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Alki



The Conference Issue: Cultivating Communities, Harvesting Ideas

Inside this Issue:

| | |
|--|------|
| WLA First Impressions: Pyper Stever, Celeste Bennett, Dovi Mae Patiño..... | p. 6 |
| Ijeoma Oluo: "So You Want to Talk About Race?"..... | p. 8 |
| What's the NUB? | p.13 |



Table of Contents

Alki The Washington Library Association Journal

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

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Up Front

Learning by Association3
By Craig Seasholes

From the Editor

Embracing the Adventure.....4
By Sheri Boggs

Feature: The Conference Issue: Cultivating Communities, Harvesting Ideas

WLA First Impressions5
By Pyper Stever, Celeste Bennett, and Dovi Mae Patiño

Ijeoma Oluo: Representation and Responsibility.....8
By Frank Brasile

Spin That Wheel: No More Bad Signs10
By Suzanne Carlson-Prandini

Q&A: Feeding Kids for Free11
By Elizabeth Koenig

What's the NUB?13
By Sam Wallin and Brianna Hoffman

Keeping it Real: Virtual Reality in Your Library.....17
By Dusty Waltner

Meet the Evergreens!18
By Jodi Kruse

Perspectives of Leadership20
By Karen Diller

Mitali Perkins: Taking Diversity Deeper22
By Craig Seasholes

It's Time for Rural Broadband Action.....24
By Carolyn Logue

Farewell, Stan Lee.....26
By Kari Ann Ramidorai

Milestones

New Hires, Transitions, Expansions, Retirements and Remembrances27

Read This Book! News and Opinions by Teacher-Librarians

Picture Books for Big People.....28
By Brooke Shirts and the Puget Sound Council for Review of Children's and Young Adult Literature

I'd Rather Be Reading

Grateful for Books.....30
By David Wright

Dispatches from Swellville

Meet Your Match.....31
By Darcy McMurtery



Craig Seasholes

Learning by Association

by Craig Seasholes

Back at my school library after an engaging conference, I find it satisfying to consider the many ways active association enriches and illuminates our work in libraries throughout the state. During this past conference --more than ever-- I was aware and inspired by ways that librarians of all types, from every corner of the state, came together to present, attend and engage with conference opportunities.

Associating builds community. Did you notice something similar, too?

Take for example discussions I know that began at conference between an exhibitor (STYLE: Songwriting Through Youth Literature Education) and Camp Read-a-Rama presenter (and UW iSchool Beverly Cleary Chair) Michelle Martin. Further correspondence and meeting have already developed into a working relationship that inspires both. I know there's promise in this exciting collaboration as I am both a past host of STYLE songwriting workshops and a hopeful partner in future summer reading programs through our school and partnering libraries.

These conversations began at conference. Afterwards they continue, and grow to include others.

Whenever we gather, other members feel the value of engaging with our association work, too. After our WLA legislative committee presented at conference, new members from each division are stepped forward to help plan for the coming WA legislative session. Likewise, all WLA divisions are filling rosters for other committees including membership, communications and marketing. Ditto to volunteers stepping up to contribute to the editorial work of producing this *Alki* issue you are reading, and to

support issues yet to come in the years ahead.

And of course, volunteers step forward to offer help with the ALA Midwinter (by contacting the office at info@wla.org), knowing our members will gain both satisfaction and new connections to the greater library community.

The blending of different library interests and expertise is also evident in further professional development opportunities shared by our academic members at UW Libraries and the iSchool, by CAYAS in a pre-Midwinter workshop, and in the upcoming ALA Midwinter in January and WWU's Children's Literature Conference and UnConference in February (<https://wwucl.com/>).

In addition to all that, our next full association gathering is the joint OLA-WLA Conference April 17-20 in Vancouver WA. Everything we value in associating gets doubled as we team up with our Cascadian cousins in an even broader ecosystem of library professionals serving communities. It will be a great opportunity to hear from new perspectives, explore commonalities and build relationships with others in our profession.

And well before that, on January 1 we formally transition WLA leadership roles as Rhonda Gould takes the baton in her turn "Up Front." Along with new and continuing board members, Rhonda brings a deep catalog of experience and skills to help guide our library association forward. Just as my year has shown me the broad and varied value of active library association, I'm sure 2019 will be a productive year strengthening our association's mission and resolve to lead, advocate, educate and connect. 📖

Craig Seasholes is the president of WLA and a teacher-librarian in Seattle



Sheri Boggs

Embrace the Adventure

by Sheri Boggs

It's probably not wise to admit this in a professional context, but if any of you have worked with me for any length of time, you already know this: I am a little high-strung.

When the *Alki* editor position was opening up in 2017 I was the editorial committee chair. One of the chair's responsibilities is to help identify potential new editors when the current editor's term is up. But as I posted notices to our weekly WLA Wednesday e-mails and my own Facebook page, I had this nagging voice in the back of my head that said, "you could do it."

I ignored the little voice. I was reluctant to take on *Alki*. It wasn't because I lacked the experience. I'd been an editor at my hometown's alt-weekly newspaper for five years. And it wasn't because I lacked the interest. I'm fascinated by what my colleagues are doing around the state. No, my reluctance came from worrying that it would be too much. What if I suck at it? I wondered. What if I fail? But as the weeks went by I realized something surprising. Underneath the muttering of my anxious brain there was the knowledge that I could do this. Deep down, I wanted to do it.

The previous editor, Frank Brasile, seriously raised the bar during his time at the helm with engaging, dynamic content (The Social Justice issue is my all-time favorite) and some of the best covers *Alki's* ever had. Ever-organized and methodical, he also made it easy to step into some big editorial shoes. In addition to creating an invaluable "How to edit *Alki*" guide, he offered to switch positions and chair the Editorial Committee.

With Frank's help, the tireless patience of our graphic designer, Sonya Kopetz, and the contributions of the editorial committee -- Melinda Van Wingen, Kris Becker, Anna Shelton, Suzanne Carlson-Prandini, Dusty Waltner, Karen Diller, and Kelsey Smith -- we put together four issues I'm really proud of. We've published

stories that I hope have been relevant and engaging to the WLA community: how Seattle Public Library collaborated with their Somali community to create a one-of-a-kind board book (Mar. 2018 p. 5-7), how libraries are serving at-risk populations from

people experiencing homelessness (Mar. 2018, p. 8-12) to those with various forms of dementia (Nov. 2017, p. 15-16), and how zines are being used in academic library settings (Nov. 2017, p. 15-16), to name a few. Throughout we've continued to make room for fun, from book reviews to "Dispatches from Swellville" (which debuted our first horoscope column in the Mar. 2018 issue, p. 35).

My point with all this is to say that I'm so glad I didn't let my anxious tendencies talk me out of this editorial adventure. I've made new friends and been truly awed by the amazing work happening in libraries across the state. It's been thrilling to see each issue of *Alki* take shape and to be inspired by the work you're all doing. As I step down from editing *Alki* I'm aware there are so many opportunities to be involved in WLA, and so much need for committed, thoughtful volunteers. If you've thought about stepping up but wondered if you have what it takes -- I assure you, you do.

This issue, my last as Editor and a wrap-up of the recent WLA Conference in Yakima, features observations from first time attendees (pg. 6), a recap of Ijeoma Oluo's keynote address (p. 8) a look at leadership from a variety of perspectives (p. 20), and so much more.

Speaking of leadership, I'm thrilled to announce *Alki* will be in good hands. Editorial committee member Kris Becker will be stepping up to chair the *Alki* Editorial Committee. And Di Zhang, a Reference and Reader Services Librarian at Seattle Public Library, has accepted the *Alki* Editor position. I know they'll both do a fantastic job and I can't wait to see how *Alki* evolves under their leadership. 📖

Sheri

Sheri Boggs is the Youth Collection Development Librarian for the Spokane County Library District and editor of Alki.

WLA First Impressions: Pyper Stever

by Pyper Stever

There have been a number of firsts in my lifetime as in all lifetimes. First babblings followed by first words. First steps. First love followed by first fight. First days of school, of the new job, of marriage, of being at home with a new baby, of bundling all the kids off to school for first days of their own, not always bright, shiny things but round and full with possibility, little moons. And now my first time at the Washington Library Association Conference.

I wouldn't say I am too old for this first but likely older than most first-timers. Just last month I turned what a colleague of mine aptly dubbed forty-one-derful. I am forty wonderful and it took me the compilation of these years to travel the distance to this moment and the slow-waking realization: I belong here.

Nevertheless, I've made those proverbial and doubtlessly recognizable "rookie mistakes." I forgot my water bottle. All three days. I justify this one with the I-was-THAT-excited-to-get-there rationale but we die without water and had this actually been one of those escape rooms we are so enamored with right now, I wouldn't have made it out alive. Rookie. I went for the swag early, forced to lug my haul through lunch, Bob Ferguson (reads every night to his kids!), "Lightning Talks," and "How Information Shapes Perceptions of Land Use and Renewable Energy Resources," begging should I even have gone for the swag in the first place? Rookie. I ate too much for lunch, leaving me sated, my wild-eyed exuberance subdued slightly, rendered manageable, which may, from this remove, belong in the plus column, but still rookie. I brought a notebook with one hundred sheets of paper to a paperless event. In my defense, I had so much to take in, so much to note, so fervently! Could I be forgiven this? Of all, at least this?! So rookie.

Yet that small, beckoning thought continued to bloom throughout: I belong here and I did not cringe. Perhaps the benefit of being an older first-timer is that I was supremely ready for it, every bit of it. I was ready for any blunders I might make, ready for any hesitancy I might feel in joining the conversation and triumphant in the joining, ready for Ijeoma Oluo, ready to learn, ready to belong.

In the lead up to the WLA conference, I asked the veterans at my library for advice on all manner of things from what I ought to wear to what I ought to expect, receiving varied responses: I was told to network. I was told jeans would be okay and, indeed, I was not out of place in them. Oluo even cracked a joke about it, *Seattle Nice*, she

called it although she didn't go nearly far enough, geographically speaking. There is not a town in Washington that doesn't love jeans. I was told to grab a free bag and fill it, hence the swag debacle. The most salient piece of advice I was given was to remain open, to collect the various snippets of information I would come across, but in particular to be on the lookout, to attend to those wisdoms, books, programs, and ideas that might best be brought back and implemented at my own library, knowing its budget and constraints, collection, patrons, and personality. In essence, I was advised to use discretion and trust myself. Which, in truth, I have not always been capable of doing, at least not to the extent that forty-one-derful affords me and now also I was equipped with the trust of my colleagues.

So it was, upon returning, those same veterans, those others who minded the desks, who shelved and located materials, who answered patron queries from simple to obscure, even those that had been to the conference themselves but were interested in my experience of the event, greeted me with an expectant and rapt, *Well?! And how to parse? No easy task. The challenge lies in translating inspiration first into words and then into action, to marvel at the momentum and undertakings of librarians across the state because though libraries are filled with books and resources, they come alive under the skill and effort of those that people them: librarians in concert with their patrons.*

Because of course virtual reality. Of course women in leadership. Of course diversity and music in the stacks. Yes and yes and yes. But then the returning and the questions, the discerning. *Is it feasible and will it work where we work?* So much of what we are tasked with has to do with the asking and answering of questions. In this case, *I think it will. Let's try.*

And all along the refrain: I belong here. Even here. In the questioning, part and parcel, as they say. Over the course of my three conference days, it occurs to me that my sense of belonging is the answer to the question I hadn't known I was asking. True to the nature of librarians, in a kind of call and response, I was asking, *Do I belong here?* and I was being answered, Yes, resoundingly. I belong here because librarians have created, continue to create with care and intent, a space to which I may belong, to which all humanity may belong. This, above all else, is what I take back with me and it is wonderful. 📖

Pyper Stever is a circulation assistant with the Ellensburg Public Library.

