out videos and CDs, but were confused by why or how fines are levied for overdue items.

Following this focus group effort, the Hispanic/Latino communities were selected for a separate pilot project designed to improve services to an immigrant population. The Hispanic/Latino community was chosen for this project based on the ability of KCLS technology to support the language and because branch libraries had Spanish-speaking staff members. Staff from six KCLS branches formed the HoLA (Hispanic or Latino Advocacy) committee with the intent of developing programs and services based on the recommendations of the focus groups.

In the first year, HoLA worked to make libraries more accessible to Latinos. Library card registration forms and the KCLS “welcome packet” were translated into Spanish and made available system-wide. This translation project continues. KCLS now has many of its printed library-information materials available in Spanish. There is a Spanish-language link on our Website (http://www.kcls.org) and Spanish translations of computer instructional handouts that can be downloaded or printed.

HoLA also developed a mailing database identifying places where Spanish speakers might live, work, play, shop, or worship. The list was used to distribute information packets, announcements of ESL and computer classes, and other services. Mailings were followed by personal visits from HoLA members, who talked to managers, waiters, ministers, teachers, and anyone/everyone about library services to the Spanish-speaking. The database must be frequently updated: By the time of the second mailing 30 percent of the listings were inaccurate (businesses had closed, services had relocated). The response to these mailings has been positive, and continues.

The committee’s third project during its first year was to participate in established community events, in order to promote KCLS and its services. For example, HoLA participated in a marvelous street fair/Cinco de Mayo event in White Center. The library booth included promotional materials and a children’s activity—paper-animal cutouts that the children colored and carried on sticks—that occupied the kids and gave the staff an opportunity to chat with parents about library locations and services.

During the second year, HoLA focused on computer training and bilingual storytimes. A KCLS Foundation grant generously supported these activities. The committee organized a group of Spanish-speaking computer instructors/storytellers who gave their time to assist others with computer literacy or to delight audiences with tales and songs. Computer classes offered included Computer Basics, Instruction to the World Wide Web, Email, and Introductory Word Processing. Bilingual storytimes were held at various branches and attracted a diverse audience. Some teachers/tellers donated their time; others received a small stipend.

Seasonal VIVA programs, designed to draw a mix of Spanish-speaking and other patrons, have been popular. The programs are based on Spanish-language cultures and usually feature music, dance, puppets, or storytelling. Programs have been slower to grow at branches where the local population contains fewer children, or is less responsive to entertainment offered at the library. In areas where connections have been made with social service agencies, schools, or local businesses, audiences have welcomed VIVA, asking well ahead of time what programs were to be scheduled. Attendance has grown every year.

The focus during the third year of the project has been to integrate HoLA-initiated programs into regular system-wide offerings. There have been some barriers. For example, it has been difficult to find storytellers willing to travel the breadth of the county, or who are patient enough to nurture and grow a following. One Spanish-language session offered throughout the system was well attended, but suffered from unrealistic time frames, expectations, and outcomes.

In the fall 2001, HoLA hired a consultant to...
Who’s On First?
To You from New Orleans: Keep the Ball Rolling

by Mike Wessells

The American Library Association held its 2001 Midwinter Meeting in New Orleans in the shadow cast by the terrorist attacks of last September. The passage of the USA PATRIOT Act opened up many of the rights Americans take for granted to searching re-examination. Rights of privacy, of confidentiality, of free speech, of freedom from search and seizure—all have been carefully circumscribed in the light of possible terrorist activity. As all of us come to terms with the new world in which we live, our American Library Association has put three initiatives before us that encourage us to keep the banners of the First Amendment waving.

Number One: The Council of the ALA passed the ringing Resolution Reaffirming the Principles of Intellectual Freedom in the Aftermath of Terrorist Attacks (http://www.ala.org/alaorg/oif/reaffirm-ifprinciples.html). Before you do anything else, click on this site; and remind yourself of what remains truly unique and important about the First Amendment and American libraries. Now you are ready to respond to ...

