

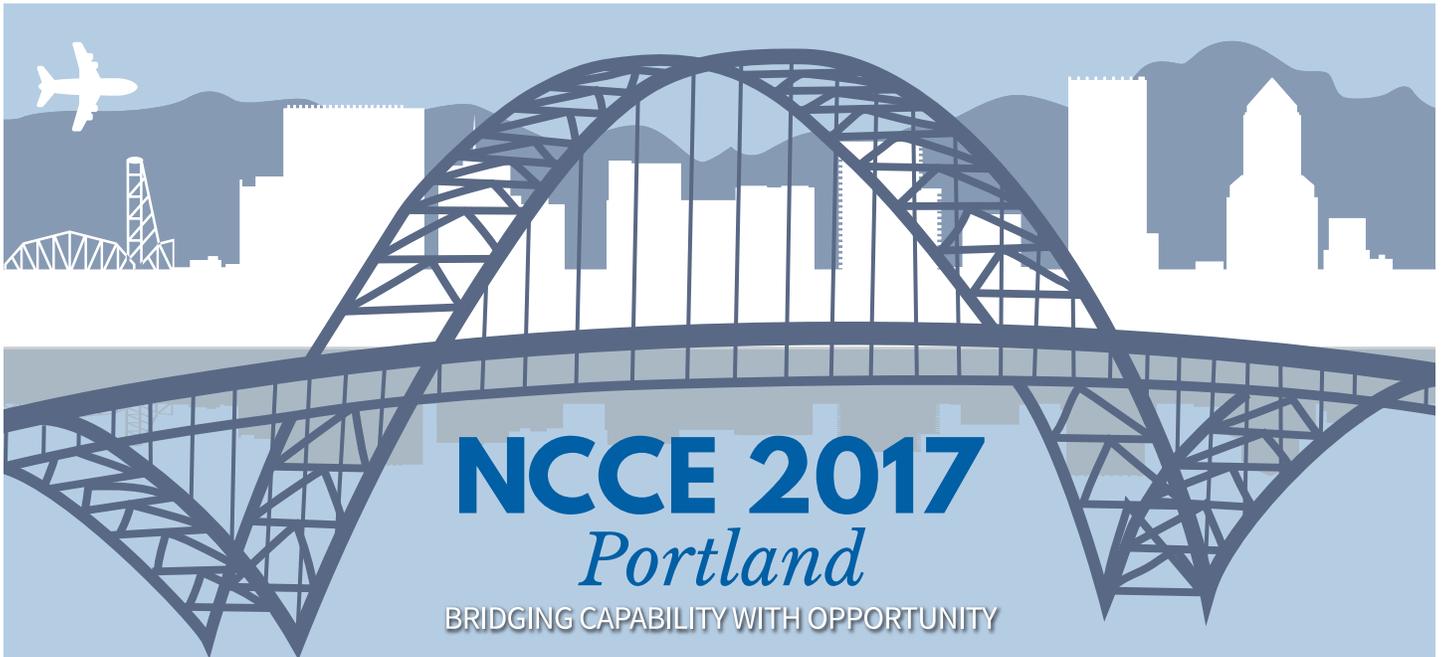


## The Conference Issue: Stronger Together

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"Alki," a Native American word meaning "by and by," was suggested by Nancy Pryor, Special Collections at Washington State Library, as the title for the Washington Library Association's journal. "Alki" is also the state motto, signifying a focus on the future.

*Alki* (ISSN: 8756-4173) is published online three times per year in March, July, and November.

*Alki's* purpose is to communicate philosophical and substantive analyses of current and enduring issues for and about Washington libraries, personnel, and advocates, and to facilitate the exchange of research, opinion, and information.

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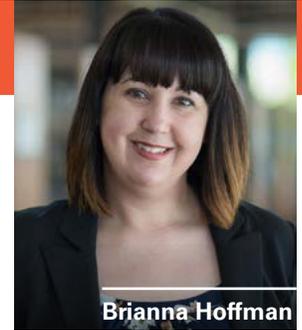
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Brianna Hoffman

## Stronger Together, Indeed

by Brianna Hoffman

Librarians, library staff, and library supporters from all across the state recently gathered in Spokane at the Historic Davenport Hotel to learn and collaborate with one another for the 2016 WLA Conference. I heard many attendees say that it was the “best” conference that they had ever attended. In fact, a librarian traveled all the way from Florida to attend this conference because the slate of programs was so strong! What a testament to the all the amazing things that Washington librarians and library staff are doing that, of all the conferences she could have attended, she picked WLA! All of the credit for this successful event go to the 2016 conference committee including conference co-chairs Aileen Luppert and Sonia Gustafson, program chairs Emily Keller and Catherine Grant, WLA Conference Coordinator Kate Laughlin, and all of the volunteers. I am thankful for your dedication to WLA! I also want to thank Louise Miller, Kelsi Brisebois, Terry Onustack and Betsy Paulson of SBI Association Management. SBI acquired Melby, Cameron and Anderson (MCA), WLA’s previous management company, with the transition completed in March 2016. Even with such a time crunch, joining the team approximately six weeks prior to the conference, SBI’s experience and professionalism ensured that the event went smoothly!

The theme of the Washington Library Association 2016 Annual Conference was “Stronger Together,” and it could not have been more apropos to the state of WLA as a whole. The proposal to restructure the organization and its bylaws was voted on and accepted in March 2016. I am incredibly proud of the Restructure Task Force for creating a structure that now includes school, special, and academic librarians and library staff like never before. I would like to thank Darcy Brixey, WLA Past President,

for her leadership this past year in navigating the many changes that WLA faced, especially through the ongoing WLMA merger. I would also like to recognize the service of Andrew Chanse and Krista Orhtman, outgoing WLA Board Directors. I enjoyed working with them on the board and look forward to continuing to work with them in the future. I would also like to welcome Craig Seasholes as WLA Vice-President/President Elect, and Emily Keller, Board Director, to the board. Craig is a longtime

WLMA member and leader while Emily is an academic librarian. Both of them bring a unique viewpoint and experience that will enhance the board’s ability to serve all of WLA.

Now the hard work begins. The WLA board will be working on shaping the new Public, Academic, School, and Special Divisions of the association and we are looking for leaders to step up and join in guiding these new divisions in order to best serve the librarians and library staff that they represent. Committees will also be hard at work. We are looking for chairs for the Continuing Education Committee and the Member Services Committee. If you are interested in, or would like additional information about

these leadership opportunities, or would like to learn about the many other ways to get involved in WLA, please do not hesitate to contact me, or any member of the board. While it is true that WLA may be facing more changes all at once than it has faced in the past, it has also never had as much opportunity. We have the opportunity to collaborate and learn with one another, and the opportunity to create an association where librarians and library staff from all kinds of libraries, all over the state of Washington, can see themselves represented and find value in their membership. The future of WLA is bright, open, and ready to continue moving forward to best serve all of our members! 📖

**“ We have the opportunity to collaborate and learn with one another, and the opportunity to create an association where librarians and library staff from all kinds of libraries, all over the state of Washington, can see themselves represented and find value in their membership. The future of WLA is bright, open, and ready to continue moving forward to best serve all of our members! ”**

*Brianna Hoffman is WLA President and a Library Assistant II with Richland Public Library.*



Frank Brasile

I'm a little embarrassed to admit that this year's WLA Conference in Spokane was my first. I've been to conferences from New York to Georgia to California, and while they've all had value, they failed to provide two important things – the chance to connect with colleagues who are within reach to collaborate and share expertise with, and the opportunity to meet library staff from all types of libraries, and from all levels within them. It really brought the conference theme, “Stronger Together,” to life in meaningful ways.



*Alki Editorial Board. From left to right, back row: Becky Ramsey Loporati, Molly Allen, Steven Bailey, Diane Cowles, Sheri Boggs, Tami Robinson, Tony Wilson. Front Row: Frank Brasile, Anna Shelton. Not pictured: Sean Fullerton and Kelly Evans.*

Among the most inspiring talks at the conference came from ALA President Sari Feldman, and you can find out more about her and ALA's “Libraries Transform” initiative in an interview with Steven Bailey (p. 7). The conference sessions left an impression for a number of contributors: Molly Allen recaps SAIL's Library Programming for Adults “unconference” (p. 10); Sheri Boggs was happy she chose to attend “Happy at Work” (p. 15); and Amanda Clark finds value in both a business pre-conference session and a regular session on library advocacy (p. 14). Craig Seasholes discusses how he and co-presenter Cindy Ulrey prepared for their session on navigating reading levels (p. 17), and Tami Robinson discusses ancient wisdom and provides historical context for the conference theme (p. 12).

You'll also find a host of relevant and timely articles beyond the conference. The opening of the Folio Athenaeum, a membership library practically across the street from the Seattle Public Library's Central branch, caused quite a stir, and Tony Wilson shares his thoughts (p. 19). Shireen Deboo discusses what it's like to teach Research 101 at the Washington Corrections Center for Women (p. 27) and Danielle Duvall discusses new strategies to connect with refugees and the homeless in King County (p. 22). Allison

Reibel recaps the first Social Justice and Libraries open conference (p. 21), Becky Ramsey Loporati gives us an insider's view of life at an academic publisher (p. 25), and Sean Fullerton considers fanfiction as makerspaces for creative writers (p. 26).

I'm happy to introduce Brianna Hoffman as WLA's newest President; let's see what she has to say in Up Front (p. 4). John Sheller and Christine Peck recap events from National Library Legislative Day (p. 6), members of the Puget Sound Council for Review of Children's and Young

Adult Literature highlight books with notable notes (p. 29), and Sheri Boggs steps in for David Wright and picks some of Eastern Washington's finest books in I'd Rather Be Reading (p. 30). And as always, celebrate the latest news from your colleagues throughout the state in Communiqué, including the appointment of Cindy Aden as the new Washington State Librarian along with exciting new information about WLA and next year's conference.

Perhaps the most relevant part of the conference, for me, was a meeting of the Alki editorial board, where we discussed potential ideas and themes for the next year's worth of issues. We also said goodbye to Diane Cowles, who has chaired the editorial committee for many years, and we welcomed Sheri Boggs as the new chair. I'm proud to announce the themes for the next three issues are as follows:

- November 2016: The Future of Library Collections
- March 2017: Mistakes Were Made...
- July 2017: The Social Justice Issue

I'd love to hear your thoughts (and article submissions!) about these topics, and look forward to more insightful contributions from our colleagues throughout the state. In the meantime, enjoy this issue! 📖

Frank

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*Frank Brasile is a selection services librarian with The Seattle Public Library.*



## Legislative Update: Taking the Library Message to Washington D.C.

by John Sheller and Christine Peck

Carrying the message that *Libraries Transform*, Washington Library Association members Gary Wasdin and Christine Peck had the honor of representing WLA and Washington State libraries at the National Library Legislative Day (NLLD) in Washington D.C. on May 2-3, 2016. The American Library Association's annual federal advocacy event welcomed 400 in-person attendees and another 500 virtual attendees.

For the first time in several years, travel to NLLD was sponsored in part by WLA who provided support for one WLA member to attend. Although our Washington State contingent was small, especially compared to many midwestern and eastern states, it was good to have a presence in the "other Washington" once again.

*Advocacy made simple.* ALA made sure that each of us had support regarding the key issues. An **orientation to advocacy** with "**Advocacy Guru**" **Stephanie Vance** was held on Sunday afternoon for newbies to NLLD. With 20 years of experience working on Capitol Hill, Ms. Vance gave us many useful and practical tips including her **S.P.I.T. advice**.

**S = Specific.** Know what you want and ask for it.

**P = Personal.** Tell a local story. Your job is to connect the congressional representative to their district.

**I = Informative.** Tell them how what you are asking for will impact their constituents.

**T = Timely.** Make your ask at a time when the congressional representative can still make a difference.

Learn more advocacy ideas from Stephanie Vance at <http://www.advocacyguru.com/>.

We spent the first full day of NLLD learning about the issues, asking questions and becoming comfortable with advocacy best practices. ALA also provided us with a packet of issue briefs that we could leave at each congressional office we visited. The full text of these briefs can be found at <http://www.ala.org/nlld>.

*Capitol Hill – not so scary after all.* The second day was spent "on the hill." Congress was not in session, so most elected officials were out of town. We met with congressional staffers who listened to us, asked questions and took notes. They were welcoming and

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*John Sheller is a member of the WLA Legislative Planning Committee and a senior manager with the King County Library System. Christine Peck is the ALA Councillor for Washington state.*



*ALA Councillor Christine Peck, left, and King County Library System Director Gary Wasdin, right, presented Senator Patty Murray with a copy of Your Washington Libraries in Action. Accepted by Senate staff member Aissa Canchola.*

encouraged us to follow-up at any time. We gave each of the offices a copy of WLA's photo book, *Your Washington Libraries in Action*.

