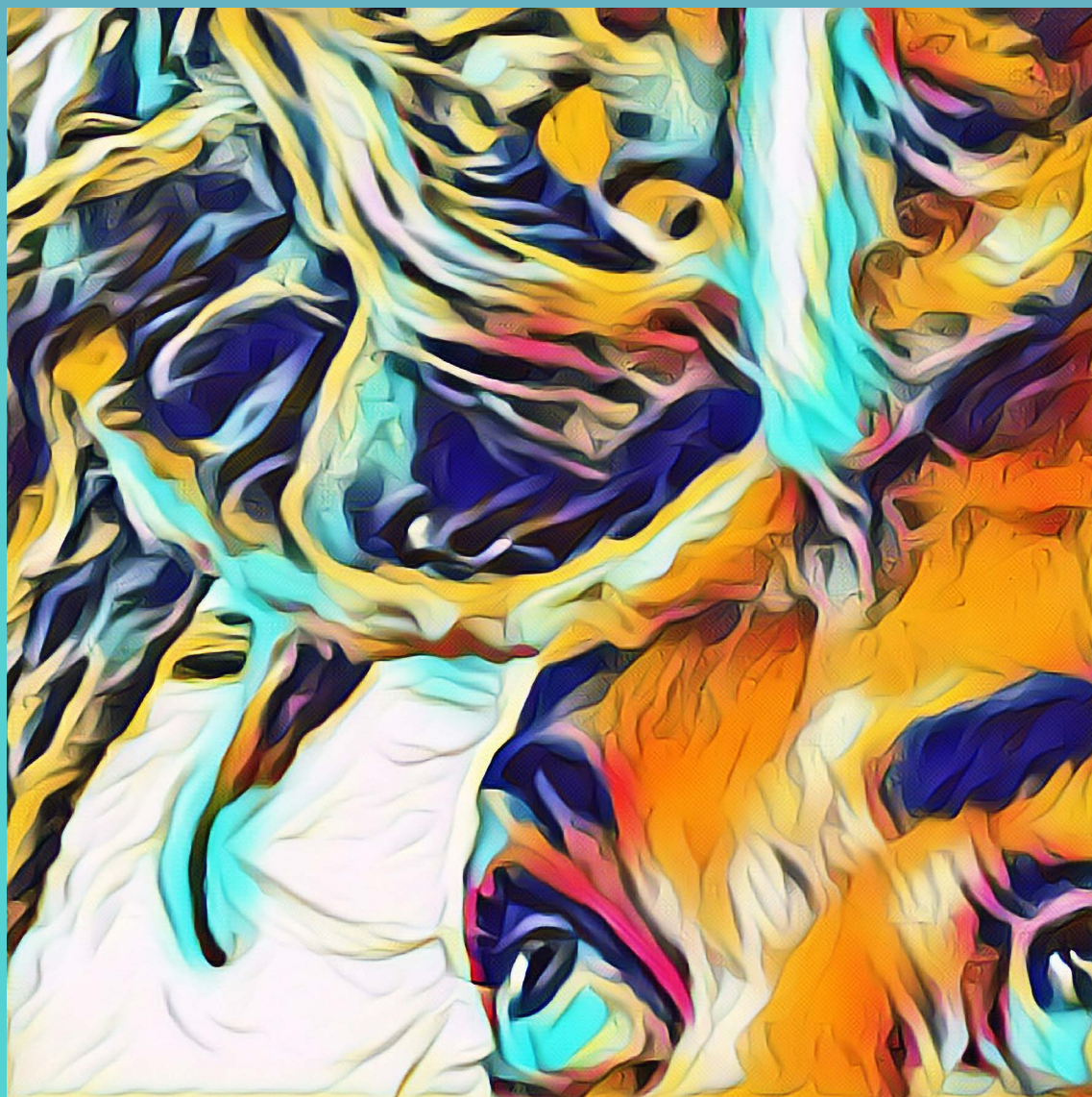


The Washington Library  
Association Journal

July 2020

Volume 36 | Number 2

# Alki



## Resilience and Resolve

### *Inside this Issue:*

2020 Legislative Update.....	p.7
Documenting Experiences During COVID-19.....	p.10
The Quellers of Disaster.....	p.11
A Librarian's Role Redefined.....	p.21



# Table of Contents

## Alki The Washington Library Association Journal

PO Box 33808  
Seattle, WA 98133  
(206) 486-4367

EMAIL: [info@wla.org](mailto:info@wla.org)  
WEB: [www.wla.org](http://www.wla.org)

### ALKI Editorial Committee

Johanna Jacobsen Kiciman, *Alki* Editor  
Suzanne Carlson-Prandini, *Alki* Committee Chair  
Katie Brantley  
Elizabeth Bruno  
Troi Gale  
Linda Johns  
Katy Olsen  
Lauren Pressley  
Kelsey Smith  
Maura Walsh  
Michelle Urberg

Brianna Hoffman  
WLA Executive Director

Kate Laughlin  
Strategic Advisor

Hannah Streetman  
Programs & Events Coordinator

Nem Brunell  
Communications & Membership Coordinator

Na-Moya Lawrence  
Administrative Assistant

"Alki," a Chinook word meaning "by and by," was suggested by the late Nancy Pryor, Special Collections at Washington State Library, as a title for the Washington Library Association's journal. "Alki" is also the "unofficial" 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.

Direct your submission queries to:  
EMAIL: [alkieditor@wla.org](mailto:alkieditor@wla.org)

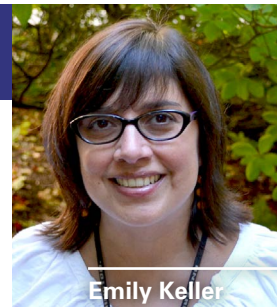
Cover attribution: Art by Rhonda Kitchens, a Librarian Artist. You can find her work at [rhondakwrites.com](http://rhondakwrites.com)  
Design: Sonya Kopetz, KB design



<b>Up Front</b>	
Advocacy, Honesty, and Humility .....	3
By Emily Keller	
<b>From the Editor</b>	
Finding New Ways to Tune In. Finding New Ways to Stand Up. Speak Up. ....	4
By Johanna Jacobsen Kiciman	
<b>Launching a New Alki Column</b> .....	5
By The Alki Editorial Committee and Alki Editor	
<b>WLA Statement on Anti-Racism</b> .....	5
By The WLA	
<b>Farewell from the State Librarian: A Letter</b> .....	6
By Cindy Aden	
<b>Legislative Update</b>	
2020 Legislature Ends on Time as Crisis Looms.....	7
By Carolyn Logue	
<b>Feature: Resilience and Resolve</b>	
Showing and Telling: Documenting the Experiences of Library Workers and Students in WA State During COVID-19.....	10
By Anonymous	
The Quellers of Disaster: Eschewing Panic for Planning .....	11
By Sophia Du Val and Amanda C.R. Clark	
Connecting to the Disconnected: Providing Remote Library Services to Patrons in Prisons and Psychiatric Hospitals.....	15
By Sara Harrington	
Sheltered in Place: COVID-19 Zine Diaries Interview.....	18
By Kelsey Smith	
A Librarian's Role Redefined.....	21
By Alicia Wilson	
Resilience, Community, Flexibility, Equity.....	24
By Maggie Block, Melissa Glenn, Melissa Mather, and Jennifer Wooten	
Pandemic in the Library.....	27
By Margaret Lundberg	
When Our Hope is Found.....	28
By Whatcom County Library System Staff	
What WCLS Learned During the Stay-at-Home Order .....	29
By Christine Perkins	
Going Viral: TikTok for Libraries in the Midst of a Global Pandemic .....	32
By Robin Jeffrey	
Screencasts for Success .....	34
By Hanna White	
The Big Picture .....	35
By Lisa Steudel	
The Best Question.....	37
By Pyper Stever	
<b>Milestones</b>	
New Hires, Transitions, Expansions, Retirements and Remembrances .....	39
<b>Read This Book! News and Opinions by Teacher-Librarians</b>	
Resilience, Resolve .....	41
By Sarah Threlkeld	
<b>I'd Rather Be Reading</b>	
Reading to Escape, and Engage.....	43
By David Wright	
<b>Dispatches from Swellville</b>	
Ranganathan's Five Laws of Library Science: The COVID-19 Edition .....	45
By Darcy McMurtery	
<b>Alki 2020 Community Survey</b> .....	46
By The Alki Editorial Committee	
<b>WLA Thanks Our Organizational Members</b> .....	47

## Advocacy, Honesty, and Humility

by Emily Keller



As I write this, Yakima County is experiencing the highest rate of COVID-19 diagnoses on the West Coast, just as much of the country is either tiptoeing or sprinting out of isolation. We just observed Juneteenth, many of us for the first time, as worldwide protests for liberation are sparked by the anger over the murder by police of yet another Black person. Our libraries are trying to figure out how to provide access to our collections and services in the face of challenging questions about how to do so in ways that don't endanger our workers. All of our organizations, including our workplaces, families, schools, churches, businesses, and governments, are once again being called to account for their roles in upholding institutional racism. There's a lot bearing down on us right now, after months of uncertainty and adjustments to new ways of living and working.

I've been inspired by the creative ways that folks are supporting and caring for each other in their communities. I have taken some comfort in seeing the diversity of protesters demanding change in the streets of small towns and big cities all over the country. And yet I don't have a sunny message of optimism for easier days ahead. When folks say "we're all in this together," I wonder, are we really? The pandemic has precisely mapped its impact along the deep historical structures of race and privilege that we've built over time. If we're all in this together, then why do we see such brutal health disparities among people of color? If we're all in this together, why do I get to work at home, safely isolated from the virus, while many businesses send their essential workers into the workplace while lobbying for liability protection should those workers get sick? If we're all in this together, then why aren't jails and prisons adequately protecting people who are incarcerated from infection? The virus isn't itself malicious, but in its vast reach it has touched communities along lines of inequity that are human-made.

At the same time, it would be highly counterproductive to sink into cynicism or hand-wringing. On the contrary, it is only through our intentional, proactive blows to the systems that are wreaking such havoc that we will dismantle them. Other news that came out while I was writing this article is illustrative of how sustained work can do just that: the Supreme Court affirmed that the Civil Rights Act protects LGBTQ workers against discrimination, and that the administration's rescission of DACA was unlawful. These fights aren't over, but they're testaments to the power of advocacy, activism, and accountability. The fights for the rights of LGBTQ workers and Dreamers can give us hope, but only if we're willing to put in the kind of ongoing work that these other movements have.

Developing anti-racist mindsets and actions will take both private reflection and public reckoning, individual and collective action, sustained over the long term. It will require electing officials at every level of government that care about justice and holding them accountable to their pledges. It will involve difficult, painful discussions and commitment to learning and growth in our families, our libraries, our schools, our churches, and in our professional associations. It will require taking care of ourselves and caring for others. It will take work and love and anger and humility and power. We have all of this in our professional community, which can power this work forward, should we choose to take the challenge for the sake of justice for all of the communities we serve.



---

*Emily Keller is the Political Science and Public Policy Librarian at the University of Washington Libraries, and 2020 Board President for WLA.*



# Finding new ways to tune in. Finding new ways to stand up. Speak up.

by Johanna Jacobsen Kiciman



As I write this, I want to acknowledge that I am on the land of the Coastal Salish people, the traditional home of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations. I recognize their elders past and present for their ongoing efforts to sustain tribal sovereignty, preserve their culture, and care for this place. During my tenure as Editor, I will acknowledge the land I am situated on for each Alki issue that is published. Please do not hesitate to reach out to me if you have questions about why I am doing this; I would love to talk with you.

I do not yet have words at my reach to write about the twin pandemics of COVID-19 and racism; to process the entire shutdown of our state, and the inspiring growth of local, regional, and national power around Black Lives Matter. And yet this is what we are living and the context in which we work.

Idris Goodwin, in 1977, wrote words that begin to voice some of my coalescing thoughts:

“Cause it’s spreading like it always do. Suburban, urban, and the rural, too. Plugged in. Tucked in. Finding new ways to tune in. Finding new ways to stand up. Speak out. Get by. Finding new ways to say how long you been here. Finding new ways to stop the erasure of markings.”<sup>1</sup>

We called for an issue on Resilience and Resolve, and the deadline for submissions came at the end of May. Before the senseless deaths of George Floyd, Breonna Taylor, Ahmaud Arbery, and Manuel Ellis, and others. The context of Black Lives Matter *matters*, and there will be future issues devoted to accountability and anti-racist efforts in our libraries in Washington. As a start, you will see reprinted the WLA’s statement on anti-racism. And Alki is launching a regular column on Anti-Racism, Equity, Diversity and Inclusion, with rotating columnists, to maintain a dedicated space to drive conversations forward. This column comes in addition to our belief that every Alki issue will have ongoing content

about social justice work, which is so deeply entwined with our profession’s values of equity and inclusion.

The articles you find here are primarily about COVID-19, and they center your experiences in libraries of resolve, but also of struggle. There are anonymous submissions that share the raw responses to lockdown and quarantine, and its effects on library workers. There is a call for disaster planning in libraries rooted in an examination of historical calls of the same nature. There are personal reflections that raise the questions of health and equity, and how libraries might reenvision themselves. There are pivots in programming, and reflections on what access means during a pandemic. There is poetry.

And there is emotion. As Editor, I chose to let the feelings speak for themselves, and took a very light hand to editing this issue. We need spaces to process feelings, and it is humbling that folks have chosen Alki as a place to do so. Thank you.

To end with another quote from Idris Goodwin that, I hope, shows a way forward: “Finding new ways to break the rhythm expected. Finding new ways to break the laws of stolen land.”<sup>2</sup>

Yours, Johanna (she/her/hers)

## NOTES

1 Idris Goodwin, “These are the breaks, in *The BreakBeat Poets : New American Poetry in the Age of Hip-hop*, eds. Kevin Coval, Quraysh Ali Lansana, and Nate Marshall. (Chicago: Haymarket Books, 2015), 159.

2 Ibid. 

---

*Johanna Jacobsen Kiciman works at the University of Washington, Tacoma as Instruction and Research Services Librarian. She also loves reading Young Adult novels and may be found with a parrot on her shoulders.*

# Launching a New *Alki* Column and a Call for Contributors

## Anti-Racism, Equity, Diversity, and Inclusion

*by the Alki Editorial Committee and Alki Editor*

The Alki Editorial Committee is committed to doing anti-racist work both within our publication, and sharing the news about anti-racist work being done in our communities. We embrace the fact that any equity, diversity and inclusion work needs to actively oppose systemic oppression and prioritize anti-racism. Inspired by the recent Association of College and Research Libraries (ACRL) President's Program given by [Bunny McKensie Mack](#), we agree that accountability is preventing, intervening in, responding to, and healing from harm. We see accountability as an inherent part of our commitment.

\*\*\*

As part of our efforts, we want to spend time looking at our own practices. The Alki Editorial Committee is currently working to review its bylaws. We are examining committee membership as part of this process to ensure the egalitarian representation of all library types and library workers. As a first step, we have added permanent student representation to the Committee. We will continue these efforts with transparency.

\*\*\*


Anti-racism, equity, diversity and inclusion (AEDI) work is a core, guiding principle for Alki and the WLA. In an effort to highlight AEDI, Alki will feature a permanent column dedicated to these themes. In creating a new column, we do not intend to limit the conversation to this space.

Each Alki issue is a dynamic collection of submissions from library workers and students across the state; the content is dependent upon those who choose to share their voices. Due to the justice-focused nature of libraries and library work, AEDI themes may naturally show up in the pieces we receive and believe that it will be reflected across many of the feature articles that are published.

However, they are not always guaranteed. We, the Alki Editorial Committee, intend for this column to ensure that justice-focused work and stories are consistently elevated and that conversations are sustained.


We are energized to call on our entire community of library workers—in any role—to submit articles for this column by emailing [alkieditor@wla.org](mailto:alkieditor@wla.org). Please include the article in your email and a brief biography. The deadline is rolling, and we will consider all articles that are submitted that address AEDI themes.

- accountability
- equity and social justice
- anti-racism
- dismantling existing structures and examinations of power
- community-led engagement

Questions? Please reach out to the Alki Editor by emailing [alkieditor@wla.org](mailto:alkieditor@wla.org). 

## Statement on Anti-Racism

*by The Washington Library Association*

The Washington Library Association decries the brutality Black communities experience from those charged to protect and serve. Libraries are providers of vital resources for historically underserved communities, and this work has never been more important than it is now. We are responsible for continuing to do this difficult, sometimes painful work that demands we address our biases and how they impact our ability to serve our communities equitably. We urge library professionals across Washington to fight for Black lives, actively oppose systemic oppression and police brutality, and prioritize anti-racism in all that we do. The WLA Board is committed to doing this anti-racist work within our association. To be silent is to be complicit. 

# Farewell from the State Librarian: A Letter

by Cindy Aden



Dear Washington Library Community,

I have decided that this is not—cannot be—a farewell address. Instead it is a thank you letter to all of you. I promise that we will have other opportunities to work together when I take my new role at the University of Washington's iSchool as the third Distinguished Practitioner in Residence.

There are no words to thank you all enough for all you have done to make this job as State Librarian a productive and satisfying—and oh, so much fun—job. I started on August 1, 2016, and before the month was over, I was racing off to Eastern Washington, responding to an invitation from Ann Roseberry to meet with the “wine country” librarians in Eastern Washington. Who can resist such an invitation? Ann did take me out to a winery the night before and gave me my first orientation to the libraries of Washington state. It was eye-opening and overwhelming, but my baptism had begun.

Meeting the library directors from Richland, Mid-Columbia, Walla Walla, Dayton and Yakima Valley was unforgettable; I was on my path of learning from all of you, and it was an incredibly impactful immersion. The following year my husband and I took a 10-day road trip and went from Ellensburg to Kittitas, to Grandview, Walla Walla, Pasco, Burbank, Dayton, Pomeroy, Clarkston, Pullman, Colfax, Rosalia, Ritzville, Spokane, Liberty Lake, Newport, Cusick, Ione, Metaline Falls, Colville, Kettle Falls, Keller, Wilbur, Wenatchee, Cle Elum, Roslyn, Yakima and home. We encountered fallen trees on the road, had some very late night drives and went over the pass on 123 in late October through the most memorable fog we have ever experienced! Phew, it was an amazing trip—you all were so welcoming—and knowing so much about every single small library in Eastern Washington was invaluable.