WLA First Impressions: Celeste Bennett

by Celeste Bennett

This year's well-organized WLA conference was held at Yakima's Convention Center and hosted approximately 400 library professionals. Our party arrived when Wednesday's Preconference workshops were wrapping up and was easily able to check-in and receive a thoughtfully-designed conference program that simplified planning and navigating the next few days. The conference theme was "Cultivating Communities, Harvesting Ideas." With that in mind the program could be read as a sort of seed catalog providing an essential description of what a library worker might expect to sprout from each session's ideas.

The session grid showed 66 options; 1¼ hour sessions laid out in three rows per day with time between for socializing and browsing exhibits. I chose several sessions on leadership and building community partnerships. Most were highly participatory: session leaders brought ideas and involved attendees in exploring how they might work in various community climates. Washington State Library showcased a rich array of resources for reaching underserved communities. Rick Stoddart's "Pathways to Leadership" used tarot-like decks to inspire recognition of diverse leadership stories. Yakima Valley Libraries and Yakima Valley Museum demonstrated that boxes of old railroad records, digitized and tagged, produced a thorough history of agricultural harvests.

Nine full sessions were the maximum anyone could attend, so planning time to share ideas was important. The planning committee did us a service by providing fertile ground for conversations in the form of interstitial events such as the CLAMS-WLA reception, and well-paced meals with interesting speakers.

Thursday's breakfast started with a welcome from State Librarian Cindy Aden followed by a ceremonial blessing from Patricia Whitefoot of the Yakama Nation, who highlighted the region's history (Yakama to Yakima). The luncheon speaker was Attorney General Bob Ferguson, a lifelong fan of public libraries and the diversity of thinking they encourage. Book recommendation: *The War That Saved My Life* by Kimberly Brubaker Bradley. Friday began with a ticketed breakfast featuring Mitali Perkins' talk on race, culture and power in books for young readers and ended with a lighthearted event led by Molly Wizenberg, Matthew Amster-Burton, and Angela Garbes. They provided "An Edible Tour of the Dewey Decimal System" featuring some silly, and a couple

of serious, reading recommendations. Book recommendations include *Rickshaw Girl* by Mitali Perkins, *I Contain Multitudes* by Ed Yong, *Big Book of Whittle Fun* by Chris Lubkemann, and Angela Garbes' *Like a Mother: A Feminist Journey Through the Science and Culture of Pregnancy*. Courageous speaker Ijeoma Oluo (*So You Want to Talk About Race*) received a standing ovation at Saturday's breakfast, where she asked us to identify systemic barriers to diversity within the library profession. Attendee [Michelle Martin](#), iSchool's Beverly Cleary Endowed Professor in Children and Youth Services, invited everyone attending to contact her if they would like consultation on how to support diversity in library culture and collections. Dan Gemeinhart, Saturday's luncheon speaker, explained why he has grown a long beard (*The Remarkable Journey of Coyote Sunrise*, releasing in 2019) and how the continuity found in various libraries helped him navigate an interrupted youth. Other mealtimes were gatherings to award outstanding service and provide important updates, such as 2018 library legislative reports available on the [WLA website](#). There were also hosted events supporting fertile conversation; I chose the Friday night CLAMS-WLA reception and a guided 90-minute conservation hike in beautiful Cowiche Canyon.

I serve on two affirmative action committees for other organizations and was pleased that WLA had chosen a wheelchair-navigable facility and labelled two of several restrooms as gender neutral. I know this wasn't comfortable for everyone, the latter brought a "Sorry, Ma'am" from one person exiting as I entered, but I've learned that cultivating community sometimes depends on crossing societal boundaries. The committee showed leadership in putting a spotlight on diversity, and the facility was accommodating. The Convention Center catering staff did an admirable job of preparing, plating, and delivering meals to suit omnivores, herbivores and (I am going to make up a word) other-ivores. Serving 400 meals takes time so there was always a conversational buzz before the spotlight speaking event. The only operational "oops" was when the pop-up bookstore closed before dinner ended, leaving people without the ability to purchase Angela Garbes' remarkable new book.

Summary: A thoughtfully organized conference sends attendees home with a variety of ideas to seed and grow in their home library.



Celeste Bennett is Mobile Services Manager at the Jefferson County Library.

WLA First Impressions: Dovi Mae Patiño

by *Dovi Mae Patiño*

It's not every day that a young, queer, Filipina-American, first-generation, graduate student gets a seat at the table, so I was thrilled at the opportunity to attend and present at the 2018 WLA Conference. It was exhilarating to sit next to powerhouses like Cindy Aden, Craig Seasholes, Rhonda Gould, and John Sheller, and share about our experiences as members of the Legislative Committee. I highlighted the incredible time I spent at the Capitol earlier this year for Library Legislative Day, where library supporters from all over Washington joined together to meet with state legislators and their staffs to advocate the value of libraries and raise awareness on the impact that laws have on them.

Moments like those are simultaneously so humbling and empowering. I am grateful for all those who have positively impacted both my experience as a WLA member and my time at the conference. Throughout the weekend I attended some interesting presentations, heard from fantastic keynote speakers, and connected with some really wonderful people. My sincerest thanks go out to the WLA office, the Legislative Committee, the Professional Development Committee, the Conference Planning Committee, and my Conference Buddy.

Yet, despite all the great parts of the conference, I have to admit that my overall experience was filled with a lot of pain. To put it frankly, I felt alienated, excluded, and not quite right because of the discrimination, microaggressions, and "other"-ing I endured during my time in Yakima. As these feelings washed over me, I started to ask myself questions about all the things I had personally done wrong to create such a negative experience. Had I missed out on the community-building tone set up at the opening keynote? Was I not social enough? Did I not radiate professionalism? Had I made a mistake in choosing librarianship as a career? These feelings and questions began to chip away at the confidence I had built towards my journey into becoming a librarian. To be honest, they continue to sit with me; however, after major reflection and some meaningful conversations with trusted accomplices, I am able to recognize that the real issue is much larger than my personal experience. The real issue is the nature of professional (library) conferences.

If we're honest, we need to acknowledge the fact that professional conferences are largely inaccessible. They are expensive, take place during traditional working hours, and are geared primarily towards

librarians only. If we think deeply about these factors, we can begin to understand some of the reasons for the lack of diversity at these events. For library workers and students who are people of color, who reside somewhere along the spectrum of (dis)ability, who are LGBTQ+, and for those whose identities are layered by the intersections of all these and more, conference attendance may not even be a consideration because their time and finances must be spent on other priorities.

Knowing that these barriers to inclusion and equity exist for library students and workers, I began to ask different questions. What are we doing to reach more students of color in LIS programs and have them present at conferences? What kinds of financial support can we offer to library workers to supplement the time they need to take off in order to attend professional development opportunities? What are we doing to create spaces for folks marked as diverse to feel safe, valued, and essential at conferences? And when I say we, I'm asking all of us who have a vested interest in advancing the principles and values of equity, diversity, and inclusion (EDI) in and out of libraries.

I personally do not have the answers to these questions, so I am greatly appreciative of Kate Laughlin, WLA Executive Director, who took the time to listen to my questions and hear out my ideas for how to address the issues and challenges I raised. From our conversation, I have learned that WLA is in the midst of many initiatives that aim to provide more inclusive opportunities for professional development. Things like more funding, more outreach, and more collaboration are in progress. But we cannot just depend on our professional associations to do all of the work. Each one of us must take personal inventory about the roles we play in advancing or impeding EDI and push ourselves to do and be better.

Writing this piece was incredibly challenging, but I see it as an important part of my healing and growing process as an aspiring public librarian. I am more motivated than ever to work on advancing EDI within the profession and throughout our institutions. I plan to do this by continuing to ask hard questions of myself and all those who are committed to promoting social justice in and out of libraries. This tactic is one way in which I will fight for those of us in the profession who are too often pushed to the margins, silenced, and excluded. I will continue to fight for those of us who want to accurately and authentically represent and serve our communities. If you are willing and able, I invite you to join me. 📖

Dovi Mae Patiño is a 2nd-year MLIS candidate at the University of Washington's iSchool and a recipient of the John Stanford Continuing Education Scholarship

Representation and Responsibility: Ijeoma Oluo Encourages Us to Do Better

by Frank Brasile

In introducing keynote speaker Ijeoma Oluo on Sunday morning of the WLA conference, Executive Director Kate Laughlin expressed a sentiment shared by many librarians. "I thought I was awake," Laughlin said, until she read *So You Want to Talk About Race*. It was only then, Laughlin realized, that "I have a lot to learn."



While library collections may feature diverse voices, the profession itself remains overwhelmingly white; 86% of American Library Association members identified as white in a 2017 demographic survey.¹ With such a white profession, implicit bias and other behaviors continue to reinforce existing systems of oppression in spite of the work we do to be inclusive.

Oluo is the author of the bestselling *So You Want to Talk About Race*, released by Seal Press earlier this year. The book has garnered praise for its straightforward approach to tackling thorny issues like white privilege, micro-aggressions, cultural appropriation and systems of oppression. It provides a roadmap for having difficult conversations, which are necessary to acknowledge our nation's past, engage in the present and improve the future for ourselves and our children. And libraries have an integral role to play in the conversation.

As gatekeepers, librarians have the privilege to make far reaching decisions, and have influence to shape people's perceptions that most people don't have. "Privilege is a responsibility," Oluo implores. She challenges white librarians to "step outside yourselves" to find out how to create opportunities to attract more people of color to the profession, and to think differently about patrons. It's important for kids of color to see themselves in books, but it's just as important for white kids to see kids of color in books as well.

Libraries have been a vital part of Oluo's life. As a child who grew up poor and raised by a single mother in Lynnwood, she felt comfortable in libraries, which indulged her need to constantly learn. When Oluo divorced and became a single mother herself, she returned to libraries for support, and then again as she began to do research for *So You Want to Talk About Race*. The thought of imagining her book in libraries was a strong motivator, and Oluo "didn't know how many librarians were in my circle until the book came out." She credits librarians for the continued support of the book, including the Seattle Public Library, where *So You Want to Talk About Race* has been featured as a high profile "Peak Pick" since its release.

While Oluo challenges libraries to do better, she is still an ally.

“ It's important for kids of color to see themselves in books, but it's just as important for white kids to see kids of color in books as well. ”

During negotiations with the publisher of *So You Want to Talk About Race*, her agent presented her with different options from the publisher. One option would have been more financially rewarding up front for Oluo; but, it would have excluded libraries from lending the digital audiobook. Feeling this was unfair to marginalized groups and older patrons who benefit from this

format, Oluo chose to accept less money up front so that libraries could make digital audiobooks available to their patrons. She felt this was an "exploitation of a product" and chose an option to guarantee accessibility to all patrons.

Yet the library is not a panacea for what ails us. "Libraries are part of the system" of oppression even as they serve everyone, including the most vulnerable. Prejudices exist, and the higher rates of expulsion and even arrest of people of color and other oppressed groups are an "absolute affront to what libraries stand for."