Number Two: The second Core Values Task Force has launched a campaign of local, state, and national discussion forums in which librarians, library trustees, and library students can debate what truly are the deepest values of the profession we have chosen. One of the drawbacks of the initial Core Values Statement presented to ALA was the lack of explicit endorsement of intellectual freedom as a core value. It is my contention that intellectual freedom is THE core value of our profession, on which all others depend. The discussion forums are an opportunity to make that view known and to listen to, and learn from, the values held by colleagues around me. Watch for coming announcements of Core Values Discussions in our state and then Take Time To Take Part. Let your views be known. The Task Force will report to ALA Council next year. This is your chance to be heard at the top.

Number Three: More than ever before, the values of privacy and confidentiality are being examined with a critical eye. The computer age has made unprecedented levels of intrusiveness and surveillance possible. In the light of our national Bill of Rights, how necessary is privacy? Where does one find the balance between privacy and the public’s right to know? How about privacy and a corporation’s right to know? How about the government’s right to search, to watch, to track, to monitor? As librarians, we have been in the forefront of the right to confidentiality in the use of a public library. Nearly every state protects that right by statute. In the wake of such a ground shift as the USA PATRIOT Act, where should librarians stand in regard to the right to privacy on the part of our patrons? How do these rights differ in school libraries?

Through issuing interpretations of the Library Bill of Rights over the years, ALA’s Intellectual Freedom Committee has been instrumental in defining the meaning of the basic ALA intellectual freedom statement in the light of ever-changing technologies. Before the attacks of 9/11, the IFC was already working on a draft interpretation dealing with privacy and confidentiality. In a national climate in which our legislators have empowered the FBI to enter your library and demand confidential patron records, and in which you are not allowed to tell anyone but your attorney what they have done, it seems ever more vital to examine our commitment to rights of privacy.

To this end, at the New Orleans conference, the IFC released a draft version of an Interpretation of the Library Bill of Rights on Privacy. Every ALA member, every state library association, is asked to examine this draft, make suggestions, ask questions. IFC Chair Margo Crist states, “The IFC plans to submit the final draft to the ALA Council for adoption at the 2002 Annual Conference in Atlanta. Before conference, the IFC will distribute draft 2 to all interested parties; the committee also will hold a public hearing in Atlanta.” In addition to the text of the Interpretation itself, the IFC will issue a Question and Answer Guide to the Interpretation, where issues and concerns raised by all of us can be addressed at some length. This document will bring together principles found in the Library Bill of Rights, the Freedom to Read Statement, Libraries: An American Value, and the Code of Ethics. Please take the opportunity to examine the draft and send your comments and questions by April 15, 2002, to Judith F. Krug, Director, ALA Office for Intellectual Freedom via email at jkrug@ala.org, cc: dwood@ala.org. The most recent version of the Q & A document may be viewed online at http://www.ala.org/alaorg/oif/draftprivacyinterpretation.html. Your time and effort will make this interpretation the best distillation of ALA policy on this topic.

When I look at my grandchildren, I remind myself that any rights I give away today, they will have to fight to win back tomorrow. This encourages me to be vigilant and take part in every opportunity to define, promote, and protect the rights that make us the country we are. Librarians are the greatest heroines and heroes in the vigorous defense of the First Amendment. As WLA joins in conference with OLA this spring, let us follow the lead of our national organization in meeting the challenges head-on.

Mike Wessells is a member of the ALA Intellectual Freedom Committee and Chair-Elect of the ALA Intellectual Freedom Roundtable. He is Regional Library Manager, Timberland Regional Library.
Introduction

Privacy is essential to the exercise of free speech, free thought, and free association. The courts have upheld the right to privacy based on the Bill of Rights of the U. S. Constitution. Several states provide an explicit guarantee of privacy in their constitutions and statute law. Further, just as the courts have established a First Amendment right to receive information and to use a publicly funded library, numerous decisions in case law have defined and extended rights to privacy.

Protecting user privacy and confidentiality has long been an integral part of the mission of libraries, library trustees, librarians, and all other library staff. The ALA Code of Ethics has affirmed a right to privacy since 1939. Article III of the current Code (1995) states: “We protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.” Existing ALA policies affirm that confidentiality is crucial to freedom of inquiry. Rights to privacy and confidentiality also are implicit in the Library Bill of Rights’ guarantee of free access to library resources.