Other trips would take me up to Port Townsend, Sequim, Forks and Clallam Bay, to Longview, Kalama and Fort Vancouver, up to Whatcom for a memorable day of visiting 6 libraries in a day, and of course I visited all the maximum and medium security prisons in the state to see my staff there. Unfortunately, I was not able to visit every place and institution during my tenure, and I regret that.

Rearden, Harrington, Odessa, Cathlamet, Castlerock, Kelso and Quincy are still on my list, for starters, but also Ocean Park and St. John. Knowing libraries all over Washington and hearing all the stories from the libraries set me on a path to try and bring all of us in the state together. And here's the best part: you all were willing to participate in that grand plan—you were already doing it.

I listen to my colleagues at COSLA (Chief Officers of State Library Agencies), where the state librarians from around the country get together and share what they're doing, and I realize that we have truly one of the most perfect states. It's just the right size, with 60 libraries and library districts and 350 actual library buildings. The universities and community colleges talk to each other, and there is a strong sense of community amongst all the library deans and directors. We have all sizes of libraries and a range of experiences and perspectives, but you all respect each other; you share what you know and you act independently, but you can work well together to achieve important goals.

I am happy that we moved the needle with our collective knowledge about broadband and that we literally put ourselves on the map, along with the rest of the state, as free, wifi resources during the shelter in place order. The Office of Broadband has never stopped talking about libraries and it realizes how important they can be in the overall plan to connect the rest of the state.

We piloted a digital Washington newspaper database—just in time for COVID-19. We are undertaking a statewide ebook platform that will bring us more flexibility and put libraries in the driver's seat for managing their digital collections. We had some big legislative wins—like \$10M for library capital improvements—and you all helped the State Library get its new building approved for construction. We managed to stick together and to act in support of the Governor's guidance on re-opening Washington—and we received our own, specific guidance during one of the most hectic and chaotic times ever in State government.

I am honored to have served Secretary of State Kim Wyman in this role and to have had the trust and support of the State Library staff. None of this outreach would have been possible had we not all been getting great things done in Olympia, and at Washington Talking Book & Braille Library and in our prison and hospital libraries. The staff of the State Library has been exemplary; they work hard and they care passionately about their jobs. I am grateful for the opportunity to have been with them for the last four years.

In closing let me just remind us all that despite the hardship we can all see coming, we are so lucky to have work that we love, that makes a difference for so many people, and that allows us to have an impact. Take care of each other; treat your coworkers with gratefulness and respect and patience above all. There has never been a better time to work in libraries. 📖

With much love and respect,  
Cindy

## 2020 Legislature Ends on Time as Crisis Looms

by Carolyn Logue, WLA Lobbyist

The 2020 legislative season began on January 13, and most thought it would be a fairly typical, short, non-budget year session. It moved quickly, with thousands of new bills and ideas in discussion. The session was moving quickly, with thousands of new bills and big ideas in discussion: as the first cut-off dates approached, it was shaping up to be a fairly normal legislative session. The mid-February budget announcement brought a revenue forecast that showed over \$1 billion extra in revenue coming in for the current biennium, with nearly \$4 billion extra for the four-year forecast. Things looked pretty good.

However, things changed quickly as it became clear that a looming health crisis had moved across the ocean and Washington became the epicenter of the first major wave of deaths attributed to COVID-19. This changed the dynamics in the Legislature—both in terms of budget negotiations and in terms of bills that were priorities. In the end, although the Legislature had planned to end on time anyway, the final days had a very different sense of urgency.

The Legislature adjourned Sine Die (that is: adjourning for an indefinite period without noting a day on which to reassemble) on March 12, the constitutionally required day for adjournment. Governor Jay Inslee announced the first of many major proclamations closing schools the following day, shutting down businesses and urging residents to stay at home to battle COVID-19. In addition, Governor Inslee announced an end to public bill signings.

### Budget Highlights

The Operating Budget that finally passed the Legislature increased spending by \$961 million for a total budget of \$53.5 billion for 2019-21. This included increased spending for special education, homelessness, and various programs for Children, Youth and Family Services. The final budget also included \$100 million to cover costs associated with the coronavirus outbreak. The budget left a fairly

high level in reserve—nearly \$3.5 billion, which will hopefully help our state weather the coming budget crisis.

When the final budget was signed by Governor Inslee on April 3, he was forced to do some significant vetoes to ensure more money was available for the battle against COVID-19. The \$445 million vetoed included projects that were directed at the Department of Health—because the Governor felt that the Department of Health needed to focus on the coronavirus fight instead. Inslee also vetoed \$100 million that was dedicated to additional K-12 school counselors.

The Capital and Transportation budgets did not suffer the same veto fate as the operating budget because the projects funded will provide jobs and revenue as we move out of the crisis. The Capital budget appropriated \$89.5 million total, increased bonding capacity and authorized \$75.6 million in expenditures from dedicated accounts. The focus for the Capital budget included Housing and Homelessness programs, early learning, behavioral health, education construction projects, environmental clean-up project,s and habitat conservation.

The Transportation budget had a \$453 million loss of revenue this biennium. It made up for this loss by delaying funding for projects that were not ready to start yet, reducing rail capital projects until the next budget cycle and delaying WSDOT Public Transportation program grants until the 21-23 biennium.

### WLA Session Mostly Positive With Some Disappointments

WLA had a short but busy and positive session. Sadly, we lost our major campaign for school libraries. Here is a quick summary of our key activities this session:

#### *Victories!*

**SB 6305 – Library Districts:** This bill was a key priority for both the Public Library Districts and WLA, so we worked together to get this passed. The bill extends the maximum term of nonvoter approved general obligation bonds for a library district from 6 to 20 years. It also allows a county legislative authority to submit a single ballot proposition for establishing a library capital facility area and authorizing financing of library capital facilities. This bill allows public library districts to do more with low- interest bonds and will reduce confusion for voters by allowing one vote rather than two.

---

*Carolyn Logue is the owner of CA Logue Public Affairs, a legislative and political consulting firm based in Olympia, Washington. Prior to starting her own firm, Carolyn was state director for the state's largest small business association (NFIB) and also worked at the Washington Association of Realtors. Carolyn has been lobbying and advocating for libraries on behalf of Washington Library Media Association and then Washington Library Association since 2009.*

*continued on next page*



Thanks to the hard work of Senator Marko Liias, language in the bill was changed to ensure constitutionality and timing for libraries going out for bonds close to the bill implementation dates. The bill passed the Senate 41-7 and then passed the House 73-23. The Senate concurred with the House amendments and the Governor signed the bill. SB 6305 took effect June 11, 2020. Any elections already in the works before that date were not impacted.

**SB 6312 – Nonprofit Fundraising Tax:** SB 6312 was a simple bill sponsored by Senator Hans Zeiger that makes the current library fundraising tax exemption permanent. This is known as a “good little bill.” It passed both the Senate and the House almost unanimously (1 NO vote in each house) and was signed by the Governor.

#### **SSB 6670 – Discover Passes in Libraries:**

The final bill that WLA was instrumental in helping to pass was a bill to provide money for State Parks to provide at least two library Discover Passes, once each calendar year, to any library that submits a request. State Parks is not required to replace any library Discover Pass that is lost or not returned. The State Parks Commission should prioritize the distribution of any additional library Discover Passes to libraries that also check out outdoor equipment, such as backpacks, binoculars, field guides, and other equipment that will enhance the patron's outdoor experience. The bill passed both houses unanimously and was signed by the Governor. SSB 6670 took effect on June 11, 2020. Fortunately, the funding for this bill survived the Governor's vetoes.

#### **Disappointments:**

**SHB 2637/SSB 6371 – Expanding School Library and Information Technology Programs:** WLA's School Library Division jumped into session with both feet to pass a bill that would remove language in the current law allowing school districts to avoid spending resources on school libraries. Washington is a forward-thinking state with a law that clearly states school

boards should provide resources for school library information technology programs. With FTE money and the \$20 per student for library materials coming from the state, the resources certainly exist. However, the law that requires school boards to provide the resources includes the language “as they deem necessary”—which many districts are using to avoid providing important school library services that benefit teaching and student success. WLA's bill would have removed this language while adding provisions to determine what is happening with school libraries now and how best to help provide school libraries for districts without them. The original bill also included additional funding for school librarians, but the cost of this provision (\$245 million) was too large for legislators to support.



*Washington State Capitol, by Bobak Ha'Eri*

Although WLA provided great testimony, resources and grassroots support, ultimately legislators did not move the bill forward for a vote. The reason given was that they wanted to focus on putting more effort into school counselors. Legislators did pass a bill requiring school counselor programs, but in the end the Governor also vetoed the money appropriated for additional school counselors.

**SHB 2414 – Digital Equity:** WLA testified and worked

with Rep. Mia Gregerson on this bill that proposed additional money to create grants for increased access to broadband and digital services for people of color and disenfranchised persons in Washington state. SHB 2414 also had a large price tag and did not pass out of the House Appropriations Committee. Fortunately, we were able to get \$50,000 into the budget to help the Office of the Superintendent of Public Instruction and the Washington State Office of Equity develop a plan for a program that would promote skills, knowledge and awareness around issues of digital equity for families with school age children. That money survived the Governor's veto and is extremely needed now that we know the difficulties families are having with access to digital learning.

*continued on next page*



**SHB 2661 – Child Care and Early Development:** SHB 2661 would have expanded accessible, affordable child care and early childhood development programs across the state. WLA highly supported this approach to expanding early learning, but opposed a change to the makeup of the state Early Learning Council. In the bill, they changed the current WLA representative position to be a position for an organization “supporting literacy.” WLA testified in the committee about the importance for libraries in early learning beyond simply literacy. After testimony, the bill was quickly amended to reinstate the WLA position on the Council. Unfortunately, this bill too was considered “too expensive” and did not survive the House Appropriations Committee. Early Learning was a significant recipient of funds in the operating budget, but did suffer under the Governor’s COVID-19 vetoes.

#### **ESSB 5504 – Peer Reviewed Journal**

**Access:** WLA thought this would be the year to finally pass the Peer Reviewed Journal Access bill, particularly with extra dollars in the initial budget forecast. We testified in the Senate and then again in the House. We worked with the sponsor, higher education institutions, and the Secretary of State’s office to try and pass this bill. Unfortunately, in the end this bill died in the House Appropriations Committee and was not resurrected in the budget.

**Media Literacy Budget Proviso:** WLA worked with Senator Marko Liias to draft and get put in the budget \$70,000 in grant dollars to help with media literacy projects in library programs. This proviso and the dollars were rejected as part of the Governor’s COVID-19 vetoes.

#### **Moving Ahead to 2021**

WLA remains ready to fight for school libraries, peer reviewed journal access, expanded broadband, digital equity, media literacy and all of the other battles we have not won yet. However, the

coming year will need to be a time of clear focus and recognition of the budget challenge to be faced after we survive the shut-downs that have occurred. State revenue shortfalls are projected to be in the billions of dollars (\$6-7 billion is likely). Our state’s unemployment insurance fund will not only need to rebuild, it will need to continue providing assistance for those who remain unemployed. The needs of society did not go away during the crisis and many of those needs have been exacerbated. In addition, schools—if they are able to reopen in the fall—may face budget shortfalls due to lack of enrollment or the need to cut non-basic education funding at the state level. The impact of the crisis on levies and local funds is yet to be fully realized.



*Governor Inslee signing SB 6362 in 2018. Photo courtesy of the WLA.*

WLA’s focus during any special session that comes up in 2020 and for the 2021 Legislative Agenda should be on the library needs that will help the state transition through these economic struggles. School library information technology programs provide the resources and infrastructure for a quicker move to digital learning for students, academic libraries assist with the same in the higher education environment, and public libraries provide broadband, workforce, business assistance,

and other connections for the state’s citizens. All of these place libraries at the forefront of our state’s economic recovery. Working with legislators and ensuring our legislative funding reflects this bigger picture will be very important. If libraries are able to get the resources they need to provide these important services, our communities, schools, institutions of higher education, early learning programs, workforce development, and social programs will benefit. Grassroots advocacy and legislator education will be the key. 📖

## Showing and Telling: Documenting the Experiences of Library Workers and Students in Washington State during COVID-19.

by Anonymous

**Alki set out to document the experience of library workers and students in Washington State during COVID-19. These reflections were submitted anonymously. They are reprinted here without edits, although some identifying information was removed to preserve anonymity. -The Editorial Board.**

“Libraries and librarians are now more relevant than ever in terms of student resilience, institution reputations, and community resource. We ARE open.”

“I am new to [Community College] and still at the stage of generating collaborations... and activities in line with academic librarianship. As classes moved online, I struggled with trying to get to students, build support, and demonstrate the library projects I have been working on placed us totally in the ready for online work and student support. Some days are better than others. I get a bit ahead. I lose three key sessions of a course to faculty that doesn't see me or my skills. I get a LIB 101 in the catalog. It is a lot of lonely struggle. I start the day with my dreads up tight in a dread bun, but somedays knocking on some closed doors and seeing classes blow by me, both my dread bun and I slip.”

“The amount of emotional labor has skyrocketed and the amount of intellectual labor has plummeted. Where before there was a balance of cultivating/maintaining relationships with more administrative type work, now the focus feels like it is entirely on maintaining human connections. I do very little purchasing, writing, etc, and all my time is on connection, which is exhausting.”

“I was in the middle of virtual story time and the sudden and eviscerating sound of my five year old screaming at her ten year old brother smashed through closed doors and computer screens into the living and bedrooms of our patrons scattered across town. There was nothing to be done but to keep reading, to keep listening, to continue witnessing each other and recognizing our shared experiences in one another.



Photo submitted anonymously.

I chose to see that particular moment as a beautiful disruption. I am fortunate. I have a home. I am safe in my home. My family is with me. We are all healthy. My five year old screams at her older brother just like your five year old does. My home is in varying degrees of mess just like your home. I'm struggling just like you are. I am able to find small pockets of gratitude. I hope you are, too.”

“A lowlight has been feeling absolutely disconnected from why the work that I do is meaningful. I know my task is to stay alive during a global pandemic, but it is so very challenging to feel like anything that I am doing in my professional life has meaning.”

“At times, the work distribution feels unbalanced. I'm drowning but some of my colleagues aren't doing much of anything. I have consistently worked 40+ hour work weeks for the past few months. I'm extremely thankful I still have a job, but the long days are starting to wear on me.”

I work as a Library Page in [\_\_\_\_], the largest branch of [\_\_\_\_] Library System. My three months at home has allowed me to read extensively through the Training and Learning Catalog which defers

*continued on page 14*



# The Quellers of Disaster: Eschewing Panic for Planning

by Sophia Du Val and Amanda C. R. Clark

“Panic is the last thing we can afford,” Coppeliasaid. “Panic will have everyone rushing off in different directions to try to ‘save the Library.’ Panic is the antithesis to good organization. Panic is messy. I am against panic on a point of principle.”

– Genevieve Cogman, *The Burning Page: The Invisible Library* Novel (New York: Ace, 2017).

In 1977, Hilda Bohem, Associate Librarian at the University of California, Berkeley, submitted a paper as part of a larger report on disaster preparedness and collections preservation to the University Library Council. Nearly twenty years later, Bohem’s paper, entitled “Disaster Prevention and Disaster Preparedness” was still garnering praise, touted by Ross Harvey as a pivotal addition to information scholarship that “provided a framework on which disaster plans in other institutions could be based.”<sup>1</sup> Her framework’s encouragement of the development of plans for disaster preparedness still represents a modern call to action for libraries.

Today, the necessity of implementing a disaster plan in any library cannot be overstated. Threats to collections abound. In her report, Bohem defined a disaster as “an event whose timing is unexpected and whose consequences are seriously destructive.”<sup>2</sup> This definition imposes no restrictions upon the perceived magnitude of such an event; therefore, we believe that it is reasonable to conclude that a disaster of any kind—from climate-change-influenced natural

disasters to faulty pipe fittings, pandemic, or electrical mishaps—could produce grave consequences in the library.

This article provides a short overview of disaster preparedness in libraries through the lens of collection preservation. We will begin with terminology, turn to a selection of recommendations about how to create a library disaster plan as well as what to include in it, and then discuss briefly digitization as a means of preservation for disaster preparedness.

## Preservation in the Library: Where do Disaster Plans Fit?

Bohem’s all-encompassing definition of “disaster” is accepted in disaster planning literature and resources. Similarly, definitions of “preservation” vary little in scholarly writings and professional organizations. Commonly, until the early 1990s, the words “preservation” and “conservation” were used interchangeably.<sup>3</sup> However, if library disaster plans are to be fully understood and utilitarian, it is important to understand the differences between the two words.

Anderson and Baker define preservation as having a focus on the “prevention of damage to a physical artifact and its digital derivatives.”<sup>4</sup> They go on to distinguish this from conservation, which “focuses

on repairing that damage;” this definition is in line with how the Society of American Archivists (SAA) defines preservation, noting that preservation includes acts concerned with keeping collections materials from harm.<sup>5</sup> Preservation, then, is vital to ensure the continuation of access to a library’s collections. Neglect of those collections through lack of preservation efforts render collection materials inaccessible. It becomes clear that disaster preparedness plans, when viewed within the context of preservation, are essential aspects of library policy.



*Image of Whitworth University student digitizing documents for preservation purposes, 2019*

---

Amanda C. R. Clark ([amandaclark@whitworth.edu](mailto:amandaclark@whitworth.edu)) is library director at Whitworth University in Spokane, Washington, and Sophia Du Val ([sduval@pratt.edu](mailto:sduval@pratt.edu)) recently completed her library degree at Pratt Institute in New York.

*continued on next page*

## Disaster Plans for Library Collection Preservation

“The basic concept of a disaster preparedness plan,” according to John McIlwaine, author of the IFLA’s own disaster preparedness and planning manual, “is to minimize risks to a collection so far as possible and maximize the efficiency of response if a disaster occurs.”<sup>6</sup> Having established the definition of a disaster to be anything that could jeopardize the physical integrity of a collection, we might presume that every library would have a disaster plan in place.