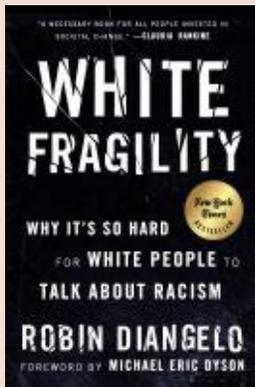
Since Oluo stood up for libraries, it's time for libraries to stand up for everyone. Our profession may be engaged in discussions of race, equity and inclusion, but we cannot be complacent. There is more work to do, and that work is more important than ever. 📖

NOTES

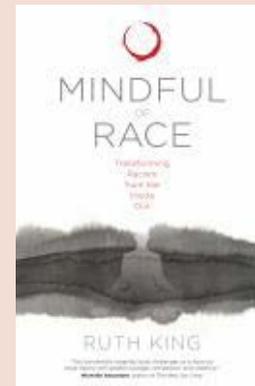
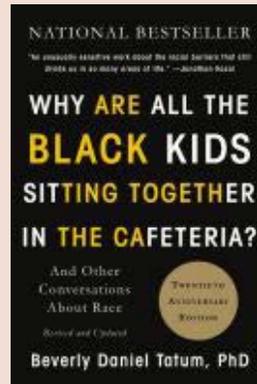
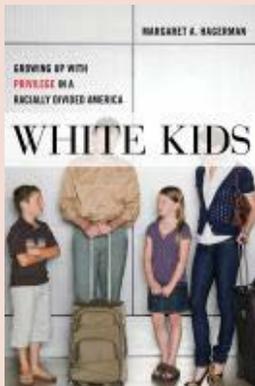
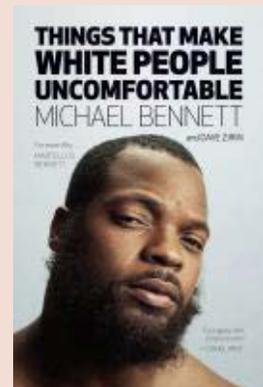
1. (ALA Office of Research & Statistics 2017)

Frank Brasile is Selection Services Librarian with the Seattle Public Library and a reviewer for Shelf Awareness. He is currently the chair of the Alki editorial committee.

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SO YOU WANT TO TALK ABOUT RACE SOME MORE?



So You Want to Talk About Race is one of many excellent resources to help readers understand and dismantle racism. Here are some other books to read to continue the conversation.

White Fragility: Why It's So Hard for White People to Talk About Racism by Robin DiAngelo. DiAngelo, a white anti-racist educator in Seattle, challenges other white people to confront the defensive behaviors that prevent them from fully engaging in a dialogue about racial inequality.

Things That Make White People Uncomfortable by Michael Bennett. The outspoken and provocative former Seattle Seahawk discusses racism in sports, police violence and the importance of cultural figures to stand up for injustice.

White Kids: Growing Up with Privilege in a Racially Divided America by Margaret A. Hagerman. Two years of research into the lives of white children from affluent families yields surprising conclusions about how perceptions of racism and inequality are perpetuated.

Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race by Beverly Daniel Tatum. Fully revised in 2017, this contemporary classic examines the psychology of racism, self-segregation and other barriers that stand in the way of a national conversation about race.

Mindful of Race: Transforming Racism from the Inside Out by Ruth King. "Racism is a heart disease," says the author. She provides meditation and mindfulness tools to deal with the emotional labor involved in confronting structural racism.

Spin That Wheel: Take a Chance on Fresh Design

by Suzanne Carlson-Prandini

When it comes to spinning the wheel, we're not talking Wheel of Fortune, we're talking the color wheel and how it looms large in Amy Jones and Mary Kinser's WLA presentation No More Bad Signs! Promote Your Collection with Graphic Design (*Even If You're Not a Designer*). Amy and Mary made the room of library

staff laugh out loud while delivering plenty of thoughtful insights on how libraries up and down the budget scale benefit from refreshing their collection marketing tactics.

Questions, Questions, Questions

Amy and Mary encourage staff to take the time to reflect on existing marketing. Whose interests are being addressed by any given sign? Is there conflict between the images and the words being used? Is the messaging style a match to the community? Can patrons tell it's a library sign or does it blend in with all other posters? With the staff time and funds that get invested in collections, there's value in assessing the efficacy of the marketing of those collections.

Exclusion versus Inclusion

Mary gave multiple examples, one of those being a sign used for a romance display. After exploring typical colors, words and images that often apply, she revealed a sign of a man and a woman walking on a beach towards a sunset, holding hands. The sign's background was lavender with the word "Romance" at the top. Absolutely, this sign's style was familiar with many in the audience. Mary's point being that this style dictates to the viewer what is meant by romance. It lacks impact because it's expected, speaks to a only a portion of patrons, and limits what

“ Publishing houses research what moves their inventory. Why not take that knowledge and apply it in a library setting? ”

kinds of items might be displayed. So here's an alternative.

What a difference! Using the broader concept of "Made For Each Other" allows viewers to project their personal interpretations onto the sign, enhancing inclusivity. Whoever walks through the door,

regardless of their orientation, enjoys the freedom of interpreting that sign for themselves. It supports whole collection Reader's Advisory, making it easier for staff to restock the display. A book on fish in the coral reef can be displayed alongside a bodice ripper because they both relay aspects of the larger concept. This display also exemplifies how broader concept signs engage viewers. The brain is a pattern-seeking missile that loves understanding how things belong together. This playful sign encourages the viewer to wonder how the words "Made for Each Other" and the image of peanut butter and jelly connect. It further encourages the viewer to reflect on how the various items connect to the poster.

Consider traditional signs for for a Banned Books display, then take a look at the following:

See? This display "flicks the Bic" of inspiration for both patrons and staff. In a visual culture, broad-concept signs maximize visual cues, connecting patrons to materials.

Branding and Identity

So much information bombards patrons in libraries. It's easy for library messages to get lost amongst all the others signs and posters. Branding can combat that visual competition through uniform visual patterns. That uniformity alerts viewers to the fact that the library is communicating with them.

Amy and Mary spoke to the importance of evaluating community and how a library's marketing style might highlight community



Made for Each Other display at Whatcom County Library System



Dangerous Ideas display at Whatcom County Library System

Suzanne Carlson-Prandini works as a Public Services Librarian at the Bellingham Public Library and as an adjunct librarian for Whatcom Community College.

continued on page 12

Feeding Kids for Free: A Q&A with Spokane County Library District's Amber Williams

by Elizabeth Koenig

Amber Williams and the Deer Park location of the Spokane County Library District (SCLD) have been feeding kids healthy snacks after school and during the summer for two and a half years. The library has been reimbursed for all of that food through two federal programs – the Child and Adult Care Food Program (CACFP) and the Summer Food Service Program (SFSP).

I attended Amber's session, "Feeding Kids for Free" at the WLA Conference in Yakima, which was chock full of information and details on how to replicate their success. It was easy to see how passionate Amber is about this program, and after hearing her speak I hope more libraries in areas experiencing poverty can also begin to feed kids for free.

I asked Amber these questions a few weeks after the conference.

Q. What happened to inspire you get involved with feeding kids at the library?

A. I heard about food scarcity issues in the area when we held community conversations about aspirations and concerns, which is what started the inquiry. What really galvanized me to make it happen was watching local elementary schools kids argue over a bruised apple at an afterschool program at the library.

Q. What did you need to do to convince your library director that this was a worthwhile endeavor that fit into the mission of the library?

A. I wrote a three-page proposal addressing the process, which included detailed work plans and research. In Deer Park there was no other organization well-suited to take on feeding kids. I made the case that the library was the best option and then explained how it could work. I addressed who would do what in each department and the estimated time it would take. I laid out how the programs were financially viable and asked to pilot the program with the intent to reevaluate in six months. At the time to reevaluate everyone who took on some of this work was in favor of continuing.

Q. What is the first thing library staff needs to know about before diving into the paperwork?

A. Whether or not you qualify as a site. The easiest way is to search for your library's address on the eligibility map:

<http://bestpractices.nokidhungry.org/Averaged-Eligibility-Map>

Elizabeth Koenig is an Adult Services Librarian at the Everett Public Library.

The map takes into account the last five years and if any of the schools (elementary, middle or high school) exceeded 50% free or reduced lunch numbers, your area will be eligible.

Most of all I want people to know the worth totally outweighs the work and at \$.89 per snack the program pays for itself.

Q. You mentioned that reapplying each year is fairly quick. Is the application process difficult when you first get started?

A. Your Nutrition Specialist will help -- they're like a loan officer -- they want you to do this well. Your success is their success.

Q. There are strict guidelines on what food you can feed kids through these grants -- could you give us a quick overview of what snacks you can provide?

A. Requirements include minimum portion sizes and decent nutritional value. Snack has two components and the two items need to be from different food groups. A recent change has been a shift to requiring that grains be "Whole Grain Rich" (WGR). Today's snack is a 1 oz. bag of WGR cinnamon graham crackers and a 1 oz. string cheese. Tomorrow, kids are having a 1oz bag of WGR Sun Chips and a 6 oz 100% juice Capri Sun.

Q. How do you get the food -- does someone actually go shopping, or do you order it? How much do you buy at a time?

A. All of our food is prepackaged, which means many of the grain items are purchased from online vendors like Wal-Mart and Amazon. Greek yogurt and cheese sticks are picked up by a staff person, during paid time, from Costco. We typically have three weeks' worth of food on hand with the goal that shopping happens once a month.

Q. How many staff members are involved in keeping the program running?

A. Everyone who regularly works at our Deer Park location is trained and involved, this includes volunteers, the library supervisor, pages and public service associates. We can all comfortably handle the cart. In addition to frontline staff, the SCLD Business Office manages our reimbursement claims and shopping requests.

Q. Do you combine the snacks with activities or programs?

A. We time the majority of our school-age programs to begin when snack is being served.

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Q. How many kids have you fed over the years? Are you seeing an increase or decrease in the number of kids coming in for snacks?

A. In October 2018, we passed the 15,000 mark for reimbursable snack. Our daily average drops when school is not in session but has remained steady for the past two years.

Q. With almost 43% of students in the state qualifying for reduced or free lunch (May 2017) it seems like there may be the opportunity for many other libraries to offer free snacks to kids. Do you have any idea about how many other libraries are taking advantage of these grants?

A. In Washington State, when we started in 2016 no other libraries were using this program for afterschool snack. I hope there are others by now. I have seen there are some east coast libraries offering snack.

Q. Thank you for sharing the link to all of your documents and record keeping through the WLA Conference sessions webpage. Of all that content you've provided, would you suggest any documents in particular as most useful to get started?

A. The Google Drive has a complete snapshot of what you need to implement this program (with the exception of OSPi provided example documents), menus, shopping lists, sign in sheets, tally forms and examples of required documents. As for a good place to start, check out the shopping lists and menu's and you'll see that this is doable.

We keep extra packages of items like goldfish crackers that are purchased by the Friends of the Library, on hand for kids who are in the library outside of our serving time. We won't be reimbursed for these but it really means that no one has to be hungry. 📖

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. Explore the site and make our business your business.

Membership information is at wla.org/membership.

characteristics. Amy and Mary questioned, "Is your library subtle or bold? Subdued or playful", and how might that be relayed through color, font and imagery in ways that further engage patrons?

One last final point on branding; it saves staff time when creating new materials by providing standard color and font elements with which to frame those broad concepts. Staff don't have to reinvent the wheel, because color palettes and font types are preselected. When questioned about how to select a palette from the color wheel, Mary confessed her lack of design sense as a Collections Librarian, and stated, "I want to take that color wheel and roll it down the road". She then offered solutions.

Tools, Tools, Tools

A range of tools exists for free, low cost, or higher cost. Have no budget? Consider the options of Canva free version, Freepik (for vector illustrations), and Unsplash Photos. Okay with spending a little money? Canva for Work and iClipart.com may meet your needs at \$9.95 and \$7.50 a month, respectively. If you have more financial resources for budgeting, an Adobe Stock subscription or Creative Cloud provide access to high quality photos and software.

Final Words of Wisdom

Consider a guiding principle of Chip Kidd, a leading American graphic designer and associate art director with Knopf. He instructs people to either show or tell, but don't show and tell. Allowing a cognitive gap invites engagement. People feel compelled to close that gap and it empowers them to close that gap in a manner that makes sense to them. Publishing houses research what moves their inventory. Why not take that knowledge and apply it in a library setting? Amy spoke to the value of design while issuing a challenge, stating, "Elevating design helps us play in the big leagues...we need to set our sights higher."

Curious about how Whatcom County Library System's process? Contact Mary Kinser, Collection Development Librarian, or Amy Jones, Communications Specialist/Graphic Designer. 📖

What's the NUB?: Measuring Outcomes for Any Service or Program

by Sam Wallin and Brianna Hoffman

The authors presented a pre-conference at WLA 2018, on the topic of "Measuring Outcomes for Any Service or Program." While working on the content of the workshop, a novel and elegant method for measuring outcomes was worked out, dubbed "the NUB." What is the NUB? According to dictionary.com, a 'nub' is "the point, gist, or heart of something," making it a great acronym for this method, which we hope expresses the whole point of outcome evaluation.

