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Painting "Three Sets of Twelve" at interior main lobby of the U.S. Courthouse, Seattle, Washington.

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Digital Equity, Access and Inclusion:
Challenges Across Contexts
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A Message from the President

Digital Equity is a concept that is at the heart of what we do as libraries. The so-called "digital divide" is becoming more and more pronounced as many companies and employers only use electronic methods of communication. Those with limited access have learned that the library is the place to whom they can turn for help in bridging the divide. From internet access and printing to online research access and a host of increasingly sophisticated online tasks, we spend a big part of our day helping folks cross the gap to achieve digital equity in achieving their goals.

As President, I have had the opportunity to see the many ways this digital divide can be bridged by creative library staff in both countries. The more opportunities we have to network as professionals and share our experiences, the greater our ability to advocate for the disadvantaged in the digital world. This issue of the Pacific Northwest Library Association Quarterly is one way of listening in on the thoughts and experiences of our colleagues in our international region. Another opportunity is coming up in August, when the PNLA Conference will celebrate libraries as leaders. "Libraries Lead!" will be held at the Centennial Hotel in Spokane, Washington on August 7-9. I look forward to seeing you there and learning from your experiences!

Jenny Grenfell
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Editor's Column

Digital equity, alongside equity in general, is a hugely important theme in the thinking and values of modern-day librarianship. I'm pleased to bring you in this double issue several articles looking at the topic, from the perspectives of instructional techniques to technology for circulation, from resources around reviewing and collection development to digital outreach.

This issue also brings us a look back at the history of PNLA through the lens of Washington state. This article was written by PNLA's first student intern through the UW iSchool, and we hope to develop more internships leading to more in-depth research pieces on the history as well as the future of PNLA. Please contact me below if you might be interested in developing such an internship.

And of course, this issue brings the regular features that the *Quarterly* offers in the popular *Mentor* column as well as a timely book review on the tax revolt of the '70s in California. We're also launching a new *Member Profile* in this issue. Have a book to review or a member that deserves a profile? Please contact us at the address below.

On a personal note, I will be stepping down as *Quarterly* editor with this issue after two great years, to devote more time to my PhD work and to give others in the field a chance to perform this educational and edifying task. I leave the journal in the hands of the Editorial Advisory Board and the PNLA Board, and look forward to seeing where it goes as a reader and devoted fan!

Samantha Hines
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Book Review: *Proposition 13: America's Second Great Tax Revolt*

Samantha Hines: Editor, *PNLA Quarterly*

Editor's note: Book reviews are an irregular feature of the Quarterly; interested authors, reviewers and publishers may contact the editor for information.

Book Review: *Proposition 13: America's Second Great Tax Revolt*. By Charles I. Guarria. Bingley, UK: Emerald Publishing Limited, 2019, 118 pages, index. ISBN: 978-1-78769-018-9.

Library funding is a vital issue, but one that I find is very poorly understood. This slim volume taught me a lot about the changing landscape of library funding, particularly in the rise of property tax initiatives and other tax revolts across the nation over the last forty or so years.

Author Charles Guarria, a former financial executive and current faculty member and librarian at Long Island University, brings a unique insight into the situation. His background allows him the skill to explain what happened when California voters approved Proposition 13 in 1978, dropping property taxes by more than half, in an accessible and informative manner. The effect on funding of government services, including libraries, is clear and dramatic.

The book begins with the passage of Proposition 13, briefly highlighting it in U.S. taxation history in order to explain how groundbreaking a move it was. The reaction to and fallout from the proposition is also covered in this first chapter, and how it inspired a series of similar propositions and initiatives across the United States. Library responses are covered, including the California Library Association's draft of legislation in response and other associations' attempts to educate the public in advance of such moves about the potential effect.

The second chapter deals with the fallout from Proposition 13 in California across the 1980s, addressing coalitions formed, political actions attempted, and the changing library landscape in light of the dramatic drop in funding. Chapter 3 took a look at the 1990s, and the changes brought to taxation law and the proposition process in the form of supermajorities and the proliferation of initiatives and citizen lawmaking.