However, according to a survey circulated by the IFLA in 2003 to libraries worldwide, out of 177 responses, only 39 libraries claimed to have implemented a disaster plan, and only 28 had intentions to develop one.<sup>7</sup> Similar results were obtained in institutions in the United States alone. A survey published by the Washington, D.C.-based nonprofit Heritage Preservation found that “80% of US collecting institutions do not have a written emergency plan with staff trained to carry it out, putting 2.6 billion items at risk.”<sup>8</sup>

In her introduction to the IFLA’s *Disaster Preparedness and Planning: A Brief Manual*, Marie-Thérèse Varlamoff hypothesized that the reason so many libraries lacked a disaster plan despite the proliferation of literature on the subject was twofold. Firstly, because of a scarcity of resources in languages other than English; secondly, because many disaster plan guides seemed to cater towards larger institutions rather than small ones.<sup>9</sup> These ideas were also proposed in Jan Haines’s disaster preparedness plan written specifically for smaller libraries in 2003. Haines asserted that the reasons libraries often fail to furnish themselves with a disaster plan involve a deficit of time and/or money, as well as an overconfident sense of immunity. To be sure, underfunding in libraries is a frequent source of concern in the information field. But, Haines asserts, “having a disaster plan costs no money;” and the time it takes to establish a plan will ultimately pay off should a disaster occur.<sup>10</sup>

## Contents of a Disaster Plan

The contents of a typical disaster plan have evolved to be more specific since the publication of Bohem’s *Disaster Prevention and Disaster Preparedness*. Her paper identified three essential components of a plan: Pre-disaster Preparedness, Disaster Operations, and Post-disaster Assessment.<sup>11</sup> Fifteen years later, Ross Harvey offered an expanded version of Bohem’s categories: Prevention, Response, Reaction, and Recovery.

Both Bohem’s Pre-disaster Preparedness and Harvey’s Prevention were aligned with the theory that “prevention is better than cure.”<sup>12</sup> The IFLA even recommended a Risk Assessment phase, ideally taking place before the occurrence of any prevention steps.<sup>13</sup> This was echoed by the Global Alliance for Disaster Reduction’s first disaster preparedness phase, Mitigation.<sup>14</sup>

**“ Having a disaster plan costs no money, and the time it takes to establish a plan will ultimately pay off should a disaster occur.”**

Depending upon the content of a collection, plan phases concerned with reacting to and recovering from the disaster may look different from institution to institution. In a library setting where paper-based books are the predominant collection materials, a disaster plan may include a section devoted to salvage techniques.<sup>15</sup> This is especially

pertinent if the library is situated in an area at risk for floods.

Ultimately, every plan will vary depending upon the risk factors and needs identified in each library.<sup>16</sup> How library staff members will choose to prioritize the salvage of collections materials should a very destructive or large-scale incident occur also causes plan variance.<sup>17</sup> However, all disaster plans should include information regarding the library building’s floor-plan as well as facilities services and insurance contacts.<sup>18</sup> The IFLA’s disaster preparedness manual features an appendix that lists important emergency equipment libraries may choose to invest in, and these items as well as their location in the building should be included in the disaster plan.<sup>19</sup>

The common emphasis in disaster plan literature on the assessment of potential risks before a disaster happens shows that full preparedness is vital in good collection management. Libraries must take stock of all factors—environmental and institutional—that could put a collection in danger in order to properly anticipate future problems.

## Conclusion

The findings of the IFLA’s 2003 survey of libraries around the globe suggest that too few libraries have been concerned with implementing a disaster plan of their own.<sup>20</sup> This is especially concerning in light of a 2007 report by the Intergovernmental Panel on Climate Change which asserted that failure to mitigate global greenhouse gas emission levels will continue to bring “altered frequencies and intensities of extreme weather” that are “expected to have mostly adverse effects on natural and human systems.”<sup>21</sup> As environmental conditions become more dire, so does the need for cultural heritage institutions such as libraries to have firm disaster plans in place.

A disaster plan must be functional, yet flexible enough to address

*continued on next page*



a broad spectrum of potential threats. One way to facilitate the development of a disaster plan is to delegate its creation to a team of library staff members who can work together in considering risks to the collection.<sup>22</sup> The plan thus implemented by the library must be reviewed once a year to reassess any new potential threats and ensure maximum efficacy.

Digitization as a means of increasing public access to resources via the internet has been a common topic in the GLAM field. But

it can also be a worthwhile pursuit in the interest of collection preservation for disaster preparedness purposes. In the event of a truly debilitating disaster in which collections are destroyed, any previously digitized materials, such as photographs or manuscripts, would presumably take the place of their physical counterparts. We suggest that digitization efforts not only be looked upon as a means of collection accessibility, but also as disaster preparation. Digitization, therefore, could be worked into a disaster plan as a preventative measure. Perhaps digitization is viewed by some librarians as a draining of time and resources. On the contrary, the library may exponentially further digitization efforts with the help of volunteers and interns. Dana Miller suggests that the library

“has the opportunity to complete work that might not otherwise get done, to perform outreach within its community through a prolonged one-on-one interaction, to recruit future supporters, and to see itself through the eyes of a newcomer.”<sup>23</sup>

Hilda Bohem echoed Marshall McLuhan’s iconic sentiment “The WORD is coming to an end!” in a paper emphasizing the need for comprehensive disaster plans in libraries.<sup>24</sup> This does not have to be the case if libraries utilize the abundance of resources in formulating a disaster plan. Plenty of information exists online to help library staff members research and develop their plans. The Library of Congress, American Library Association, and the FAIC-sponsored Conservation Online are just a few of the multitude of associations that exist to help libraries and other cultural institutions navigate any challenges they may face in becoming part of the libraries worldwide who are prepared for the worst.<sup>25</sup> In this age of pandemic, librarians again must consider how best we must prepare

for the unknown and unexpected.

## NOTES

1 Ross Harvey, *Preservation in Libraries: Principles, Strategies and Practices for Librarians* (New York, NY: Bowker-Saur, 1993), 121.

2 Hilda Bohem, *Disaster Prevention and Disaster Preparedness* (Berkeley, CA: University of California Task Group on the Preservation of Library Materials, 1977) 1.

3 Harvey, *Preservation in Libraries*, 121.

4 Priscilla Anderson and Whitney Baker, “A Janus perspective: origins and future of 21st-century preservation and conservation in library and archives special collections,” in Lynn M. Thomas & Beth M. Whittaker (Eds.), *New Directions for Special Collections: An Anthology of Practice* (Santa Barbara, CA: Libraries Unlimited, 2017), 138.

5 Ibid. See also <https://dictionary.archivists.org/entry/preservation.html#:~:text=n>.

6 John McIlwaine, *IFLA Disaster Preparedness and Planning: A Manual* (Paris, France: IFLA Core Activity on Preservation and Conservation, 2006), 6.

7 Marie-Thérèse Varlamoff, “Preface,” in John McIlwaine, *IFLA Disaster Preparedness and Planning: A Manual* (Paris, France: IFLA Core Activity on Preservation and Conservation, 2006).

8 Lori Foley, “Foreword,” in Emma Dadson, *Emergency Planning and Response for Libraries, Archives, and Museums* (Lanham, MD: Scarecrow Press, 2012), vii.

9 Varlamoff, “Preface.”

10 Jan Haines, *A Disaster Preparedness Plan for Small Public Libraries* (Columbus, OH: State Library of Ohio, 2003), 8.

11 Hilda Bohem and R. Troiano, “Regional conservation services:



*Image of preparedness for a roof leak in the Whitworth University Library, 2016. Photograph courtesy of Amanda Clark.*

What can we do for ourselves?" Library Journal 104 (1979): 1428-1431.

12 Harvey, Preservation in Libraries, 125.

13 McIlwaine, IFLA Disaster Preparedness, 6.

14 Anne M. Prestamo, "Libraries and natural disasters," Journal of Library Administration 58 (2018): 101-109.

15 McIlwaine, IFLA Disaster Preparedness, 6.

16 Harvey, Preservation in Libraries, 125.

17 See Nelly Balloffet, Library Disaster Handbook: Planning, Resources, Recovery (Highland, NY: Southeastern New York Library Resources Council, 1992).

18 Harvey, Preservation in Libraries.

19 Varlamoff, 22.

20 Ibid.

21 Emma Dadson, Emergency Planning and Response for Libraries, Archives, and Museums (Lanham, MD: Scarecrow Press, 2012), 6.

22 Ibid.

23 Dana M. Miller, "You and what army? Making the most of student and volunteer labor in contemporary special collections and archives," in Lynn M. Thomas & Beth M. Whittaker, eds., New Directions for Special Collections: An Anthology of Practice (Santa Barbara, CA: Libraries Unlimited, 2017), 126.

24 Bohem, "Regional conservation services," 1428.

25 Varlamoff, 22. 📖

my regular hours as work from home. I have viewed/read, and reported on well over 100 items from customer service to equity issues, self improvement, crisis management, and oddest of all, a short video on "How To Tie Your Shoes," where I discovered that after a lifetime...I had been doing incorrectly.

This work saved me. It gave me purpose. I began to look forward to it and carefully planned my days reading and viewing activities between meals and short walks to exercise outdoors...which by the way, was a far more enjoyable endeavor since I now was savvy in how my shoes were to be tied. That, and the time home were indeed, life time game changers."

"I don't feel like I'm working, it's making me super guilty. We took the first month and a half as just emergency/administrative leave, and now we are 'teleworking' which for me is just sitting and doing webinars for a few hours a day. I don't feel like I'm working for my community or patrons, or even myself since most of the webinars will be hard to implement with my position and the pandemic. I do feel like my library is taking care of their staff in an exemplary fashion, and I understand that hard choices are being made, and I think they are making the right ones for us. I guess I'm just a bit impatient really, and I want to feel useful again."

"Even though not everyone has internet access at home I feel that libraries are really stepping up and trying their best to keep reaching people right now. Most systems have bumped up their online checkout limits and increased their offerings in an attempt to keep people engaged while stuck at home. It's great to see." 📖

# Connecting to the Disconnected: Providing Remote Library Services to Patrons in Prisons and Psychiatric Hospitals.

by Sara Harrington

On Wednesday, March 11, 2020, the World Health Organization declared the COVID-19 outbreak a pandemic.<sup>1</sup> For the following two days, organizations across Washington—and the nation—raced to prepare for this seismic shift, enacting emergency procedures and making quick decisions based on limited information in order to keep their employees and clients safe and healthy. By the next week, most schools, museums, and libraries in the state had closed their doors to the public.

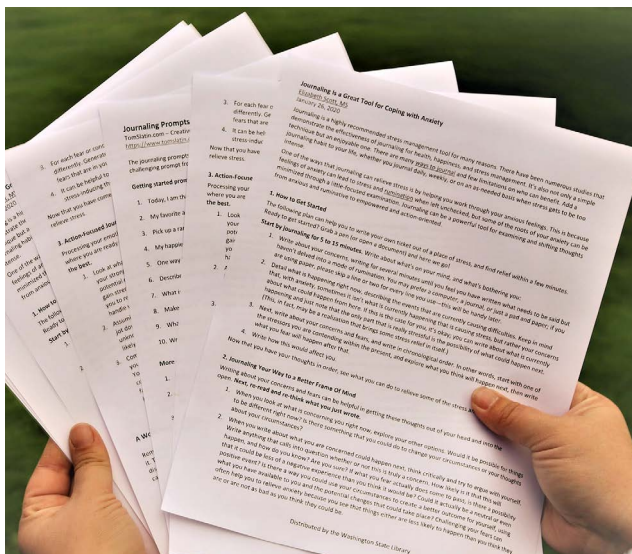
Libraries of all kinds did their best to adjust their service models in order to continue providing access to library resources to their patrons. Many libraries began to extend their digital services, purchasing additional e-books and digital audiobooks for their digital collections, and finding ways to adapt programming to online venues such as Zoom and Facebook Live. For those without access to the internet at home, the Washington State Library has worked with both public and private partners to provide 140 additional Wi-Fi drive-in hotspots across the state; Washington now has over 500 of these hotspot locations, more than half of which are libraries.<sup>2</sup> With these resourceful adaptations and expansions, libraries were able to reach a sizeable amount of their patrons, continuing to provide them with a wide array of library services remotely. But what if digital resources are simply not an option?

**“Staff needed to think outside of the box to find a way to provide remote services to a population we cannot connect directly with over cables and wires.”**

The Institutional Library Services (ILS) program of the Washington State Library serves individuals incarcerated in nine Department of Corrections facilities across the state, and patients committed to Western and Eastern State Hospitals, Washington’s state-run inpatient psychiatric facilities. While ILS strives to provide high-caliber library services approximating,

as close as possible, to those of our public library counterparts, the nature of institutionalized environments in which our patrons live limits what types of services we are able to provide. Since patients and inmates have limited or no access to the Internet, there is no

infrastructure in place for ILS to deliver—or for patrons to receive—digital services. Our patrons also do not have unfettered access to phone lines, making delivery of reference services via telephone complicated and self-limiting, at best, and completely untenable, at worst. Staff needed to think outside of the box to find a way to provide remote services to a population we cannot connect directly with over cables and wires.



Copyright free or Creative Common licensed materials and activities distributed by the ILS program of the Washington State Library to its patrons. Photo courtesy of the author and used with permission

When ILS branches were required to close the door to our patrons on March 16, our initial plan was to send donated magazines to the wards for recreational purposes, and to serve our patrons' information needs via form-based information requests delivered through institutional mail systems. However, those plans soon had to be reassessed when Governor Inslee issued his "Stay Home, Stay

Healthy" order.<sup>3</sup> Our institutional librarian, Anna Nash, rushed to prepare more than 20 boxes of backlogged book and magazine donations for delivery to the prisons and hospitals before the stay-at-home order took effect on March 23 (later, another 25+

Sara Harrington is the ILS branch librarian at the Eastern State Hospital psychiatric facility in Medical Lake, Washington.

continued on next page

boxes of books, magazines, and DVDs would be shipped to these facilities). At that time, staff were sent home to work remotely, and our immediate priorities shifted to figuring out how to effectively navigate this new landscape.

Once we settled into our new home workspaces, our thoughts returned once again to our patrons and how we could best serve them from afar. With April right around the corner, National Poetry Month seemed like a natural opportunity to connect with our patrons. Although most of our plans for the monthly observance had been derailed, we had intended to provide in-library handouts with information about reading and writing different types of poetry. We realized that, so long as institution staff agreed to print and distribute them, we could still share these handouts with our patrons. Soon, we had compiled a large variety of copyright-free or Creative Commons licensed material that we could feel confident in emailing to institution staff for distribution, including poems, poetry prompts, and related activities.

These materials were well-received by the institutions that we worked with, and we were encouraged to continue the project. For May, we compiled weekly packets of handouts consisting of a mixture of public domain short stories, writing and drawing prompts, and various puzzles and educational activities. We also began to collate whole-person wellness materials, such as information on mindfulness, meditation, and exercise, to help our patrons with their physical and mental well-being during this interruption to their already stressful daily lives.

Finally, when the Washington Center for the Book launched its COVID-19 Zine Diaries project, which asks for submissions from Washingtonians for a zine collection reflecting the state's collective lived experience during the pandemic, our staff worked with the coordinators to make accommodations that would allow our unique patron populations to contribute their work.<sup>4</sup>

One of the greatest challenges we faced in compiling these materials was ensuring that they were legally eligible for our use. Although fair use is a librarian's friend, we did not want to rely too heavily on its protection since we were systematically compiling these materials for distribution. Therefore, we sought out materials with explicit statements allowing for reproduction and distribution for educational or non-commercial uses. If a material was presented in a way that implied that it was intended for reproduction, but the website's Terms of Use forbid it or did not address it, we erred on the side of caution and did not use it. Vetting the licensed usage rights for these materials was a difficult and time-consuming task, but well worth it as we were ultimately able to provide our patrons with high-quality materials without endangering the reputation of the Washington State Library or our affiliate institutions.

Another significant challenge to this project, especially when it comes to wellness materials, is collecting materials with information

uniquely suited to our patrons' circumstances. This means finding or creating handouts that give information they can use in their specific environment, while omitting irrelevant information that invokes behaviors outside of their control, such as suggestions to take a stroll in the park. The environments that our patrons live in, by definition, limit their agency; not only would it be unproductive to provide them with information they cannot actually use, but such unnecessary reminders of what they cannot do can be actively harmful to their mental well-being. Suggestions to stay connected with friends and family via digital technology, for example, can be especially painful for our patrons, most of whom are currently not allowed visitors due to social distancing guidelines. While alternatives to in-person visitations do exist, these options are limited and often inadequate, leaving many unable to connect to their loved ones in a meaningful way.

For Washington State institutional librarians, as for many other librarians across the country, the future is still uncertain. We are unsure how long we will be working from home, and what the new landscape will be when we return to our libraries. With that said, we are working as best we can with our current knowledge on a phased plan for our safe return. In the meantime, we plan to continue to collect materials to send to our patrons to keep them informed, entertained, and aware that the library has not forgotten them. 📖

## NOTES

1 "Coronavirus: COVID-19 Is Now Officially A Pandemic, WHO Says," NPR.org, last modified March 11, 2020, <https://www.npr.org/sections/goatsandsoda/2020/03/11/814474930/coronavirus-covid-19-is-now-officially-a-pandemic-who-says>.

2 "Drive-in Wi-Fi Hotspots Launch Statewide Push for Universal Public Access Broadband," Washington State Department of Commerce, last modified May 8, 2020, <https://www.commerce.wa.gov/news-releases/community-programs-facilities/drive-in-wi-fi-hotspots-launch-statewide-push-for-universal-public-access-broadband/>.

3 Casey McNerthney, "Coronavirus in Washington State: A Timeline of the Outbreak Through March 2020," KIRO, last modified April 3, 2020, <https://www.kiro7.com/news/local/coronavirus-washington-state-timeline-outbreak/IM65JK66N5BYTIAPZ3FUZSKMUE/>.

4 "Sheltered in Place: COVID-19 Zine Diaries Project," Washington Center for the Book, last modified May 8, 2020, <https://www.washingtoncenterforthebook.org/covid-19zine/>.



# Sheltered in Place: COVID-19 Zine Diaries Project

by Kelsey Smith, with Sarah Peté, Linda Johns, and Abby Bass

Interview by Kelsey Smith, Lacey Timberland Library Information Services Supervisor, with:

- *Sara Peté*, Community Outreach Librarian for the Washington State Library/Washington State Center for the Book
- *Linda Johns*, Interim Assistant Managing Librarian for Reader Services and Humanities at Seattle Public Library
- *Abby Bass*, Arts, Recreation & Literature Unit Librarian for Reader & Reference Services at Seattle Public Library

As COVID-19 descended upon the world in March 2020, Washington state librarian Sara Peté conceived of a project to collect stories in zine format in an effort to preserve and share the experiences of Washington state residents. After working together with library staff from Seattle Public Library and Timberland Regional Library, the “Sheltered in Place: COVID-19 Zine Diaries Project” was born. Submissions are open to all, and can include a contribution of one or more pages for a community zine anthology, or four copies of a completed zine that will be added to the Washington State Library, Seattle Public Library, and Timberland Regional Library collections. In an effort to reduce barriers during this challenging time, there are multiple ways to submit entries and there is currently no deadline for submissions. You can read more about this project at <http://www.washingtoncenterforthebook.org/covid-19zine/>

I asked Sara, Linda, and Abby some questions about this project, and here are their responses.