Rights of Library Users

The Library Bill of Rights affirms the ethical imperative to provide unrestricted access to information, and to guard against impediments to open inquiry. Article IV states: “Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.” When privacy or confidentiality is compromised, or users fear they might be, freedom of inquiry no longer exists.

In all areas of librarianship, best practice should leave as many choices as possible in the hands of the user. These include decisions about the choice of, access to, and use of information. Lack of privacy and confidentiality has a chilling effect on users’ choices. Because the library belongs to its entire community, individual users may be required to provide a minimal amount of personally identifiable information for purposes of administration (e.g., checking out a book). Policies and procedures should carefully limit both the amount and retention of this data, based strictly on the effective accomplishment of the mission of the library. Users have an expectation, and in many cases a legal right, for their information to be protected and kept private and confidential by library staff, trustees, and service personnel. Users have a right to be free from any unreasonable intrusion or surveillance of their library use.

In addition, Article V of the Library Bill of Rights states: “A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.” This precept precludes political or ethnic profiling as a basis for any breach of privacy rights. The American Library Association opposes all attempts to infer an individual’s beliefs or predict behavior from that person’s use of library services, materials, and facilities.

Responsibilities of Librarians

The library profession has a long-standing commitment to an ethic of facilitating access to information, not monitoring it. Librarians have a responsibility to maintain an environment respectful and supportive of the privacy of all users. Librarians have a legal and ethical obligation to protect the confidentiality of users’ personally identifiable information regardless of the format or technology used in collecting data. This should include developing and adhering to privacy policies approved by the appropriate governing body. For administrative purposes, librarians may implement appropriate time, place, and manner restrictions on the use of library resources. The collection of personally identifiable information should only be a matter of routine or policy when necessary for the fulfillment of the mission of the library.

Conclusion

The American Library Association affirms that rights of privacy are necessary for intellectual freedom and are fundamental to the ethics and practice of librarianship.

[This document is in the public domain, and is available at www.ala.org/alaorg/oif/draftprivacyinterpretation.html.]

Problems and Promise (Continued from page 19)

collection that provides the academic community with the advantages of both the static and fluid formats, as well as preserving at least some of the diversity inherent in an oral tradition.

By looking at how the libraries at Diné College, the Northwest Indian College, and other tribally-controlled colleges approach oral literature, we can perhaps find inspiration on how to include the oral knowledge of whatever communities we serve, and ensure that nobody sees the library as merely a “house of papers.”
When we set out to write an article for the Alki diversity issue, we decided to do it as a team—that’s how we do everything at Mid-Columbia Library System. Gloria Garcia, a library trustee representing Pasco and Franklin County; Ruben Cavazos, Hispanic Outreach Coordinator; and Judy Rizzuti-Hare, Regional Manager of Pasco/Keewaydin Branches, each contributed a section to this article. The three of us work closely together, and support each other in developing new, focused programs to serve the diverse communities in southeastern Washington.

The Regional Manager, by Judy Rizzuti-Hare

Who knew that when we sought to cooperate with other agencies serving diverse populations in the Pasco community, we would find such synergy? Instead of worrying about where we would find staffing and funds to accomplish the ambitious goals in our library’s new long-range plan, we fell into step with other agencies; and we found an abundance of programs already in place. Our job turned out to be finding these programs and discovering how we could help.

When your library does not have to provide leadership and resources all by itself, but can cooperate with other agencies with similar goals, programs fall in place overnight. People find out what the library is doing and start coming to you. The energy of the participants combines to become synergy. All of a sudden, you find yourselves having fun and success.

One of the best “helps” we received was from the Washington State Library’s workshop on service to diverse populations. We attended the session offered in Moses Lake, at Big Bend Community College in September 2001. Four of us drove up to Moses Lake together in the library van.

At the workshop, we discovered who was doing what in the State of Washington to serve diverse populations. We learned how to contact agencies and find out—while not mentioning the library—what services the agencies needed. We gained invaluable information and contacts from other libraries in eastern Washington that are doing similar work.

We learned that we needed to “take our show on the road.” rather than expect people always to come to the library for service. We started one such program to provide bilingual story hours at daycare centers, since many care providers lack transportation or adult help needed to travel to library branches for programs.