We focused on the following:

Funding Issues:

- **Increase Library Services and Technology Act (LSTA) funding** to \$186.6 million for FY2017 from \$182.4 million in FY2016 to keep critical existing programs and launch a new national digital platform.
- **Support level funding of \$27 million in FY2017 for Innovative Approaches to Literacy (IAL)** to maintain this valuable competitive grant award program to school libraries and national not-for-profit organizations for books and literacy programs in high need communities.

Policy Issues:

- **Support the adoption of the Marrakesh Treaty** as passed in Marrakesh, Morocco in 2013 assuring that the 4 million blind and print disabled people in the U.S. have access to material published from around the world in accessible digitized formats.
- **Urge the Senate to immediately pass House Bill 699, Email Privacy Act** that was overwhelmingly approved in the House. This bill gives full Fourth Amendment protection to emails, texts, tweets, cloud-stored files and all other modern electronic communications when created.

*continued on page 9*

## A Conversation with ALA President Sari Feldman

by Steven Bailey

**Steven:** Let's start with the conference. Those in attendance at the 2016 WLA Conference had the opportunity to hear your keynote about the Libraries Transform campaign. For those in our association who couldn't attend, would you summarize the campaign and share your vision for library advocacy?

**Sari:** As we think about the work that libraries are doing and the changes that are happening in America's libraries, we are recognizing that we need a public awareness campaign to support advocacy efforts, and advocacy is one of the three pillars in ALA strategic plan.

We wanted a campaign that would communicate one clear message: that libraries today are less about what they have for people and more about what they do for and with people. And we launched the [Libraries Transform](#) campaign in October 2015 to achieve three main objectives: to increase awareness of and support the transforming library; to shift the perception of libraries from obsolete to essential; and to engage librarians and library workers and build external advocates to influence local, state and national decision makers.

**Steven:** Our association recently restructured and we merged with our state's school librarian association. So now we have a very rich membership of public librarians and library workers as well as academic and special libraries, and now school librarians as well. So we are "stronger together." On a national level, how can different types of libraries and different librarians work together?

**Sari:** We're most powerful when we speak with one voice, and I can't give enough kudos for that decision in your association. Because clearly with the latest education act (Every Child Achieves Act), it took library advocates of all types, not just advocates of school libraries, to persuade Congress to call out the work of school librarians and ensure that school librarians are essential to literacy in school.

I was fortunate enough to be the co-chair of the first three years of the digital content and libraries working group, the DCWG, to achieve the goal of ensuring that libraries and the constituents of libraries had access to digital content. And if we had not all worked



WLA President Brianna Hoffman, ALA president Sari Feldman, Past WLA President Darcy Brixey.

together and agreed on that goal and then worked toward achieving it, we would never have seemed powerful enough to the publishing industry to get them to give access. Now there are lots of other challenges and the work is not done, but that was the first step. And it was the power of the entire association that made that happen.

**Steven:** Academic libraries are increasingly becoming publishers in their own right, and public libraries as well are starting to move into self-publishing through platforms like SELF-e. Where do you see the publishing industry going and what is the library's role in that future?

**Sari:** I believe that the book publishing industry and however they're publishing, whether it's in print, in digital or audiobook, is recognizing that libraries provide a very important discovery layer. ALA had three "Libraries Transform" sessions at Book Expo this year: one was on self-publishing platforms and what that means in the community; the second was on the trend towards taking our one of our core skills—readers advisory—and using social media to have better connection and deeper relationship with our readers; and the third asked "Do you know all of the things publishers will do for you to help promote books?" and featured a panel of publishers coming and talking about the promotional materials they can provide.

We're finding in this kind of dynamic environment of transformation and new digital opportunities that we can have a relationship with publishing that ultimately achieve our common goal, which is to create readers and to keep people reading and engaged in the book world.

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*Steven Bailey is a Librarian Services Manager with King County Library System. Sari Feldman is the executive director of the Cuyahoga County Public Library in Ohio and president of the American Library Association.*

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**Steven:** We like to think that libraries reflect our communities, and more and more often we are turning outwards and engaging our communities outside the walls of our libraries. What about those portions of our community that are underrepresented in library services, be they members of our diverse communities or business owners or the young adults that fall in that gap after high school and before they have kids. How do we show them that libraries are relevant and how do we connect to their unique personal situations?

**Sari:** The first thing we have to do is we have to have those conversations and go where people gather and we have to demonstrate our willingness to listen. If we're talking about business owners, then libraries need to be present at the chamber of commerce; if we're talking about millennials, libraries need to pay attention to who's hanging out in coffee shops and have conversations with those people. Whatever it takes to first be a really good listener.

The first rule of listening is not about the library—what do they want this community to be and how do people see themselves in that community? Then we can begin to reflect on that as a library and what we bring to that community aspiration as part of our work.

**Steven:** We've talked a lot about community engagement—what advice can you give for staff who want to get involved in ALA, for example, on a national level?

**Sari:** Ever year ALA puts out the call for people to sign up and request committee appointments. And I can tell you as the outgoing president that that is the most daunting task for president-elect Jim Neil. Geographic diversity is critical, so if there are people on the west coast who are interesting in committee appointments, make sure you take advantage of that. Another entry point is through a division or a round table, whether it's getting involved in a work group, project or a task force or running for office.

And if you don't see the group where you naturally fit, you can start a discussion on ALA Connect. And it might result in, for example, the Sustainability Task Force that's now been created, or the Task Force on Equity, Diversity, and Inclusion that has been so important to driving some new work at ALA.

**Steven:** So your term as ALA president is coming to an end. What was the highlight of your presidency?

**Sari:** The highlight of my presidency was attending the state conferences! For the opportunity to learn more about what was happening across the country, to meet with people in the field, to see and hear about the work they're doing, and to find out what is important about ALA. Just being out with my people has been best part of my tenure.

**Steven:** It's important to note that Libraries Transform isn't going to end when your when your tenure ends.

**“ [ALA] launched the Libraries Transform campaign in October 2015 to achieve three main objectives: to increase awareness of and support the transforming library; to shift the perception of libraries from obsolete to essential; and to engage librarians and library workers and build external advocates to influence local, state and national decision makers. ”**

**Sari:** Correct—it's the American Library Association public awareness campaign. The investment in something that is much bigger than any individual president, or something that will be long lasting that has legs now, was the best way to spend my presidential year.

**Steven:** You speak with such passion of libraries and you're a wonderful advocate for our profession as well. What's your personal history of libraries?

**Sari:** Well, where I grew up (South Fallsburg, NY) there was no library. There was a bookmobile that came. I didn't

have a whole lot of experience with libraries until I went to college. I was living in Madison, Wisconsin and I was working the kind of job that lets you know it's time to go back to school! And I was trying to figure out what I was going to do and I started doing volunteer work in Madison at one of the early rape crisis centers, one of the first ones in the country. I found I didn't really like the counseling part that much, but what I really loved was the informational referral and the education part. I volunteered with Jane Pearlmutter, who was going to the University of Wisconsin-Madison Library School and encouraged me to look into the program there. I went to meet with one of the professors, Margaret Monroe.

I would describe Margaret as a woman with no soft edges and she said to me “well you know I don't just take anyone as one of my students. So take a course this summer with my graduate student and if you do well, I'll consider it.” And I eventually became one of Margaret's students, and I always say Margaret Monroe changed my life so much so that I named my oldest daughter for her. I talked with Margaret regularly for the rest of her life, and sometimes hear her voice telling me “do this, not that.”

There have been many others, including Mike Eisenberg, the former Dean the University of Washington's iSchool. Mike and I

*continued on next page*

were at Syracuse University and when he became really immersed in his Ph.D. he offered me the opportunity to teach his young adult course. I taught as an adjunct there over 20 years, and that connected me to the opportunity to teach, to write, to do public speaking, and to engage with new technologies.

**Steven:** What are your thoughts on the nomination of Dr. Carla Hayden to the Librarian of Congress position?

**Sari:** I am so excited, I can hardly talk about it! I was just sharing with somebody that for me there are so many pieces about Carla's nomination that connects to Libraries Transform and amplifies our message about the importance of libraries, and for Carla to be nominated it says to me there is the true recognition of why we need a librarian in the Library of Congress.

Carla takes great pride in her background and her experience. She is a woman of tremendous intellectual prowess and will represent the Library of Congress in the ways that it has been represented in the past. But she also is a woman of community, and the work she has done at Baltimore's Enoch Pratt Free Library is extraordinary.

Most recently, the courage and the tenacity to keep that library open during the Freddie Gray riots, and to recognize that it was not only a safe place for people, but a place for people to have that community conversation about what was going on shows me that she will have the backbone to work with Congress as the Librarian of Congress. Carla will be fearless, and we need that as well. She also is a tremendous collaborator, so she will bring the people together in the Library of Congress to achieve more than any division or individual could achieve on their own.

Carla will ensure that our Library of Congress exceeds expectations and serves its mission, which is to be the library for Congress and therefore the library of the people, but also to be a national library and a national model in the United States. Everything about Carla says to me that the President of the United States read the letter of support from the American Library Association. Now we just want to see her confirmed so she can get on with the business of leading the Library of Congress.

**Steven:** So back to community engagement and libraries as learning centers—where do you see libraries leading that conversation and in what areas are we kind of lagging, or in what areas could we better focus our efforts?

**Sari:** I think we are leading the conversation in certain areas. We are doing a lot in early learning because we have a very effective, research based program in Every Child Ready to Read. We sit at the table with early educators with confidence. I am not sure that we have found our sweet spot yet for adults and adult education. Libraries lead on all of the job and career learning that is happening across the country, but the learning transition from high school to college, or success in college, or high school to career... I think there is still work to be done.

**Steven:** We were honored and thrilled to have you as our keynote. Any other final thoughts for our membership?

**Sari:** The final thought is that the American Library Association is there to support libraries. And one of the things we have come to recognize is that when libraries are experiencing financial pressures or intellectual freedom pressures or legal pressures, know that ALA will wade in and support the values of our profession. Just invite us! 📖



Legislative Update-2 *continued from page 6*

We also heard discussions urging our Senators to **rapidly vote to confirm Dr. Carla Hayden as the 14th Librarian of Congress** as well as asking all our congressional representatives to **support affordable broadband and network neutrality legislation, Freedom of Information Act reform, and broad public access to taxpayer funded research.**

*We are Stronger Together.* National Library Legislative Day is truly a group effort. Many people from across the nation came together for a common cause. We hope more Washington library supporters will consider participating in NLLD next year—either in-person or virtually. There is even an ALA award to support a non-librarian NLLD attendee.

Working to make NLLD happen each year is the staff of ALA's Office of Government Relations. OGR staff also work throughout the year

lobbying Congress, the executive branch and other federal agencies on behalf of the ideals and specific programs that are important to our library community. They need all of our help. You can help too.

**District Dispatch:** Subscribe to the Washington Office blog for up to the minute library related legislation and policy issue updates from OGR and the Office for Information Technology Policy. Go to: [www.districtdispatch.org](http://www.districtdispatch.org).

**Action Center:** Sign up at [www.ala.org/takeaction](http://www.ala.org/takeaction) and receive easy instructions on how you can help on any issue by calling or emailing your Member of Congress.

**Attend National Library Legislative:** Add May 1-2, 2017 to your calendar now and see for yourself the impact you can have. <http://www.ala.org/advocacy/advleg/nlld> 📖

# Library Programming for Adults: Unconference Discussions and Beyond

by Molly Allen

The 2016 WLA Conference in Spokane offered the first session to be described as an Unconference-within-a-Conference in WLA history. The super-sized session, held Friday afternoon after almost two full days of conference sessions, was a great way to wind down and to openly explore programming ideas in libraries. From the conference description, the SAIL (Serving Adults in Libraries) Unconference used well established unconference methods and encouraged attendees to come ready to discuss the hottest topics in adult services and programming. And that's exactly what the group did.

The session kicked off with each attendee introducing themselves, including which library they came from, and why they were interested in the unconference. Most attendees were from public libraries in Washington State, with only two attendees from academic libraries: one from Eastern Washington University and the other from Central Washington University.

The unconference was loosely structured, which was a good thing. Unconferences are designed to share ideas, build community, and offer an open space for innovation. The moderator posed questions when the conversations lulled, but for the most part, participants actively discussed the ways they are engaging adult populations at their libraries and in their communities. It was a fantastic way to share what attendees have been doing at their libraries, what worked and what didn't, and to gain new ideas.

A few adult programming ideas discussed:

- Host a 'book-ish' happy hour, trivia night, or a storytelling event in a local bar.
- Host a meet-up group in the library, offering a safe place for community members to meet each other and to share interests.
- DIY Fest: Bring DIY aficionados and makers together for a day of play. Incorporate entertainment, demonstrations, and even food trucks for a community-wide event.
- When considering film screenings, as many libraries do, take the film out of the library. Most patrons have no interest in sitting in the library for a movie. Partner with local theatres or other venues to bring your screening out into the community.