Chapter 4 brings us into the 2000s and talks about positive results in library levy drives across California as well as the continued spread of property tax revolts across the U.S. The book concludes with a chapter examining 2011-2016 and the continued difficulties in securing library funding in California in the wake of Proposition 13, but offering some glimmers of hope on the horizon with regard to local and state tax increase measures including Proposition 30, passed in 2012.

While the topic at hand is a dry one, involving a lot of data around numbers and dates and legislative processes, Guarria does a great job connecting these details to the real impact on libraries in Califor-

nia, as well as connecting the case of California with the rest of the nation. This is vital knowledge to understand--reading this book could help library leaders better advocate for their funding. Funding issues are not going away and we need to do what we can to educate ourselves.

The Mentor: Hindsight

Tracy Bicknell-Holmes: Dean, Albertsons Library, Boise State University, ID

Editor's note: The Mentor column is a place for advice, storytelling, introspection, and professional growth.

> "I wish that I knew what I know now, when I was younger"
> Ooh La La, the Faces, 1973

As I look back over nearly 25 years managing and supervising people in libraries, there are a lot of little things that I've learned that weren't obvious to me when I was in my 30s. This knowledge doesn't exactly make the job easier, but it can ease the weight of it and make it easier to recover from mistakes, embarrassing moments, and tough decisions. These are some of the things that I wish I knew then that I know now.

Fair and equal are not the same thing. I once had an hour long discussion with a group of individuals on what it means to treat people "fairly". Some thought fairness meant treating everyone exactly the same. Others felt strongly that doing that was unfair, because each individual and situation is different. Sometimes treating all individuals exactly the same perpetuates unfairness built into our institutions, practices, and policies. Know your values and be able to back up your decisions with a rationale that maintains your integrity.

Active listening is hard! Listening well and understanding what someone means requires more than simply hearing speech sounds and translating them into words and sentences. Even if two people speak the same language, the same word could mean something very different to each as in the previous example of what it means to treat people "fairly". Yet listening is critical to doing your job well, and for managers/supervisors, the onus is on you to make sure you understand, even if your supervisee doesn't seem to reciprocate. Active listening requires focus, paraphrasing, and asking questions to make sure you understand. For most of us it takes lots of practice and numerous failures along the way.

Creating shared meaning: How many job announcements have you seen that say "excellent communication skills" required? Sounds simple, yet what does that mean? The ultimate goal is creating shared meaning, which can be challenging for two people who have different perspectives, different backgrounds, and different communication styles. Supervisors have the added challenge of working through difficult situations with those they supervise. There is *always* room for improvement, so take advantage of every opportunity to learn new techniques and practice them. My latest workshop in January 2019, was *Crucial Conversations*, offered by the Idaho Department of Human Resources and based on the book by Patterson, Grenny, McMillan and Switzler. There's a great section on recognizing when you're stuck and how to get unstuck.

It's never too late to own it! It's never too late to admit that something didn't go quite right or that something is bothering you. Admitting mistakes will earn you respect, and help make amends if there is need for them. I became acutely aware of this once when I had a frustrating conversation with a col-

league that ended badly. On my drive home that day, I realized that I hadn't listened well enough to understand why s/he was so upset. The next day I went back to the individual and admitted that I wasn't sure that I really understood what s/he was trying to say. We talked again and I gave her my full attention with much better results for both of us.

Owning it isn't just about making apologies. It is also about building and maintaining relationships, building trust, and maintaining your integrity. Your integrity is the only thing other people can't take away from you. It is tough to admit you made a mistake and face down embarrassment, but it is also empowering. Practicing on small issues builds your skill and comfort so you'll be ready for the really big ones.