## 1. Why do you think it's important to document COVID-19 stories right now?

*Sara Peté:* I hope that capturing and sharing our stories with each other right now might be a way to possibly ease some of our anxieties and troubles and feel less isolated. I am also hopeful that it might help us to share and hopefully spread the creative ways that folks are finding joy and comfort in our current situation as well.

---

*Kelsey Smith is the Information Services Supervisor (Librarian 2) for the beautiful Lacey Timberland Library. In her spare time she enjoys letterpress printing, reading and making zines, live music, BINGO, and hanging out with her husband Dave and their dog Bruno.*

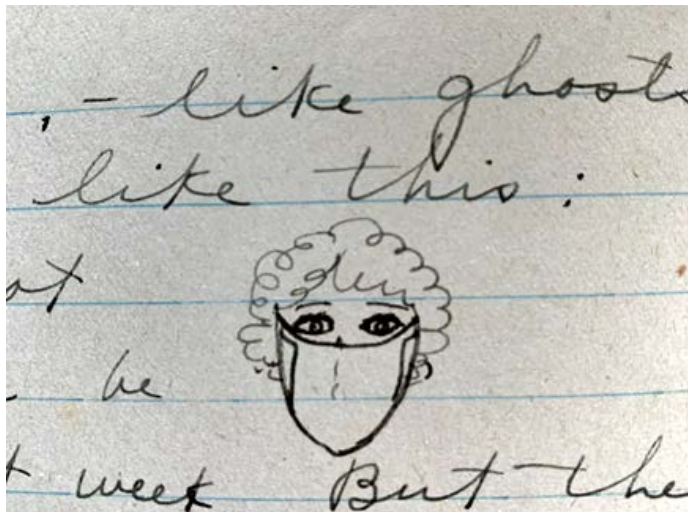
A lot of folks that I talk to are feeling like they are on a bit of a roller coaster in terms of their emotions and their hopes and worries for the present and future. Because things seem to change so much every day (and also, in some ways, seem to stay so very much the same), I think it's important to document these happenings as they unfold so that it's easier to accurately document what we are going through.



*Zine page submission from Magdelana Long*

*Abby Bass:* There's something so compelling about capturing people's responses to these unprecedented times as they are unfolding. I think even looking back on this in a few months' or years' time, we'll be seeing these events through a different lens. Documenting these stories now will help us and future generations better understand what daily life was like for ordinary folks in these strange times.

*continued on next page*



*Drawing from the 1918 journal of Seattle high school student Violet Harris.*

*Linda Johns:* I was really struck by [excerpts from the 1918 diary](#) of a Seattle high school student who documented, in a very personal way, what her daily life was like during the flu epidemic of 1918. Violet Harris was a junior in high school who wrote about her worries for friends and families, her elation when schools were closed, and her wonder of how a city order that everyone wear masks would turn out. Her sketch of herself wearing a mask was thoroughly charming, and she included a clipping and drawing from the daily newspaper of different mask fashions (Vi was an early zinester!). A glimpse at this artifact made the pandemic of 102 years ago relatable—and also hyper-local for me because she lived near where I live now. When Sara Peté suggested that we start collecting Washington stories in zines, I immediately thought of Vi's diary and how powerful it was. Of course, zines would be the perfect medium, and it ties in with our efforts at Washington Center for the Book to encourage people to create their own zines. This is a powerful way to preserve our shared and personal experiences.

## 2. Do you anticipate any way that these stories might be used looking into the future?

*Sara Peté:* I hope that these stories will be used to share the experiences of everyday people during this enormous global pandemic. I hope it will help future readers and researchers remember this time if they lived through it themselves or get a taste of the experience if they did not.

*Abby Bass:* I would hope that historians would consult these stories as valuable primary sources when trying to reconstruct patterns of daily life during this time. I also think they could be very accessible learning tools for students—a handmade zine is going to bring the past to life in a much more vivid way than a dry history textbook

## 3. Why do you think it's important to collect these stories specifically in zine format?

*Sara Peté:* Part of the magic of zines is their accessibility and their celebration of the tactile, analog world. You don't need a computer or an internet connection to make a zine and many times it is a lot more fun to build a zine without these tools. For folks who are connected and maybe spending more time online than they would like, creating a zine can be a great way of getting away from the internet and working on a project at a different pace.

You don't need an agent or an editor to create a zine, so it is an extremely low barrier option if you are interested in sharing your story. And, of course, I love the creative possibilities: we are accepting poetry, comics, collage, paintings, drawings... pretty much anything we can paste into a zine format... I'm very much looking forward to seeing the different formats that might roll in via both snail mail, scans, and digital images submitted.

We will eventually be adding zines from this project into physical collections at the Washington State Library, The Seattle Public Library and the Timberland Regional Library. We will also be digitizing them all so that folks all over our state—and the world—will have access to these stories from communities across our state.

*Abby Bass:* Zines are one of the cheapest, most accessible and flexible formats we have for storytelling. Unlike blogs and social media, they aren't reliant on a commercial platform owned by someone else—the zinemaker has complete creative control over their story and how it's told.

## 4. What is the most compelling story you've read/heard so far during COVID-19? This could include zines or just general stories that you've heard.

*Sara Peté:* So far we have received a comic from an individual who is experiencing COVID-19 while incarcerated, an illustrated piece about playing Dungeons & Dragons from a 13-year-old, a drawing of the State of Washington wearing a face mask labeled "Washington Strong," several beautiful cut and paste collage pages, full-color paintings by a 6-year-old, a poem called "Being a Quaranteen," and a story (including painted illustrations) created by the neighbor of a few children who are dealing with the pandemic as their mom goes to work as a nurse in a medical center. On this project's website, you can also see samples of the beautiful zine that Tien, of the Washington State Library, has created: *This Is What I'll Remember: A Quaranzine*. The artwork and layout are stunning and I can't wait to see the entire thing when it is finished!

## 5. What other literary or creative projects are inspiring you during this time of COVID-19? (this could include a project of your own, too)

*continued on next page*



3 zine pages from 17-year-old Issaquah high school student Junran Luo

*Sara Peté:* I actually didn't hear about it until after we started planning this project but I was very excited to learn about the [Quaranzine](#) project and we were even able to get inspiration from their guidelines after we found out about their project!

*Abby Bass:* I've been very inspired by the beautiful murals that local artists have painted on the boarded-up storefronts around Seattle, especially in the past few weeks as those spaces have begun to highlight Black Lives Matter and anti-racist & social justice themes. The Black Live Matters mural that was painted on the street in the CHAZ/CHOP by local Black and Indigenous artists is breathtaking.

I'm not sure if this counts as a creative "project" per se, but I have spent the past few months sending hand-written letters to friends and family near and far. It's been wonderful to reconnect with folks through this medium. People really seem to appreciate getting a personal message in their mailbox! I was a dedicated letter-writer in high school and college, and I think that was one reason I got so into zines in the first place—who doesn't love getting fun stuff in the mail? Anyway, I'm hoping to continue this practice even after the crisis is over. 📬

## Join WLA

The Washington Library Association includes some of the best and brightest members of the Washington library community.

We are united by our care for the well-being of Washington libraries. For more information, visit our website at [wla.org](http://wla.org). Explore the site and make our business your business.

Membership information is at [wla.org/membership](http://wla.org/membership).



# A Librarian's Role Redefined

by Alicia Wilson



*Story time is one of the best parts of my job! I'm reading to a kindergarten class in our story circle. Photograph courtesy of Alicia Wilson, used with permission.*

At 4:26 PM on Thursday, March 5, 2020, I had no idea I was leaving my library and school building because of a pandemic that would leave us homebound for months. That day was surreal. Schools were still open. It was unclear when I would be able to safely return to work. My husband Evans and I for months felt a growing risk from a virus we were only beginning to understand. We knew it was sweeping many nations. We had a dozen known cases and 2 known

**“ My hope is that, as decisions are made for what the fall will look like, we will face the future with a better way of living, loving and learning, and that there will be a place for me somewhere in that. ”**

deaths in Washington State. Despite inaccurate information from the King County Health Department about how the virus was transmitted, and hesitancy to respond to the virus from the school district as a result, Evans and I very clearly understood that COVID-19 was here and spreading. We were fearful. My husband and I both have lung conditions that make us high risk. I am 58. I have poor lung function from an embolism that occurred after a surgery. My husband is 66.

He is immune suppressed and has pulmonary fibrosis and chronic thromboembolic pulmonary hypertension, life-threatening lung and lung/heart diseases. It was too great a risk for me to remain at work. I thought I would probably survive the virus. We didn't believe Evans would be so fortunate.

---

*Alicia Wilson is a librarian at Highland Terrace Elementary School in the Shoreline School District in Shoreline, WA. Alicia has been a teacher-librarian for seven of the fifteen years she has been an educator. She has taught grades Kindergarten to ninth grade. When Alicia is not teaching, she enjoys reading about history, researching her genealogy, and exploring the country; especially national parks with her husband Evans.*

*continued on next page*



That last afternoon at school, I found myself packing up randomly, not really sure what to take. I was determined to still work from home, though I hired a substitute to finish out the year. I expected I would no longer be paid. Preparing the substitute, I recognized that a great deal of what I did at school I could accomplish at home, but Evans and I had to figure out how we would survive a lengthy leave of absence without my income and possible loss of insurance.

Before the pandemic was even labeled as such, my husband was thinking two steps ahead. In December, we started having serious theoretical concerns over this strange virus that had crept into Wuhan, overwhelming medical resources there and smothering China's economy. Evans knew by early January the risk to us was no longer theoretical. The World Health Organization, the Center for Disease Control, state health agencies, and the government were behind the curve. Evans went into self-isolation mid January. We worried about my risk of infection at school. Evans was staying home, but each day was another potential exposure to whatever might be present in my school family through me. The health department said there was no risk from asymptomatic people. We had to assume they were wrong. We were so concerned that we decided I should take a leave from school. One week later, Governor Jay Inslee declared the closure of schools at least until the end of April.

Evans and I were already in quarantine mode. We had begun shopping online, wearing masks and gloves to pick up mail and put away delivered groceries, and switching appointments that would take us outside our home to telehealth visits. All the while, I was walking around almost in a daze; an amazement and wonder of living in the unknown. We were all experiencing something we had never experienced before, barring those alive in 1918 during the Spanish Flu. I started reading and watching news updates like never before. Dr. Anthony Fauci became my hero with his matter-of-fact speaking and his no holds barred suggestions for the welfare of

our lives and the economy.

Immediately after I took leave from work, I went into an in-house quarantine with my husband to protect him from anything I might have already caught. We each had one half of the house. He had the side with the kitchen, so he prepared my meals and slid them underneath our divider curtain that provided a physical barrier from each other. My side of the house had no door. I would leave the house through a window down a ladder if I wanted to go out into the yard. We just could not take the risk that I might be carrying the virus and would infect him. I'm sure many thought we were crazy for the extremes we took. However, I was not willing to take one fraction of a chance of losing my best friend, my husband. I would be devastated if I gave the deadly virus to him.

As the schools closed, we teachers and administrators were embarking on a whole new direction of instruction; this included the redefinition of my role as a librarian. We began launching programs to make it possible for students to learn from home. However, teachers have long been aware of how students impacted by poverty are marginalized through lack of home Internet and computers. COVID-19 brought this into sharp focus. You cannot do remote learning without home Wi-Fi and computers or devices to access it. This is a basic weakness of public education. It is a key equity issue. It needs to be addressed by the government one way or another. I suspected instruction and the traditional school model might never be the same again, even after COVID-19.

Amazingly, I have found a silver lining in the cloud of staying home and distance learning. I love the work I do remotely. I am able to train teachers and staff on tools for teaching online. I miss the kids so much. Yet, through



*Screening off a part of our home during self-quarantine.  
Photograph courtesy of Alicia Wilson, used with permission.*



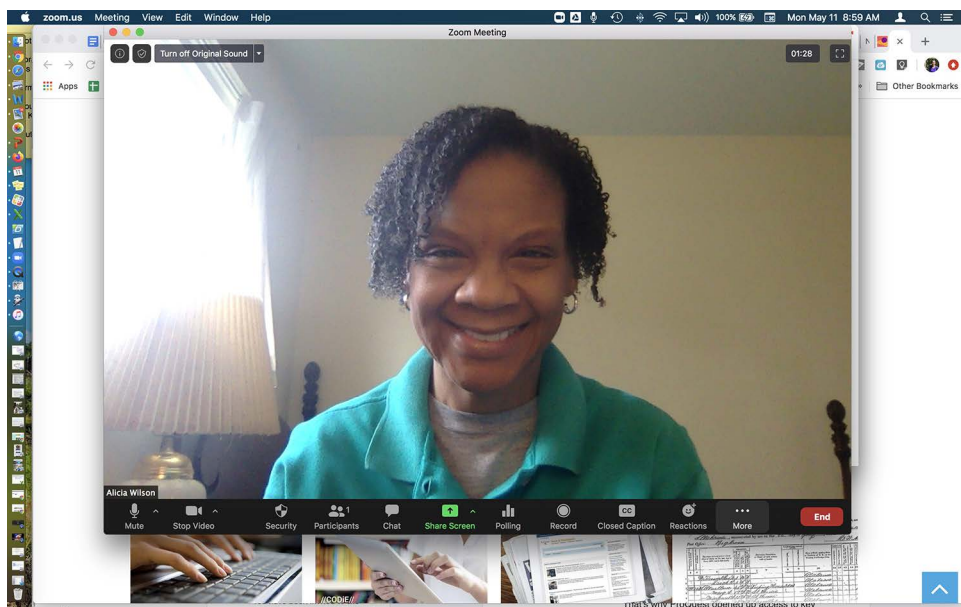
*During self-quarantine my only access to the outside was climbing out a bedroom window in my section of the house.  
Photograph courtesy of Alicia Wilson, used with permission.*

online programs that we're using, I am able to visit with them during a Zoom class meeting, or in a Seesaw lesson activity. I am also able to put more time in thoughtfully creating lessons and helping to develop curriculum. My role as a librarian looks much the same, but with its own uniquely redefined agenda.

I am able to accomplish all of this remote teaching without the health risk and the worries that drove me home to begin with. When my husband was first diagnosed with Pulmonary Fibrosis and Chronic Thromboembolic Pulmonary Hypertension, he was given 3 to 5 years to live. That was over 6 years ago. Since that diagnosis, we have come to realize that life is so precious and short. I have wanted to spend all the more time with him. While I still put in a full day's work for school at home, I am not losing valued time with Evans.

Now, we are at the end of a school year that COVID-19 has redefined for all: students, families, teachers and administrators. The fall will be here before we know it. If schools reopen, what do students and teachers do who are at risk or have family members at risk? I will face the same dilemma in late August as I did back in March.

Our future is unclear. My future as a librarian is unclear. My ability to earn a living is unclear. I believe we will not go back to our lives as before. My hope is that, as decisions are made for what the fall will look like, we will face the future with a better way of living, loving and learning, and that there will be a place for me somewhere in that. I have the skills, but I need an opportunity to put them to work in an environment that will not risk my life or the life of my husband. Here's hoping that opportunity can be found. 📖



*Teaching a library lesson during a Zoom class meeting. Photograph courtesy of Alicia Wilson, used with permission.*



*My husband Evans and I love our summer trips. This was taken at Denali National Park in Alaska last year. Photograph courtesy of Alicia Wilson, used with permission.*



# Resilience: Community, Flexibility, Equity

by Maggie Block, Melissa Glenn, Melissa Mather, and Jennifer Wooten

The mission of the King County Library System (KCLS) is “to inspire the people of King County to succeed through ideas, interaction and information.” The current pandemic and building closures have invited us to re-imagine how this mission is accomplished when we cannot interact with our communities in person. In March, KCLS shifted to an online library, offering materials, resources, and programs virtually. Feedback from patrons and partners has been very positive and we have seen a significant increase in circulation and library card sign-ups. Our resilience was tested and proved in our ability to efficiently and effectively change course, but still provide the essential services for which public libraries are known.

In what follows, we share specific examples of what resilience looks like for some of us at KCLS, both internally and externally. Though the examples reflect a variety of experiences and viewpoints, you will see that we believe that a strong, authentic community is key in building resilience.

## Resilience from the Inside Out

*Melissa Glenn:* As KCLS’ Health and Social Services Coordinator, I have the privilege of advocating for the physical, mental, and emotional wellbeing of community and staff. Recently library closures have invited us to develop innovative ways of attending to whole health—externally and internally. Social connectedness is key to wellness, so facilitating opportunities for authentic engagement

---

*Melissa Glenn is a Licensed Mental Health Counselor. Her professional experience includes clinical work in housing programs, outpatient and inpatient treatment, and academic settings. Her current role as King County Library System’s Health and Social Services Coordinator involves supporting community wellness programming, building service provider partnerships, and training staff.*

*Maggie Block, Jennifer Wooten and Melissa Mather are Teen Services Librarians at Skyway Library, Renton Library and Renton Highlands Library, and the Children and Family Justice Center Library (respectively) in the King County Library System.*

**“ We would be remiss to discuss resilience and connection without acknowledging the intersection of equity and accessibility—both internally and externally.”**

during a period of social distancing has been a top priority.

Shortly after our buildings closed, a colleague and I began facilitating “Support & Connect Sessions.” These recurring Zoom calls invite staff in all positions from across the system to seek and offer support. Discussions center around check-in questions: “What has been challenging for you this week?” “What is bringing you joy?” “What can you commit to doing to care for yourself?” “What

new practices have you developed that you’d like to continue?”

The sessions average 50 staff, ranging from pages and branch managers, to human resource generalists and deputy directors. Coming as you are is a must – we have laughed at pets joining sessions, grieved lost loved ones, explored common fears, and even serenaded a colleague with a virtual Happy Birthday song. Grateful colleagues have shared that they “wouldn’t miss these sessions for the world,” “the sessions provide a lifeline – a welcoming and safe space,” and getting to know coworkers they may never have crossed paths with has made everyone more human and relatable.

These and other virtual branch meetings have resulted in staff feeling “more connected than ever before.” Many have requested that sessions continue though phased reopening of buildings as a means of maintaining solidarity and equitable communication. My hope is that staff will continue to seek consistent, authentic connection with colleagues and community moving forward.

*Jennifer Wooten:* Working from home has provided an opportunity for staff to engage in learning that is outside of traditional library service. This has manifested itself through staff learning groups popping up across the system, centering on everything from foreign language practice and book discussion to racial equity work.