MCL is working with the Migrant Council that licenses daycare providers in our area, in order to provide programs and materials to daycare centers with Spanish-speaking populations in Pasco. We hope to extend this program to Prosser and Othello, too.

Another cooperative program, Gear-Up, a partnership with the Pasco School District, established a homework center at the Pasco Public Library. For this program, the school district selects and supervises five student volunteers from Columbia Basin Community College. The volunteers provide homework help in the library’s multipurpose room on Tuesdays and Thursdays from 4:30 to 6:30 p.m. The Gear-Up Program is designed to give middle school and high school students a vision of college, and help them achieve the academic success required to qualify. Gear-Up was made possible through a $3 million grant awarded to the Pasco School District in 1999.

Coming up for high school students is a career-mentoring program that meets at Pasco Public Library on Tuesday evenings. The program recruits volunteers to provide information and assistance to students interested in pursuing a career in the mentor’s field. I volunteered to be the library career mentor. What fun it will be encouraging a student to pursue the career I have loved for over thirty years. There is that synergy again!

The Hispanic Outreach Coordinator by Ruben Cavazos

The Mid-Columbia Library System’s vision of reaching out to a rapidly growing Spanish-speaking community resulted in my being hired as bilingual coordinator for Hispanic Outreach Services. My work establishes a solid base for implementation of a wide range of programs and services.

Mid-Columbia has forged a plan—in tandem with leaders in education, professional organizations and the media—to educate and encourage Spanish-speaking patrons to visit and take an active part in their library. The level of optimism we encountered from these leaders and the community-at-large is a testament to the vision the Mid-Columbia Library System shares with its community.

We are presently working with the Upward Bound Program at Columbia Basin College (CBC). Upward Bound provides Spanish-speaking students to act as volunteers and tutors for a variety of library programs and services. The coordinator for the Literacy Tutor Program at CBC’s Chase Center has also discussed bringing students from their classes into our libraries, to familiarize them with our layout and inform them of library activities. The professor for Spanish and Hispanic culture has agreed to give presentations at our Pasco branch, about the history and culture of Spanish-speaking people. Mid-Columbia Library is also forming a partnership with a WSU Tri-Cities professor for Comparative Cultures and the Hispanic Outreach Director. Working with these groups, we are playing a leading role in helping minority students make college education a reality.

Since many Spanish-speaking parents do not work an eight-to-five job, the library is offering evening classes to accommodate their schedules. The Pasco branch offers keyboarding, Microsoft Word, and Internet classes in Spanish, to help working people learn computer skills.
Sharing concerns with Hispanic professional organizations such as the Hispanic Outreach Leadership Alliance (HOLA) and the Fiesta de la Familia has helped us better understand the concerns of our Spanish-speaking patrons. The library was able to showcase its commitment to diversity during Family-a-Fair. We set up a booth where families of diverse backgrounds could inquire about the latest happenings at our branches. We also parked our bookmobile at the Fair, and it attracted many interested people to come aboard and learn about our services.

Our library’s Website includes a Spanish language link. Patrons who access it find links that range from education, games, history, politics, sports, the arts, and twenty-four-hour news coverage—all in Spanish! Children, young adults, teachers and parents can tap into this wealth of information in their pursuit of a continuing lifelong education.

The library was privileged to have a local artist create a beautiful four-by-five-foot canvas of a bright peacock, over which appear the words “Biblioteca Latinoamericana.” This drawing, in the Mexican folk-art manner, has excited admiration from a cross-section of our community, and serves as the focal point of our Spanish-language reading area.

Reaching the Spanish-language media was a positive step for the library’s diversity effort. The newspaper La Voz has been helpful in “spreading the word” to our Spanish-language patrons, and our other local newspaper Viva ran a full-page article on the library’s commitment to diversity. MCL also contacted Spanish-language radio stations. They now make public-service announcements informing our patrons that we have made a long-term commitment to them.

Perhaps the most positive move to date has been to increase greatly our collection of Spanish-language books, magazines, and videos. We are absolutely convinced that the library must make a real effort to provide the materials our community members need to become lifelong learners.