When we talk about outcomes, we are talking about the BENEFIT to the person using the service, or attending the program. An outcome is expressed from the point of view of the people for whom the service is designed, like "teens are confident with their job interview skills," or "early learners and caregivers practice and improve pre-literacy skills." There may be other unspecified outcomes for any given event or service - but the point of setting an outcome is to provide a common goal for the people providing the service to use when setting goals and benchmarks, and developing or evaluating services.

When people USE a service or attend a program, they are engaging in activities that were designed to help them reach an outcome, to benefit from their experience.

To measure the extent to which participating in the program or service helps people reach the outcome, we need to know where people are starting. For example, if a particular teen is already very confident in their application and interview skills,

Sam Wallin is a Project Coordinator and Analyst, Fort Vancouver Regional Libraries (FVRLibraries). Brianna Hoffman is a Librarian, Project Coordinator, and Consultant.

then participating in a program designed to help people meet that outcome may not actually help them gain any additional confidence. Similarly, if an early learner is already doing really well with their pre-literacy skills, then participating in that program may not improve their skills at all. There is a subset of every user base that has already achieved the outcome. It would be a waste of resources to design the service so that it is most easily used by that subset. They don't NEED it.



Sam Wallin and Brianna Hoffman.

To review: Within a group of people, common goals or outcomes can be identified, and for each outcome there will be people in that group who have already reached the outcome, and people who have not reached the outcome. Services and programs need to be designed and implemented for the benefit of the people who have not yet reached the outcome. Once these people are using the service or attending the program, the extent to which they benefit from the experience can also be measured. Looking at the relationship between the number of people who Need to reach the outcome, the number

of those people who Use the service, and the number of those using the service Benefit from their experience will help you see how well that service is supporting the outcome, and also provide guidance toward future actions.

Does an individual or a group of people NEED to reach the outcome?

Did the people with the need USE the service that supports the outcome?

Did the people who need to reach the outcome, and used the

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Sam Wallin and Brianna Hoffman presenting "What's the NUB?" at WLA 2018.

service BENEFIT from the experience and make progress toward the outcome?

That's the NUB.

Here is the scenario used in the pre-conference workshop to explore the elements of the NUB, and how they relate to each other for evaluation and measurement:

Many incoming freshmen at your university are not adequately prepared for the research rigor that is needed for their classes. As a result, many struggle to succeed in their initial classes, and some drop out each quarter. An outcome is identified by the university: "All incoming freshmen are able to perform the basic research needed to succeed in their classes." This means that any proposed service or program should be aimed at helping incoming freshmen reach an identified level of research skill. The whole university may connect with this outcome, but in different ways. Academic departments may contribute to defining the set of skills needed, while admissions may look for ways to test incoming freshmen to see where they are starting out. The library, as a nexus for research on campus and a provider of research skills classes already, sets out to design a "Research Toolbox for Incoming Freshmen."

In this scenario, the target group for a potential service or program

is "incoming freshmen," but not every "incoming freshman" needs to improve their research skills. The goal with a potential service or program would be to identify and target the "incoming freshmen" who also Need to improve their research skills, get those specific people to Use the service, and have as many as possible of those users Benefit from the experience. Preferably before those freshmen start their first class.

First, you need to know how many of those incoming freshmen are not ready for the academic rigor needed. This is your target, and the first number to track for future evaluation and communication about the program. Let's say there are 1,000 incoming freshmen, and a test given during the summer identifies 400 who are unable to complete a series of tasks that indicate the needed research skill level. Your target is now 400 people - but not just any 400, a specific 400. In a narrative about this program, you might start off by saying that "40% of incoming freshmen are unprepared for the level of research needed to succeed in their classes."

N= '400' or '40%,' depending on the narrative.

Next, as many people as possible within that 400 should use your library's "Research Toolbox for Incoming Freshmen," a series of video tutorials, quizzes, and guided research scenarios that freshmen can complete online at their own pace to improve their

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research. The number of people within the identified 40% who go on to complete the Toolbox provides the number of Uses. Let's say in the first year, 150 incoming freshmen completed the toolbox. Of that 150, 100 were part of the 40% with the identified need. Which number do you use? What comparisons do you make? Just remember the NUB: Of the people who Need it, how many Used it?

U = '100,' or '25% of those in Need,' depending on the narrative.

Finally, how many of the 100 who both Need and Use the Toolbox also Benefited from the experience and reached the outcome?

Let's look at two potential results, and assess how each result might inform future actions. What would it mean if 95 of the 100 were able to perform all the tasks in the Toolbox?

B = '95,' or '95% of Users,' depending on your narrative.

With this result, your focus for future action might be improving the connection between the incoming freshmen who need help and the Toolbox. Using the "95% of users" measure is a great way to market the tool to other university stakeholders whose help you might need. In conjunction with the "25% of those in Need" measure, you might have a good message that supports a partnership with admissions where after incoming freshmen have their research skills assessed, those that need extra help are sent automatically to the Toolbox. This method may also minimize the use of the tool by those who do not need help. While the Toolbox could be offered for anyone to use as a way to brush up their research skills, it would be important to keep data on those uses separate.

What would it mean if 10 of the 100 were able to perform all the tasks in the Toolbox?

B = '10,' or '10% of Users,' depending on the narrative.

With this result, work might need to focus on improving the Toolbox. You might need to communicate with internal library stakeholders that "only 10% of those who used the service reached the outcome," and present steps to improve that ratio.

When you examine U/N, you get the % of those in need who are using the service. A low % indicates a need to create better access for users in need. A high % indicates things are working well. When you examine B/U, you get the % of those who needed and used the service who benefited from it. A low % here indicates a need to focus on improving the program or service. A high % indicates things are working well.

Take a moment to consider the measures stakeholders in your

library or greater community might expect to see for a service like this. When looking at a program or service, do your stakeholders focus on the number of users as a standalone measure of success? To those stakeholders, you might only be able to say that "150 incoming freshmen used our Research Toolbox program," and leave it at that. The next year, if that number went up to 200 or 300, it might look like you are succeeding. If it went down to 100 or 75, it might look like you are failing. Without the larger context of the NUB, it is difficult to tell the right story to the right audience, and very difficult to propose and support good next steps.

With the NUB, a report to stakeholders may instead look like this:

"Of the 1,000 freshmen entering our university this year, 400 did not initially have the research skills needed to succeed in their classes. The library offered a Research Toolbox program for incoming freshmen to improve their research skills, and 100 freshmen who needed to improve their skills participated in the program. 95% of participants showed significant improvement of their research skills. With this success, our next goal is to work with the university to make it easier to connect students in need with this toolbox as early as possible."

The "Incoming Freshmen" scenario works well as an example because it is easy to define the groups of people involved. However, many situations faced by libraries involve supporting groups of people who are not as easy to define. For example, your library may wish to design services that support the needs of people experiencing homelessness, early learners, small business owners, or recent immigrants. The library may be able to identify outcomes for each group, but have a more difficult time discovering who within that group has already reached the outcome. This is because unlike incoming freshmen, individuals in these groups move into and out of the target group all the time. One method a library might employ in these cases would be to talk with people in the group of interest to discover what outcomes they need to achieve, and the barriers to reaching those outcomes. For example, people experiencing homelessness have a variety of barriers to success. By talking with people experiencing homelessness, and to organizations already working in this area, the library can discover what these barriers are, as well as a rough idea of how many people at any given time need help overcoming those barriers.

After talking with people experiencing homelessness about their needs and barriers, a NUB narrative might look like this:

"On any given night, there are about 1,000 people in our city who are living in a tent camp or otherwise sleeping outdoors. We talked with 62 people living in 3 different tent camps in the city, and discovered that over 90% identified connectivity to the internet as a significant need to help them find more secure housing, apply for jobs, and connect with support networks. Within that group, 80%

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reported having difficulty accessing the internet, citing lack of an internet connected device, lack of access to Wi-Fi, and high levels of discomfort using places that offer free Wi-Fi or free computer use, including the library.”

An outcome for future programs or services might be stated as “people experiencing homelessness access and use the technology needed to comfortably connect to the internet.”

Again, this is just an example, and actual data for a library district would vary widely. As an example, it outlines the kind of data that helps your library make and support plans. Using the above narrative, you can establish a rough number of people who both need to connect to the internet, and don't have easy access. N = 80% of 90% of 1,000, or about 720 people. Since the population of the original 1,000 is in constant flux, it won't be the same 720 people all the time - it's just a rough number of people to use for developing a service. What would it take to help about 720 people experiencing homelessness and living in tent cities or otherwise on the street access and use the technology needed to comfortably connect to the internet?

The example above leads to another potential use of the NUB as a style of community survey. Libraries of all types are often trying to ask questions of the community to gather data that will support planning and decision-making.

Every community has needs of various types, and the library is particularly well-suited to meet some of these needs. A first stage would involve identifying different community needs of all kinds, and determining which library services already exist to meet those needs. Then, instead of asking the community what library services they use or prefer, ask members of the community if they have a particular need, and if so, whether they have ever used library services related to the need, and if so, did those services benefit them.

For example, a city-wide survey might reveal that 60% of residents express a desire for more opportunities to get to know other people in their community. The library offers a variety of programs designed to help people get to know each other, but wants to know if the people who need help getting to know each other are the ones using the library programs. An initial question might be:

“Do you need opportunities to get to know other people in your community?”

If the response is “Yes,” then this question is presented:

“Have you participated in any of the “Get to Know You” branded library events, such as Library Block Party, Books and Brews, or the Book to Film Discussion Group?”

If the response to the second question is “No,” then the final question is: “You responded ‘No’ to the previous question. Could you tell us a little bit about why you have not participated in the programs and events listed?”

If the response to the second question is Yes, then the next question is: “Did your participation in these programs help you get to know other people in your community?”

A “No” response to the third question would result in a final question: “You responded ‘No’ to the previous questions. Could you tell us a little bit about your experience that limited your ability to get to know other people in your community?” Once answered, the responder would be moved on to the next section of the survey.

A “Yes” response to the third question would just move the responder on to the next section of the survey.

A survey might have any number of initial questions, but would only follow-up questions after an affirmative answer. If someone doesn't need help reaching an outcome, then whether or not they participate in a given program isn't information that will help the library improve how it supports stated outcomes.

If a high number of responders say that they have a need, but have not used the library service associated with that need, then the library can look at any responses from people who described why they answered “No,” and take actions to address perceived limitations. If people have a need and use the services, but are not reaching the outcome, then the library can take steps to improve the program or service, again using the “No” comments as a guide.

In reporting the results of the survey, there would be ample opportunity to explore and express the NUB, with narratives and infographics.

At this time, the NUB is primarily a conceptual model, bringing together many different ideas and aspects of outcome evaluation, and has not been tested. The authors will be exploring ways to apply the NUB to upcoming projects, surveys, and events, to test how effectively it can be used to communicate progress toward outcomes, as well as how it can be used to support decision making. If any readers have questions, comments, or suggestions, please feel free to contact the authors:

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Keeping It Real: Virtual Reality Might Be the Next Big Thing for Your Library

by Dusty Waltner



Virtual Reality has been around for decades in the private sector, for everything from military training to surgical practice, and due to its high costs it has only been in the last few years that availability and accessibility for the public has been possible. The Washington State Library, the University of Washington iSchool, and some of the participating libraries from the VR in Libraries project offered a WLA Preconference Workshop “Getting Real with Virtual Reality” to introduce participants to the pros and cons of offering VR programming in their own libraries. The workshop comprised of a panel of fourteen speakers all offering their experiences and challenges with the VR in Libraries project.