I have been a part of one such group where we engage and challenge ourselves to better understand matters of diversity, equity, and inclusion. Staff in this group are learning about racial injustice through reading, such as Ibram X. Kendi’s writings, participating in webinars on race and racial inequality, and using online resources like the “Under Our Skin” project by the Seattle Times to further

*continued on next page*

our discussion.<sup>1</sup> This time has allowed me to have deeper conversations with staff from across the county and with work groups. Meeting once a week and talking about everything from white privilege to racial trauma has allowed me to continue this lifelong work that will help make sure I continue to help strengthen my community through understanding, compassion and challenging racist policies and ideas.

This has been a challenging time for so many and will continue to be. Resilient communities have a strong network of public services such as the fire department, schools, and the public library, and it is the people who work in these institutions who are compassionate and culturally competent that help create resilient communities.

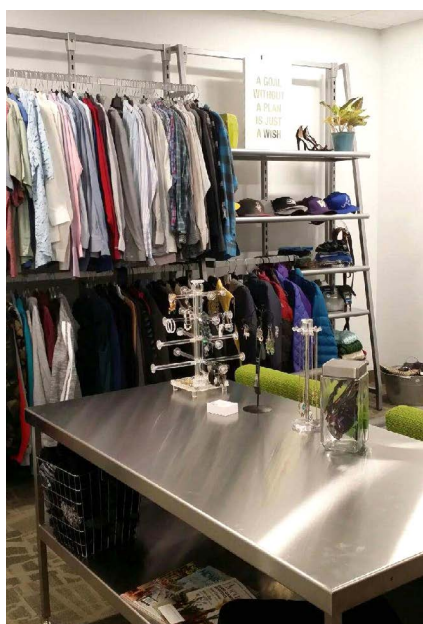
### Resilience in Community

*Melissa Mather:* The new Judge Patricia H. Clark Children and Family Justice Center (CFJC), which opened in February of 2020, was built with a focus of becoming an apex for therapeutic, trauma-informed care for the young people of King County. The idea is to have one place where individuals from the community, whether court-involved or not, can access the plethora of resources that assist our county's youth and families on every level. The physical space that coordinates these resources is the [Bobbe J. Bridge Resource Center](#), providing space where organizations and agencies can schedule to use the space during a set time, as well as a clothing shop that provides youth clothing, acquired through donations, for job interviews or court. Robert E. Gant, Community Partnerships Manager, King County Superior Court oversees the Center, but the day-to-day work of coordinating the various groups is done by Paula Moses, Administrative Specialist, Bobbe J. Bridge Resource Center, CFJC.

KCLS has a branch in the detention section of the CFJC and has been staffing the Resource Center each week since the CFJC opened. Because KCLS initiated the partnership and the KCLS staff have built trust with the Center, KCLS has greatly benefited from this relationship throughout the pandemic.



*Entrance to the Resource Center. Photograph courtesy of the authors and used with permission.*



*Clothing store at the Resource Center. Photograph courtesy of the authors and used with permission.*

An important component of developing this relationship has been a willingness to remain open to the Resource Center's process and goals. We try to be authentic about who and what we are and how we can collaborate with the Resource Center and its mission so that we are sharing responsibilities, privileges and power.<sup>2</sup> Working in the Resource Center, we can meet the individuals who are connected to agencies in our community and build trust that allows us to walk alongside them and assist in

their community work. Since KCLS is in the Center weekly, our staff have time to get to know agency representatives in a way that is not always possible in a KCLS branch. Some communities can be wary of libraries so these relationships provide a credible connection to various communities that we might not encounter in our branches.

Especially during the pandemic, KCLS's connection to the Resource Center has allowed KCLS to continue supporting families through the relationships formed at the Resource Center. For the individuals in the community with digital access, the Resource Center provides connection to websites like King County's "Adapting to Distance Learning," as well as physical locations where people can get assistance, such as the Federal Way Youth Action Team's Grab-and-Go Toy and Food Program. KCLS shares this information via our website, and for those who may not have digital access, the same information is shared via staff members who are working with people over the telephone. Our staff's success in developing these connections by listening and assisting patrons prior to the pandemic allows us to broadly access pockets of the community that may not otherwise be served by the library.

### Resilience Requires Flexibility

*Maggie Block:* As the Teen Services Librarian at the Skyway branch of KCLS, I have been working with my colleagues for years to create library programming focused on restorative practices that build Skyway youth's resilience. It has taken a fair amount of trial and

*continued on next page*



error, shared here, to figure out what type of programming might best fit the community's needs.

Hour-long talking circles did not work for our rambunctious after-school crowd and activities to help build positive relationships between staff and teens/tweens did not help our young patrons build skills they could use beyond the library's walls.

With funding from the KCLS Foundation, fellow Teen Services Librarian Jennifer Wooten and I created the Leadership Circle program. Our goal was to offer recurring talking circles where participants would learn the practice and ultimately lead the circles, starting in Fall 2019. We outsourced the circle's facilitation to an outside restorative group but my facilitator did not show up for the first meeting. Thanks to an amazing local restorative practitioner stepping into later circles, we were able to finish the cycle.

We facilitators agreed that the students were not prepared to lead circles going forward, so I had to rethink how I wanted this programming to look going into early 2020. I talked with colleagues and community partners and reworked my plan until I felt like I had something that would be successful for my community. We would continue talking circles but schedule them for Saturday afternoons. The circles would have an intergenerational focus so teens were asked to invite a connected adult. I still wanted to offer after-school programming, so I created Restorative Social Hour. With the help of volunteers, I set up the meeting room with STEM or craft supplies, created a playlist, and invited tweens and young teens to join us in the meeting room to hang out. If teens did one short social emotional learning activity they would get a snack! February rolled around and the adult-teen duos were showing up consistently, actively listening, and the teens were starting to get better at sharing their thoughts. In addition the teen volunteers were engaged, thoughtful, and did an amazing job of modeling for the younger teens how to participate in activities; it was really exciting to see peer-to-peer learning in action.

After years of work I finally felt my labor beginning to bear fruit. Then COVID-19 swept the planet and all our library programs had to be shut down. Due to building closures, I tried to pivot to virtual restorative programs. During our first and last virtual session, our circle keeper asked us what from 2019 we needed to let go of to succeed in 2020. I answered that during this pandemic, I needed to let go of my plans and expectations for the year. That, for now, is what I have had to do with my restorative programs.

My amazing engaged volunteers are doing exactly what this programming asked of them—they are being vulnerable and asserting self-care boundaries; they are telling me that they are sorry, but cannot continue to participate in this programming. While the circumstances break my heart, I am proud of my volunteers for having the social emotional competence to know they cannot keep participating in these programs. So, I thank them. I affirm their choice to take care of themselves and I tell them I am here for them.

I am doing my best to graciously let go of these programs, of these expectations, to make room for what I can do to connect with my community. I let go today, so I can try, again, to make these programs a reality in Skyway tomorrow.

### **Resilience to Promote Equity**

Melissa Glenn: We would be remiss to discuss resilience and connection without acknowledging the intersection of equity and accessibility—both internally and externally. Though all are impacted by illness, closures, and economic changes, marginalized communities and people of color experience disproportionate harmful effects. KCLS has nimbly and effectively shifted to providing programs and resources online and by phone. Though patronage has climbed exponentially, we recognize that not all library patrons or staff are able to utilize online services for a number of reasons. How do we remain engaged with these valuable patrons and staff?

It is here that we have relied heavily on new and existing partnerships. Internally, KCLS has facilitated learning and conversation about inequity. Subject matter experts have been invited to offer training and resources for staff. Managers remain creative and open-minded when approving remote work schedules and tasks—accounting for limitations and personal obligations. Externally, library staff in several cities are communicating with social service providers, school districts, and homeless encampments to share resource updates, assess and address service gaps, and allocate external funding to front-line agencies serving patrons while libraries are closed. A local city government requested that Wifi remain enabled for community members and staff to utilize in our parking lots.

In these endeavors, we are reminded that people are experts on their own needs and limitations. We must go directly to our partners, patrons, and colleagues for accurate information. This requires moving beyond the library walls—be they concrete or virtual—to seek input rather than making assumptions. Finding the courage to have uncomfortable conversations makes us better equipped to care for our community. It is because we have built trusting relationships across professions, jurisdictions, and demographics that community members ask for help when they are vulnerable and rely on the library for accurate information. 📖

### **NOTES**

1 Ibram X. Kendi, *How to Be an Antiracist* (New York: One World, 2019).

2 Kara Connors, *Advancing the Healthy People 2010 Objectives Through Community-Based Education: A Curriculum Planning Guide*, accessed June 22, 2020, [https://www.ccphealth.org/wp-content/uploads/2017/10/hp\\_2010.pdf](https://www.ccphealth.org/wp-content/uploads/2017/10/hp_2010.pdf)

# Pandemic in the Library: A COVID-19 Lament

by Margaret Lundberg

My list grows longer with each passing week.

Books I cannot access.

Articles that cannot be retrieved and scanned and sent.

Work piles up, even as I reach for the finish line of my degree.

I've retrieved a few—bargains discovered and purchased online,

Weeks slip past before they arrive in my mailbox.

Others wait quietly—too costly for my doctoral candidate budget.

The books I cannot access.

The articles that librarians cannot retrieve and scan and send.

I miss them.

All of them. The books. The articles.

The librarians.

I miss the conversations—ideas eddying in the give and take of talk.

I miss the librarians

who become colleagues

who become friends.

I miss the articles and books I see through UW WorldCat but can reach

no more easily than those I cannot touch

peering through library windows

nose pressed to the glass.

Books I cannot access. Articles that cannot (yet) be retrieved and scanned and sent.

A list growing longer with each passing week. 📖



*Picture of the University of Washington Tacoma Library Snoqualmie Building during Covid 19. Photograph courtesy of Margaret Lundberg, used with permission.*



*Picture of returned books at the University of Washington Tacoma Library during Covid 19. Photograph courtesy of Margaret Lundberg, used with permission.*

---

*Margaret Lundberg is a doctoral candidate in the UW English department, studying the (re)construction of identity in literacy narratives of mature adult university students. She is also the personal and public writing specialist in the UW Tacoma Teaching and Learning Center, as well as a story aficionado, closet poet, and enthusiastic library advocate.*

# Where Our Hope is Found

*by the Staff of Whatcom County Library System*

With Charity in the closet, simple-smiled and with a spark  
of an eye. Her imagination is walking beside moonbeams  
and dancing upon the dark water full of spring blossoms,  
bunnies, deer, and the smiles of our neighbors.  
I keep telling them not to play in there!

With the way Morgan sings to me on FaceTime; the push and pull  
of day-to-day living with my beloved. Returning swallows  
glide through the love and laughing voices of my family  
in video images playfully lofting out the windows and into  
the morning light, as tasty as my fiftieth home-cooked meal.

With the steadfast courage of postal workers, defiant in the face  
of Mother Nature's folly, waking to the sparrow's early  
morning song and encouraged by words of an unknown  
passerby. Even optimistic alabaster snowdrops can thrive within  
the work we do en masse together despite winter's neve snow.

With little time to grieve the lost in scrubs every morning,  
she gives herself to the souls who remain. Choosing love  
every hour, the world spins underfoot. Loosening even the curl  
of the porched red fern. She eyeballs candles on a chocolate  
cupcake through a hot mug of tea on a particularly stormy day. 📖



*Nearly all the WCLS staff from our 2019 staff development day, in front of the then-new WCLS Bookmobile. Photo courtesy of Jeanne Fondrie, used with permission.*

---

*This poem was created of lines and images contributed by our staff and woven together by Wendy McLeod, Assistant Branch Manager, Lynden Library. It was one of a series of activities designed to engage staff at home and maintain morale during the closure of the Whatcom County Library System, March through May 2020.*



# What WCLS Learned During The Stay-At-Home Order: A Reflection

by Christine Perkins

Back in February, Whatcom County Library System (WCLS) was in full swing. Our immediate focus was on author Eowyn Ivey's presentations for Whatcom READS, our community one-read program. We were starting to hear about a strange virus, and some travel restrictions in the U.S. We debated whether to cancel Ivey's visit—people were already skittish about attending large events, particularly those in the over-60 set. After reviewing public health guidance, we forged ahead with six events from March 5 through 7, and, in retrospect, feel grateful we were able to see Whatcom READS through before things really started to get serious.

When Governor Inslee made the decision to close public schools statewide from March 16 through April 24, WCLS followed suit. Never before in WCLS's 75-year history had we closed our libraries for such an extended period. We notified the public that March 14 and 15 would be the last days to check out physical library materials for some time, and people across Whatcom County broke records for the number of items checked out: seven times as many items as the weekend before. We closed the Lynden and Ferndale libraries on Sunday at 5 p.m., exhausted and unsure of what was to come.




*Back in February, WCLS was in full swing, including preparing for and hosting author Eowyn Ivey's presentations for Whatcom READS, the community's one-read program. Photograph used with permission.*

Our first order of business: how to adjust our service model to

---


*Christine Perkins is the executive director of the Whatcom County Library System. During the quarantine, she has been bonding with two kittens her family recently adopted.*

Stay connected.  
Get a library card.



- ▶ Stream free movies
- ▶ Learn a language
- ▶ Listen to a book
- ▶ Download a book
- ▶ Research your past

Sign up online! ▶

 whatcom county  
library system

*WCLS's community relations team kicked into high gear, keeping the public informed through news releases, emails, website updates, ads, and social media posts. Photograph used with permission.*

continue serving our patrons while the library buildings were closed. We began by looping in our five-member volunteer Board of Trustees about what was happening in our 10-branch county library system. We needed to take care of the many details involved with vacating our facilities, and we wanted to make sure that our 160-plus staff members were eligible for closure pay, if, through no fault of their own, they were unable to work from home during the pandemic. Next, we set up as many staff as possible with laptops and VPN connections. We grabbed our to-do lists, our binders, and our notepads and set up home offices. We held daily Skype meetings and secured Zoom licenses. Our community relations team kicked into high gear, keeping the public informed through news releases, emails, website updates, ads, and social media posts.

All prior planning for National Poetry Month, National Library Week, Library Giving Day, and, for us, Whatcom County Library Foundation's annual fundraiser went out the window as we rushed to adapt to our new circumstances. That seems to be one major takeaway from this experience: plans change, and what's important is the planning.

We immediately formed an online content team to quickly figure out ways to deliver library programs and other services online. Staff began creating WCLS Staff@Home videos to show

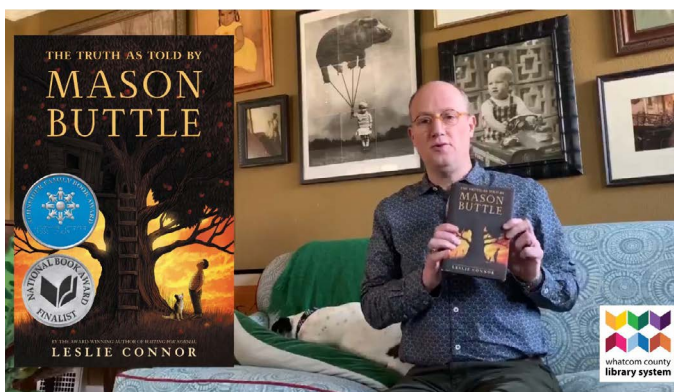
the human face of WCLS—and to promote the dozens of amazing online resources available while following the Governor's directive to Stay Home, Stay Healthy. Our collections team researched and purchased new digital resources for patrons. Our Youth Services Manager, Thom Barthelmess, reached out to Leslie Connor, the

*continued on next page*



*The library system immediately formed an online content team to quickly figure out ways to deliver library programs and other services online. Executive Director Christine Perkins introduced WCLS Staff@Home with a kick-off video from her home. Photograph used with permission.*

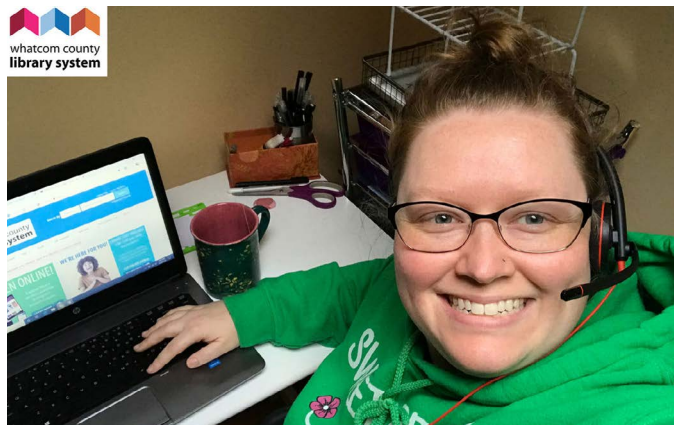
author of *The Truth as Told by Mason Buttle*. She agreed to be interviewed on Zoom by a staff member, and to participate in an online book discussion with middle school readers from across the county. We may never have tried an event like this if it had not been for the restrictions on public gatherings!



*Youth Services Manager Thom Barthelmess reached out to Leslie Connor, the author of *The Truth as Told by Mason Buttle*. She agreed to participate in an online book discussion with middle school readers from across the county. Photograph used with permission.*

We are aware that information access is an equity issue; once our online services were fully launched, we turned our attention to serving patrons who do not have internet access from home. Many parts of Whatcom County lack broadband; some lack television, radio, or cellular phone service. We used our web-based phone service so that staff members could answer phones from home, every afternoon from 1 to 5 p.m. During this time, we read Craigslist help

wanted ads to patrons who have been laid off; we shared current health department updates; we recommended eBooks; and we have been a kind ear for people to talk to if they just need some human contact. By and large, our patrons are happy to speak to us, grateful for any library services they can receive, and understanding of the current situation. We are so fortunate to live in a place where people value public libraries.



*Using the system's web-based phone service, staff members answered phones from home. This was a vital connection for people without access to the internet. Photograph used with permission.*

Now that state restrictions are easing a bit, we have turned our attention to making sure people are aware that our libraries' WiFi signals extend outside our buildings and into the parking lots. Drive-up WiFi is one way to provide internet access to those who cannot afford it or who otherwise do not have it at home. We will soon be receiving new equipment from the Washington State Department of Commerce to extend signals at the Deming, Everson, Ferndale, and South Whatcom libraries. We will be installing a new WiFi access point on library property in Birch Bay. And we hope to boost the signal outside the Bookmobile for patrons in the most remote corners of Whatcom County.

Like everyone, we have been closely monitoring Washington State's Phased Approach to Return to Service and have aligned our own plan accordingly.