- Host an Adulting Series: Include topics like "How to Clothes" or "How to Money" to appeal to younger generations. Bring experts in to discuss helpful tips on these topics.

## A Sample of Programming at the Brooks Library

Adult programming is a main focus of the Brooks Library at Central Washington University (CWU). Serving as the hub for informational resources to 18,000 Ellensburg residents, 10,400 college students, and 6,400 residents from the surrounding areas of Cle Elum, Kittitas, Roslyn, and Thorp, the Brooks Library has developed a robust calendar of programming to engage a variety of patrons. The Brooks Library is both a Federal Depository and public library, so many outreach efforts are directed toward bringing community members into the library to make them aware of services and to introduce patrons to a useful community space.

When introducing new programming, the Brooks Library looks at the ways the event may benefit our student population, how it will engage faculty and staff on campus, and how it may bring more community members into the library.

The Annual Brooks Library Gala and Silent Auction is the most prominent of our events. This evening event invites campus faculty, staff, and students, as well as the community at-large into the library to experience the four floors of resources and services we have to offer in a new light. Attendees enjoy music, dancing in the stacks,



Dancing in the stacks at the Annual Brooks Library Gala and Silent Auction.

*continued on next page*

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Molly Allen is the Program Support Supervisor for the Brooks Library at Central Washington University.

local food and wine, art, poetry, and a silent auction throughout the evening. Because activities are spread throughout the building, new community patrons are able to wander the building and familiarize themselves with what the Brooks Library has to offer in a casual atmosphere.

The University Archives and Special Collections Department of the Brooks Library hosts an annual Archives Crawl, inviting community members to view collections related to the community at-large. The Archives partners with other local repositories such as the Ellensburg Public Library, Kittitas County Historical Museum, CWU Museum of Culture and Environment, and Kittitas County Genealogical Society to offer a van tour of their facilities, introducing attendees to information and services available to them within the city of Ellensburg. The tour concludes with a visit to the Brooks Library Archives and Special Collections, showing off some of the greatest hits within the collection including letterman jackets, scrapbooks from campus dorms made during the 1950s and 1960s, and yearbooks dating back to 1906.

National Poetry Month proves to be a successful celebration every year at the Brooks Library. This year, a number of community oriented poetry events were organized throughout the month in collaboration with campus faculty. Our bilingual poetry series has proven to be quite popular. Each week in April, poetry was read in the native language of various countries, as well as in English, allowing attendees to experience the pronunciation and flow of words in a different way. Poetry evenings included Arabic, French, Japanese, Chinese, and Spanish. Our English/Spanish poetry reading, held in partnership with our Latino Americans 500 Years of History grant, proved to be so successful that we brought it out into the community. The second Latino Heritage Bilingual Reading and Community Potluck was held in Downtown Ellensburg in collaboration with a Spanish conversation group and the Ellensburg Public Library.

The Brooks Library hosts a book club each quarter, inviting students, faculty, and community members to participate. The book club has brought students and community members together in the same space and has increased awareness of Summit borrowing. Popular, compelling titles are chosen based on their appeal to a wide audience.

Our partnership with the Kittitas County Chamber of Commerce has continued to flourish. This partnership is a beneficial resource and has offered countless opportunities to network with members of our community. We hosted our first Business After Hours event with the Chamber in October 2015, bringing more than 50 community members into the library. Attendees included realtors, business owners, and non-profit board members who found the

access to our resources surprising and exciting. The Chamber told us this was the most popular Business After Hours event they had ever hosted. We brought simple appetizers into the map room of our Government Publications Services Department, our campus Catering Department served wine, and a local brewery within our community, Iron Horse Brewery, brought in a keg. It was an incredible



*Bilingual poetry reading in honor of National Poetry Month.*

way to network with our community patrons, especially those who play a prominent role in our community.

Each of these events has been running for three years or less, but all have increased awareness of the benefits of our academic library within the Ellensburg community. We have seen an increase in community involvement in our Friends of the Library group and an increase in community patrons and students using the library. The Brooks Library has developed a robust outreach schedule in the past three years and has been thrilled to see the impact of adult programming on students, faculty and staff, and the community at-large. 📖

## JOIN US IN CHELAN, WA OCTOBER 24-26

for our Annual WLA: **WALE conference**. We geared up to provide the best conference yet! **Nancy Pearl** promises a kick-start by presenting a pre-conference and keynoting breakfast! Our enchanted "Night of Romance" guarantees to fascinate us as RWA's 2016 Librarian of the Year Robin Bradford interviews authors Cherry Adair, Susan Mallery and Lauren Dane. With pre-conferences, a full day of sessions and post-conference workshops, there is something for everyone at #WALE16. Sign up for our newsletter by becoming a member of WLA's WALE Section at <http://www.wla.org/>

# Stronger Together: Ancient Wisdom Still Valued Today

by Tami Robinson

The theme of the 2016 WLA Conference was “Stronger Together.” It had me thinking of so many meanings about strength and togetherness for individuals, for libraries, for organizations, for political entities, for economic alliances, for social communities and so on. Our fifty states are stronger together than any of them would be on their own. Libraries in Washington state are stronger together than any library system or academic library or other types of libraries could be on their own. And librarians do best when we stick together and work together.

Libraries, like people, have functioned better together than alone. Independent libraries have struggled over time, while libraries that are part of communities, consortia, or universities have been more likely to thrive. We can do more together than we can apart, collaborating over everything librarians do best. Whether it is sharing resources, or referring patrons, or brainstorming to learn and to problem solve, or having an impact on our community, we do it better collaboratively together than alone. These days it is common to see students studying together much of the time, preferring learning together rather than alone.

Perhaps it is because we humans are social creatures. We do most everything better together than alone. We support each other, encourage one another, inspire one another, and care for each other. We fill in the gaps for each other so we are smarter together, cleverer together, stronger together. And besides, it is more fun to share achievements together than to experience them alone.

Isolation can get us into trouble. Literature and psychology both show how loneliness is a type of suffering, not thriving. We seem to instinctively avoid isolation, although we do retreat into having private time alone for shorter periods of time to rejuvenate our energy and creativeness.

We are not only social, but also curious about ourselves and each other. How we can best understand ourselves and our world so that we can live better lives has interested us from earliest civilizations through to the current times. Modern evidence of this quest for understanding can be seen in the self-help books that abound today. Students study religion, philosophy, and sciences, as well as a myriad of other disciplines, as we seek understanding and wisdom to guide us. This is nothing new – earlier civilizations tried to make sense of life and their world before we did so with ours.

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*Tami Robinson is Coordinator of Instructional Services at the Whitworth University Library*

The ancient Greeks studied wisdom for the sake of understanding. Philosophical attention was focused on the possession of wisdom, or “sophia” in Greek. This meant knowing and relating facts to one another in a structured way that could be practically applied. This unified understanding of “knowledge involves a complex of items grasped together in a way that the knower could relate them to one another and to the structure as a whole” (Annas, 2000, 59).

Before the Greeks, people in ancient Israel were studying wisdom very carefully during the rule of King Solomon, probably 1,000 years before Christ’s birth. They were interested in divine wisdom but also in practical wisdom applied to life itself. In the Old Testament of the Bible, the Book of Ecclesiastes is about wisdom. King Solomon was known as the wisest King of Israel (1 Kings 4:29-34). Whether King Solomon wrote Ecclesiastes is unclear, but there was a very clear reason why the writer of Ecclesiastes wrote the book. He wanted to teach people about the importance of wisdom. He wanted them to study how they could become wise in order to make sense of life and the human condition in practical ways (Coorgan, 1989, 1:216-217). A portion of Ecclesiastes reads:

<sup>9</sup>Two are better off than one, because together they can work more effectively. <sup>10</sup>If one of them falls down, the other can help him up. But if someone is alone and falls, it’s just too bad, because there is no one to help him. <sup>11</sup>If it is cold, two can sleep together and stay warm, but how can you keep warm by yourself? <sup>12</sup>Two people can resist an attack that would defeat one person alone. A rope made of three cords is hard to break [seems to imply, “If two are good, three are even better”] (Eccles. 4:9-12 [Good News Translation]).

Strength in togetherness, according to the writer of Ecclesiastes, is wise and worth the effort because together in community we support one another and thrive in various ways. The practice of wisdom can give us resilience, balance, and depth, enabling us to confront adversity, helping us with the management of difficult, contentious problems as they arise in life and in our careers.

What does it look like to be strong together as libraries and as librarians? The answer may very well be a complex set of interactions related to one another and to libraries as a whole that gives us a practice of wisdom in which we are stronger together. Libraries serve complex purposes both as physical places and as virtual spaces. Libraries’ strength is in their complexity serving multiple complex needs in a community. For those of us who work in libraries, this complexity is a fascinating experience requiring

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librarians with multifaceted strengths and knowledge to interact together to create fully functioning libraries that are centers of learning, education and often stimulating social interaction.

Libraries have long been part of communities and have a role in communities. They are free gathering places for learning and the acquisition of knowledge, understanding and wisdom. They are also places for socialization, relaxation and restoration. Libraries are “third places,” physical spaces for human contact and social interaction outside of primary places (home) and secondary places (work or school). Third places are “locations where people gather and often talk about things that are important to them. “Libraries have a long tradition of connectedness and community that has put them in the forefront of traditional third places” (Lawson, 2004, 125).

Third places are gathering places for social engagement that make people’s lives better by lending balance to home and work lives. Libraries fit the profile of third places by being free, safe and easily accessible to neighborhoods, in places where people routinely go, and where they feel welcome and comfortable. This is as true of public libraries as it is academic libraries on university and college campuses. They provide people with human contact, social experience and service while providing social equality and appreciation of human individuality. Even in the digital age, internet users create a virtual home away from home where they seek a sense of community online and a digital sense of place, a place where distance and time are no longer barriers to communication (Lawson, 2004, 127-128). Libraries make people stronger together not only as social and educational institutions but also as social spaces for promoting and maintaining community. “Through the public spaces they provide, public libraries have functioned as incubators for the kinds of social relationships that increased patrons’ personal happiness. They have been places where Americans became aware of their interdependencies and interconnections” (Weigand, 2015, 266).

All of these characteristics of libraries strengthen our communities and our libraries. But they also strengthen us as individuals. Our understanding strengthens our character, enriches our interactions with others, and enhances our creativity and abilities. On college campuses where students are often living away from family for the first time in their young lives, coffee shops and libraries are places on campus to which they form attachments and loyalty to their academic institution. These are places on campus where student relationships are formed and nurtured, places for companionship and relaxation in a responsive, safe environment. Students utilize traditional library services, but are also looking for a place to meet other students, work on group projects, and interact with fellow students. The need for social connection with fellow members of the university community provides rejuvenation both in person and online (Waxman, Clemons, Banning, and McKelfresh 2007, 426,428-429). Students and others in academic communities are strengthened together through such connections, even as the community itself is strengthened by this complexity of interactions.

Thinking of libraries as a place that brings the community together to partake knowledge in all formats is not just a contemporary concept. Libraries are about how people learn, how they use information, how they interact together in a learning community as well as in a social community. This concept has become of interest to the library community as library as a sense of place. But the perception of the library as a learning space existed in the ancient world in the earliest libraries in history, the Library of Alexandria in ancient Egypt. Integration of information technology has catalyzed libraries and transformed them into more vital intellectual centers of life at colleges and universities. “By using technology to make research and information gathering easier, and by allotting venues for interactive learning libraries can become...a nexus of community connectedness and the home of a learning community that is an intellectual crossroad and a hub of the knowledge network” (Wastawy, 2006, 6).

Two are better than one and a threefold cord is not easily broken. It takes a community to see themselves and each other as resources for learning, reenergizing and relaxing together. Libraries are third places that strengthen people in the community, and libraries themselves are stronger together. This is wisdom from the ancient past than our ancestors understood and that we today also understand. Just as WLA understands that libraries and librarians are stronger together, WLA stands on the shoulders of those who wisely taught us that we are stronger together. 📖

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# Stronger Together: A Tale of Two Sessions

by Amanda Clark

“Stronger Together”—Can academic, public, and special libraries come together and glean information from tailored sessions that are both broad yet targeted? The following report dilates on two sessions at the WLA conference: the preconference session “Getting Serious About Business Outreach/Small Business Assistance” and the “Elected Officials and Policy Makers” presentation. What these two particular sessions demonstrated is that libraries are indeed stronger together, and offered several tips for librarians of any library.

## Serious Business

I applaud WLA for encouraging the sponsorship of the preconference session “Getting Serious About Business Outreach/Small Business Assistance” without it becoming a four-hour sales pitch. This was an informative, balanced session led by speakers Jay Lyman, a librarian from Seattle Public Library, and Mark Pond, the Business Research Librarian from Spokane Public Library. Sponsored by AtoZdatabases, the preconference session was held from 8:30am to 12:30pm on Wednesday, April 27, 2016.