The Library Trustee by Gloria Garcia

During spring 2001, the Mid-Columbia Library District Board of Trustees formed a committee to create a new long-range plan. We invited local educators, community members, Friends of the Library, and staff to meet with the Board and its long-range planning consultants, Yolanda Cuesta and Gail McGovern of Sacramento, California.

Asked what concerns and issues faced the library’s community, this committee gave “language and cultural barriers” as its number-one concern. This is due, in part, to the sizeable foreign language-speaking populations in the Mid-Columbia Basin. During the last few years, we have seen the arrival of different ethnic groups in our area, including Eastern Europeans, Asians, and Hispanics. The largest increase is in Spanish-speaking residents, a trend reflected throughout eastern Washington. The city of Pasco is now 50 percent Hispanic, and Franklin County is 48 percent Hispanic. Pasco School District is 68 percent Hispanic. Other counties served by the Mid-Columbia Library District also showed marked increases in Hispanic population.

One of the goals and strategies of Mid-Columbia Libraries is to serve our residents better by increasing the size of our Spanish-language collection. The Pasco Branch of Mid-Columbia Library houses the system’s largest collection of Spanish-language materials. This branch and others in the system offer computers for research, homework projects, and email to a public that would otherwise not have access to them. This past summer, in conjunction with the summer reading program, the Pasco Branch offered a bilingual story time, at which community members volunteered to read to children of all ages.

We will also serve the needs of other residents who want to obtain materials in their native languages.

By establishing partnerships with organizations whose goals coincide with those of Mid-Columbia Library, we feel that we will be able to meet the needs of all segments of the population within our service area. Existing partnerships between our Children’s Services Librarian Karen Recher and such organizations as Success by Six and the Reading Foundation will continue to address the needs for early childhood education and parent participation in developing the reading skills of their children.

Mid-Columbia Libraries administration, staff, and trustees are striving to meet the needs of a very diverse community. We now have a Hispanic Outreach Coordinator, who works with other community organizations that share our goals. The Pasco Library is forming an advisory committee comprised of local educators, library users. The long-range plan also calls for ongoing diversity training to help staff better serve our communities. We will look at other libraries and how they have achieved this goal. Mid-Columbia Libraries would like the residents of all our communities to feel as welcome and comfortable in the library as they would in the living rooms of their homes.

The first line of MCL’s new mission statement sums up our commitment to diversity. It reads: “Leer Es Poder/Reading is Power.” Our hope is to empower all in our community.
The new motto at the Sumner Branch Library of the Pierce County Library System (WA) has become ¡Hablamos Español Aquí! or “We speak Spanish Here.” In the past two years, we have made a concerted effort to reach out to our growing Latino community. Although most members of our community are from Mexico, many are from other countries including Nicaragua, Peru, Guatemala, Costa Rica, and Puerto Rico. Each country has a slightly different accent in both their oral and written language, comparable to the differences we find in English spoken and written in Britain or Australia.

The Latino community in Sumner is also made up of people from a variety of educational and economic levels—some work in agriculture, some in food services, some in factories, some for large corporations, some are self-employed and some are unemployed. To many of these people the concept of the library as an institution—a place where you can borrow materials and get information and friendly service—is unknown. This makes collection development a very complex task.

Although a majority of the community attends the Spanish-language services at the local Catholic church and many play Sunday soccer, it is difficult to find a common gathering place at which to publicize the library and its services. We did find a group of 20-30 women who attend Mujer a Mujer (Woman to Woman), sponsored by a local hospital to inform the community about health-related issues such as AIDS, spousal abuse, alcohol abuse, childbirth, etc. A library staff member attends the group’s weekly meetings twice a month and shares the library’s new materials from the Spanish-language collection. Very few of the women who attend speak English, so our Spanish language skills are put to the test. These visits are intended to show that we are nice, friendly people, not stuffy educators looking down on them, or government officials checking their records. We are simply a library, where we can spotlight areas that are of specific interest to them. Many now have library cards and visit the library regularly.