So, what have we learned from this pandemic so far? First, it's that every staff member has untapped talents to share. Our interlibrary loan specialist taught us how to add closed-captions to videos, and we have spent this downtime adding captions to archived videos. Multiple staff created charming, instructional videos using nothing but their phones. One collection services aide coordinated an Instagram photo challenge, #WCLSabc, where the public posted pictures from around their homes and neighborhoods of objects shaped like the letters of the alphabet. We plan to make an ABC book with the photos one day.

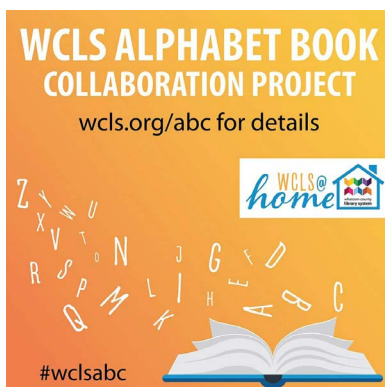
*continued on next page*





*The pandemic reminded WCLS that every staff member has untapped talents to share. Multiple staff created charming, instructive videos using nothing but their phones. Photograph used with permission.*

Second, we have learned that people are hungry for connection. And for book recommendations! Our staff meet frequently via Skype and Zoom. We mail each other poems and thank you notes.



*A WCLS collection services aide coordinated an Instagram photo challenge, #WCLSabc, where the public posted pictures from around their homes and neighborhoods of objects shaped like the letters of the alphabet. WCLS plans to make an ABC book with the photos. Photograph used with permission.*

open, the Stay Home order has been extended. Staff want hard and fast dates, and we are not in a position to give them. We have drafted plans and revised them so many times we've lost track. But we are ready when we get the go ahead, and we keep refining as we go along.

Fourth, we have learned that flexibility is key. When we had to cancel two packed workshops on how to serve people experiencing homelessness with compassion, we shifted to providing our 500-plus registrants with online access to speaker Ryan Dowd's webinar series

Our Wednesday night MatchBook feature on Facebook draws a crowd of eager readers seeking book suggestions. We've hosted Zoom book discussions with our book club regulars. Our Friends of the Library groups are scheduling regular online gatherings to touch base with one another. The Friends of the Ferndale Library, for one, seem to be thriving at home, gardening, baking, and, of course, reading. They happily swap book suggestions while trading tips on how to use Zoom.

Third, we have learned to live with uncertainty. Each time we've geared up to re-

instead. When we couldn't deliver library books to our branches, our staff drove our big blue vans to deliver food to county food banks instead. No school visits to promote Summer Reading? We plan to send flyers out with school food packages and mail Summer Reading bingo cards to families.



*During the pandemic, WCLS learned that flexibility is key. When they couldn't deliver library books to branches, staff drove their big blue vans to deliver food to county food banks instead. Photographs used with permission.*

Finally, we have learned how important public libraries are and will continue to be, throughout this pandemic and in our post-pandemic future. We may find that we're living in Stage 2 for an extended period, providing library materials via curbside pickup. We may not be able to host large events or allow the public to reserve space in our meeting rooms. But we will continue to be the public's place to connect information, ideas, and community. We will take special care to provide resources for job seekers, small business owners, students, and families. We will do our best to make sure that everyone has access to factual, authoritative information about their health, the economy, and the world around them. And we will always make great books available, free of charge, to everyone who wants to read them. Books provide information and practical "how-tos" as well as inspiration, escape, and even joy. They communicate hope during troubled times and show us that even if we're staying home, we are not alone. Public libraries unlock the power of sharing. 📖



# Going Viral: TikTok for Libraries in the Midst of a Global Pandemic

by Robin Jeffrey

Kitsap County, Washington is home to over 250,000 people, many of whom are employed in the health care or manufacturing fields.<sup>1</sup> Connected via ferry to both King and Snohomish Counties, when cases of COVID-19 began to spread through the east side of the Puget Sound, forcing the closure of non-essential services as it advanced, Kitsap County knew it would be close behind. By mid-March many businesses were closing or offering reduced hours, including the local public library system.<sup>2</sup> The largest body of higher education in Kitsap County, Olympic College (OC), began offering classes and services to students during this time as well, transitioning to entirely online for the Spring Quarter of 2020.<sup>3</sup>

The OC Libraries, comprised of three libraries across three campuses, were quick to embrace the change to a digital service environment, recognizing that in the midst of a global health crisis, staying in touch with the community would be more vital than ever. Before going entirely online, the OC Libraries already offered a 24/7/365 Ask a Librarian service. This service connects students with real life academic librarians at the touch of a button any time of the day or night to help them with their research needs. In an effort to mimic

**“ [A] library isn’t just there to provide information literacy or research help – it is also there to enrich the community and provide general support and encouragement to patrons whenever they need it. ”**

the in person service environment, the OC Libraries began to offer Virtual Drop-In Hours via the collaboration tool Zoom Tuesday through Thursday from 3pm to 7pm every week. In these sessions, students get as much time as they need one-on-one with the OC librarians.

However, the OC Libraries recognize that a library isn’t just there to provide information literacy or research help– it

is also there to enrich the community and provide support and encouragement to patrons whenever they need it. To that end, the OC Libraries’ social media channels have gone into overdrive during this pandemic, working to adapt in-person encouragement to an online environment. Their Facebook page is followed by over 870 individuals and a post to this page is seen, on average, by almost 90 people. The OC Libraries Instagram has 130 followers, and in an average week, a post here reaches 83 unique users and is viewed over 250 times.

By far the most ambitious social media foray of the last quarter at the OC Libraries has been starting a TikTok account. TikTok is an app for making and sharing short videos (anywhere from a few seconds to a minute long

in length). These videos are often comedic in tone, but can span a variety of topics, and use filters, effects, and sound to transmit meaning to the viewer. Since their first video post on March 17th, the OC Libraries have posted over thirty videos to TikTok. Their TikTok account now has over 200 followers, their videos over 4,000 likes and the videos themselves have been viewed well over 20,000 times. With such numbers, it is the best return on investment OC Libraries has seen from a social media platform since they began seriously spending time and resources on social media projects over three years ago.



*The Haselwood Library on the Olympic College Bremerton Campus. Photograph courtesy of author and used with permission.*

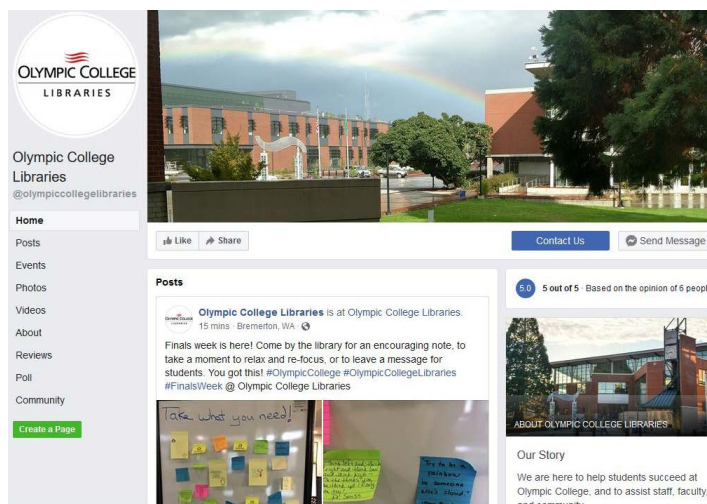
---

*Robin Jeffrey is the Circulation Supervisor at Olympic College. She holds a BA in English from the University of Washington and a MS in Library Science from the University of Kentucky. She likes to write in her free time and has been published in various literary journals across the country as well as on websites like The Mary Sue and Introvert, Dear. She currently resides in Bremerton, Washington. More of her creative writing work can be found on her website, WritingWithRobin.com.*

*continued on next page*


But is it right for everyone? Is it right for your library? Some statistics to keep in mind: as of April 17th, 2020, TikTok has over 800 million active monthly users. The app itself has been downloaded some 1.5 billion times.<sup>4</sup> If you are looking to connect with teens, young adults, or new adults, TikTok just might be the way to do it, with 41% of their users aged between 16 and 24. However, if your patrons skew older, don't dismiss TikTok out of hand – in less than 18 months, the number of US adult TikTok users grew 5.5 times.<sup>5</sup> TikTok also offers free “Pro” accounts, which allow you access to a number of analytic tools. These tools will allow you to see the breakdown of how popular your videos are overall, the demographics of your followers, when followers are most active, which videos are trending, and much more. This can help you zero-in on what to post and when to post to be most successful in reaching your audience. While the data provided by these tools is high level, libraries may wish to have thorough internal conversations about the value and benefits that such data provides versus the potential privacy issues that such analytical tools inherently present.

If you do set up an account, it's easy to feel overwhelmed. Where do you begin? It is tempting to jump straight in and make a video of something, anything, just to fill up your page with content, but be wary—what you post can easily become your brand and a brand is not something that is easy to change once established. You'll want to come up with an idea of what kind of content you want to post: how-to videos, lip syncs, dance videos, unboxing videos; the possibilities are just about endless. Pick two or three types of videos and stick with those types at first. That way people who follow you know what to expect and receive a consistent product when you post. Don't be afraid to spend some time absorbing content from other users,



*The main Facebook page of the Olympic College Libraries. Photograph courtesy of author and used with permission.*

seeing what is popular and doing some research on how to best film TikTok content. However, be warned: trends on TikTok come and go very quickly, so if you see something you want to participate in, jump on it quickly or else you'll miss your moment!

If you would like some inspiration, visit the [OC Libraries TikTok page](#). You'll also find that a number of the people who follow this account and are followed by it are libraries themselves, so it's a great place to start building your own base of like minded 'fans'. 

## NOTES

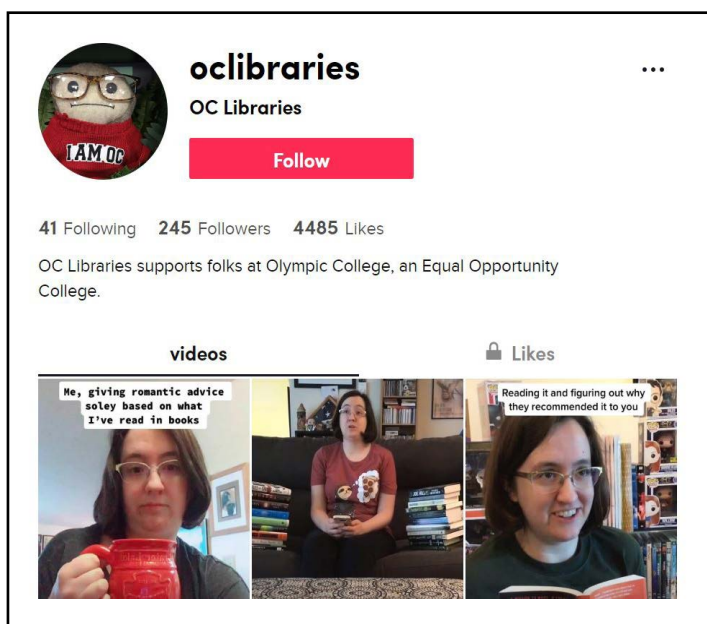
1 “Kitsap County, WA,” Data USA, accessed May 28, 2020, <https://datausa.io/profile/geo/kitsap-county-wa>.

2 Kimberley Rubenstein, “Coronavirus Update: List of Closures, Cancellations in Kitsap County for Precautions,” Kitsap Sun, March 13, 2020, <https://www.kitsapsun.com/story/news/2020/03/13/coronavirus-kitsap-county-washington-school-district-closures-cancellations/5042003002/>

3 “Kitsap County, WA,” Data USA, accessed May 28, 2020, <https://datausa.io/profile/geo/kitsap-county-wa>.

4 Maryam Mohsin, “10 TikTok Statistics That You Need to Know [April 2020],” Oberlo, May 25, 2020, <https://www.oberlo.com/blog/tiktok-statistics>.

5 Ibid.



*The main TikTok page of the Olympic College Libraries. Photograph courtesy of author and used with permission.*

# Screencasts for Success

by Hanna White

In deciding on a capstone project for my MLIS, I knew I had to choose a project that would not only keep me interested for the next year, but that would also fit into my busy schedule. As a lifelong nerd, working on instructional screencasts for Archive of Our Own (AO3), an international fanworks database, fit the bill.<sup>1</sup>

For those unfamiliar with the term, screencasts are video recordings of data displayed on the screen of a computer or mobile device, typically with accompanying audio. They may be created for entertainment purposes, for example streaming video game gameplay, or for informational purposes, such as demonstrating how to access and use a website, database, or other tool. What I could not have anticipated when I selected this project was the extent to which video documentation would become more important for all kinds of institutions a few months after beginning my capstone. If you or your library are interested in undertaking a screencasting project to teach patrons how to use your electronic resources from home, I hope the following tips will help you create engaging products with ease.

**1. Choose the right software for you.** At minimum, you'll need to be able to record your screen and your voice, but depending on your priorities, you might also want to include webcam video, or access video editing tools to add in music, animations, and still images. You may end up needing to use multiple software products (e.g. one for recording and one for editing) depending on your institution's needs and budget. To select software for AO3, I looked at lists of options from Wikipedia and Capterra.com, then created an Excel spreadsheet where I could compare each software on which needs it met, what its price range was, and what operating systems it could be used on.

**2. Make the process work for you.** Do you have a team to work on this project, or is this a solo endeavor? If you want to collaborate,

try asking other staff—many folks may be eager to learn skills in this area. Determine if you'll be using existing documents such as FAQs as a basis for your screencasts, or if it would be better to start from scratch. At AO3, screencasts go through the same process for drafting, editing, and publishing that text documents do. While

such a formal operation might not work for every institution, creating “meta-documentation” can help you create consistent products that can be replicated by yourself or others down the line.

**3. Make the results work for your audience.** Do your research ahead of time to learn about what makes for effective instructional video. Some basic tips include

letting users learn at their own pace, incorporating graphics, and using cues to highlight essential material. Consider any data you have about how users are accessing your site and include it in your decisions. For example, AO3 statistics suggest most users access the site on mobile devices, so we made sure to select software which could be used to record that site configuration. Also consider accessibility: for example, does your software let you create an .srt file to add subtitles?

Video can be an intimidating medium for those who are unfamiliar with it, but it can also be an effective tool for reaching users who can't make it into your library under the best of circumstances. This is a great time to learn and get started making products that your library will be able to use for years to come. 📖

## NOTES

1 “Fanwork” is a term that refers to creative works (such as short stories or visual art) created by fans which incorporate elements of a source text into a new, original piece. To learn more about Archive of Our Own and its parent organization OTW (the Organization for Transformative Works), visit [https://www.transformativeworks.org/what\\_we\\_believe/](https://www.transformativeworks.org/what_we_believe/).

---

*Hanna White is a senior library assistant at Fort Vancouver Regional Library, a part-time reference librarian at Washington State University Vancouver, and a 2020 graduate of the UW iSchool. She enjoys baking things, making things, and walking her very small corgi.*



# The Big Picture: Reflecting on COVID-19

by Lisa Steudel

I like to think of myself as a big picture-type of person, a definite coping strategy that helps bring me out of a situation if I feel overwhelmed. What does that look like as an elementary school teacher librarian during the COVID-19 school closure?

I am just finishing my third year in an elementary teacher librarian position after earning my endorsement through the University of Washington's iSchool in 2016. I love working in some way with every student in the school. I love having the opportunity to collaborate with all the teams of teachers and administrators in my building. I love having an amazing team of librarians in my district that form a very critical professional learning community for me. I love the fact that we are in the 21st century and have so much information at our fingertips. I love having a mentor that inspired me through her amazing work as a teacher librarian that I can call, text or visit any time. I try not to take any of these things for granted.

As our world changed rapidly in just a couple days from the normal routine of school to "digital continued learning," I was anxious to step into a role of providing not only the resources and support parents and students might need at home, but also being a resource to the teachers as they transitioned to distance learning. Since the main burden of making sure students participated and did their school work had shifted to parents, we noticed how completely overwhelmed they were. All this responsibility came to parents as they were facing job uncertainties, including layoffs, furloughs, or work from home. Teachers were working just as long and hard, trying to adjust to

digital learning and figuring out how to keep elementary students engaged.

To reduce the onslaught of information parents were getting, my team of specialists (PE, Art, Music, Technology and Library) decided to create one landing place that would have links to

each one of our specialties. We chose [Padlet](#), an easy-to-use platform for both the creator and user. Everything we added to the platform was considered enrichment and was pushed out through the teachers' communication. I studied the Google Doc that showed what each grade level was focusing on each week. I also put links on the home library page. Our "specialist" roles shifted to working with the teachers and visiting their classes as they taught or had class meetings with students. Behind the scenes, along with another teacher, I was also busy being tier one tech help.