Several attendees expressed sentiments similar to my own: as a non-business specialist, how can I better serve my “business population,” whether that be small business owners working with the public library or business faculty working with an academic library? The presenters assured us, as non-business specialists themselves, that breaking into this field can be done. Our time was divided between hands-on examples as well as words of advice and encouragement, perhaps the wisest being from Mark Pond, who reminded the audience that the reference interview should start with a yes—when the patron asks something like, “Do you have any information

on China,” we the librarians should simply respond with an enthusiastic “Yes!” before grilling the patron on whether they mean tableware or the country.

Specialized terms such as “market” and “industry” were clarified, and several databases were demonstrated using a clever sample reference question involving a fictional patron’s desire to open a wine shop in Spokane. While learning interesting details (including data that supports results indicating that Spokanites prefer white wine to red, and whiskey to wine), we likewise became more familiar with useful databases. It was time well spent.

## Promoting your Library

On the final day of the conference, lobbyist Steve Duncan spoke on “Elected Officials and Policy Makers: How to Make Sure What You Said Is What They Heard.” This WLA-sponsored session was vibrant; delivered to a full room, Duncan provided valuable recommendations on how best to lobby for

**“Many people, not only elected officials, but college presidents and school administrators, likely do not wake up in the morning thinking of the challenges facing libraries. It is our job, the job of librarians and library directors, to remind them of our joys and challenges, the pressures we are under, and the ways we are succeeding in serving our communities.”**

your library.

Duncan was a persuasive and passionate speaker who, as the conference catalog claimed, furnished “a unique insight to the minds of elected officials and the factors that influence their decisions.” He delivered this and much more, such as simple strategies for boosting library reputation, as well as offering many suggestions regarding communication tricks for disparate audiences. While he provided information regarding how best to communicate with elected officials and policy makers, he likewise reflected broadly on his 25 years of experience representing WLA before the State Legislature.

## Advocate Always

Duncan encouraged those listening to see the world through the eyes of legislators, and to learn to “advocate all the time,” not just

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Amanda C.R. Clark, Ph.D. is the library director at Whitworth University.

# Happy at Work? You Might not be Getting Paid to be Happy, but Cultivating a Happiness Mindset can do Wonders for your Workplace

by Sheri Boggs

One of the most popular sessions at this year's WLA is also the one I almost skipped. "Happiness at Work," presented by Sno-Isle Libraries' Ruth Zander and Brian Haight, sounded fun... but I felt guilty considering I should really go to one of the more educational or serious sessions happening at the same time. Surely my district would want me to go the session on alternative teaching opportunities in advocating for your library, or, being a youth collection development librarian, maybe the one on unconventional storytimes for babies. At the last minute, however, I went rogue, decided my district had plenty of people at the other sessions, and opted for "Happiness."

In an e-mail Q&A follow up after the conference, presenters Zander and Haight said I wasn't alone in my initial reluctance to come to the session.

"It seems there is a prevailing thought that happiness as a topic is not a serious idea," says Haight. "I know some of it is just kidding or people trying to be funny but I heard comments about how after the session we'd all be happy. Also, some thought the session would be about just feel good tactics to make people smile and laugh, some sort of funny presentation."

Zander adds, "The idea that happiness is 'frivolous' and 'fluffy'—not part of our 'real' work—is one of the biggest barriers to talking about happiness at work and implementing positive practices into our organizations."

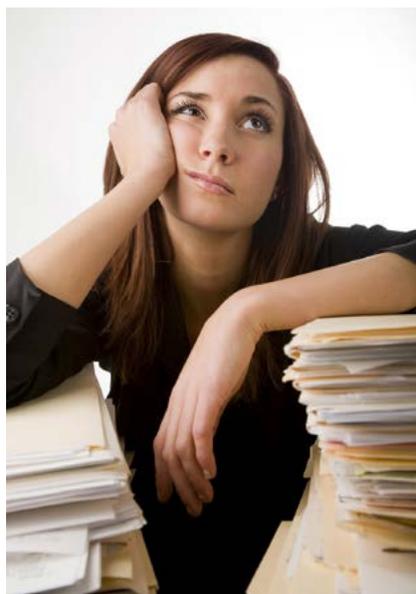
Personally, I was excited to see that "Happiness at Work" was grounded in both scientific research and popular psychology. Zander and Haight discussed the latest findings in neuroplasticity (the brain's ability to grow new neural pathways and connections through behavioral and environmental changes), workplace effectiveness, and interpersonal psychology in order to present a cohesive picture of why happiness at work matters.

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*Sheri Boggs, a Spokane County Library youth collection development librarian, also blogs for the library. She is the chair of the Alki Editorial Committee.*

"Once we start sharing the facts – happy people experience 23% reduction in stress, 39% better health, 31% higher productivity, 34% increase in positive social interaction – the evidence is impossible to ignore or dismiss," says Zander.

As Zander and Haight were initially putting together the idea for a happiness training as co-program coordinators for WALT (Washington Library Trainers), they found themselves relying heavily on Shawn Achor's book *The Happiness Advantage: The Seven Principles of Positive Psychology That Fuel Success and Performance at Work*. One of the strongest ideas to come out of *The Happiness Advantage* was the assertion that positive brains have a distinct advantage over negative or neutral brains. Positive brains are more adept problem-solvers, recover more quickly from setbacks, and are more receptive to new information.



The presenters shared additional happiness principles. Our mindset really does matter, small changes can set us up for success, and adversity can be a surprising route forward if we approach it the right way. As an example of small changes, Haight shared that he realized he wasn't making guitar practice a regular habit because of the annoying extra twenty seconds it took to open up his guitar case. The simple

step of buying a guitar stand (or setting out your workout clothes the night before, or clearing off your desk before you leave at night, for example) can make all the difference in terms of how to build good habits.

When asked what they found most surprising about workplace happiness, both Zander and Haight said it was the importance of one's connections.

"I know in my own work/life that social relationships are important – but the fact that it is the one characteristic that the happiest 10% of people in the world share – is a great reminder of the importance of continually building stronger connections and collaboration with others," says Zander.

Haight agrees. "This idea put a whole new spin on WLA (WALE, WLMA, PLA, ALA) and the opportunities of networking and

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connecting with colleagues from across the state and in the field of library work. It's one of the most important things I can do to increase workplace happiness and in turn my success!"

For me, perhaps the biggest takeaway was that culturally and institutionally, many of us feel that we can only afford to be happy once we've met goals and achieved success. It's the whole "I'll be happy once I a) lose weight b) get married c) get a promotion" mindset. But research shows that

**“The idea that happiness is ‘frivolous’ and ‘fluffy’ – not part of our ‘real’ work – is one of the biggest barriers to talking about happiness at work and implementing positive practices into our organizations.”**

we're far more likely to achieve success and meet our goals if we start with a mindset and practices that foster happiness.

“Someone who brings positivity and happiness into the workplace every day is a positive outlier. These are the people to be on the lookout for and

to emulate,” says Haight. “It is even better if this positive outlier is in organizational leadership. These positive outliers know that the formula is ‘Happiness fuels Success.’” 

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Stronger Together: A Tale of Two Session-2 *continued from page 14*

when you require something. Among the wise counsel delivered by Duncan, he reminded the audience that, in a twist on the golden rule, we should treat the people the way they want to be treated and that we must reframe toward their perspective in order to be heard. Many people, not only elected officials, but college presidents and school administrators, likely do not wake up in the morning thinking of the challenges facing libraries. It is our job, the job of librarians and library directors, to remind them of our joys and challenges, the pressures we are under, and the ways we are succeeding in serving our communities.

Duncan's other recommendations, while referring specifically to elected officials, can be applied to any person in a position of authority in a library, and are thus quite useful for all of us—as you read the following, insert the appropriate titles (provost, superintendent, CEO, president, etc.). Know who your legislators are; read their biographies, look at the committees they serve on, and learn what they care about. Become his friend on Facebook; follow her on Twitter.

### **The Power of Repetition**

“Never motivate your opposition,” Duncan said. Avoid disagreements because that is how you will be remembered, and in the long run it won't help you. Duncan reminded us also to, “Make friends before you need them.” Create relationships with persons in power long before you and your library have needs and issues. It's not about you knowing your legislators; it's getting them to know you. When they see you have called the office, they can visualize your face. If frequency is memory, then repetition is power.

Let them know that you are happy to provide information to them when they need it; offer your personal assistance for their information needs. Thank them for their service without necessarily commending them on their views. You can state, “Thank you for all you do and thank you for all your hard work,” without a judgment

on whether you think they are doing a job well done. This isn't personal, this is not about thinking they are great—you can still thank them regardless of if you like or agree with them.

### **Standing Out**

If you write a letter, Duncan said, never make it more than one page. Consider this your first document and expect to send follow-ups that are longer. Think of your first contact like a campaign mailer, which more commonly than not is an oversized postcard with only one or two main points on it. Paper is more powerful than email because leaders triage email; largely based on the subject line they are ignored, deleted, or filed away. If you do send an email and you want to link to an external webpage, don't hotlink it, instead cut and paste it into the email; it's far more likely to be read or looked at.

Duncan's personal favorite mode of communication is to write physical letters because “no one sends letters anymore,” and thus people actually pay attention to the novelty of receiving a letter in the mail. A paper letter is harder to triage, it demands attention, it cannot be shoved into a digital file, and it is highly personal. With a handwritten note at the bottom and possibly a carefully selected historic stamp purchased off of Ebay, you have will have created for yourself a unique identifier.

### **Building Allies—Stronger Together**

Remember, Duncan said, “Contact should not always be about the library community;” the relationship builds support, it does not revolve solely around the pressing issues. Tread lightly on a losing cause. You can support someone even when they are opposed to you on a particular issue; in the future they may be looking for places to partner with you even—and especially—when they have opposed you on an issue previously. And this returns us to where we began—that we are stronger together, as diverse libraries and leaders. Thank you WLA, for reminding us of this prudent advice. 

# Navigating Reading Levels

by Craig Seasholes

Spokane Public Librarian Cindy Ulrey and I presented a session on navigating reading levels with young readers and their families at the 2016 WLA Conference. Before presenting we'd never met face-to-face, yet in a few phone and online hangouts we developed a succinct presentation which we delivered to a conference audience of school and public librarians. (Slides available at <https://goo.gl/beZRvB>) How's that for a "Stronger Together" themed conference workshop!

## The topic

Navigating Reading Levels is topic common to school and public library settings as patrons, students, parents and teachers search for books that comply with expectations or assignments, especially in the primary grades. Librarians have long been advising readers as they search by author, topic and genre. Likewise, finding a "Just Right" book is familiar territory, and applying the "Five Finger Rule" still holds as a quick technique: open a book to second page and hold up a finger each time you encounter a word you are not sure of; if you raise five fingers on one page it means the book may be too hard for fluent, independent reading.

As education has increased its reliance on metrics over the past decade, librarians have seen patrons charged with selecting books at a student's instructional reading level. In school classrooms, teachers have been directed to support adopted reading level systems with color coded stickers, handwritten tags, and same-level bins for classroom libraries. This quick and easy selection of materials may be useful as a classroom instructional technique, but its application to school and public library collections encounters compromise and push back.

Those in favor of supporting unrestricted, independent reading find a champion in Donalyn Miller's [Book Whisperer](#) and [Reading in the Wild](#), two well-researched and popularly written presentations of the shortfalls of leveling and the power of unrestricted "free range" reading.

For libraries the 2011 [position statement against labeling books with reading levels](#) by the ALA's AASL (American Association of School Librarians) followed a strong position statement in 2009 by our northern neighbors, the BCTLA (British Columbia Teacher Librarians' Association).

But so long as classroom instructional strategies send students to our libraries, and when school and public librarians are asked to help find reading material, there Lexile or AR, ATOS, F&P, Reading Recovery, DRA, etc. School and public librarians are wise to keep [handy reading level correlation charts like this one](#) available for reference and comparison.

## The presentation

Having collaborated on crafting a presentation and despite never having met face to face, Cindy and I slipped into the Davenport conference room eager to start sharing and learning together.

We kicked off the presentation by playing DJ to the assembling audience of librarians with the tune "[Turning Pages](#)" by troubador Eric Bibb, where he sings "I've been turning pages, since I first met Dick and Jane." I followed with "LITs Get On It," a rap done by Wade Colville Sandoval that speaks to themes of librarianship I had described to him. In this snappy rap, the acronym for Library and Information Technology (LIT) librarians plays homophone to "let's" as in "LIT's Get On It," as in "LITs do a thousand and one more things than book stackin." Text and audio-file available at <https://goo.gl/TNPbIC> or by scanning the QR code below.

With that musical intro, along with a healthy mix of school and public librarians in attendance, Cindy and I shared insight and questions that addressed more aspects of the issue than would've been covered without our two-library collaboration. The conference session quickly found common ground in librarians' long love of independent reading, which serves the need to understand and advise patrons on reading level guidelines as we guide young readers along a lifelong love of reading. 📖



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*Craig Seasholes is a teacher-librarian with the Seattle Public Schools, WLMA division chair and WLA vice-president.*

# WLA Conference Photos



*Lobby of the Davenport Hotel in Spokane.*

Photo by Karen Straube.