The VR in Libraries project is a three-year, multiphase project dedicated to increasing accessibility of VR in Washington communities. Oculus, a leader in VR technology, provided 40 Oculus Rift sets to be distributed throughout the state, while representatives from the iSchool conducted multi-site, mixed

methods research for the project. The focus of the VR in Libraries project is on education. While the majority of consumer VR devices are being used for gaming, the use for educational purposes is ever increasing and offering VR educational opportunities through libraries is an ideal match. The possibilities are endless when it comes to using VR. From visiting historical landmarks to exploring the human body, users can learn and explore in ways that bring the world to their fingertips.

Joe Olayvar and Cindy Aden, both from the Washington State Library opened the workshop by expressing the importance of introducing VR in communities and offering populations diverse experiences. VR technology, while growing, is still fairly expensive for personal ownership, with the greatest percentage of owners being amongst affluent populations. This in turn creates a greater socio-economic divide in our communities. By offering access to VR in libraries all members of our communities can gain an understanding of this emerging technology, experience the world beyond their reach, and leave their communities with training and opportunities they may not have otherwise had.

Dusty Waltner is the Director of the Columbia County Rural Library District.

continued on page 23

Meet the Evergreens!

by Jodi Kruse

It's March. Not quite the Ides of March, but close enough. Around a table, twelve to fourteen passionately raucous librarians are about to decide the fate of ten books. These will be [cue the musical fanfare] the ten new Evergreen Teen Book Award nominees.

Since 1991, members of the Washington Young Adult Book Review group (WASHYARG) have been selecting ten book nominees that embody three guiding principles:

- They are -- or can be -- popular with teens and deserve to be promoted
- They represent a range of genres
- They represent a range of appeal for a diverse reading population

Then, after a year of booktalks, promotion, and reading, teens have the opportunity to vote for their favorite in March.

In some libraries, like my own, this is a tradition that has been handed down from one librarian to the next like a sacred rite. Former Evergreen nominees hold pride of place in sub-collections that are a go-to for reluctant and dedicated readers alike. For many school librarians, these titles are as much a linchpin of reading advocacy as Battle of the Books. The trick is being able to fund multiple copies of each title, knowing how to help teachers integrate the Evergreens into opportune spaces of the curriculum and sustaining teen interest in the titles long enough to "vote."



Evergreen poster with rating cards

Funding the Collection

The three-year cycle between publication and nominee is not a happy accident. The inaugural Evergreen committee recognized that purchasing five to ten copies of each book could get expensive, so the gap between publication and nomination means the nominees are more likely to be available in the less expensive paperback format. Savvy buyers can sometimes hit the jackpot with sales, but purchasing multiple copies can still be expensive. Depending on the rules for fundraising at your library, crowdfunding can be one way to make up the gap in an already strained budget. For school libraries, Donors Choose (donorschase.org) is a good way to start. To access these mini grants, teacher librarians complete an application, select the materials they would like, and then make the request public. Expect to

send your donors pictures of the books -- preferably in the hands of students -- and student-made thank you cards, but it is well worth the effort. Smaller grants are often the easiest to get funded, so consider requesting only one or two copies of each of the titles in the first application.

Service organizations are another possible source of funding. Parent Teacher Organizations are an option that is sometimes available to school librarians. Local Rotary or Altrusa chapters may also help support the purchase of Evergreen Teen Book Award nominees if they are part of a targeted plan for engaging teens. Ideally, librarians can purchase the nominees shortly after the list is announced and just in time to promote for summer reading.

Integrating with Curriculum

Reading fits nicely with English Language Arts curriculum, but this year's nominees have several interdisciplinary ties that extend to social studies, health, science, and even fine arts.

Jodi Kruse is the chair of the Evergreen Teen Book Award Committee and a teacher-librarian at R.A. Long High School.

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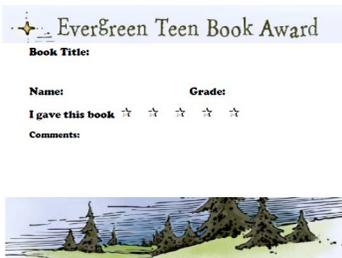
For a reference to the specific standards, access the slide show linked on the 2018 WLA Conference Sessions page.

a Chromebook and a Google Form that collects data on when they arrive, which teacher they have, and their purpose for coming to the

| Discipline | Evergreen Nominee | Topic Areas |
|-----------------------|--|--|
| Social Studies | <i>Flawed</i> by Cecelia Ahern | Civics, Social Studies Skills |
| | <i>Some Kind of Courage</i> by Dan Gemeinhart | Geography, History |
| | <i>The Nameless City</i> by Faith Erin Hicks | Civics, Economics, History |
| | <i>A Taste for Monsters</i> by Matthew Kirby | History, Social Studies Skills |
| | <i>Starflight</i> by Melissa Landers | Geography, Economics |
| | <i>Born a Crime</i> by Trevor Noah | History |
| Health | <i>Some Kind of Courage</i> by Dan Gemeinhart | Social Emotional Health |
| | <i>The Boomerang Effect</i> by Gordon Jack | Substance Use and Abuse, Social Emotional Health |
| | <i>Holding Up the Universe</i> by Jennifer Niven | Social Emotional Health, Sexual Health |
| | <i>The Memory of Light</i> by Francisco X. Stork | Social Emotional Health |
| | <i>The Serpent King</i> by Jeff Zentner | Social Emotional Health |
| Science | <i>Starflight</i> by Melissa Landers | Natural Resources, Natural Hazards |
| Fine Arts | <i>The Nameless City</i> by Faith Erin Hicks | Visual Art- Responding |

New Voting Procedures

This year I am making a concerted effort to get my students to read the Evergreens and “vote” for their favorites. Traditionally, teens would read the nominees that interested them throughout the year and then vote in March. Votes would be tallied, and the winner announced in mid-April. For school librarians, that coincides with spring break and the onset of state testing. To combat this and to keep teens engaged, the committee is trying a new way of collecting student input: a rating system. It’s simple. Teens read the book, go to the Vote Now page of the Evergreen Teen Book Award website (<https://evergreenbookaward.org/vote-now/>) and are immediately linked to an online ballot that allows them to rate the book as soon as they have read it.



Evergreen nominee rating card

Students coming to my library sign into and out of the library using

library. To make it easier for them to vote, I keep a tab open to the Evergreen voting page, so as soon as they return their book, I direct them to the website. This year has seen a dramatic uptick in the number of students who have voted.

Like many school librarians, I am fiercely advocating for the services we provide in the library. This year I borrowed a practice I used in my classroom several years ago: as students read their book, they complete a card that shows the title of the Evergreen

nominee they read, their name, grade, how they rated the book, and the comments they would like to share about their experience. My respondents have included students from AP classes, to those who would consider themselves reluctant readers, to ELL students. Both the poster and the cards are displayed in the gallery outside of the library so students and district personnel can see the growing number of teens who are participating in this initiative.

continued on page 25

Perspectives of Leadership: WLA 2018 Emphasizes Introspection and Action

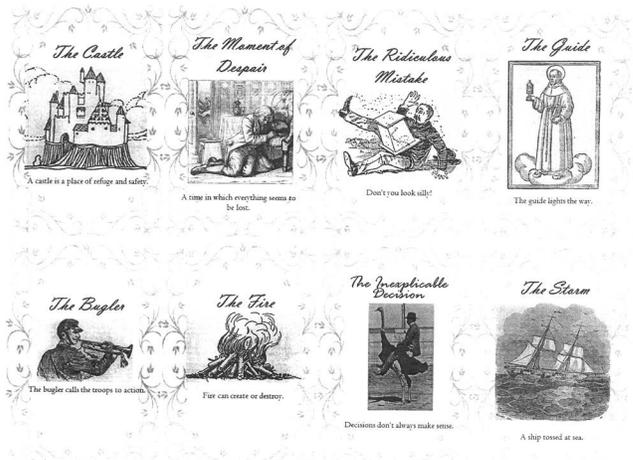
by Karen Diller

The interest in developing and retaining leaders was a strong theme throughout the first day of WLA's 2018 Conference with three presentations centered on leadership. Attendance was strong, with the one on women in leadership being standing room only. For someone interested in a broad spectrum of leadership issues, whether interested in developing leaders within their organization or wanting to develop leadership skills themselves, these programs were perfect. Little overlap in topics meant that attendees had the opportunity to consider leadership through a variety of lenses. All three sessions noted that at the center of leadership are individuals who, through unique paths created by some combination of their own identities, societal expectations and stereotypes, and life experiences, journey towards a leadership role.

Understanding our own journey to leadership was the centerpiece of "Pathways to Success," the presentation by Rick Stoddart, Dean of Lane Community College, and Bette Ammon, Director of the Coeur d'Alene Public Library (who could not be at the conference). The use of "tarot cards" in a storyboarding exercise provided a fun yet introspective way for each attendee to consider their own path to leadership whether they currently hold an official leadership position or not. Participants had the opportunity to recall what assisted them along their journey (i.e. "The Compass," "The Spellbook," and "The Guide" cards), what challenges they have faced (i.e. "The Moment of Despair," "The Ridiculous Mistake," "The Storm"), and what their leadership goals were (i.e. "The Holy Grail").

Through documenting their own leadership journey and then sharing it with others, attendees had the chance to contemplate wider questions about their own leadership roles and to understand how they can best mentor and support future leaders within their organizations. By first sharing his own leadership path, one that fully demonstrated "Dragons" and "Inexplicable Decisions," Stoddart created a safe and welcoming space so that participants openly documented and shared their journeys for the benefit of their fellow attendees.

While "Pathways to Leadership" demonstrated how an understanding of our own journeys to leadership can not only help our journeys continue to be successful but can also help us assist others to develop as leaders, "Growing Leaders Through KCLS LEADS," provided an example of how one very large organization, King County Library System (1400 staff and 49 locations), is actively growing their own leaders. Terry McQuown, Staff Development Coordinator, and Christina McKie, a former participant in KCLS LEADS and Assistant Operations Manager, opened with some ice breakers and the setting of group norms for the session. While it quickly became obvious that this leadership development program, taken as a whole, would be very difficult for many organizations to replicate (with participants in LEADS devoting eleven hours of work time per week for five months in order to complete the program), it would certainly be possible to mirror their interactive approach, learn from their research, and



Leadership "Tarot" Cards from "Pathways to Success" session

Karen Diller is the Director of the WSU Vancouver Library.

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implement various modules.

The KCLS program is based on the identification of eleven key behaviors that are demonstrated by good leaders.

| Leadership Behaviors, KCLS LEADS | |
|--|--|
| Actively Seeks Feedback | Asks for and uses feedback to improve work performance. |
| Achieves Results | Focuses on results at work and how they are accomplished. Knows the difference between effort and results. |
| Builds Relationships and Influence | Builds mutually beneficial working relationships based upon trust, respect, cooperation, and achievement of common goals. |
| Communicates Effectively | Communicates in a clear, concise, and effective manner. Takes responsibility for understanding others. |
| Demonstrates Conflict Management | Manages and resolves workplace conflicts in a constructive manner. |
| Demonstrates Emotional Intelligence | Understands how our emotions and those of others impact action and performance. Successfully regulates those emotions at work. |
| Demonstrates Problem Solving Skills | Applies creative problem solving to address organizational needs and issues. |
| Displays Commitment to Continuous Learning | Displays an ongoing commitment to acquiring new knowledge, skills, and experiences to improve work performance. |
| Facilitates Team Performance | Promotes trust, cooperation, and commitment within a team to accomplish team goals. |
| Seeks New Perspectives and Diverse Ideas | Maintains openness to others' ideas and seeks out a variety of experiences, data, facts, and information. |
| Takes Risks for the Greater Good | Takes calculated risks for the benefit of the organization and teaches others to do the same. |

Through self-assessments and discussions with one's supervisor, participants come to understand their abilities with each eleven behaviors and choose one as their leadership goal for the program. Participants are supported throughout the program by their supervisor and a peer learning circle of three other participants. In addition to learning that is specific to the key behaviors, the methods used in the program also emphasize the development of specific skills like operating outside of one's comfort zone and the importance of self-reflection.