As the librarians in my district now hold meetings every week, we discuss and worry about so many unknowns. How do we get technology out to all the

**“As the librarians in my district now hold meetings every week, we discuss and worry about so many unknowns. How do we get technology out to all the elementary students? How do we get the technology back from the students? How do we deal with lost books during this time? [...] How are we going to start school in the fall?”**

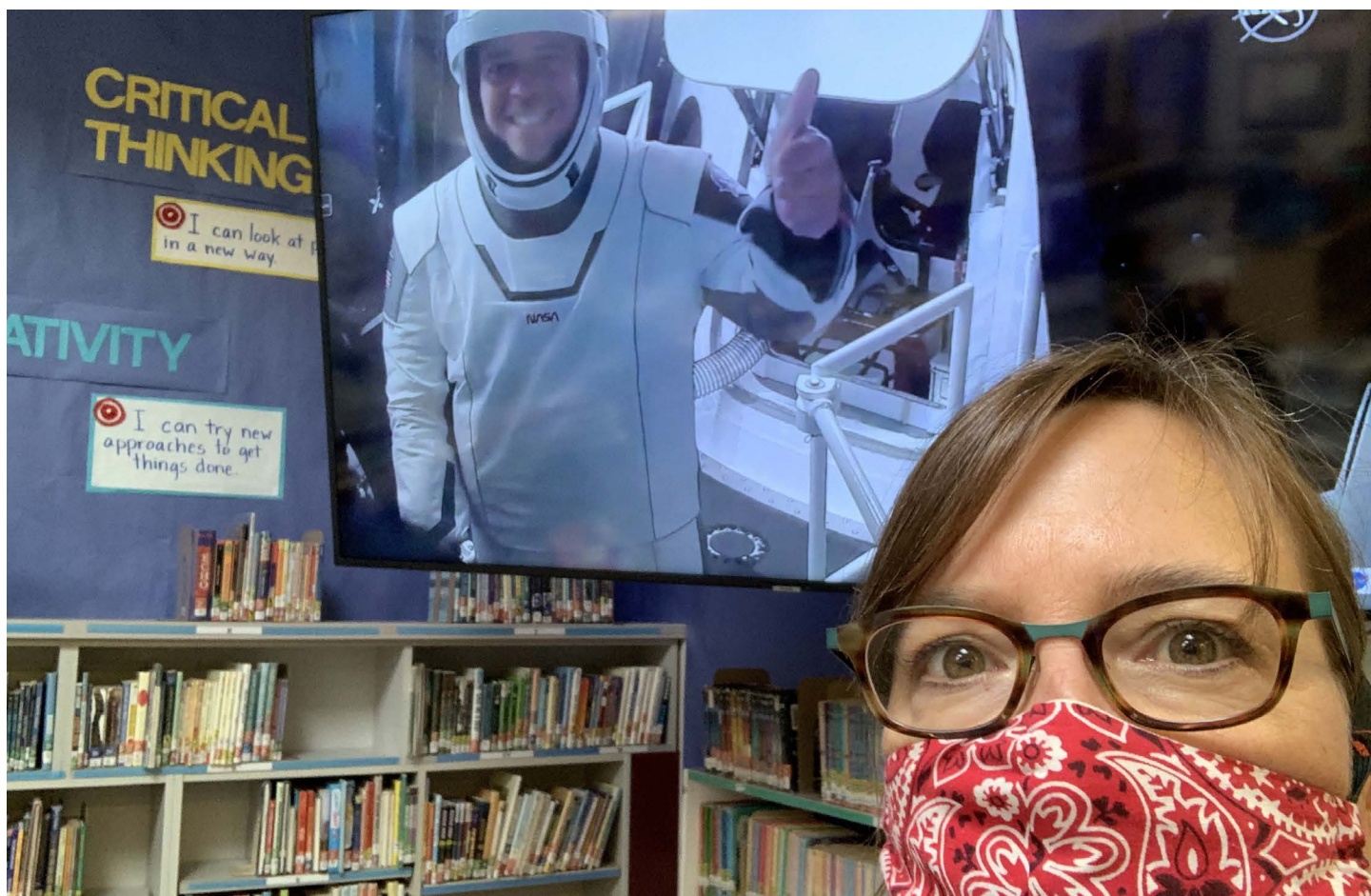
elementary students? How do we get the technology back from the students? How do we deal with lost books during this time? How do we do the Battle of the Books? How are we going to start school in the fall? One of my colleagues, Michael, always brings us back to reality by pointing out that what we are experiencing is unprecedented, nobody has ever been through this before and we have to give each other and everyone grace through this. Everyone is dealing with this for the first time.

I've had the opportunity, as access to my building has evolved, to go in and work in the library by myself, working on administrative projects that I put off during my busy teaching days. I'm finally weeding the nonfiction section. I watched live, from work, as

---

*Lisa Steudel is the librarian at Centennial Elementary School in Graham, WA. She loves creating culinary creations with local foraged food and exploring the beauty of Cascadia, in particular, paddling the Salish Sea in her kayak.*

*continued on next page*



*Author watching live, from work, as SpaceX and NASA collaborated to launch astronauts. Photograph courtesy of Lisa Steudel and used with permission.*

SpaceX and NASA collaborated to finally launch astronauts from U.S. soil again after nine years. The library should have been full of students and staff walking through all day long, talking about it and experiencing it together. It made me sad to be experiencing it all by myself. I was taking selfies in the library and the astronauts on the big screen behind me. I remembered how I felt when the space shuttle program ended without a plan in place for future manned space flights from our country. This day seemed so far away, not even on the horizon. The big picture here is that ending the outdated shuttle program allowed for private innovation and collaboration that is creating so much success.

The “big picture” take away for me and the COVID-19 school closure is this: I hope this generation of students will never take for granted the value of working together face to face. They’ve had the opportunity to not just be consumers, but to be creators with technology out of necessity. It might be their only option to get schoolwork done or have access to their teachers and see their classmates. I know that I will be using and teaching technology with

a lot more direction than before. I will be able to point to so many examples of the 4Cs—Creativity, Communication, Collaboration and Critical Thinking—that the students can relate to.<sup>1</sup> As we appreciate what we can get done with technology I hope we never take working together for granted. 📖

## NOTES

1 “An Educator’s Guide to the ‘4Cs,’” National Education Organization, accessed June 20, 2020, <http://www.nea.org/tools/52217.htm>.

# The Best Question

by Pyper Stever

I see the question approaching. I give it a welcoming smile. *Hello*. The question draws near:

How do we as librarians, how does the library as an institution, as a system, move through this specific crisis (I'm looking at you, COVID-19) and, for that matter, all crises with resilience and resolve?

It's a big question and it has always been present, hanging around the periphery, chilling out next to the newspapers. Now, however, it has placed itself squarely before us in an amplified and, to use the word *du jour*, unprecedented way.

An important component of the reference interview is to clarify the question in order to answer it effectively. Resolve is to decide firmly on a course of action; firm determination to do something; to solve or end a problem or difficulty. We can decide firmly by gathering all the best information (information is our business after all) and making (cross our fingers) one right choice followed by the next right choice and the next and so on, stringing together a course of action and we can do so determinedly but they will be hard right choices and we will feel ungainly and I'm not convinced we can end or solve anything pertaining to the COVID-19 outbreak. It's debilitating and perhaps the most we can do is attempt to mitigate its negative impacts in our own lives, in our libraries, and in our communities. Maybe in that order.

Resilience lends itself to resolve. The toughness and elasticity of

---

*Pyper Stever is the Youth Services Assistant at Ellensburg Public Library. She used to knit until her wrists refused to give another stitch and she wants to like kombucha but she really doesn't. She loves yoga and poetry. So not all is lost.*

resilience, its adaptability, is what will ultimately give resolve its strength. So for me, the question is: how do we foster resilience to enable ourselves to move through this crisis with resolve?

Breathe. I've begun reading the new release *Breath: The New Science of a Lost Art* by James Nestor (you should read it) and it reminds me of the importance of breathing. We can use our breath to calm, to enrich creativity, to boost immunity, among so many other benefits. But if breath work is triggering right now, know it is there for you and take a pause because another thing we can do is get gentle with ourselves first and ripple it out from there to coworkers, patrons, and our broader communities.

**“ COVID-19 is a shared experience and it has underscored the inequality in our systems. [...] Some of us experience this personally and professionally, now with furloughed or lost jobs, uncertainty, paycheck to paycheck, no safety net, no health insurance, no savings, all of which is exacerbated for people of color. ”**

We are all carrying varying measures of grief, disorder, and confusion as a result of the virus. There is a goodness in getting gentle, in looking into our drawn reflections in the mirror and, as we open our doors back up, into the faces of those we work alongside and those we serve and task ourselves with really seeing beyond the superficial, checking in with each other with an authentic, *How are you?* and listening, connecting. We can honor the fear and anxiety we find there. As we peer into our personal trauma, we can recognize that a social trauma has occurred and we can allow space for it within our libraries.

We can let it equalize us. COVID-19 is a shared experience

and it has underscored the inequality in our systems. Under normal circumstances, we see it every day in our libraries and we will again when we resume public hours. Some of us experience this personally and professionally, now with furloughed or lost jobs, uncertainty, paycheck to paycheck, no safety net, no health insurance, no savings, all of which is exacerbated for people of color. Let's get real. Let's break it down and build it back up. Let's advocate (harder). It doesn't have to be this way. Let's work on changing it.

*continued on next page*



From there, we can recommit ourselves to putting the human first (this includes the humans on staff). The reason for every program, every resource, every book in its proper place is for human consumption which in turn elucidates, improves, documents, provides escape from the human condition. We can double down on our mission which is likely some version of bringing people and information together to enrich and nurture self and community.

We can also use this time to remake, reimagine, and restructure our world, to investigate the policies and practices of our libraries. Many of our lockdown implementations will be gladly jettisoned, some will stay. We may be forced to make cuts based on constricting budgets in the aftermath of stay-at-home orders. As we decide which services we will keep and which we will let go, we can take it as an opportunity for growth. This is an out-of-the-box time ripe for out-of-the-box thinking and doing.

We can lean into words. Read. Write. Tell our stories to one another. Language consoles and comforts. (And we're all about it. We believe in this stuff.) I was gifted two children's books to read during my time at home: *Things that Go Away* by Beatrice Alemagna and *Why Do We Cry?* by Fran Pintadera. They were the exact books at the exact time and they moved me. We can let words move us and move us toward healing. They are powerful little things capable of sparking powerful action. We can recommend them.

We can go curbside, virtual, grab-and-go, leaner, fine free, hotspottier, with time limits and without furniture, masked, and distanced but let us be conscientious throughout. Our "new normal" can be anything we want it to be.

Also. I don't know. We won't know. We won't have all the answers. No one will and that will feel wonky because we really like being

able to find the answers. Take a deep breath. Feel all the feelings. Be patient. I can't promise it will be okay. No one can but we can try with all we've got to get ourselves there and if we do it right, we might even work our way to better than okay. I am hopeful that the library's version of resilience is not to merely spring back to its former shape but to adjust itself into a new shape capable of resolving old problems. The best question might actually be: How do we want our libraries to function going forward from this moment? And then point ourselves in the direction of our answer. 📖



# Milestones

Milestones focuses on significant moments for libraries statewide – recognizing notable new hires, transitions, expansions and retirements, as well as remembrances of those who have passed. We're looking for submissions, of approximately 250 words, that highlight notable accomplishments in the careers of those profiled. Photographs are encouraged. Please send information to [alkieditor@wla.org](mailto:alkieditor@wla.org).

## Library Director Kristie Kirkpatrick to Retire from Whitman County Library



*Photo of Kristie Kirkpatrick. Photograph courtesy of Sheri Miller and used with permission.*

Kristie Kirkpatrick will retire from Whitman County Library this fall after 33 years with the library district, the last 21 as its director.

In her time at the library, Kirkpatrick has seen a lot of change. When she started as manager of the Rosalia Branch in 1988, the automated library catalog was new but problems transmitting data between its 13 branches presented huge technological and financial challenges.

Throughout the 90s, partnerships and grants to bring Internet to the branches made some headway with these issues but it wasn't until 2002 that quality computing and public Internet access became the standard. That year, a \$104,000 grant from the Bill and Melinda Gates Foundation finally provided equipment and infrastructure changes that were so badly needed.

Kirkpatrick also speaks proudly of the community's role in expanding library programs and facility upgrades [...]: "The sheer number of donors, grant funders, community partners and volunteers who've generously and positively impacted the library is mind boggling and heartwarming. Look at any branch, any service or any program and you will see the community's fingerprint on it."

Use of the library greatly increased over the past 30 years as well, especially attendance at classes and educational programs. Prior to the Coronavirus shut downs, numbers were off the charts with nearly 50,000 people attending programs and classes last year. Kirkpatrick adds, "These counts don't even include people using libraries for materials, online products, Internet access or just hanging out."

In summing up her career, Kirkpatrick believes, "Whitman County Library's growth and success is quite reflective of our community's values. Our citizens care about education, our towns and each other; a sure recipe for success."

~Submitted by Sheri Miller, Associate Director & Youth Services Manager, Whitman County Library. This Milestone is an abridged

version of the article published by Whitman County Library. The full text is [available here](#).

## An Outstanding Educator, Julie Wasserburger, Retires



*Photo submitted by Valerie Dawson.*

It has been both a privilege and honor to work with Julie Wasserburger over the years. If you ever had the chance to meet Julie you immediately get the sense that she is a person of high integrity with a huge heart full of compassion for our students here in Bremerton. As coordinator of the Bremerton School District library paraeducators she was influential in promoting professional development at every level.

She has been outstanding in her efforts to meet our individual needs as educators and ensure that every child has available to them a diverse, up to date and relevant collection of books, resources and materials in their school libraries. Her efforts advocating for our collections to be updated to meet the needs of all our students in turn put our school libraries on the levy and brought tens of thousands of dollars to fund the purchase of new books.

Her work was not limited to the library. She has worked tirelessly advocating and supporting our individual and classroom needs behind the scenes with her grant writing skills, management of textbook materials and her onsite assistance.

Julie has given us the necessary tools and support to perform our roles in the library well. She has helped us integrate technology in such a meaningful way, such as, creating our monthly library planning menu that helps support the curriculum that the teachers are implementing.

I know that Julie would say "there is so much more to be done". I know I am not alone in saying that while I am excited to see what is next for her, she will be missed. She has forever touched the lives of our students and staff here in the Bremerton School District.

~Submitted by Valerie Dawson, View Ridge Elementary Arts Academy Library Paraeducator

*continued on next page*



## Seventeen Years of Service: We Will Miss You, Anna!



*Anna Salyer, second from right, with colleagues from UW Tacoma*

On June 30th, Librarian Anna Salyer—a familiar face in the UW Tacoma Library and across campus, and mentor to so many—officially retired after 17 years of extraordinary service! Anna served many different roles over the years: the librarian at UW Tacoma for Criminal Justice,

Gender Studies, Grants and Nonprofits, Healthcare Leadership, Nursing, Education and Social Work. She was also the longtime contact for the Foundation Center Collection, hosted at UW Tacoma Library; in that role, she trained countless individuals and workshop groups in how to write a great scholarship or grant proposal, and how to use the Foundation Center database to seek funding for their education and nonprofit work. Anna was also the Library's Head of Community Outreach—staffing orientations tables and warmly welcoming students at all levels to UW Tacoma.

While going to libraries was always part of Anna's life, she had not considered being a librarian until she was living in Nome, Alaska, in her early 30s. In fact, her first library job was a bit of an accident: "I was working at Northwest College in Nome, doing contract typing for their accreditation report, when the library assistant quit right before school started, so I started filling in and then applied and got the permanent position. The director was not a librarian but had an MBA, and she encouraged me to start taking distance education courses about providing programming and services," Anna said.

She was later offered a position at Kegoayah Kozga Public Library, in Nome, Alaska, as the Village Library Coordinator. "I got to travel to the villages around Norton Sound to help set up and/or manage their libraries, write their funding grants, and provide training for their staff. After doing this job for a couple of years, I decided it was time to go back to school and get my Master of Library Science—which I did at the UW Seattle campus," Anna explains. Eventually Anna found herself hired at the UW Tacoma Library, in July of 2003.

One of Anna's greatest strengths on the job is working with people. Her warm and welcoming countenance has touched countless students, staff, faculty, and community members at UW Tacoma and beyond. In fact, in recognition of her immense contributions, Anna was awarded UW Tacoma's Distinguished Service Award in 2016.

Anna's legacy of building community, touching lives, and launching careers will live on in the way librarians at UW Tacoma continue to model their services on Anna's practices. Thank you, Anna! You will be so missed.

~Submitted by Johanna Jacobsen Kiciman, Editor, Alki, and written by Angela Wichagen with edits by Serin Anderson, Gwen Kempe, and Johanna Jacobsen Kiciman

## Noting the Passing of University of Washington iSchool Professor, Allyson Carlyle




*Photo of Allyson Carlyle. Photograph courtesy of the iSchool obituary.*

It saddens me deeply to share that our dear friend and colleague, Allyson Carlyle passed away [on April 4, 2020 ...] due to complications from a brain tumour (and not COVID-19-related). [...] Allyson served as a faculty member in the iSchool for over 20 years, and continued to teach with us even after retirement. Her loss will be felt deeply by our community: her students and research advisees, the staff with whom she worked closely, her fellow faculty, and the broader LIS community. [...]

Allyson Carlyle was a valued and dedicated mentor, colleague and teacher. She influenced both academia and her profession, particularly in the area of cataloging. Allyson always put people first, both in her personal and professional life. She was a fierce advocate for what she believed was fair and for minority rights in particular. In her research, she focused on how the catalog is consumed by people, to simplify interactions with bibliographic data. She made significant research contributions and was widely published in the areas of descriptive cataloging, use of online catalogs and classification theory. After receiving her Ph.D. from UCLA's Graduate School of Library and Information Science in 1994, she joined the University of Washington's Graduate School of Library and Information Science, now known as the Information School, in December of 1996. She served as an Assistant Professor and then Associate Professor until January 2018, when she retired and became an Emeritus Associate Professor. She is survived by her brother and mother.

For more information, see the [obituary](#) published by the University of Washington iSchool.

~Written by Anind Dey, Dean, University of Washington iSchool, submitted by Kate Laughlin, Strategic Advisor, Washington Library Association, and abridged by Johanna Jacobsen Kiciman, Editor, Alki. 



# I'd Rather Be Reading

by David Wright



David Wright

## Reading to Escape, and Engage

As library closures continue, and our patrons shelter in place or take to the streets in protest, the kinds of requests we're hearing (in record breaking numbers) from our readers online, and the books we're suggesting to them, are as diverse as the reasons people read.

We find many readers seeking insight into others, and themselves, and fresh perspectives to recontextualize their world. They seek to empathize with the other, and perhaps transcend however briefly that othering thereby. They look for voices that can clarify their own feelings and views, and help them challenge their assumptions and think through problems. They seek hope and encouragement to make change, and to find models for a better world, or inspiring heroes to honor and emulate.

We've seen this in our readers' growing interest in diverse, "Own Voices" literature, a movement begun on behalf of young readers that adult readers now regularly seek out on their own behalf. And it is certainly evident in the recent spike in interest for texts exploring the history, legacy and future of institutional racism in America, and the plethora of excellent anti-racist reading lists and resources that have swiftly arisen to meet the demand. But these same needs are also served more obliquely through the kinds of reading still habitually apologized for by readers, as mere "escapism."

This perennial culture war that rages on within readers is based on a simplistic and overly literal sense of how reading affects our lives and minds, which seems far more akin to our dreaming life than to a course of formal education. When we escape we are not merely running away, but running toward. As Ursula K. Le Guin wrote, "The direction of escape is toward freedom. So what is 'escapism' an accusation of?"

Escapist reading can accomplish all the ends I listed above, if

---

*David Wright is a librarian with the Reader Services Department at Seattle Public Library, where he reads—and now podcasts—Thrilling Tales: A Storytime for Grownups.*

*Note: Emily Calkins will return to this column for the November 2020 edition.*

**“When I have a tallow stub,  
I read until it gutters. ...I  
do not know how I could  
manage without. For the  
hour in which I am able to  
lose myself in someone else's  
thoughts is the greatest relief  
I can find from the burden of  
my own memories.**

**-The Year of Wonders: A Novel of the  
Plague, by Geraldine Brooks.”**

through less obvious means. When we spend time in worlds where poetic justice applies, chances are taken and heroes prevail against the odds, we return not merely refreshed but with a recalibrated sense of how things are, or could be. As in our dreams and nightmares, we confront our worst anxieties and fears and visualize overcoming them, and bring that subtle knowledge back to our lives.