You can't make it work for everyone. I used to think everyone had a place in an organization, even under performers. If you could just find a niche that plays to a person's strengths, they could excel. Unfortunately, as supervisors we have to balance empathy for an individual with holding them accountable. If an individual's performance is negatively impacting the team, it needs to be addressed. There's only so much you as a supervisor can do to accommodate preferences and encourage engagement. If an individual can't or won't do what is required of them to complete the work successfully they may not be in the right job for them.

Consensus isn't always possible. I'd like to think I'm a consensus builder. It is much easier to move initiatives ahead if everyone on a team is enthusiastically in support of a project. However, consensus isn't always possible. Sometimes you have to move ahead even if some individuals aren't ready. How important is the issue at hand? If you think it is critical, what is the likelihood that it will be successful even with the skeptics that remain? Occasionally, you'll run into an influential person or an individual in a key position that isn't in favor of the change. You feel progress in this area is critical, but you can't move forward without them. It may be time for a heart to heart conversation. What is the number one concern that is holding them back from support? Can you address that concern? What would it take for them to be on board? Sometimes the answers to these questions are surprising and easily overcome, or a compromise can be reached that gets you unstuck.

Have you heard of **managing up**? In a future column, a colleague of mine will address this skill and the role it can play in your success. If your supervisor is from another career field or has a very different communication style, it can be critical to working well with her/him.

Sources:

Patterson, K., Grenny, J., McMillan, R., & Switzler, Al. (2012). *Crucial conversations: Tools for talking when stakes are high* (2nd ed.) New York, NY: McGraw Hill.

Member Profile: Jan Zauha

Julie Carmen: Research Librarian, Brooks Library, Central Washington University, Ellensburg, WA

With this issue we introduce a new feature where we profile a PNLA member. Please send suggestions for future profiles to the PNLA Quarterly Editor.

Professor Zauha graduated with her MLS from the University of Iowa in 1993. She also has an MA in English, and became involved in PNLA because she was looking for service opportunities. She joined PNLA in 2000, and served as a State/Provincial Representative in 2001 for Montana. She was elected as Vice President for the organization in 2003 and then served as president in 2004. The year that she was president, the annual conference was held in Sitka, Alaska, which she remembers was a beautiful venue to hold the conference.

When asked about her three highlights in her career in librarianship she mentioned that her top highlight was winning a Junior Fellowship at the Library of Congress as a graduate student. She likened the experience of working daily in the LOC's stacks as being a child in a candy shop. Her second highlight was a sabbatical that she took to England in 2011, in which she researched the impact of the electronic book while visiting seven literary festivals. Her third favorite highlight was working with a very special archive in 2015. The archive was of the writer Ivan Doig, and she discovered her love of history and archival work. After years of serving in the Instruction & Reference realm of librarianship, she discovered a passion for archives and outreach. She was involved in preparing a 1,600 sq. ft. outreach piece for the archive. She had an unexpected surprise to discover more exciting opportunities in librarianship with this new endeavor.

Her impressions of PNLA membership was that she found the membership friendly and willing to help one another, they were a lot of fun, and she learned so much from public librarians. What surprised her the most was what a great network PNLA has become for her. The membership encompasses such a large geographic area, that the opportunities to learn from one another are quite amazing. She believes that PNLA has positively influenced her librarianship, especially when she became president. This service position required that she work with several committees in which she co-chaired in order to organize conferences. She especially benefited from serving as a mentor in the PNLA LEADS Institute. This institute chooses six librarians a year to participate in the institute, and mentors are assigned to each participant. This institute was established the year she was president, and being a mentor for this institute is one of the most rewarding experiences she has had in PNLA service.

Her strongest beliefs of PNLA as an organization is that it offers many opportunities to share ideas. It is an important place to develop one's leadership skills by serving on committees and as an officer. This service will build skills by serving in the organization and being able to share ideas across borders.

Evolving and Unchanged: How a Series of Workshops at an Academic Library Reflects Its Roles and Values

Sarah Zhang: Reference Librarian, Simon Fraser University, BC.