In our efforts to reach our Hispanic population, we made several changes. First, we updated and increased the number of both juvenile and adult titles in the Spanish-language book and video collections; we added several Spanish-language titles to our periodical collection; and we updated our Latino music, offering currently popular artists and their music in both audiocassette and compact disc formats. We moved all of these collections to an area near the library’s main entrance, to eliminate the embarrassment that comes from needing direction but not knowing the language. Our patron registration application form has been translated into Spanish, which is very helpful to patrons as well as to our non-Spanish-speaking staff. We received a Gates Foundation grant that has helped us to enable our Latino patrons to search the Internet in their native language and to set up free email accounts.

Next we decided to add Latino programming in the form of a Posada. In the Mexican tradition, Las Posadas is a nine-day event culminating on Christmas Eve with religious ceremonies. It is the story of Mary and Joseph’s search for shelter as they face the imminent arrival of the baby Jesus. For eight days, they are turned away; but on the ninth day, they are given shelter, creating a time of great rejoicing. Like many festivals, Las Posadas has religious origins. We provide a one-night “mini-Posada” and focus on the cultural aspects of the festival. We offer food, music, piñata breaking for the younger children, and a craft program for school age children.

December 2001 was the second year that we offered this program, and we more than doubled our previous year’s attendance. We were extremely pleased with the outpouring of support by the community. The Friends of the Library were quite generous in providing funding for refreshments, entertainment—a Mariachi band—and craft supplies. A local drugstore sponsored a local high school art student to paint a Posada scene on their window. One family made a traditional hot Mexican punch; a staff member made luminarias out of milk bottles; a kind library Friend acted as interpreter translating my welcoming speech into Spanish; and the Tacoma Morning News Tribune gave us great coverage. The Posada was a great success, thanks to lots of help from the staff and from many enthusiastic library supporters.

**What Have We Learned?**

- Different cultures translate words and phrases differently, even when they use the same language. All program flyers are now two-sided, with English on one side and Spanish on the other. We try to use grammatically correct Spanish provided by professionals, but someone will always disagree with the translation.
- Sometimes the Latino concept of time is not as rigid as the Anglo, which makes it important for us to be flexible.
- If our Spanish is not perfect or if a program has been delayed, the Latino community will still appreciate, understand, and respect our efforts.
- It takes time for the word to spread into the community. Our bilingual story hour is slowly growing in attendance, though not as quickly as we had hoped.

**Where Do We Go From Here?**

This spring we will offer a bilingual program called “El Día de Los Niños” or “Day of the Children.” It is a spin-off from a traditional Mexican festival honoring children, and will feature a day of books, bilingual storytelling, puppet shows, and multi-ethnic crafts. We want it to be fun and informative for both the Anglo and Latino communities.

We also want to continue our outreach into the community.

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Carol M. Bell is Managing Librarian, Sumner Library, Pierce County Library System.

ALKI March 2002
I’d Rather Be Reading…

Books from 2001

by Nancy Pearl

When I look back over 2001, it seems the year divides itself into two unequal parts: the relatively uneventful first eight months and the disastrous last four. I know my reading changed dramatically after September 11—I found myself wanting to read only the lightest of fiction—I didn't want to read unhappy or even overly literary novels. Two authors who really kept me going were Carl Hiaasen and Joanna Trollope. And I read a lot of nonfiction, including biographies and armchair travel. In fact, I think that the nonfiction of 2001 was stronger than the fiction, although any year that sees both Dan Chaon’s and T.C. Boyle’s stories published has a certain claim to literary excellence.

All that being said, here are my favorite books of 2001, in no particular order:

**Nonfiction**

I adored Haven Kimmel’s *A Girl Named Zippy: Growing Up Small in Mooreland, Indiana*. Written from a child’s point of view, without being filtered through adult sensibilities, the observations are fresh and true; and there’s at least one chuckle on every page (including the anecdotes about Zippy’s mother, who spent her time sitting on the sofa and eating popcorn and reading books by Isaac Asimov).

Robert Sapolsky’s *A Primate’s Memoir* is by a neuroscientist who lived with and studied the Savannah baboons in Africa. Sapolsky is a scientist with a heart, as well as an entertaining writer. I ended up loving the baboon tribe as much as he did.