*Coloring books for adults are all the rage, and a hit at the First Timer's/New Members Reception.*

Photo by Joe Olayvar.



*Author Jess Walter delivers the Banquet Dinner Keynote.*

Photo by Joe Olayvar.



*Robert Roose and Brian Soneda participating in the Fun Run Scholarship Fundraising Event.*

Photo by Joe Olayvar.



*Kelly Milner Halls delivers the CAYAS Breakfast Keynote.*

Photo by Joe Olayvar.



*Upper Skagit Library Director Brooke Pederson receives the WLA Merit Award for Outstanding Performance at the Awards Lunch.*

Photo by Ken Harvey.

# Inside The Folio Athenaeum

by Tony Wilson



*The Folio Athenaeum in downtown Seattle.*

What is Seattle doing with a new subscription library just over a block from the Central Library, one of the most dramatic and written-about public libraries in the country? How would you feel if someone put up a lush and beautiful fee-based library across the street from the library where you work? Could Folio: the Seattle Athenaeum be meeting a need that both Seattle Public Library (SPL) and the King County Library System (KCLS) have failed to cover? These are arguably a couple of the best library systems in the country. Who could need more?

I received charter membership in Folio as a Christmas gift and am starting to explore. The word “membership” is important. I am a member, therefore I belong there. David Lankes, in his impressive *Atlas of New Librarianship*, wants to call those who use libraries “members,” not “patrons,” “users,” or worst of all “customers” (Lankes 2011). The subscription libraries collectively call themselves membership libraries. There is even a semisecret Membership Libraries Group, MLG, holding a joint conference this fall with the International Conference of Independent Libraries & Mechanics Institutes. In the UK, there are thirty members in the Association of Independent Libraries. MLG has about twenty-two members.

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*Tony Wilson is retired from Highline Community College where he trained prospective library employees for forty years. He was WLA president 1981–1983. Currently he is president of the Des Moines/Woodmont Library Advisory Board (KCLS) and an emeritus member of WLA. He is currently spending his declining years doing amateur archaeology on the feral librarian movement.*

I now have four library cards: KCLS, SPL, the State Library, and Folio. Folio is the only one where I am a member. Folio provides a cozy semiprivate space where I can sit and read. KCLS, as vital as it is for my reading needs, has in my local branches removed all the study carrels and cozy places to sit. Nowhere can you sit with your back to the wall, leaving a feeling that you’re on display.

## Membership Libraries

Membership libraries like Folio seem to be increasing very slowly, although many of the existing ones have been around for multiple decades. However, one type of member libraries is proliferating rapidly today—the tool library. These are nonprofit membership libraries with very low fees that serve specific neighborhoods, and there are more than a dozen in Washington state (<http://localtools.org/find/>).

Many membership libraries have had a topical focus, from science groups to miners and mechanics needing resources to transition from an agrarian economy to an industrial milieu. The Seattle Athenaeum is dedicated to what founder David Brewster termed “[the community of the book](#)”. Membership libraries are often developed in historic buildings. The Seattle Athenaeum is well situated in Seattle’s historic YMCA and provides an ambiance termed by Brewster and others as “college gothic.” Folio provides reading space, discussion space, coffee and lunch space, ways to convene members, inexpensive office space for writers, and programs with notable writers, musicians, and local leaders. Since Brewster has a reputation for making things work (Seattle Weekly, Town Hall, Crosscut), we will soon have a sense of whether he has found a real need.

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Folio has a lovely space and ambiance where you can “be alone but not alone” and modulate your preferences between silence and co-working. It has many books of great interest arranged in intriguing groups (without call numbers; arrangement is based on prominent tags) with opportunities to interact with other Folio members as with dedicated staff, including Librarian Lisa Sanders. Lisa, who has an MLIS and 25 years of experience in libraries and archives, is inspired and inspirational about Folio.



*Folio Librarian Lisa Sanders.*

Folio is not without its critics. Joseph Janes, head of the MLIS program at the University of Washington, writing in *American Libraries* states “I don’t wish them ill—or well. I guess I just wish nobody had thought this was necessary...it’s difficult to see this as anything other than separatist and exclusionary” (Janes, 2015). So, Folio can be seen as elitist, costly and non-diverse (which has been reflected in the events I’ve attended) as Janes’ cringing at the \$125 per year membership (\$75 for students) suggests.

Alternatively, membership libraries like Folio can be seen as an alternative to those who want a library experience that is not knee-deep in the full plethora of social services provided by the modern library. All for the cost of one or two lattes a week. And while membership has its perks, everyone is free to browse Folio’s online catalog, come to Folio and read books in the lobby area, take free books or buy \$2 books, and attend programs at a modest cost (free to \$10).

### Technical Services

Folio’s collection is made up of new (or new-looking) books, many of which have come from the Wessel and Lieberman bookstore and the University of Washington Press’s “Whale of a Sale” catalog. Folio actively seeks to house curated private collections whose owners need the space, promising to take good care of the books and get them into the hands of good people.

Books are cataloged and circulated in LibraryThing. Similar to GoodReads, LibraryThing started as a way for individuals to keep track of their books and reading, and has been adopted by many small libraries. The catalog is searchable on the web using LibraryThing’s Tinycat, which results in an attractive, searchable catalog based on full cataloging records.

The classification scheme is based on a taxonomy created specifically for Folio. The taxonomy is developed in part by pulling one or two levels of tags from the LibraryThing record; for example, Food & Drink—Wine; Craft of Writing—Grammar; Performing Arts—Dance. Selected tags then become shelf labels. The result echoes

something like a bookstore arrangement, with its focus on expected user interests, which is often not the case with the Dewey or Library of Congress classifications (Dewey, we remember, started with a philosophic concatenation of pigeon holes reflecting nineteenth century academic disciplines, while the Library of Congress started with piles of actual books but still kept a disciplinary focus). Search Folio’s catalog for “[Pacific Northwest](#)” gets a marvelous array of disciplines from art to ecology to economy and more. Once a donor code, tags, and a barcode are added inside the back cover, the book is ready to shelf. The circulation period is three weeks with telephone renewals.

### Folio In Context

Folio, having gotten off the ground in a very short time, appears to be an elegantly streamlined and effective operation. Will Folio take anything away from the public library? Will it be like charter schools taking away students from the public school system? Will the public library be embarrassed if its most literate users have a better experience at a membership library?

Whether it is writing, journaling, reading, or doing watercolor, there is a lot to be gained by being in a space where other people are doing the same thing. The sense of legitimacy, that you are doing something people see as important, is enhanced by the group presence even if there is no interaction and creative privacy is strictly maintained. Such symbiosis rarely happens in my local public library. Or maybe I’ve just not let it happen, since I get my materials and leave.

If Folio takes off and the public library gets over any chagrin, the symbiotic advantages could be extensive. There has already been some sharing of speakers and book launches with the Seattle Public Library. All in all, Folio: The Seattle Athenaeum, has to be seen as a healthy, positive, and rather wonderful addition to Seattle culture. Let’s hope for it to grow, solidify, and draw in the next generation or two of readers. 📖

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*Mary Norris, left, copy editor at The New Yorker and author of Confessions of a Comma Queen, with local author Martha Brockebrough.*

# Social Justice and Libraries Open Conference

by Allison Reibel

The Social Justice and Libraries Open Conference was held at the Northwest School in Seattle on May 14, 2016. It was the Capstone project for myself and my co-organizers, Marisa Petrich and Reed Garber-Pearson and the culmination of our MLIS programs at the University of Washington.

As followers of the critical librarianship (#critlib) discussions on twitter, we recognized a need for dialogue around social justice issues facing libraries. After months of planning and promotion, and with support from the CritLib Seattle, we were able to invite attendees to participate in a one-day event focused on critiquing power structures, working for justice, and building community within the LIS field.

90 attendees came from five states and 31 institutions, including public, school, university, and community college libraries. Several MLIS students also participated, as well as other community members interested in social justice and activism but not affiliated with a library institution.

This event was structured as an unconference, which means that participants formed their own topics and facilitated their own discussions. The purpose of this structure was to encourage purposeful discussion and community-building in an actively and participatory environment, rather than a more passive day of teaching and listening.

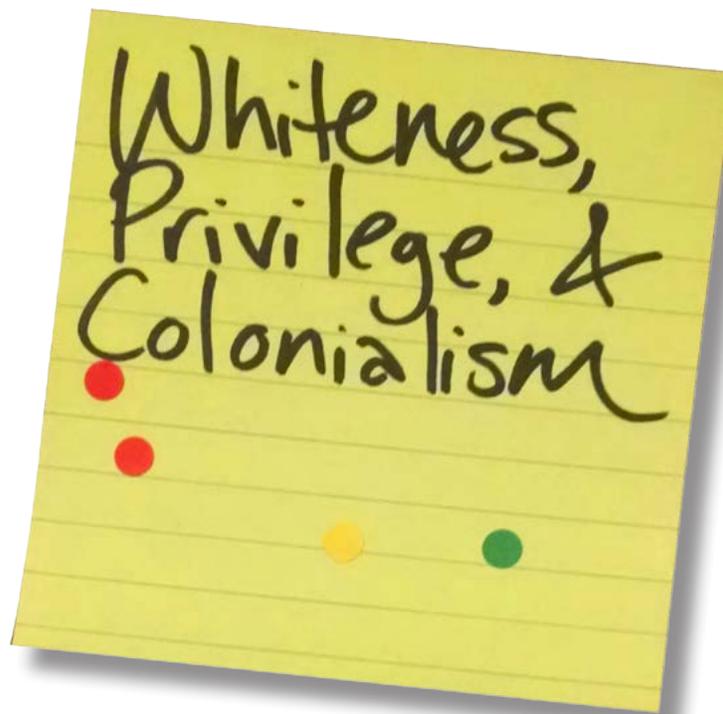
Participants were invited to suggest topics when completing the free online registration. A wide range of topics were suggested, from environmental justice to building inclusive library collections. We chose six topics that recurred frequently for guaranteed break-

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*Allison Reibel is an MLIS candidate at the University of Washington interested in public and community college librarianship with a focus on youth and community engagement. Her writing has appeared in The Rocket, The Hairpin, Seattle Globalist, and The Beijinger among others. She currently works for Seattle Public Library. You can find her on twitter @AillisonR. More information about the Social Justice and Libraries Conference is available at [SJLSeattle.org](http://SJLSeattle.org).*

out sessions and shared these topics with participants before the event. These were: Outreach & Community Activism; Supporting Homeless Patrons; Inclusive Teaching & Critical Pedagogy; Whiteness, Privilege, and Colonialism in Libraries; Supporting LGBTQ Patrons; and Institutional Partnerships & Institutional Change.

Other topics were generated at the event. During two pitch-sessions, participants were invited to write their discussion topic suggestion on an index card. Others could then vote on which session they would like to attend by placing a sticker on that card. The cards with the most votes were assigned rooms.



*Post-it for a break-out session at the SJL Open Conference*

The benefits of this method were that discussion topics were chosen both democratically and collaboratively. Participants could discuss what they would like to talk about and then others could show agreement with their votes. We also relied on some people proposing ideas and others voting without proposing topics of their own. One drawback of this method was the potential for disorder and misunderstanding. Another downside was that participants who brought materials to

share on a topic in which they have expertise were not guaranteed the opportunity to have a discussion forum around this topic.

In the end, the process ran smoothly and participants attended two one-hour sessions. Chosen discussion topics included: Preservation as a Social Justice Tool; Union Organizing & Libraries; Comics, Zines, and Literacy; Diversity in Librarianship; and Hip Hop & Information Literacy. The discussions were not facilitated, but suggested discussion questions were posted in each classroom as a way of guiding participants unsure how to address the topic or how to keep the discussion flowing. We did receive feedback from some participants that they would have enjoyed more facilitation or a better understanding – besides a title alone – of what would be discussed.

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# Creating Service Strategies for Unique Populations

by Danielle Duvall



*Tent City.*

Adaptability is critical to providing technology services to high-need populations. Refugee centers and homeless encampments are two very different areas with regards to programming. The skills that I developed in serving refugees were vital in developing a model that works well for an entirely different population. Both groups desperately need consistent access to technology, both groups require job training skills and both groups' populations are incredibly diverse and require a new way of thinking when developing curriculum plans. Moving from a one-size fits all classroom model to a flexible, targeted, open lab style allows for greater opportunities to give students the help they need to continue with their education and goals.

## **Refugee Centers**

King County Library System's mobile technology program has been serving refugee centers in some form since 2006. Once a month classes using the KCLS mobile Techlab, a mobile computer lab with 8 computer stations, targeting refugee's entering the workplace were established. Classes tended to revolve around a structured curriculum for resume building and job searching which was identified early on as a service priority by our community partners. Students are enrolled in English speaking courses, which allow students to attend classes regularly; this is different from most

library-based computer classes that typically only see a student one time. When I took over the service in 2012, I was nervous about working with a primarily non-English speaking population, but I believed in the work done before me and I wanted to continue teaching at these locations.