Introduction

Nearly a year into my program at University of the British Columbia University ischool to earn my MLIS degree, I was lucky to be recruited to work at the Research Commons, which is affiliated with the Koerner Library at UBC Library. One of my major responsibilities was to lead the workshops on a statistical analysis tool, namely SPSS. When I joined, the workshops were on hiatus so they could be fundamentally restructured to cater to beginners.

Throughout the preparation stage and even into teaching it for a while, what I deemed an essential question plagued me: why on earth should the students bother to come to our workshops instead of watching numerous online tutorials on SPSS at home? After all, we are enjoying an unprecedented level of freedom and convenience when it comes to learning, thanks to the proliferation of digital and open educational resources. That lingering question, though, drove me to think pedagogically about what would be the most effective approach to delivering the workshops and how it relates to the *evolving roles* of academic libraries, and more specifically, those of the Research Commons, whose mandate is to support graduate students' research and learning needs. As a result of the continuous contemplation, the workshops evolved over the course of two years. And now when I am looking back on how they morphed, I find the gradually-formed teaching philosophies and tactics resonate deeply with some of the imperatives of academic libraries on the horizon, and meanwhile embody a sustained core value of libraries.

Improving Data and Statistical Literacy

In the early stage of developing the workshops, I felt the scope for the workshops were muddled: our focus seemed to be on the software itself, but was statistics off-limits, an area we should carefully avoid? If not, how far could we go? Should we talk about some basic concepts regarding data types to ease the transition into this software? The ambiguity, however, turned out to be offering us space to experiment with variance in approaches to strike a right balance.

It took us a while to realize that it was impossible and unwise to draw a clear line between the statistical software and statistics. It would only leave a vague mark on our audience's mind if we only talk about a function without touching on the statistical rationale that underpins the function. Thanks to my partner Lok Heng Chau's extensive knowledge of statistics, we were able to weave this important piece into the fabric of the workshops.

I also found that only showing how to perform some basic operations was not effective. Here is one of the insights I gleaned: since it's a user-friendly software, it's really easy to keep clicking buttons with-

out knowing what you are doing; if you don't keep a critical eye to the deceptive ease of use, chances are you will have to spend more time straightening out what you need to do. In order to get this message across, when we came to the places where those potential traps lurked beneath the apparent ease, I would jump at the opportunities, challenging the audience to think for a moment about what they should do and *why*. This tactic proved to be an effective way to encourage the students to think critically and understand the underlying patterns.

In order words, what trickled into the workshops were elements of critical thinking, data literacy, and statistical literacy; the latter two have been spotlighted by the University of Michigan School of Information as key cross-disciplinary skills (Fontichiaro et al., 2017). The alignment with cross-disciplinarity is how we can add value; the Research Common--as the hub for spurring innovation and supporting research needs across disciplines on campus--is well-positioned to promote these cross-disciplinary skills.

In a more general sense, as the 2017 NMC Horizon Report states, embedding digital fluency more deeply and learning is critical. In addition, how the Report interpret the way libraries should cultivate digital literacy is illuminating:

A major element of fostering this fluency is recognizing that simply understanding how to use a device or certain software is not enough; people must be able to make connections between the tools and the intended outcomes, leveraging technology in creative ways that allow them to more intuitively adapt from one context to another. (Becker et al., 2017, p.7)

Part of our contents matched this goal: when we were discussing the basic data types, the similarities and distinctions between SPSS and other quantitative analysis tools such as Excel and R, we were actually fostering the ability to draw connections between tools and use this one critically. But I believe more work could be done in this aspect in the future.