Two books that are essential reading for anyone interested in foreign policy in the 1990s are David Halberstam’s *War in a Time of Peace: Bush, Clinton and the Generals*, which, though quite long, is never uninteresting, and Jason Elliott’s *An Unexpected Light: Travels in Afghanistan*, which recounts two extended visits the author made to this war-torn country—one in the early 1990s during the Soviet occupation, and one after the Taliban took over. This book is part history, part current events, and part armchair travel—a winning combination.

David McCullough’s *John Adams* (though not as good as his *Mornings on Horseback*), a biography of the young Theodore Roosevelt, brings vividly to life the often-forgotten second president of the United States, as well as his wife Abigail, who nearly steals the book.

Speaking of Theodore Roosevelt, it would be hard to write a dull book about such an energetic go-for-it president; and Edmund Morris’ *Theodore Rex* (a sequel to his Pulitzer Prize-winning *The Rise of Theodore Roosevelt*) brings this fascinating and exhilarating man to life. Another strong memoir is Marie Arana’s *American Chica: Two Worlds, One Childhood*, her story of growing up as the daughter of an upper-class Peruvian father and an American mother. Lauren Hillenbrand’s *Seabiscuit: An American Legend* is not just for lovers of horses. This is wonderful social history, filled with insight and keen observations on the first third of the 20th century and the wonderful horse who captivated the imaginations of Americans. Peter Hessler’s *River Town: Two Years on the Yangtze* is the story of the author’s two years as a Peace Corps volunteer, teaching English in Yuling, a small town in China’s Sichuan Province.

**Fiction**


I hope you enjoy (at least some of) them, too—let me know. My e-mail address is nancy.pearl@spl.org.

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Hablamos (Continued from previous page)

hire Spanish-speaking staff, give computer classes in Spanish, translate more library policy flyers into Spanish, improve our language skills … and get a live burro for our next Posada!

**Suggested Reading**


WLA Thanks 2002 Sustaining Members
HeartSong Jewelry ... SIRS, Mandarin, Inc. ... Washington Coalition Against Censorship
... Washington Governmental Entity Pool

2002 Friends Members

Friends of Aberdeen/Timberland Library ... Friends of Camas Library ... Friends of Covington Library ...
Friends of Jefferson County Library ... Friends of La Conner Library ... Friends of Manchester Library ...
Friends of Mid-Columbia Library ... Friends of Olympia/Timberland Library ... North Mason Friends of the
Library ... Friends of Port Townsend Library ... Friends of San Juan Island Library ... Friends of Seattle
Public Library ... Friends of Vashon Library ... Friends of Whitman County Library

... and 2002 Institutional Members!

Asotin County Library ... Bellingham Public Library ... Big Bend Community College Library ... Camas
Public Library ... Carpenter Memorial Library ... Centralia College Library ... Clover Park Technical College
... Columbia Basin College Library ... Edmonds Community College Library ... Ellensburg Public Library ...
Everett Public Library ... Foley Center, Gonzaga University ... Fort Vancouver Regional Library ... Glann
Library, Peninsula College ... Highline Community College Library ... Holman Library, Green River
Community College ... Jefferson County Rural Library District ... Kalama Public Library ... King County
Library System ... Kitsap Regional Library ... La Conner Regional Library ... Longview Public Library ... Lopez
Island Library District ... Lower Columbia College Library ... Mid-Columbia Library ... Neill Public Library ...
North Central Regional Library ... North Olympic Library System ... Ocean Shores Library ... Orcas Island
Library District ... Pend Oreille County Library District ... Penrose Library, Whitman College ... Pierce College
LRC ... Pierce County Library System ... Puyallup Public Library ... Raymond Library, Yakima Valley
Community College ... Renton Public Library ... Seattle Public Library ... Sedro-Woolley Public Library ...
Sno-Isle Regional Library ... Spokane County Library District ... Spokane Public Library ... Sprague Public
Library ... Stevens County Rural Library District ... Tacoma Public Library ... Timberland Regional Library ...
University of Washington Libraries ... Vi Tasler Library, City University ... Walla Walla Community College
Library ... Walla Walla Public Library ... Walla Walla Rural Library District ... Washington State University,
Vancouver, Library ... Whitman County Library ... Yakima Valley Regional Library