KCLS's leadership program is an instructive demonstration of how an organization is responding to challenges that all library organizations face. The presenters noted that this program grew out of KCLS's need to increase employee engagement and to cultivate leadership in order to help it adapt to a rapidly changing future. The organization's very thoroughly researched and comprehensive approach, even if more than a smaller organization can implement, is worth taking a look at if you are thinking of designing a leadership development program for your organization. (See session slides at: https://www.wla.org/2018-wla-conference-sessions#thurs_pm1)

The first leadership session at the 2018 WLA Conference was a standing-room only session on "Women in Leadership: What the Science Says & How to Move Forward in the Era of #MeToo." Presented by Alexa Andrews, North Fork Community Library Branch Manager, this session took a deep look into issues that continue to work against women's progress in the workplace. Ending with a call for specific actions, this session was very helpful

in explaining the challenges and pitfalls that women experience in the workplace and some of the social science theories that explain these difficulties. While some of the data presented here could have created a somber, frustrating session, Andrews injected humor and concentrated on helping attendees understand what each person can do to overcome these challenges. In looking at the difficulties experienced by women in the workplace, Andrews briefly explained four theories: Role Incongruity Theory, Stereotype Threat, Confidence Gap, and Imposter Syndrome. What follows is a short explanation of each theory (See the slides and reading list at bit.ly/WLA2018Andrews):

Role Incongruity Theory: Society's conception of the female gender is not congruent with its conception of a leader. For example, decisiveness is seen as an important trait in leaders yet according to a Pew Research Poll (see Andrew's slides), men are seen as more decisive and women are seen as more compassionate.

Stereotype Threat: As one identifies with the stereotype of a disadvantaged group, in this case women, one is fearful of and even in danger of performing to the stereotype even when quite capable of out-performing the stereotype.

Confidence Gap: Women are more likely than men to underestimate their abilities or feel less confidence in their abilities. This can lead women to apply for promotion less often than men and to submit fewer job applications because they look for more exact matches between their perception of their abilities and the job requirements.

Imposter Syndrome: While members of many disadvantaged groups may experience this, it is common for successful women to doubt their qualifications and to feel as if they are a phony, that everyone can see that they are not qualified for the position they are in.

After explaining these theories and looking at some strategies for overcoming them, both at the individual and at the organizational level, Andrews ended with a call for action by noting not only what women can do for themselves but also how our workplaces can change. Suggestions for individuals ranged from checking our own biases to putting a monthly reminder on our calendars to add to our list of accomplishments. At an organizational level, we can use more inclusive language in our job descriptions, encourage self-promotion, and reach out to women (and others) who demonstrate potential. Andrews ended with the hopeful reminder that we do have the power to affect change in our own lives and for those in our organizations. Like the other two sessions on leadership at this year's WLA conference, this session recognized the need for strong, successful leaders in our libraries and provided ways for individuals and organizations to recognize, grow, and support future leaders. 📖

Taking Diversity Deeper: CAYAS Breakfast Keynote Speaker Mitali Perkins Discusses Code-Switching and Essential Rules for Writing

by Craig Seasholes

On receiving his CAYAS Visionary Service award at conference, Thom Barthlemess remarked, “Young people will be able to chart a course to communion if we play our cards right, and our cards are stories. Librarians are the stewards of story. There is no humanity without empathy and there is no empathy without stories.” Bringing our CAYAS guest speaker Mitali Perkins to the stage, Thom spoke a truth that we all hope to hear one day, saying, “Stories make kids’ lives better. You make kids’ lives better.”



Having published ten books for young adults, Mitali Perkins brings a unique perspective on the transformative power of story. At this October Friday morning Mitali gave our CAYAS breakfast audience a lively and often humorous telling of her Bengal-to-California code-switching childhood that confirmed her personal stake in telling stories that help readers bridge living in two (or more) worlds based on family and personal origin, language and culture. “When you learn to code-switch as a kid, you can do it anywhere. Even here.”

Shifting to her responsibilities as a writer, Mitali acknowledged, “I still think it is much more complicated than just #WeNeedDiverseBooks,” then dove into her talk: “Ten Questions about Power in Books for Young Readers.” First noting how “fiction by nature crosses borders,” Mitali asserted how we must demand that writers show discipline when researching and writing about diverse lives. Authors must:

- 1) Avoid tropes or easy generalizations in favor of authentic and complex characters with specifics.
- 2) Root out any “white default” traits in details and description of characters or culture.

- 3) Avoid any reliance on “exotic other.”
- 4) Examine carefully how beauty and appearances are defined, and avoid “below the surface shade-ism.”
- 5) Avoid “bridge characters” and keep cultural characteristics fully visible “above the waterline.”
- 6) Eschew any “white/outside savior” as being necessary to resolve plot conflicts for characters.
- 7) Beware the danger of a “single story” as incomplete, specifics of culture defy generalization.
- 8) Insist on authentic and consistent book cover artwork that helps tell the story, not just sell to market images.
- 9) Examine how the story includes or addresses the history of oppression in settings and character’s lives.
- 10) Always ask “how is this story authentic?”

Craig Seasholes is the president of WLA and a teacher-librarian in Seattle.

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It was just this sort of powerful presentation that CAYAS chair Whitney Winn had hoped for when inviting Mitali Perkins as speaker:

As I started brainstorming for authors to invite for the CAYAS Breakfast, I specifically wanted to hear from an author of color and Mitali came to mind," Whitney writes. "I had met Mitali eight years ago at an ALA... I admired her passion for connecting people who wanted to share stories with youth, and that passion comes through in her work as well. Her most recent book, *You Bring the Distant Near*, is a gorgeous intergenerational, feminist story that brings many of her own lived experiences to the page."

"I could not have been more pleased with her talk (at our conference). From her personal childhood stories and family background that inform her work, to the challenging questions posed to all the library workers in attendance, I think her presentation set a positive tone for the rest of the conference. While her message was especially resonant for those of us who work with youth, the notion of challenging your own biases and critically examining the materials we select for our libraries holds true for everyone."

I am grateful for the chance to hold true to the challenge of critical reading and librarianship.

To Thom and Whitney's comments I want to add that I had been looking forward to meeting this author of world-spanning stories for years really since I first encountered her story of the Karen refugees on the Thai-Burma border in her book *Bamboo People*. I was lucky to have the opportunity to ask Mitali a few questions via email before conference and include a sample of what she wrote:

Thank you for having me. I've staked my life on the truth that the pen is mightier than the sword, especially when it comes to stories for young people. I know you are believers in this as well, and we're going to have a wonderful time celebrating that truth together.

The stories we LOVE intersect with the story we LIVE—no two of us will resonate with the same set of stories. Notice the films you watch again and again and the books you re-read. That list won't match even your best friend's list of favorites. In the same way, the stories we TELL intersect with the story we LIVE, giving each of us the power to create unique art marked by our DNA, experiences, memories, emotions, identities, and relationships. The mystery and marvel is how your art can reach and change my heart, and vice a versa. 📖

One of the more interesting applications was explained by Mary Halterman, Youth Services Librarian with Timberland Regional Library, who spoke about the use of VR for outreach to high schools. She spoke about career-connected learning opportunities through VR and the possibility of students getting credit through Health Sciences Academy. She also spoke about the different ways to keep kids engaged in school by being able to witness major historical events through VR, including the Civil Rights Movement.



The rewards from offering VR in library communities is not limited to the experiences in the virtual world, but also in real world STEM experiences for youth interested in programming. VR development utilizes the Unity Game Engine and offering community youth the opportunity to explore and code VR games provides young people the training and education needed to be competitive in the next great technological advance.

Phase I of the VR in Libraries project was conducted in seven library sites in Western Washington from January 2018-June 2018. The project is now entering phase II which will result in 40 libraries across the state receiving an Oculus set for a period of one year. In Phase III those sets will rotate to other libraries across the state. At the end of the three years the Washington State Library will offer a grant period in which 40 libraries will be chosen as permanent homes for the VR sets. If you would like to participate in the VR in Libraries project, contact Joe Olayvar with the [Washington State Library](#). 📖

It's Time for Rural Broadband Action

by Carolyn Logue



Carolyn Logue, WLA Lobbyist

Telephone party lines. The concept of picking up the telephone only to find someone else on it is hard to imagine in a day where everyone has their own phone. But this was common in the time when phone service was being expanded and yet many did not have access to a phone at all.

Today this is the broadband issue. We often share internet “bandwidth” sort of like a party line. We are often not the only ones on the “line.” This is especially true in our public libraries and schools where the demand for

video and other high-speed internet usage leaves many of us waiting – similar to the days of waiting for the other party on the line to get off the phone.

And, like the old days, there are actually places in our state – mostly in rural areas – where the internet is not available at all. It's time for this to change.

During the 2018 legislative session, a rural broadband bill made it out of the Senate and into the House of Representatives. But, the bill died as the Legislature debated bills on the last days of the short, 30-day session.

Washington Library Association supported E2SSB 5935 and passed an amendment including the State Librarian on the advisory council overseeing the expansion of broadband technology across the state. When that bill failed at the end, the office of Governor Jay Inslee embarked with stakeholders to continue discussions. Cindy Aden, WLA member and State Librarian has been involved in these discussions.

The Governor's office is poised to introduce a bill building on the work of last session and attempting to move things forward. With a longer 105-day session, the hope is to have more time to move the bill through. The bill, as drafted, would include the following:

- Creation of the Governor's Statewide Broadband Office housed in the Department of Commerce. The State Librarian would serve on the advisory board for this office.
- Adoption of goals; oversight of agency efforts; identification of unserved and underserved areas; and coordination of funding mechanisms for deployment of broadband.
- Creation of the Statewide Broadband Fund in the state treasury.
- Establishing grant/loan programs to assist local government, tribes, providers, and non-profits in constructing broadband infrastructure in underserved and unserved areas.

According to the Governor's office, the intent is to open eligibility for all providers to participate. In addition, they hope to include incentives ensuring “anchor institutions” such as schools and libraries get the service they need.

For libraries this last piece is important. Libraries in our communities, universities, community colleges, and public schools, are central access points for technology connections, instruction, and access. Reliable, high-speed access is expected to provide the services expected in the 21st century. Some of the services provided include:

- Access to a computer and the internet for those who do not have access in their homes.
- E-book lending
- Open educational resource access for students and teachers
- Digital citizenship instruction to help people effectively and appropriately use the internet
- Access to a wide variety of research databases, archives, and government information
- The ability to utilize workforce development resources – including both state and local job information.
- The ability to log on to online training and coursework for extended learning opportunities.

The Washington Library Association is looking forward to working

Carolyn Logue, CA Logue Public Affairs, is the Washington Library Association Lobbyist.

with the Governor's office and legislators to move toward a broadband solution that works for the 21st century and beyond. We are happy that the participation of the State Librarian will help ensure an accurate inventory of library broadband needs and help ensure that all dollars currently available for broadband improvement are directed as needed. We are pleased that the direction of the current draft legislation prioritizes getting access to unserved and underserved areas. Also, we support provisions that maximize use of all grant dollars currently available (such as E-rate dollars) with the assistance of additional dollars and needed coordination.

But we do want to make sure that school and public libraries are able to receive affordable broadband service to help our programs serve the needs of our communities. And, as our communities grow and demand grows, that there is enough bandwidth built into the system to grow with us.

So be ready to work this session to help make rural broadband expansion a reality. Hopefully, at the end of the day, libraries around the state will see slow or nonexistent internet service go the same way as the old telephone party line. 📖

Meet the Evergreens-2 *continued from page 19*

Conclusion

The Evergreen Teen Book Award is an opportunity to give young adults a voice in the literature published for them. As we look to 2020, the Evergreen Committee is continuing to seek ways to increase the number of libraries and teens who participate in this award. New for 2020 is the expansion of the award from one to two lists: one list will be made up of titles that are developmentally appropriate for teens in grades 6 - 8, while the second list will contain titles that are more targeted to high school aged teens. Students will be able to read and rate titles from either (or both) of the lists. That means double the winning and double the recognition of authors who are doing great things for Washington readers.