Openness and Intellectual Freedom
A funny fact is that I had to learn this software and scraps of statistical knowledge from scratch after my designation as the facilitator for the SPSS workshops. And yet I soon realized that this learning experience was actually a blessing: the learning pains were so fresh that I could easily identify the places where a beginner may stumble. More importantly, I used my experience to relate to the students who were terrified of statistics and showed to them how they could definitely learn the software while picking up statistics in a gradual way, a little at a time. To our amazement, we discovered many students were glad that this was a place where they could freely ask any basic questions about SPSS and statistics that they otherwise wouldn't or couldn't ask, for various reasons, in their own departments. This openness to all learners, regardless of their background or level of previous experience, and the endeavor to dismantle the mental barriers to mastering this statistical analysis tool, I believe, carry one of the key values libraries have been historically upheld: intellectual freedom. By practicing this principle of openness, we were helping students be freer to think, learn and grow.

Conclusions
Getting back to the fundamental question I had been interrogating myself with, the one regarding our

added-values, I think we have found our voice. And maybe connecting this quest for our niche with the instructional traditions of academic libraries would shed light on how I arrived at the conclusions. Academic libraries have long been serving at the forefront of teaching how to judge information credibility. But when an academic library is extending its services by providing training on research tools, is it still possible to preserve the tradition of instilling the spirit of keeping a critical eye to information -or data? Is it possible to approach "non-conventional" workshops in a way that suits a library's position and values at a deeper level? I believe the answer is yes. In our case, those initially flickering moments of promoting critical thinking, data/statistical literacy, and embracing the spirit of eradicating cognitive or emotional barriers to learning, and open to everyone with no assumptions about his/her previous knowledge, have become integral to the SPSS workshops. As such, in the role of *engaging learning*, the library stands firmly against the sweeping force of millions of web tutorials which exclusively focus on cut and dried "how-to".

In an era when academic libraries strive to transform their roles, and advance their missions, I hope my reflection could provide an empirical narrative of how an instructor- who was at an academic library's shared space and hub for research serving a large constituency of researchers and students- explored ways of teaching that can echo the library's attempt to extend its territory while defending its fundamental values.

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The History of PNLA in Washington State

Heidi Young: Student, iSchool, University of Washington

Introduction

I begin this piece by acknowledging that I currently reside on the unceded territory of the Coast Salish peoples, who have called this land home from time immemorial. I would like to pay respects to the Duwamish tribe, who continue to battle tirelessly for federal recognition, and I offer my sincerest gratitude to those who have stewarded this land, both past and present.

As someone who was born and raised here in Washington State, not a day goes by that I am not awestruck by the beauty of where I live. The varied terrain is uncommonly beautiful and our urban centers are vibrant. The Pacific Northwest is memorable, unique in its environment and history. I believe that Washington residents (newcomers included) carry with them a special sense of place, knowing and imagining our region as something to be loved and preserved. We are unique, and our relationships with our surroundings and with each other are undeniably reflected in our care for our region's libraries.

As the oldest regional library association in the United States, the Pacific Northwest Library Association (PNLA) has built upon traditions of good will and self-reflection. The organization has developed a social justice mindset and continues to prioritize historically isolated and marginalized communities, such as rural and tribal communities. Within the organization, Washington State has long proven itself to be a leading regional force in Northwest libraries. The following account is a brief overview of Washington's history with PNLA, in hopes that future generations of Northwest library professionals may glean meaning and wisdom from their Washingtonian predecessors.

Libraries in Washington Territory

Washington Territory's first official library was the Territorial Library, established in 1853 (*Pacific Northwest Libraries*, 7). At the time, Governor Isaac I. Stevens reported that 2,000 volumes of materials were ordered for the library, and by 1889, when Washington Territory became a state, the library was home to 10,448 volumes (8). Catholic Missionaries and their influence were present in the Northwest by 1825, and in 1865 the Vancouver Catholic Library Association was established. The Vancouver Catholic Library was most active between the years of 1870 to 1886 and contained over 1000 volumes of materials, which included contemporary religious and historical writings (13). The Steilacoom Library Association was established in February of 1858, and to fund its public library, the Association raised money by hosting popular balls, lectures, and debates (8). Other notable early library endeavors included the Walla Walla Library, established in 1865, the 1868 creation of the Seattle Library Association, and the establishment of the Tacoma Public Library in 1886 (14-19).