Prior to 2012 I had no experience working with refugees so it made sense that I followed the original structure. The curriculum was challenging for most students and required them to be able to read and type in English as well as be able to successfully use the mouse to navigate internet websites. I was using the same curriculum designed for native English speaking patrons reentering the workforce. Right away I recognized the need to slow down and focus on basic computer skills before moving them on to the intended curriculum. I spent much of the hour covering concepts that more advance learners take for granted like, "space bar" "enter" "click" and "double click" instead of responding to job ads. Another challenge was language barriers; most had conversational English but weren't familiar with computer vocabulary, making discussions around the word "mouse" interesting. I also noticed there were upwards of 80 students visiting the facility for English class a day but the class was only being offered to 7 or 8 students. These contributing factors led to the reevaluation and restructure of the service.

One of the first steps to alter services was to include English as a Second Language (ESL) teachers (instead of just the manager) in

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*Danielle Duvall is an outreach services specialist with King County Library System.*

In addition to these discussion sessions, we also hosted two speakers: artist, activist, and Seattle Public Library Public Engagement Programs Manager, C. Davida Ingram and Wayne Au, University of Washington Bothell Associate Professor and author of *Unequal by Design: High-Stakes Testing and the Standardization of Inequality*. Refreshments were provided during a one-hour lunch, while participants gathered information from tables with staff from Books to Prisoners, Social Justice Fund Northwest, Progressive Librarians Guild, and local comic and zine authors.

In exit surveys and anecdotally, participants reported feeling a strong sense of community and solidarity. Takeaway's included the importance of self-awareness, a renewed resolve to work against normalized racism, sexism, and homophobia, and a determination to speak up for social justice issues within their institutions.

Other important takeaways were in how we approach issues of social justice as individuals and within institutions which may have a histories or cultures of oppression and racism. Much of this came back to being honest and authentic and continuing to ask difficult questions of ourselves. Some questions that arose during the event were: What should we do when we recognize that we have acted out of our own racism? Are we making assumptions about what is good for other communities? How can we ask for input and how are we prepared to make changes based on that input?

One of the biggest things that I personally gained from this conference, a point that came up in discussions as well as in C. Davida Ingram's opening remarks, was that in trying to do good, we may actually be doing harm. It is not helpful to push your belief system onto others, even if you call it helping. As an organizer of this event, I will continue to question myself and my process and to think deeply about my intentions. When I am comfortable, who is uncomfortable? When I am speaking, who is silenced?

By creating a space for these conversations and supporting solidarity, we hope our participants will return to their institutions recognizing both that there is much work to be done and that they are not alone in doing that work. When we know we are not alone, we can face our challenges with bravery, our discomfort with curiosity, and our confusion with a willingness to listen and a readiness to learn. 📖

the service conversation. This allowed teachers to feel comfortable sending students of all fluency levels to the classroom. We established 5 classes a day, every other week (3 morning classes for lower level English speakers and two in the afternoon for more advanced students). Another change was partnering with local branch librarian, Summer Hayes (now at Seattle Public Library). This allowed students to have a direct connection back to the branch and offered more flexibility in the classroom setting. Email was identified by the teachers as a highly needed skill, and they felt it would be valuable for their students to focus on that curriculum. Explaining the concept of creating a username and password that students must remember was arduous, and while several attempt were made, we had to communicate back to the teachers that a more direct approach focusing on basic computer skills was necessary before building up to more advance curriculum like email, resume and job searching. Teachers would also group the students together by literacy skills before sending them to class. Unfortunately, literacy skills don't translate to computer skills. Many students had never seen or touched a computer before and some students with low-level English skills had prior experience with computers and needed less simplified instructions. Summer and I switched from to a structured curriculum approach to creating tasks that could be adapted to multiple skill levels. For example, students could work in Microsoft Word. Lower level students would practice typing their spelling words from their English class to familiarize them with the keyboard and increase literacy skills. More advanced students would create stories and add pictures to their documents using the English class vocabulary words in their document.

By partnering with refugee center students, KCLS was able to capitalize on the established classroom environment and work with the same students month after month. We created a curriculum that started slowly and built in more advanced tasks and skills, allowing for growth and flexibility as well as maximizing capacity. Since then we have implemented iPads and begun using apps to increase spelling, literacy skills and even help with citizenship testing. Students are now developing touch screen, typing and mousing skills. Several students have applied for and gotten jobs during computer sessions. The success of the refugee program really set the foundation for the work at homeless encampments.

### **Tent Cities**

In 2013 a colleague mentioned that tent city was moving to a church in our service area and she thought I might be interested in looking into a potential partnership. My experience working with refugees helped me to create realistic expectations and goals as I began to create curriculum for other high need sites like Tent City. Similar to the refugee community, formal Word or resume classes would reduce the relevancy for the greater population at the site. Opening dialogue early with residents about what their needs were was important. Communication at these types of locations is challenging, which has a direct impact on assessing need. Population turnover affects a self-governed management team at tent cities and makes it hard to establish a clear line of communication in regards to scheduling and providing services. By opening dialogue directly with residents, having a flexible set of training options, and creating an engaged welcoming environment I was able to create a program where students felt comfortable working directly on the skills they needed to serve their goals.

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When beginning services to Tent City locations it is necessary to be aware of the unique communication structure. Most tent cities have a resident run program in which they are responsible for security, administrative duties, cleaning encampments and working with local officials to ensure safety and to find host churches or land in which to move. Tent Cities in King County typically move every 90 days (with exception of a few semi-permanent locations) and not all residents move with them. This means that implementing services through traditional communication techniques did not work well. I had to stop by, introduce myself and establish rapport with several residents. After making connections, discussing services and listening to the needs of the community I was invited to begin services.

Thankfully, the experience with the refugee centers taught us to expect the unexpected and to come prepared with multiple options for students of varying degrees of need. Due to the lack of a direct, consistent program organizer and high turnover in population, it is necessary to be able to determine the needs of residents in real time. This can seem daunting to some but is very similar to being ready at a reference desk. Creating an open lab experience similar to what residents would find if they visited a physical library proved to be very successful. We increased interest by focusing on establishing a relaxed environment in which residents would feel safe and welcome.

Statistically speaking, the first few visits were low attendance, but we found they had high impact. Residents needed time to adjust to the service and decide what level of participation they wanted. By creating a welcoming atmosphere, the library gained trust that made residents feel comfortable coming to the staff to ask for assistance. Often residents gaining the courage to ask the first question is the largest obstacle. It is important that library staff understand this and react appropriately.

Similar to the service at refugee centers, partnering with local branch staff to provide service proved very beneficial. As residents moved from location to location they were able to gain relationships that translated to service opportunities back in the branch. By becoming library users and recognizing a familiar face, residents felt more comfortable going to a branch for their needs in between service dates. Techlab is primarily technology based, but we found many residents relied on this service to bring books and materials to



*KCLS Mobile Techlab.*

support their needs, and we began bringing requested materials and a small browsing collection as a result. Downloading books became another valuable piece, since many residents have some type of electronic device that requires Wi-Fi access. Bringing the mobile service to encampments allowed residents to connect to our wireless and access books, internet and databases and was an unexpected outcome.

It is important to identify realistic goals. Job training curricula (e.g. Word, Excel, or Internet Basics) to help residents gain skills to reenter the workforce are excellent to have on hand but a formal class may not be well attended. Because our resident's needs are diverse, sticking to one set of curriculum automatically eliminates the relevance of the service for many residents. By having curriculum on board and using it in a more on-demand style, it opened the doors for anyone to come with any need. The goal changed from offering a PC class to moving students along a path to achieve their personal goals or success.

Residents are encouraged to come aboard and utilize the technology services such as Wi-Fi, Computers, or iPads, but are not required to sit through formalized instruction. Most questions relate to a typical library experience. Residents often want help with email, job and housing searches, library-related questions and other miscellaneous needs. Many residents are people who have lost their jobs and are trying to reenter the workforce. Social media sites like Facebook and LinkedIn provide them networking opportunities as well as allowing them to have technology access to connect with family and friends. Helping residents by directing them to databases and training that help to reposition skills is invaluable. Staff also invited Hopelink to schedule visits with residents during the open lab time so they could work more directly with job and housing needs. By adhering to this unique programming style I was once again seeing success. Attendance rose from 2-3 residents per visit to 20-25. When creating service strategies for unique populations it is necessary to make room for flexibility and potentially alter the way traditional instruction is implemented.

Although refugee centers and homeless encampments are very different populations, the skills and strategies used to create services are the same. By bringing services directly to these sites you solve the most prominent issue—barriers to access. Adaptability and being open to changing needs have been key to the long term success of these programs at KCLS. 📖

# Building Bridges: What I Learned from a Year at an Academic Press

by Becky Ramsey Leporati

In my final year in library school, I had the dual experience of working at an academic library and at an academic press. As the Soden-Trueblood Graduate Press Fellow, I worked in various departments of the University of Washington Press, which publishes monographs in the humanities and social sciences. This was an amazing opportunity to draw back the curtain on book production at a mid-sized publisher and to learn about scholarly communication more broadly. I am now more than ever deeply appreciative of the work beyond authorship that goes into creating a great monograph.

Attending acquisitions meetings was a great way to dive into the decision-making and culture of the press. Here, acquiring editors specializing in different subject matter got together to discuss their projects and how they fit more broadly into the Press' publishing goals. At UW Press, the major focuses are Asian studies, Asian-American history, indigenous studies, environmental history, anthropology, and Pacific Northwest history. As a group, the editors worked to articulate for themselves and each other who the audience for a given book might be and how to best meet the needs of that audience. For instance, if a book is likely to be adopted as material for an undergraduate course, it is important to keep the writing style accessible and the price affordable by offering a paperback edition.

At larger meetings involving production and marketing staff, even more questions arose. Will there be a non-academic market for the book? How important is it to include color images? Do they really serve the argument, or will they just drive up the price? I was surprised how thin the cost margins on some of these books are and the very practical considerations that factor into the decision on price. Demand for the book might bring down the cost of individual volumes, but it is always guess work before the title hits the market. There are also books that one or more staff members believe in so strongly they will find any loophole to keep them affordable to as many libraries and consumers as possible. Like any non-profit, when the numbers don't add up, the press turns to grants and outside funding to make their projects come to life.

Not surprisingly, understanding issues around open access publications became something of a theme in my time working at the UW Press. The major discussion in the library world about how viable an alternative open access might eventually be, whether spearheaded by a library or another organization, has certainly been noticed by academic presses. Understandably, from the press perspective, these

conversations can sound threatening. In working with the financial and marketing teams, I learned that library sales are far below what they once were, though they still represent a significant chunk of the academic market. Open access, therefore, sounds like yet another threat to those numbers. Yet, it seems like the library world and the monograph publishing world often aren't speaking the same language.

Obviously, librarians know that the skyrocketing expense for electronic access to serials is a major culprit here. Furthermore, I haven't met a single librarian who was not as disappointed as the UW Press staff at the drastic reduction in monograph purchasing. Still, when librarians say "open access," small academic publishers see their viability in jeopardy. I think it is important for an academic press focused almost exclusively on monographs to not see open access or the libraries that support it as potential enemies, though some outreach here may be necessary. Indeed, though there may be attempts to adopt this model for the kinds of books published by the UW Press, from what I see that application is far from the essential goals of library open access initiatives and far less likely to be successfully carried out.

Indeed, the most fundamental shift in my thinking has been in the area of libraries being able to undertake their own publishing initiatives. Though I knew the huge task this would be before my fellowship, I have become much more skeptical of the idea that such programs could fulfill the same roles. Initially, I had hoped that working in the press would show me how publishing might be done outside this kind of organization, but I have since come to believe that a publishing library would have to basically mirror the structure of an academic press to truly achieve the same kinds of results. Peer review for example, which I had often assumed was somewhat perfunctory, plays a major role in developing a manuscript, often leading to substantial revisions by the original author. Rigorous, multi-stage copy editing is also essential for the kinds of high quality works publishers want to produce and libraries want to acquire.

My fellowship with UW Press has been a huge professional success. I now find myself able and thrilled to discuss publishing with other librarians as well as faculty and graduate students. I feel richer for the contacts I have in the publishing world and hope to draw on them as I progress through my library career. One of my culminating projects in this position was hosting a booth at the WLA Annual Conference. I had some fabulous discussions with librarians about what the press has to offer and what it should be offering more of in the future. Reporting back to my publishing colleagues about how valuable books on Washington history are to public and school libraries definitely had an impact back at the UW Press. All these conversations made me realize more than ever how important bridges are between libraries and the small and mid-size presses that provide their content. 