Finally, we want to support librarians who are new to the Evergreen Teen Book Award, or who may be resurrecting it in their libraries. Need help with paper ballots? Contact us for a template and the ballots. Want a digital copy of the poster and the individual rating card referenced earlier? We are glad to share them. Know of a book that fits the criteria for an Evergreen nominee? Look for the nomination form on the Evergreen Teen Book Award website and through the WLA Listserv. The committee members are passionate about reading, and are always willing to help you find ways to incorporate the Evergreens into your library programming. 📖

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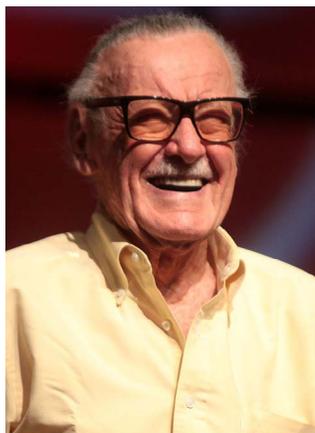
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Farewell, Stan Lee

by Kari Ann Ramadorai



Stan Lee at the 2014 Phoenix Comicon. Photo Credit: Gage Skidmore

Stan Lee passed November 12, 2018. Those who read comics, or entered the Marvel Multiverse through movies, grieve for the loss of one of the genre's early creators and supporters. Others question the import of this genre, citing movies as a reason not to respect the creation. Some don't read comics or think of the Marvel Universe in terms of blockbuster movies without background or social context. I cannot rightly speak to the point of view that sees Stan Lee's passing as the loss of another celebrity. His loss

is an occasion to reflect. Can I call him Stan after three decades following his work? Between losing Stan, and Steve Ditko (artist and co-creator of Spider-Man and Doctor Strange) in June, we are truly at a point where a golden age is closing.

Any teen could find solace in the many worlds presented by these two men. The awkward Peter Parker and Kitty Pryde, the assurance of competence and friendship of James (War Machine) Rhodes in teams, and the introspection in lone characters' treks across the landscape, looking for a place to feel comfortable. The way bigotry and racism were a background for heroes who were people that looked like or felt like the world around us and had positive stories, friends, and jobs despite that background noise. They fought for equal rights, the little guy, and each other and even when these rights were denied them. These characters spoke with nuance about humanity and our role in the greater world.

Many of the characters and teams created by Stan Lee, Steve Ditko, and Jack Kirby (co-creator of Captain America, among others), who we lost in 1994, were fighting for the outsider. They literally fought

racism or class establishment, or were stand-ins for those fights in the real world. As a woman who read comic books in a conservative state during high school, I had an outsider's perspective. As a woman who had grades and responsibilities, but few friends, I appreciated the stories and the images in comics. The social internet was early days. There were probably places online to talk about these stories that I loved, but I did not know about them yet. Instead I entered small comic book shops far from my home, alone to face walls of posters from comic swimsuit specials. The stares were so common in those days. Sometimes leers, sometimes comments. Even where we all loved the stories, I was always an outsider.

Narrative Transportation Theory relates that reading these metaphors allows us to lose track of the real world in a physiological sense and transport ourselves into the story. We internalize the emotions of the characters and their worlds, creating empathy and activating imagination, which allows us to accept messages of right and wrong moral action. In short, reading comics during a transformation period in my life, adolescence, left me open to greater inclusion than my culture would have exposed me to otherwise.

“These characters spoke with nuance about humanity and our role in the greater world.”

Imagine this up and coming generation in elementary school today, growing up with popular acceptance of these movies and parents and librarians handing them comic books to encourage

reading. These children have the opportunity to feel close to Miles Morales, Kamala Khan, Amadeus Cho, Riri Williams, and America Chavez where I had less, though still important, diversity. These children can use comics for English language help and can gain story structure, vocabulary, and fluency through art and words if reading does not come easily to them.

I mourn the passing of the people who made these universes and my current life available to me. I will forever miss the chatty backmatter and mail bags. I will always remember the storylines and worlds. As comics have moved into the mainstream with movies over the past ten years, we have found people like ourselves within the world, willing to love and discuss the universe we can only see through these transformative stories. 📖

Kari Ann Ramadorai is a student teacher pursuing a Library Media Endorsement at Antioch University.

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.

IN MEMORIAM

Mark Nesse, who retired as library director of the Everett Public Library (EPL) in 2007, passed away on October 14. He was 75. Mark was the longest-serving library director in EPL history, spending thirty years in that role from 1977-2007.

Under his direction the library made leaps and bounds in both services in and facilities. Almost immediately Mark secured funding to hire historians David Dilgard and Margaret Riddle, creating the Northwest Room and ensuring the preservation and access to historic Everett, Snohomish County, and Washington State history and historical documents, photos, and audio-visual materials. Some forty years later, the Northwest Room continues to be an invaluable resource for both the community and the region.

Mark also worked with community members to establish library endowments, such as the Kofski fund. He then went further and worked with donors to establish the Library Endowment, which includes several different donor funds, through what's now known as the Community Foundation of Snohomish County. Mark even funded his own donor fund upon retirement, which the library will continue to benefit from for years to come.

As Everett grew, so did its service area, and in the 1980s both the library and City leaders saw a need for a South Everett branch library. First just a small portable structure, construction completed on a permanent Evergreen Branch building in 1989. EPL is currently in the process of expanding the Branch, a project Mark was excited to see happen.

Following the Branch grand opening, construction began on a large expansion of the main library. Although staff was temporarily displaced to the basement of the old JC Penney building in Everett, Mark made sure staff got hardhats and tours of the construction site whenever possible. More than a year after construction began, the expanded 55,000 square foot building opened in 1991 and received an American Institute of Architects award. After Mark retired in 2007, the City Council found a fitting dedication: they voted to name the large, eye-catching domed space at the main library the Mark Nesse Reading Room.



Former Everett Public Library bookmobile librarian Theresa Gemmer (left) and Library Director Mark Nesse (right) at a staff retirement party.

Mark came to libraries after service in the Peace Corps, and that sincere desire to help people was present in everything he did. Outside of libraries he served on the boards of Camp Fire, Community Foundation of Snohomish County, Everett School District, Red Cross, and Rotary. He was a giant in the community, quick with a laugh and a helping hand.

Former EPL bookmobile librarian Theresa Gemmer remembers Mark's enthusiasm and dedication. "When I was fairly new at EPL," she said, "I heard about Pegasus, the original EPL bookmobile, that was in the process of restoration. It was coming up on the 75th anniversary of EPL bookmobile service, and I talked to Mark about the possibility of having Pegasus finished in time for a big celebration. After talking about the possibilities, Mark said he thought I ought to see Pegasus. We went down to the city shop where Pegasus was stored. Mark sheepishly showed me the intact chassis, along with many containers with miscellaneous parts. She was what auto restorers call a 'basket case.' We decided it was unrealistic to expect restoration in time for a 75th anniversary celebration.

"But eventually," she continued, "working with other City departments, Mark was able to accomplish the restoration of Pegasus. Once Pegasus was (questionably) road worthy, Mark decided we should take her to Everett's Night Out Against Crime. At one point, I had to hold the passenger door shut with one hand while gripping the dashboard with the other to keep from falling out with the door! I looked at Mark and he had the biggest, happiest grin on his face. He looked like a big happy kid, or like Mr. Toad when he first discovered his love of cars."

We at EPL remember Mark as a great leader, practical jokester, and friend. Mark believed in the underdog, and his can-do spirit and determination are missed by all.

--Carol Ellison

RETIREMENTS



Pamela Mogen

Fifteen years ago, Pamela Mogen moved to the Inland Northwest, where she met her husband and became the first Director of the Liberty Lake Municipal Library.

When the City of Liberty Lake incorporated in 2001, they chose to form their own independent, municipal library. As

continued on page 29

Read This Book

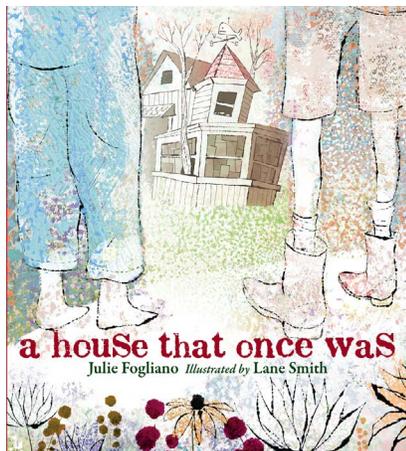
Picture Books for Big People

by Brooke Shirts and the Puget Sound Council for the Review of Children's and Young Adult Literature

One of the best trends I've witnessed in library-land over the past decade or so is the expansion of what picture books are and who they are for. Too often, this most beguiling of all art forms is cubbyholed in the realm of little kids: preschoolers and the K-2 set. But fortunately, writers and publishers are often thinking outside of that kidlit box, and the results are stunning works of writing and illustration that can appeal to a wide range of ages.

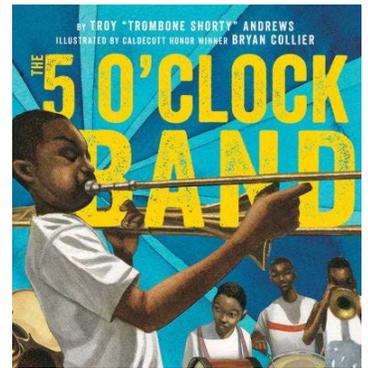
Our choices here are a wonderful sampling of multi-age-range picture books. All of them hit that sweet spot of gorgeous, eye-trapping illustration paired with deceptively simple, sophisticated writing. They'd be at home in a poetry workshop, middle school science unit, or high school art class as much as in the elementary classroom book nook. Take a gander and let your eyes (and mind) have a lovely, 32-page feast -- read this book!

A House That Once Was. Fogliano, Julie. Illus. Lane Smith. Roaring Brook Press, 2018. ISBN: 9781626723146. PreK-1. *Reviewed by Karen I. Williams, Retired Teacher-Librarian, North Beach Elementary.* Two kids walking in the woods discover and explore a house that was once a home and they wonder who lived there, what they did, and where they went. Things were left by whoever lived there and a tree has limbs growing through the roof area. Then they return to their home which is cozy and warm. Created by Ezra Jack Keats Award-winning author Julie Fogliano and illustrated by Caldecott Honor artist Lane Smith. Great read-aloud. Starred reviews in SLJ, Kirkus, Booklist. Reinforced binding.



The 5 O'Clock Band. Andrews, Troy. Illus. Bryan Collier. Abrams Books for Young Readers, 2018. ISBN: 9781419728365. K-3. *Reviewed by Eve Datisman, Retired Teacher-Librarian, Port Angeles High School.* Take a tour of the Treme and Jackson Square areas of New Orleans with young Shorty as he goes in search of the 5

O'Clock Band. Shorty has missed their daily second line practice; he knows if he wants to be a bandleader, he'll have to learn what it means to be a leader. In his search he meets Tuba Treme playing in Jackson Square and learns about the importance of honoring tradition. Next, as he's coming back from the river he meets Queen Lola, who feeds him and teaches him about love and its importance in both cooking and in playing music. As Shorty heads home he meets a Big Chief of a Mardi Gras Indian tribe who teaches him about dedication and patience. Finally, Shorty meets his 5 O'Clock Band and apologizes for missing practice and shares what he's learned on his tour of the city. His bandmates ask him to lead the band home. The backmatter includes Shorty's journey to musicianship and the legends who influenced him, the importance of the Mardi Gras Indians, the changes musicians face after Katrina, and a bit about his foundation to support young musicians and give them the opportunities he's had.