The depth of this need to escape through story is well preceded. Giovanni Boccaccio, writing in *The Decameron* just a few years after the Black Death wiped out the greater share of Europe's population, knows that it is not enough for his characters to escape

the plague-ridden streets of Florence to a bucolic country escape, but they must find true refuge in the pleasure of stories. As they regale each other over ten days, our refugees' pains at framing each tale as somehow morally instructive or edifying is again and again belied by the wit, passion, intrigue and sheer fun of their storytelling. These stories are restoring them from ubiquitous death to life, but not for the pious reasons they believe, or claim to. As Shirley Jackson opened her *The Haunting of Hill House*, "No live organism can continue for long to exist sanely under conditions of absolutely reality."

Fortunately, the desire to escape and to read more diversely are not at odds, as this small selection of great Own Voices escapes attest:

*Last Tang Standing*, by Lauren Ho. This witty, glamorous rom-com follows the diary entries of Singapore lawyer Andrea Tang as she struggles between Eric Deng, the man of her (and her family's) dreams, and her coworker Suresh Aditparan, whom she can't stand – and can't forget.

*The Object of Your Affections*, by Faguni Kothari. Paris Kahn Fraser seemingly has it all – except children, but the idea that she must bear them feels unbearable. Her recently widowed friend Naira may be willing to be a surrogate, but how will her conservative Indian family react. Serious feminist and cultural issues wrapped up in a fanciful and fun package.

*continued on next page*

*Take a Hint*, Dani Brown, by Talia Hibbert. It started as a viral video, but will the hyped romance between bisexual PhD student Danika Brown and hunky, troubled security guard Zafir Ansari have legs? A worthy sequel to Hibbert's delightful, ability diverse *Get a Life*, Chloe Brown.

*Something to Talk About*, by Meryl Wilsner. When the paparazzi seize on an affectionate moment on the red carpet with her assistant Emma, Hollywood showrunner Jo Jones' life and career spin out of control. But will life imitate gossip?

*Her Nightly Embrace*, by Adi Tantimedh. Ravi Singh is not your typical private eye, aided and watched over by a panoply of Hindu gods. First of an offbeat, charming episodic paranormal mystery romance series.

*Bluebird, Bluebird*, by Attica Locke. Black Texas Ranger Darren Matthews comes to the tiny town of Lark to investigate what seems at first to be a straightforward hate crime. This stellar contemporary crime series continues in *Heaven, My Home*.

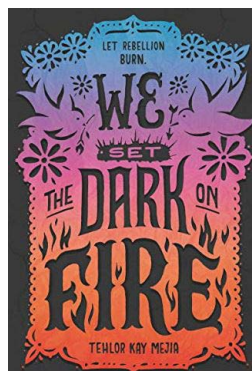
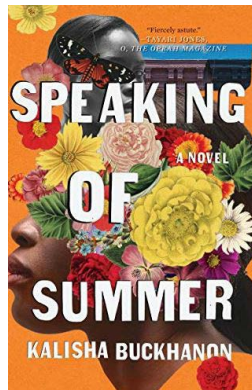
*Long Black Veil*, by Jennifer Finney Boylan. It has been over thirty years since six drunken partygoers set out to explore an abandoned penitentiary, and only five returned. Now the past has resurfaced in the most startling and unexpected way. Genre- and gender-bending psychological suspense.

*Speaking of Summer*, by Kalisha Bukhanon. Autumn Spencer's sister, Summer, has vanished into thin air from a Harlem rooftop. As she delves deeper into the case, Autumn finds that nothing is quite as it seems.

*The Only Good Indians*, by Stephen Graham Jones. Four old friends have made it off the Rez and into successful lives in the real world, when something comes stalking out of their darkest past, with the horns of an elk. Chilling, gory horror from a First Nations perspective.

*We Ride Upon Sticks*, by Quan Barry. Chronicles the remarkable turnaround of the 1989 Danvers High School girls field hockey team, when The Falcons decide to take a lesson from the Salem witchcraft trials and pledge themselves to the devil, aka Emilio Estevez, in this delightfully offbeat coming-of-age story.

*Dragman*, by Steven Appleby. In this superhero comic with a twist, mild mannered August Crimp can leap tall buildings at a single bound – but only when dressed as a woman. And when a transphobic serial killer takes to the streets, this is clearly a job for – Dragman!



*The City We Became*, by N.K. Jemisin. NYC may be the city that never sleeps, but all hell will break loose when the City truly awakens, and wildly diverse human avatars from each of the boroughs must somehow join forces to save New York from an ancient, Lovecraftian evil.

*Trail of Lightning*, by Rebecca Roanhorse. Dinétah monster hunter Maggie Hoskie reluctantly joins forces with mysterious medicine man Kai to rescue a missing girl who has fallen prey to dark magic. This Navajo inflected post-apocalyptic series continues in *Storm of Locusts*.

*Finna*, by Nino Cipri. Coworkers Jules and Ava have just broken up and are trying to steer clear of each other, when disappearance at the LitenVärld big box furniture store sends them through a portal into another dimension. It's like your worst IKEA trip on steroids.

*The Rage of Dragons*, by Evan Winter. Colonized two centuries ago by the dragon-wielding Chosen, the subjugated Heleni continue to look for a hero, while a fierce warrior arises among the Chosen who threatens to upend his own rigorously caste-based society, in a swift High Fantasy informed by South African Apartheid.

*Jade City*, by Fonda Lee. For centuries, jade has enabled the legendary Green Bone warriors to best their nation's enemies, but in a future world rocked by typhoons, destabilized by drugs and threatened by new gang rivals with magical tricks of their own, is their day finally over? Followed by *Jade War*.

*We Set the Dark on Fire*, by Tehlor Kay Mejia. Knowing that her comfortable life comes at a terrible cost, young Dani realizes that she must embrace her fate to help bring down the wall that divides her island home. Followed by *We Unleash the Merciless Storm*.

*Trinity Sight*, by Jennifer Givhan. Before the crash, anthropologist Calliope Santiago saw a blinding red light. Now the whole world has changed. Where is everybody? Has some dire prophecy come to life? And what does it all have to do with Kennewick Man? Intriguingly surreal First Nations apocalypse.

*Upright Women Wanted*, by Sarah Gailey. In a post-apocalyptic American Southwest, Esther escapes the thought police by stowing away with a pack of seemingly harmless librarians. These fierce, queer, gun-toting bookslingers are about to teach her otherwise.

"Humans had built a world inside the world, which reflected it in pretty much the same way as a drop of water reflected the landscape. And yet ...and yet... Inside this little world they had taken pains to put all the things you might think they would want to escape from – hatred, fear, tyranny, and so forth. ...They thought they wanted to be taken out of themselves, and every art humans dreamt up took them further in." -Wyrd Sisters, by Terry Pratchett. 📖

# Read This Book! News and Opinions by Teacher-Librarians

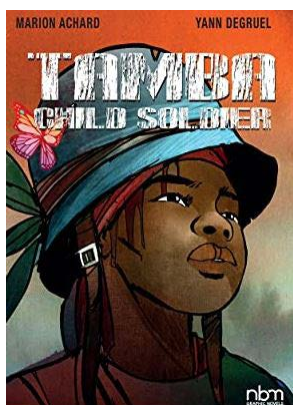
## Resilience, Resolve

by Sarah Threlkeld

Resilience is a trait shared by many successful, well-known people throughout history; it is also proving to be found in each of us during this unusual time. Whether it means hosting storytime via Zoom, on Facebook live, in Microsoft Teams or by video recording because we can no longer connect with students and patrons in person or proving our worth (yet again) to principals, school superintendents, and the community at large by providing curated lists of digital resources, finding creative ways to get books into kids' hands, and planning engaging and educational virtual activities, librarians are exhibiting resilience in spades.

Every time I jump on social media or check in with my colleagues, I am blown away by librarians' flexibility, creativity, and resolve to serve their patrons amidst a pandemic. We are essential, whether our libraries are open or not. In need of high-quality reading material that showcases resiliency and resolve? Check out these recently reviewed titles by Puget Sound Council members.

**Tamba, *Child Soldier*.** Author: Achard, Marion. Illustrator: Degruel, Yann.  
Nbm Publishing, 2019.  
Recommended for 9th grade to 12th grade/Young Adult  
Review by Eve Datisman

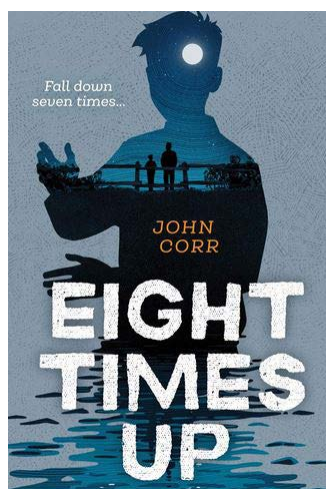


Tamba Cisso is a stand-in for hundreds of thousands of child soldiers exploited around the world. Sitting before a hostile crowd at a truth and reconciliation commission at age 16, he explains how he was abducted at age eight from an unspecified African village and forced to commit atrocities under threat of death. His experiences, as well as those of former neighbor Awa and peer Aceyta, paint a bleak picture of hyperviolent masculinity, drug

addiction, rape, and endless nightmares. The specifics of the tragic events he participated in – and the unhappier fates of his fellow

abductees are documented. Tamba's account of everyday life as a reluctant warrior for a jumped-up rebel warlord is no less harrowing for being one step removed from our own world's actual atrocities. Currently it's estimated that there are over 30,000 child soldiers and the exploitation of girls is rising, so this is an ongoing problem. This GN is a necessary, if uncomfortable, light shined. Spare panels, and vibrant colors match Tamba's mood and experiences. Pair with *A Long Way Gone: Memoirs of a Boy Soldier* (2007) by Ishmael Beah.

***Eight Times Up*.** Corr, John.  
Orca Book Publishers, 2019.  
Recommended for 4th grade to 6th grade  
Review by Elizabeth Lawson



In John Corr's first novel, *Eight Times Up*, he tells a much needed story of resilience. Focusing on Riley who has recently been abandoned by his mother, the reader gets a first person look at a young man who is struggling to control what he calls his surges. Although never coming right out and labeling him autistic, we know that Riley has obsessive traits and he struggles with social cues. His dad has come up with a brilliant idea that joining aikido will help him build confidence. Riley at first gets knocked down a ton

and can't seem to find his stride in the dojo or with the kids; but he keeps getting up. Geared towards upper elementary and middle school, this easy to read novel gives insight into what it is like to not always be in control of your emotions or what is happening around you. Extremely timely, Corrs paints a picture of a young man who learns how important it is to no matter how many times you fall down, to always get back up. The characters are very well developed even going so far as to surprise the reader with one of the problems faced by the main character not understanding culture. This is an important perspective that young kids could benefit from having access to.

---

*Sarah Threlkeld is the current Chair of Puget Sound Council, the head librarian at Briarwood Elementary in the Issaquah School District, a member of the Sasquatch Committee, and recovering podcaster. When she doesn't have her nose buried in a book, she is probably baking, running, singing, or building Lego with her family.*

*continued on next page*



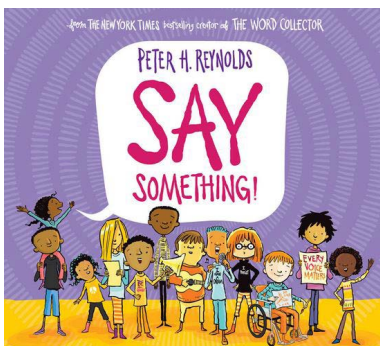
**Last Human.** Bacon, Lee.  
Amulet Books, 2019.  
Recommended for 4th to 6th grade  
Review by Amanda Workman



The humans destroyed the planet and the robots took it back. For thirty years robots have ruled the world once infested with humans. They are efficient, productive, and always follow the directives of the Pres1dent. XR-935 is the perfect robot. Everyday he boots up, says goodbye to his family\_unit, and heads to the solar farm with his coworkers. However, when he comes upon a life\_form he's never seen before, one he thought was extinct, the hive directives don't make sense. The human girl, Emma pleads with XR to help her get away

from the bunker filled with disease and loss to another location that might save her. XR knows that humans are evil. He sees the nightly download from the Pres1dent of the pollution, war, and greed humanity seemed to love. Yet, Emma is different. She is kind, funny, and gentle. XR decides to go against his programming, with his co-workers Ceeron and SKD, and go on a dangerous journey to help save Emma. Along the way they learn about friendship, finding your true purpose, and that humanity was worth saving. For those readers who loved The Wild Robot, this book is a must read.

**Say Something!** Reynolds, Peter H.  
Orchard Books (Scholastic), 2019.  
Recommended for Kindergarten to 3rd grade  
Review by Kathryn Cook

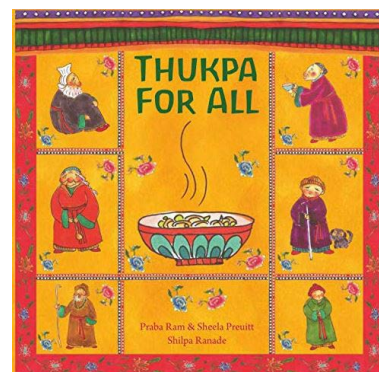


The reader is told "The world needs your voice!" They are told "if you see someone who is lonely . . . if you see an empty lot . . . If you see something beautiful . . ." to use words or actions to "Say Something". Using the phrase "if you see" at the beginning of each two page spread the author

encourages the young reader to be creative in using their voice; "if

you see an empty canvas . . . say something with your brush. If you are angry . . . say something to help people understand." Reynolds urges readers to be persistent when they feel no one is listening, encouraging them to speak up with "Your voice can inspire, heal, and transform Your voice can change the world. Are you ready to say something?" The illustrations are uncluttered and colorful, encompassing a diverse group of children with different skin tones, hair textures and abilities. The use of text bubbles gives the reader a feeling of being spoken to directly. This is a great conversation starter for a discussion on how the reader can impact her world.

**Thukpa For All.** Author: Ram, Praba. Illustrator: Ranade, Shilpa.  
Karadi Tales Picturebooks, 2019.  
Recommended for Kindergarten to 3rd grade  
Review by Paula Wittmann



Tsering is excited that his grandma will be making thukpa, a noodle soup. As he taps his way home through the Ladakhi region of Northern India, Tsering confidently with his cane he meets and greets neighbors and invites them to come and share the soup. His grandma is surprised but not angry that he has invited so many to share

their meal. He is sent to gather peas to add as she hurries to begin preparations. Luckily, the guests bring things to add to the meal as well: spinach, water, cheese, apricot jam and even additional noodle dough. However, just as the soup is being started the power goes out. But Tsering is blind and a power outage won't stop him. He confidently brings the ingredients to his grandmother and the soup base is made. Now it is time to make the noodles and he and his aunty work together to roll the dough and tear the noodles. The power comes back on as the noodles cook and all enjoy Tsering's thukpa. This is a gentle story of community and sharing that highlights the benefits that disabilities sometimes bring. Includes a note on Ladakhi life and a recipe for thukpa. 📖



## Ranganathan's Five Laws of Library Science: COVID-19 Edition

1. ~~Masks~~ Books are for use.
2. Every ~~patron~~ reader his or her book ~~scientific~~ opinion.
3. Every ~~board~~ book its reader ~~choice~~ between staff ~~health~~ or public demand.
4. Save the ~~health~~ time of the reader ~~staff~~ member.
5. A library is a growing organisms



*Photo by Adam Nieścioruk on Unsplash*



# Alki 2020 Community Survey

by the Alki Editorial Committee and Alki Editor



*Photo by Nick Fewings on Unsplash*

We published this survey in the March 2020 issue, and are republishing it again to make sure we hear from as many of you as possible!

We are hoping to survey you—our readers—to understand who we are reaching, what sort of libraries you work for or are interested in, and what kind of content you would like to see in future Alkis. This is your journal and your community hub, and we strive to keep content relevant, interesting, and accessible to all librarians!

The survey will be open through the end of August, 2020, and can be accessed at the following link or using the following QR code:  
<https://forms.gle/LTXhbm2jYmFJcVkM8>

We will publish results in the November 2020 issue. Thank you so much for helping us keep Alki current!

Please send questions to [alkieditor@wla.org](mailto:alkieditor@wla.org). 📖





# WLA Thanks Our Organizational Members

## Sustaining Members

Asotin County Library	Neill Public Library
Bellingham Public Library	North Central Regional Library
Big Bend CC Bonaudi Library	North Seattle College
Burlington Public Library	Orcas Island Library District
Central Skagit Rural Partial County Library District	Pierce College Library
Centralia College Library	Pierce County Library System
City of Richland - Library	Port Townsend Public Library
Clark College Library	Puyallup Public Library
Clover Park Technical College Library	Renton Technical College Library
Columbia County Rural Library District	Ritzville Library District #2
Community Colleges of Spokane - Library Services	San Juan Island Library
Eastern Washington University Libraries	Seattle Central College Library
Ellensburg Public Library	Seattle Public Library
Everett Public Library	Sedro-Woolley City Library
Foley Center Library Gonzaga University	Shoreline Community College
Fort Vancouver Regional Library District	Skagit Valley College/Norwood
Grandview Library	Sno-Isle Libraries
Green River College	Spokane County Library District
Highland Terrace Elementary	Spokane Public Library
Highline College Library	Stevens County Rural Library District
James Brooks Library, Central Washington University	Tacoma Public Library
Jefferson County Library	The Evergreen State College
King County Library System	Timberland Regional Library
Kitsap Regional Library	University of Washington Libraries
La Conner Regional Library District	Upper Skagit Library
Lake Washington Institute of Technology	Walla Walla Community College Library
Liberty Lake Municipal Library	Walla Walla County Rural Library District
Longview Public Library	Washington State Library
Lopez Island Library	Whatcom Community College
Lower Columbia College	Whatcom County Library System
Lower Columbia College Library	Whitman County Library
Mount Vernon City Library	Yakima Valley College
National Network of Libraries of Medicine, Pacific Northwest Region	Yakima Valley Libraries



**Alki**

The Washington Library Association Journal

EMAIL: [info@wla.org](mailto:info@wla.org) WEB: [www.wla.org](http://www.wla.org)