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*Becky Ramsey Leporati graduated in 2016 with an MLIS from the iSchool at UW. She was the 2015-16 Graduate Press Fellow for the University of Washington Press. This fall, she will start as a Digital Literacy Fellow at the University of Cincinnati.*

# Fanfiction and Writing Groups in the Library: Makerspaces for Creative Writing

by Sean Fullerton

Makerspaces in libraries have gotten a lot of attention lately. The maker movement provides 3-D printers and other tools and materials to help patrons design, refine, and build stuff both digitally and with physical materials. What would it mean, however, for a library to provide a literary maker space?

Whether you work in schools or public libraries, there are ways that you can encourage patrons to be not only readers, but writers as well. Fanfiction, face-to-face writers' group meetings, and special events can provide opportunities for aspiring writers to share their work with an audience and get feedback.

Many of your patrons may already be participating in fanfiction websites such as [Fanfiction.net](#), [Archive of Our Own](#), [Wattpad](#), and others. These sites provide forums for fans to write and share stories based on characters and worlds made famous by such authors as J. K. Rowling and Rick Riordan. Fanfiction provides opportunities for readers to respond imaginatively to their favorite books, constructing alternate endings, filling in gaps in the narrative, and sharing ideas about characters could have developed differently.

The sheer volume of stories published on fanfiction sites attests to desire of readers to recast themselves as writers too. The online comments and dialog about shared stories also shows that fanfiction readers enjoy participating in communities discussing and reimagining their chosen fandoms.

Not all patrons may realize, however, that such sites are just one option, and as librarians we may want to help connect fans and aspiring writers alike with these communities built around their favorite authors' worlds.

Using fanfiction with children and teens can pose challenges, however. One doesn't have to spend much time on fanfiction sites to stumble upon mature content. Early versions of *Fifty Shades of Grey* were published on fanfiction sites using character names from Stephenie Meyer's *Twilight* series, and E. L. James is not the only fanfiction writer to share more details than most readers probably want to read about the exploits of characters like Edward and Bella.

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Sean Fullerton, School Librarian, is an Information Fluency Teacher, Reading Cheerleader, & School Chief Information Officer with Eatonville High School.

As a high school librarian who shares responsibility for our district's internet filters with our IT staff, I have to think about intellectual freedom, CIPA and eRate compliance, and the needs of students across the range of ages that our network serves. I try to think of providing access to online resources through the same principles we librarians learned in our collection development

classes. While I choose to help high school students access some fanfiction sites in the monitored environment of the school library, I also teach them to use their own filters and make good decisions about what is or not appropriate here.

One can write fanfiction without posting to online fan sites. [ReadWriteThink.org](#), a website from the International Literacy Association and the National

Council of Teachers of English, offers [plans for an offline activity](#) to help students write fanfiction.

Libraries may host face-to-face writers' groups, and fanfiction could be shared at these times if that serves the needs of the patrons who participate. Writers' groups serve a variety of purposes, and not all participants may want to include fanfiction. The protagonist in Rainbow Rowell's *Fangirl* struggles with such conflicting norms when she compares her college creative writing class to her favorite online fanfiction communities. The library, however, could be a place where we encourage writers of fanfiction to meet up, share, critique, and celebrate one another's work.

Libraries can also offer special events for aspiring writers where fanfiction may appear alongside other genres at a literary arts night or a poetry slam event. One of the English teachers at my school recently organized an evening of readings by young authors; the event was well-received by students, staff, and others. Providing a venue for aspiring writers to share their work, whether serious or humorous, can be a fun way to encourage writers.

While it has been exciting to see makerspaces spring up in libraries, it is also important to remember that guiding and promoting reading and sharing of ideas and information are at the core of the library's mission. Fanfiction may pose challenges to some of our ideas around curating the best work for our libraries' collections, but it also provides an opportunity for us to build on the makerspace ethos of creating. By connecting patrons with fanfiction, we can help build creative writers and connected communities of readers. 

# Teaching Research 101 at the Washington Corrections Center for Women

by Shireen Deboo

Imagine a classroom where students are not allowed to use ring binders. Where everyone is wearing the same grey sweatshirt. Where outstanding academic performance is no guarantee of a future in graduate school or in the professions. These are the circumstances when you're teaching at the Washington Corrections Center for Women (WCCW) in Gig Harbor. Ring binders could be used as weapons; oversized grey sweats are standard issue; courses are open to all eligible students, but some of these students may be years away from their release date. Nonetheless, fifteen of these students completed a two credit research skills course in March, improving their footing in the world of academic communication.

Freedom Education Project Puget Sound (FEPPS) is a non-profit organization established in 2012 to

provide access to college education for incarcerated women in Washington state. With volunteer support from dozens of college instructors across the Puget Sound area, courses are offered in math, science, religion, literature, foreign language, the social sciences, and more. With the involvement of librarians at Tacoma Community College, North Seattle College, Pacific Lutheran University and other institutions, a two credit research skills course is now a regular part of the rotation at FEPPS.

Learning outcomes for the research course mirror those of the institution from which FEPPS students receive their accreditation, Tacoma Community College. These outcomes include articulating the role of research, defining the information need, developing evaluation criteria, using information ethically, and synthesizing research findings. FEPPS expects students and instructors to uphold the same academic standards as they would on a college campus. However, delivering instruction and turning in assignments at a state penitentiary does present some unusual challenges.

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Shireen Deboo is a faculty librarian at North Seattle College.

The most significant limitation, especially for a course involving research, is lack of internet access. Not only are students not allowed use of the internet, but it's off limits for instructors as well. This means no real time search demonstrations, either in a

catalog or in a periodicals database. The computer and internet access problem impacted not only how we designed the course and the learning activities, but also how students approached their assignments and what assignments we could expect them to complete. Schedules, both the predictable and the unpredictable, also posed a potential barrier to successful classroom activity. "Movement times" are built into each day, several times a day, as periods when prisoners (known at WCCW as offenders) are allowed to be on the grounds

and between various locations. Sometimes these movements occur during class, so instructors need to build in for lost instruction time. There are also scheduled and unscheduled lock downs or evacuations, usually security related. These might mean that students won't be able to get to class, or that instructors can't leave campus until the security breach is addressed. And while there is a library at the prison, its collection is focused predominantly on mystery, genre fiction and other high-demand patron favorites. Academic monographs and subject encyclopedias are virtually unavailable. (A note for WLA member discards!)

Despite these challenges, teaching and learning happened in Research 101. We built six two hour class sessions that covered standard Information Literacy topics: the information life cycle, techniques for building a research question and a search strategy, creation of keywords and understanding Library of Congress subject headings, strategies for careful content evaluation, and writing citations. Although internet access wasn't an option, a laptop and projector allowed us to share instructional videos. We circumvented the problem of limited library materials by developing an assignment that asked students to select a topic, then develop a more focused research question based on that topic, and also craft a search

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*Instructor Sarah Kunze-Bliss teaching an information literacy class at the Washington Corrections Center for Women.*

# WLA Communiqué

Secretary of State Kim Wyman has appointed Cindy Aden as the new director of the **Washington State Library**. She is a graduate of Stanford University and earned her library degree at the University of Washington School of Library and Information Science. Aden has worked as a librarian at the University of Washington, Kitsap Regional Library and the Library of Congress, as well as in the private sector at Amazon, Corbis and OCLC. Aden served as President of WLA from 2001-2003.



*Cindy Aden*

The Brooks Library at **Central Washington University** has received a \$17,000 Big Read grant from the National Endowment for the Arts. The grant supports innovative community reading programs designed around a single book, and the Brooks Library is the only recipient in Washington for 2016. The book choice for 2016-2017 is *The Things They Carried* by Tim O'Brien, chosen to bring recognition and honor to veterans. To encourage reading and participation, 488 books will be given away throughout the Big Read events, and the author will be visiting campus during the last week of April 2017.

**The Seattle Public Library** will host "Tiny: Streetwise Revisited," a photography exhibit of images by Mary Ellen Mark (1940-2015), alongside related public programs exploring the lives of youth and families experiencing homelessness from Sept. 15 – Nov. 3 in the

Level 8 Gallery at the Central Library. Mark, known for her photo-essays and portraits in publications such as *LIFE*, *The New Yorker*, *Rolling Stone* and *Vanity Fair*, uses powerful imagery to take viewers from 13-year-old Tiny, a homeless youth on the streets of Seattle, to the struggling middle-aged mother of 10 children.

WLA is pleased to announce that it has selected **Primary Source** for the day-to-day management of WLA and conference program services. Primary Source, headed by Executive Director Kate Laughlin, provides project management, consultation services, and professional development for libraries. Kate is a longtime WLA and ALA member, with experience as a board member for the WALT section of WLA as well as the coordination of multiple WLA and WALE conferences. Kate's incredible knowledge of Washington libraries combined with her unique institutional knowledge of WLA and strategic planning experience make Primary Source the perfect partner in moving WLA's strategic initiatives forward.



*Kate Laughlin*

WLA is taking a different approach to our conferences and events in 2017. Watch for exciting continuing education opportunities this spring, and in the fall plan to attend the WLA Conference in Tacoma, Nov. 1–4, 2017 at the Murano Convention Center. 📖

Teaching Research 101 at the Washington Corrections Center for Women-2 *continued from previous page*



*Student at work.*

strategy with Boolean operators and key search terms. Myself and my co-teacher Sarah Kunze-Bliss divided up these "search requests" and conducted searches in ProQuest for each student, providing them with one popular periodical article and one scholarly journal article on their research question. This, along with classroom-based activity on periodicals, gave them exposure the nature of various sources, their audience and purpose. As

with other information literacy courses, we designed each session to include some assessment (a quiz on weekly readings), some lecture or demonstration, and some discussion and practice time, often in groups of two or three. Students usually conducted exercises in class that would be repeated in their homework the following week,

giving them an opportunity to familiarize with concepts before submitting their graded deliverables.

In many ways, teaching research skills to WCCW students was not unlike teaching at any open enrollment college in Washington. Students came from many different racial, cultural, and socio-economic backgrounds. Some students were closer to being senior citizens and others were still in their twenties. Some students struggled to grasp fundamental concepts and demonstrated limitations with their writing and analytical skills, while other students showed real academic promise and would have little trouble succeeding at a traditional four-year college. What stood out in teaching at the prison was the students' attitude. Overall, the level of curiosity, engagement and gratitude was much more palpable than what many college instructors have gotten used to experiencing in their typical classrooms. These students had an avalanche of questions during every class, took profuse notes during presentations, and seemed to soak up every opportunity to connect with new content. As our final session closed out, many students came up to me to offer a personal thanks and shake my hand. It was a rare treat to work with students so directly appreciative of their education.

To learn more about FEPPS and how to contribute to their efforts: <http://fepps.org/> 📖

# Read This Book!

## Reviews and Opinions by Teacher-Librarians

by Teresa Bateman, Karen I. Williams, and Eve Datisman

## Take Note(s) – Footnotes, Annotations, Sidebars/Call Outs, and End Notes

Nonfiction writers and editors are getting pretty creative using genre bending pairings like science and poetry, narrative nonfiction, and graphic novel formats. That's good because nonfiction is so much more than a list of facts, dates, and who did what to/with whom. As we reach students using more nonfiction than ever, its text forms and features become more and more important. Footnotes (additional information or references that are printed at the bottom of the page), Annotations (a note of explanation or comment), Sidebars/Call Outs (a narrow vertical area that is located alongside the main display area, typically containing related information), and End Notes (a reference, explanation, or comment placed at the end of an article, research paper, chapter, or book) all may have hidden nuggets of instructive gold that help students learn more deeply. Often humorous as well as enlightening, and in some cases as much (or more) interesting than the information featured for the assignment, notes push students to satisfy their curiosity by reading more widely and deeply.

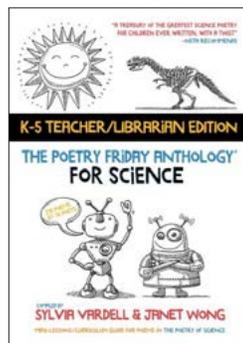
The reviewers of The Puget Sound Council for Review of Children's and Young Adult Literature have been busy reading, reviewing and filtering to highlight the Best of Notes embedded, added, or ending these delightful non-fiction selections reviewed between January and May 2016. Time to **TAKE NOTE(S)** and ... **READ THESE BOOKS!**

### Grade Level: Professional

*The Poetry Friday Anthology for Science (Teacher's Edition)*, by Vardell, Sylvia & Janet Wong  
Pomelo Books, ©2016, ISBN 9781937057978.

**TAKE NOTE OF** — Annotations and callouts. Reviewed by Teresa Bateman.

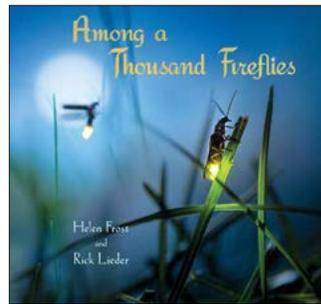
Want to integrate poetry into your STEM curriculum? Here's a well-organized, painless way to do it that is also a lot of fun.