The Stuff of Stars. Bauer, Marion. Illus. Ekua Holmes. Candlewick Press, 2018. ISBN: 9780763678838. K-3. *Reviewed by Paula Burton, Fall City Library.* Amazing colorful abstract marbled illustrations on glossy paper depict the creation of our universe. Starting with the darker colors for when there was nothing, followed by fire-like colors of orange, yellow and blue representing the Big Bang. Lyrical language is used to make the idea of the creation of the universe accessible to a younger age group including repetition of "no life in the beginning" but with every stage there was more. "Stars that grew so hot they exploded" is a tie die of exploding yellow fireworks. Every stage points out things that are not there yet; no day, no night, no butterflies, no



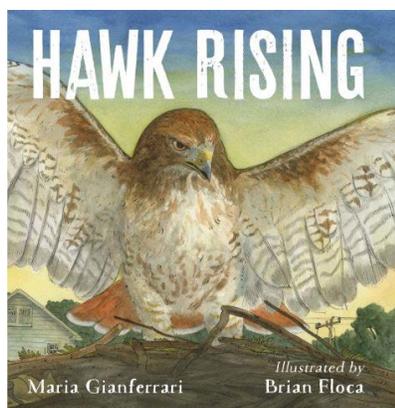
Brooke Shirts is the Chairperson of the Puget Sound Council for the Review of Children's and Young Adult Literature.

continued on next page

snails. When it describes the existence of earth, it describes how marvelous life on earth is because of its perfect conditions; not too close to the sun but not too far either. More earth tone colors are introduced and recognizable forms appear. This is a book where the text complements the illustrations and the story reads the best from beginning to end but the illustrations by themselves are spectacular and could be a great companion for an art class based on science or Earth Day. A great addition to any library.

Hawk Rising. Gianferrari, Maria. Illus. Brian Floca. Roaring Brook Press, 2018. ISBN: 9781626720961. K-3. *Reviewed by Craig Seasholes, Sanislo Elementary*. Brilliant non-fiction picture books like this paean to a red-tailed hawk soar on poetically spare text with informative

illustrations. Here, award winning illustrator Brian Floca shares intricate details in a day in the life of a red-tailed hawk that matches the patiently observant mother and daughter who bear witness to this winged wonder. Stepping from her suburban stoop, a mother watches the red-tailed male hunt and fail, then rise and try again, finally to prevail in providing dinner for a nest of young chicks. Subtly paralleling the plot, a human daughter waits patiently for her mother the birdwatcher until, at last she too folds her wings to sleep in suburban slumber. Endnotes provide further information on the biology of these ubiquitous raptors, and website and suggestions for additional reading make it a valuable launching point for discovery. Keen-eyed children (and librarians) will notice details in the illustrations that make this a valuable addition to all elementary collections. 📖



Director, Pamela transformed a library created by volunteers into a professional, public library. She hired a library technician and together they proceeded to catalog, label and barcode all materials and implement a new software system. The library soon outgrew the 3,000 square-foot space and rented an additional 1000 square-foot area to accommodate a growing the children's section.

In 2009, the growth of our Library required the city to purchase and remodel a 9,000 square-foot large, dusty, empty building. From this humble shell, Pamela helped create a beautiful, friendly and vibrant library that continues to grow. Pamela, through programming and collaboration, brought on adult services and children's librarians who provide a variety of programs that continue to reach recorded number of patrons. The partnerships she forged with libraries throughout the region expanded our limited collection into one that is now admired by all. Pamela's passionate and innovative approach to library services helped make the Liberty Lake Municipal Library a central and well-loved institution in the heart of Liberty Lake.

In retirement, Pamela is looking forward to spending more time with her husband and grandchildren. We hope "Author" Pamela will also continue writing sequels to Jane Austen's *Pride and Prejudice*.

Our City of Liberty Lake will miss Pamela's can-do attitude and focus on bringing literacy and learning to our citizens. The entire Library staff, City Council and I wish Pamela a well-deserved retirement and congratulate her for a job extremely WELL DONE!!!

Steve Peterson
Mayor, Liberty Lake 📖

I'd Rather Be Reading

by David Wright



Grateful for Books

Ever since I was a child, at our family gathering that coincided with the Thanksgiving holiday, we would go around the table and everyone would have to say a little something about what they were thankful for. Perhaps it was (or is) the same for you? This was decades before the “gratefulness craze,” and for our hedonistic childhood selves, so unaccustomed to being thankful for anything, it often felt a bit awkward or forced. Later we came to sense just how empowering and grounding it was to tap into this spirit of gratitude, especially in times of darkness, anxiety and despair. And so, although it’s been said, many times, many ways, let’s take a moment and reflect on one thing that readers of this column can all be grateful for.

“...all the missed bus stops and burnt toast are a small price to pay for such magic...”

Let’s be grateful that we live in a world where magic exists – that “uniquely portable magic” that Stephen King likens to telepathy. Magic that calls whole lives and worlds into existence out of scratches on a page or breath. By some distinctly human trickery, we can peer inside another person’s brain, and think another person’s thoughts. What a marvel, to be all but possessed by the mind and soul and experience of another! To be moved to laughter, tears, rage and profound sympathy; to be led to fresh understandings.

We’re grateful for the loyal friendship of books, who are willing to converse with us whenever and wherever we choose, on the train or in the rain or in the bathtub; in the still watches of the night. They’ll even share us with a cat or two. Grateful that our time together is characterized by peace and quiet, free of the endless hustle and scuffle of the marketplace. That through reading, we can escape our daily or momentary “reality,” including rush hour aggravations or the relentless news cycle. Let’s be grateful that this magic can make real not just the world as it is, but as it might be, realizing our hopes, our fears, and our inspirations. Through reading we can better envision what isn’t, and in so doing more clearly see what is.

We’re grateful that through reading we can become so engaged with

the thoughts or observations of another, or so convinced that we are somewhere else, that we utterly lose track of the world. All the missed bus stops and burnt toast are a small price to pay for such magic.

We’re grateful that if we want to go for a walk or do a chore or our hands are otherwise full, we can enlist skilled professionals to read to us.

We’re grateful that books can take their own sweet time, fully expressing an idea or an experience, rather than just endlessly repeating a slogan or talking point. A picture may be worth a thousand words, but a good book is worth a million

emojis and GIFs.

We are grateful that books can wake us up. We are grateful that books can put us to sleep.



Gratitude display at the Seattle Public Library

We’re grateful that books seem to reflect so many of our own experiences and thoughts, connecting us to the world even when we are most alone. And that these thoughts and experiences are expressed more eloquently and thoughtfully than we could ever do, seeming to articulate ideas we have only the dimmest sense of ourselves. Yet they can also open our eyes and hearts to ideas and experiences wholly different from our own. That reading can change how we think, and how we see the world, quietly and respectfully, without judgement or malice, in the privacy of our own minds. They don’t yell,

they don’t interrupt, they don’t resort to bullying or violence. Here, even the most disagreeable or startling ideas or expressions submit themselves to our considered perusal, meeting us on our own terms. What a blessing.

Let’s give thanks to the writers, that infinite variety of people from around the world and across the centuries, and to the editors, translators, publishers, booksellers, and librarians whose work it is to keep this magic alive, and to spread this enchantment to those who cannot or do not choose to experience the everyday miracles that we readers enjoy. 📖

David Wright is Reader Services Librarian at the Central Branch of The Seattle Public Library, a frequent speaker and trainer at library conferences, and a regular contributor to Booklist, The Seattle Times, and other publications.

Dispatches from Swellville

by Darcy McMurtery



Match the Famous Lines of Literature Rewritten for Library Staff with the Actual Title:

- | | Title and Author |
|---|---|
| 1. It is a truth universally acknowledged that a single man in possession of a good fortune and excessive fines, must be in want of a waiver. | A. Toni Morrison, <i>The Bluest Eye</i> |
| 2. It was the best of fines, it was the worst of fines.... | B. Victor LaValle, <i>Big Machine</i> |
| 3. Happy branch staff are all alike; every unhappy staff is unhappy in its own way. | C. Sinclair Lewis, <i>Elmer Gantry</i> |
| 4. 372.17 was spiteful. | D. David Copperfield, <i>A Tale of Two Cities</i> |
| 5. Of all the things that drive patrons to the library, the most common disaster, I've come to learn, is tax forms. | E. Leo Tolstoy, <i>Anna Karenina</i> |
| 6. The patron was drunk. | F. Charles Johnson, <i>Middle Passage</i> |
| 7. A screaming comes across the teen section. | G. Neil Gaiman, <i>The Graveyard Book</i> |
| 8. There was a hand in the darkness and it held a Chilton repair manual. | H. Paul Auster, <i>City of Glass</i> |
| 9. Many years later as he faced the hiring squad, Colonel Aureliano Buendia was to remember that distant afternoon when his father took him to the library to discover 650.144. | I. Cormac McCarthy, <i>Blood Meridian</i> |
| 10. Poirot is dead, but they don't know this yet. | J. Thomas Pynchon, <i>Gravity's Rainbow</i> |
| 11. Chaotic as it was, there were no eclipse glasses in the summer of 2017. | K. Jane Austen, <i>Pride and Prejudice</i> |
| 12. It began the usual way, in the bathroom of the Swellville Public Library. | L. Celeste Ng, <i>Everything I Never Told You</i> |
| 13. I lost a flash drive on my last trip to the library. A black one. | M. Gabriel García Márquez, <i>One Hundred Years of Solitude</i> |
| 14. My name is Kathy H. I'm thirty-one years old and I have been a patron here for eleven years and my tax dollars pay your salary. | N. Justin Torres, <i>We the Animals</i> |
| 15. Don't look for dignity in public library bathrooms. | O. Jennifer Egan, <i>A Visit from the Goon Squad</i> |
| 16. See the call number. | P. Flannery O'Connor, <i>A Good Man is Hard to Find</i> |
| 17. We expected more. | Q. Ursula K. LeGuin, <i>The Left Hand of Darkness</i> |
| 18. The grandfather didn't want to go to storytime. | R. Kazuo Ishiguro, <i>Never Let Me Go</i> |
| 19. I'll make my incident report as if I told a story, for I was taught as a child on my homeworld that Truth is a matter of the imagination. | S. Toni Morrison, <i>Beloved</i> |
| 20. It was a wrong number that started it, the telephone ringing three times in the reference department, the voice on the other end asking for a book, about a guy, with a blue cover... | T. Octavia Butler, <i>Kindred</i> |

Answer Key: You work in a library! Look it up!

Darcy McMurtery is a cranky librarian who knits, writes and attempts karate.

WLA Thanks Our Organizational Members

Organizational Members

Asotin County Library
Bellingham Public Library
Big Bend CC Bonaudi Library
Centralia College Library
Community Colleges of Spokane - Library Services
Eastern Washington University Libraries
Ellensburg Public Library
Everett Public Library
Foley Ctr. Library Gonzaga University
Fort Vancouver Regional Library District
Grandview Library
Green River Community College
Jefferson County Library
King County Library System
Kitsap Regional Library
La Conner Regional Library District
Lake Washington Institute of Technology
Longview Public Library
Lower Columbia College
National Network of Libraries of Medicine, Pacific NW Region
Neill Public Library
North Central Regional Library
North Seattle College
Orcas Island Library District
Pierce College Library
Port Townsend Public Library
Primary Source
Puyallup Public Library
Renton Technical College Library
Ritzville Library District #2
San Juan Island Library
Seattle Central College Library
Seattle Public Library
Sno-Isle Libraries
Spokane County Library District
Spokane Public Library
Stevens County Rural Library District
Tacoma Public Library
The Evergreen State College
University of Washington Libraries
Upper Skagit Library
Walla Walla Community College Library
Walla Walla County Rural Library District
Washington State Library
Whatcom Community College
Whatcom County Library System
Whitman County Library
Yakima Valley College
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The Washington Library Association Journal

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