Teresa Bateman is a teacher-librarian at Brigadoon and Olympic View Elementaries, Federal Way School District. Karen I. Williams is a teacher-librarian at Camas Prairie Elementary, Bethel School District. Eve Datisman, Resourceress-at-Large, Obscure Reference Librarian, Arcane Knowledge on a Need-to-Know Basis, is based in Port Angeles.

Originally published in 2014, this 2016 copyrighted volume is essentially the same book. The differences lie not in content but in cover art and formatting. 218 poems by a wide variety of poets are included in the collection. The book is designed to offer 36 poems (a poem a week for a typical school year) for each grade level. A grid shows how the poems correlate to the Next Generation Science Standards. Each poem is accompanied by Take 5! activities offering extension opportunities. You can skim or dive with these poems – it's your choice. All are well-chosen, and it's a delight to have the prep work already done. K-5 teachers should rejoice in this collection. It can accompany *The Poetry of Science: The Poetry Friday Anthology for Science For Kids* which includes all of the same poems and 30 more. Finding good science poems is a challenge. This collection is a terrific way to meet that challenge.

### Grade level: ALL, Reading level 1



*Among a Thousand Fireflies*, by Frost, Helen (author) and Lieder, Rick (photographer)  
Candlewick Press, ©2016, ISBN 9780763676421  
Photo essay detailing the lives of fireflies paired with free verse poetry.

**TAKE NOTE OF** — Factual information in the end note that gives broader appeal and adds value. Reviewed by Teresa Bateman.

Helen Frost's lovely, evocative poem about fireflies has now been matched with Rick Lieder's incredible photographs to create a charming picture book. The photographs spread across the pages, with a line or two of the poem fitting them perfectly and telling the story of two fireflies finding each other in the twinkling night. The formatting is exquisite, creating a visual feast. A short explanation about fireflies is included in an end note. This is an eye-catching wonder that brings poetry to life.

### Grade level: 4-6

*Ten of the Best Adventures in Space* by West, David  
Crabtree Publishing Company, ©2015, ISBN 9780778718369

**TAKE NOTE OF** — Call out/ features boxes, bibliography, source notes, and for exploration.

Two-page account of ten adventures into space with pictures and drawings. Starts with Yuri Gagarin's flight on April 12, 1961, making

*continued on page 31*

# I'd Rather Be Reading

by Sheri Boggs



Sheri Boggs

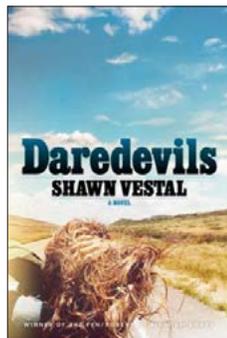
## Reading the Region

At this year's WLA conference I was honored to present on the panel "WA Do I Read Next: the Year's Best from Washington State Authors." As we put together our slate of books in the weeks leading up to the conference I noticed two things: 1) we had an embarrassment of riches in terms of the volume and quality of works being published in the Evergreen state and 2) a surprising number of the authors represented were from Eastern Washington.

In addition to Jess Walter, who didn't have a new book out this year but delivered a funny and moving keynote at the conference, there are nearly a dozen emerging and noteworthy authors who hail from the Spokane area. The year's crop included literary fiction, romance, YA, nonfiction and poetry (which I didn't get a chance to talk about at WLA but will here).

I wouldn't be the first person to joke that there must be something in the water, but really I think it's not *just* a bizarre concentration of talent but also the fact that Spokane's writing community is super tight and super supportive. Of all the writers I cover here, I can't think of any I haven't seen supporting their peers on Facebook, at each other's readings, or taking part in our city's strong writing scene.

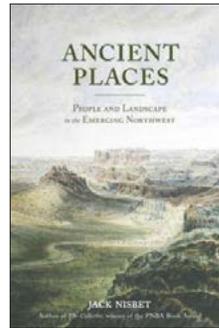
Shawn Vestal is a journalist for *The Spokesman-Review*, where he's covered everything from pothole hysteria to the Spokane Diocese sex abuse scandal. His previous short story collection, *Godforsaken Idaho*, won the PEN Robert W. Bingham Prize in 2014. *Daredevils*, his first novel, is a fast-moving fable of the American West in which a 15 year old bride and an Evel Knievel-obsessed youth take to the open road in a stolen Chrysler LeBaron. I found it entertaining and surprisingly compassionate.



Speaking of the open road, two recent releases are set across several state lines in Montana. *Black River*, the debut novel by S.M. Hulse, is about a man who returns to Montana to bury his wife's ashes and confront the man who almost killed him in a prison riot decades before. *American Copper*, by Shann Ray, is the story of a young copper heiress whose drive for a life of her own making is played against the backdrop of early 20th century industry and the violent legacy of colonialism. Both of these might make great suggestions to fill the literary territory left by the late, great Ivan Doig in terms of both pacing, language, and love of place.

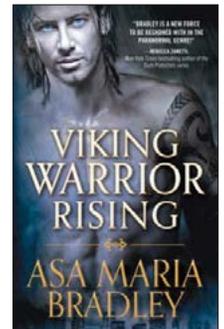
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Sheri Boggs, a Spokane County Library youth collection development librarian, also blogs for the library. She is the chair of the Alki Editorial Committee.



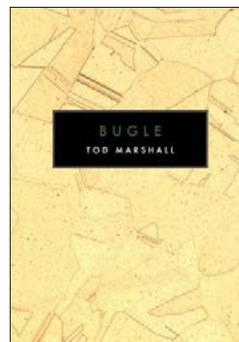
Jack Nisbet is a naturalist, teacher and writer, whose newest nonfiction work, *Ancient Places*, details all the surprising ways in which the cataclysmic floods of the last Ice Age shaped the destinies of the people who make their homes in the Inland Northwest now. This is a great suggestion for anyone looking for literary natural history, particularly covering the less-written-about areas east of the Cascades.

Two mythical creatures get their literary spotlight in *Viking Warrior Rising* and *The Sasquatch Hunter's Almanac*. Asa Maria Bradley's Leif Skarsganger is a modern day Viking with a magic tattoo and a fierce crush on the sexy lady warrior who saved his life. Bradley was named a 2016 double finalist by the Romance Writers of America in the "Best First Book" and "Best Paranormal Romance" categories and the sequel, *Viking Warrior Rebel*, is due out in



October. Not a romance, but no less romantic in its own right is *The Sasquatch Hunter's Almanac*, by Sharma Shields. In a series of interconnected short stories, a young boy meets his mother's new special friend, who is 8 feet tall and covered in hair. As Eli grows up and becomes a cryptozoologist, this early maternal betrayal influences and shapes every part of his life, and in turn affects the lives of those he comes into contact with. The writing is lovely and Shields possesses a fantastic and dark sense of the absurd.

I've been rediscovering poetry this year due to some wonderful, small-scale local poetry publishing projects and I couldn't agree more with Tod Marshall, current poet laureate of Washington State (and the first to hail from Eastern Washington). In an interview with the *Seattle Times*, Marshall asserts "Poetry matters—not just to poets,



professors, and students: poetry matters to everyone. I was a first-generation college student, and because of that, I understand the skepticism that many have for the arts. But I've also come to realize that the inner life that the arts and humanities can nurture is important to living deliberately and introspectively." Marshall's three poetry collections, *Dare Say*, *The Tangled Line*, and *Bugle*, are all great introductions to contemporary poetry: his obvious skill with framework

*continued on next page*



him the first human to journey into outer space and make an orbit of the Earth. May 5th, 1961, Alan Shepard has a 15-minute flight into space without orbiting Earth. July 21, 1961, Gus Grisson does not orbit with his 15½ minute flight. First spacewalk is by a Soviet cosmonaut. Apollo 11's trip to the moon with Armstrong and Aldrin walking on the moon. Soviet Soyuz 18-1 cosmonauts don't make it into space for a two month stay on the space station but end up stranded on a mountain on Earth. Two Space Shuttle disasters lose crews. Space shuttle Discovery is launched to successfully repair the Hubble Space Telescope. Fire in space in the Mir Space Station is a near disaster. Finally, the winning of the X Prize by a non-governmental organization is discussed. While the articles are short, interested readers can search for books and websites about the Space Race to read more about this topic. Other books in the Ten of the Best Adventures series are about frozen landscapes, new worlds, the jungle, the sky, and the seas. A taste for space adventure may engage future astronauts

### Grade Level – 6-12

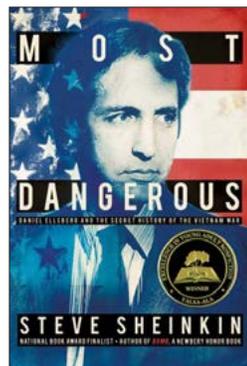
*Most Dangerous: Daniel Ellsberg and the Secret History of the Vietnam War*, by Sheinkin, Steve

Roaring Book Press, © 2015, ISBN 9781518106613

**TAKE NOTE OF** — Chapter notes

Sheinkin takes on the Pentagon Papers, unravels the tangled threads of truths and half-truths concerning the policy and war in Vietnam, and shows how one “cold warrior” became “the most dangerous man in the world” according to Henry Kissinger and Richard Nixon. Divided into three sections, the book's short chapters detail Ellsberg's transformation from U.S. Marine, government analyst, and “cold warrior” to antiwar activist and whistle-blower.

Initial pages list nearly 100 characters central to the Ellsberg-Vietnam story, including politicians, reporters, military personnel, and Vietnamese officials. Each appears chronologically in the narrative, which also traces how several U.S. presidents and their often secretive policies led to the prolonged conflict in Southeast Asia. Chapters dealing with Ellsberg's clandestine leak of a top-secret government study of the war, as well as the Nixon White House's response, reads like a thriller; John LeCarre's spies have nothing on this story. This story is important also in light of Julian Assange's WikiLeaks, and Edward Snowden's NSA documents revelations and requires reflection on the burden of loyalty and when loyalty must be questioned in light of larger truths. 📖



and sound are the structure on which he hangs witty, literate observations on what it means to live in these often baffling times.

The region's YA and Children's book writers have been no less productive, particularly Kelly Milner Halls, who delivered an entertaining and affecting CAYAS breakfast keynote at conference. In between her dizzying school visit schedule and a scary bout with deep vein thrombosis last summer, she turned out three titles in

Animal Rescues, a new hi/lo series for Lerner. She's currently working on a nonfiction book about tardigrades, the tiniest, mightiest eight legged micro-animals you could ever hope to meet. *You and Me and Him*, a debut by Kris Dinnison, is about overweight Maggie and out-of-the-closet Nash who end up falling for the exact same guy. Another debut, *The Sacred Lies of Minnow Bly*, is one of the most riveting and visceral things I read all year—a teenage girl is



arrested after nearly killing another teen, following her harrowing escape from the polygamist cult that cut off her hands. This moving story of rebellion, self-determination, and love was nominated for a William C. Morris Award (for debut authors of YA lit).

Trent Reedy, author of the Divided We Fall trilogy, brings his scarily prescient teen military thriller series to a close with *The Last Full Measure*. Reedy's awareness of how quickly the country could fall into another civil war will resonate with both teens and many politically aware adults. Mary Cronk Farrell, whose nonfiction book *True Grit: How American World War II Nurses Survived Battle and Prison Camp in the Pacific* was a finalist for the Washington State Book Award in 2015, has two nonfiction books coming out later this year: *Irena's Children (Young Reader's Edition)* and *Fannie Never Flinched: One Woman's Courage in the Struggle for American Labor Union Rights*.

And finally, several authors of note who live outside the Inland Northwest but still count as Eastern Washington writers are Maureen McQuerry and Dan Gemeinhart. McQuerry's fantasy/adventure middle grade series *Time Out of Time* saw a new installment last spring with *The Telling Stone*. Dan Gemeinhart had a heart-stopping middle grade debut with *The Honest Truth* (I'm not kidding – I was literally yelling “You better not kill the dog, Dan!” at one point while reading it). In *Some Kind of Courage*, he turns to 1890s-era Washington where a young boy has lost his entire family and risks losing his half-wild Indian pony, Sarah. Great for fans of Gary Paulsen, Sharon Creech, and Jean Craighead George.

I'm sure, even after this list, I'm still missing a number of Eastern Washington authors, including writers from the Pullman area, Walla Walla, Stevens County, and more. If you know of any that ought to be included in future WA Do I Read Next sessions (or guest columns), please let me know at [sboggs@scld.org](mailto:sboggs@scld.org)! 📖

ALKI • July 2016

# WLA Thanks Our Institutional & Business Members

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San Juan Island Library  
Seattle Public Library  
Sedro-Woolley City Library  
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Timberland Regional Library  
University of Washington Libraries  
Upper Skagit Library  
Walla Walla Community College Library  
Washington State Library  
Whatcom County Library System  
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Yakima Valley Community College  
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**Alki**

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