One of the biggest challenges early libraries faced was the physical distance separating the Pacific Northwest from the central and eastern parts of the United States. The relative isolation of the region

and its reliance upon its own resources stood as a large impetus for establishing a regional library association. In spite of their relative remoteness in relation to other dense parts of the country, the residents and libraries of the Northwest were committed to providing library services to the region's communities.

The First Years
Charles W. Smith, one of the original and most commemorated members of PNLA, began a career in libraries in 1905 when he arrived in Seattle to work as an assistant for the University of Washington Library. Smith authored "The Early Years of the Pacific Northwest Library Association," an invaluable resource for understanding the beginnings of PNLA. At the time of its publication in 1949, fewer than twenty of the original eighty-five PNLA members were living, and only a handful still worked in libraries (Smith, 2). Smith recognized the need to document and preserve the history of the organization, not only for the benefit of current members, but perhaps more importantly for the following generations of PNLA members. His work still stands as the most comprehensive documentation of PNLA's early history.

Smith wrote that by 1909, the Washington State Library Association (WLA) was already up and running. Its President, William E. Henry, arranged a WLA conference to be held during the famed Alaska-Yukon Pacific Exposition (AYP), and it was set to take place in Seattle from June eighth through the tenth (2). Henry invited librarians from various Northwest states and British Columbia for this annually-held conference, and sessions were held on the second floor of University of Washington's Denny Hall. The conference included programs that discussed important issues libraries that faced, as well as speakers that were remembered as both inspiring and provocative.

Among the notable events of the conference was a presentation by Tacoma Public Schools primary supervisor Isabella Austin, titled "What the School Needs from the Library." The presentation had such an impact on attendees that the paper from which it originated was printed in full in the September 1909 issue of *Library Journal* (4). In addition to quality content, attendees were offered the time and space to engage and discuss hot topic issues at length. After a full day of entertainment and discourse, the agendas for evenings were left open for attendees to explore the AYP (4).

At the 1909 conference, President Henry proposed of the idea of the Pacific Northwest Library Association. Henry's creation of a committee to develop the organization, along with the marked excitement of those in attendance, sparked the official beginning of PNLA. Charles W. Smith spoke highly of President Henry, attributing the success of the first PNLA conference to Henry's meticulous planning and leadership skills (96). Attendees recalled Henry's skills as a facilitator; he was known to be someone who could insert well-timed witticisms during heated discussions, successfully easing any tension felt in the room (96).

It was clear from the earliest proceedings that collaboration was a high priority for members. Cornelia Marvin, another original and admired PNLA member, recalled that librarians of the region knew the potential of unity and strength between Pacific Northwest librarians, and it was thought that a regional organization would garner tremendous support from the public (6). Others in attendance of the first conference acknowledged the groundwork that WLA had completed by combining the holdings of

thirteen Northwest libraries into one collection. The value that annotated bibliographies of materials relating specifically to the Pacific Northwest would have for the region could not be understated, and the project to create a regional system of bibliographies under the purview of PNLA began.

Despite the exciting opportunities underway, the creation of PNLA was met with some trepidation. Mabel Zoe Wilson, a librarian of the Western Washington College of Education, recalled a division of opinion amongst Northwest librarians when it came to merging the already established state association with a new regional one (6-7). Originally she felt a deep chagrin at the idea, however in 1910 she sang praise for PNLA and its ability to help her meet her goal of collaborating with Washington public school teachers. PNLA was a new and innovative endeavor, and since its creation, librarians in Washington have continued to put into practice the ideas and principles that first established PNLA's strength as a regional force.

The years following the initial conference saw rapid growth in PNLA membership. During the following decade, membership grew into the two-hundreds, with its annual conferences subsequently growing in scale. As the grandeur of conferences increased, so did the opportunity for exchanging ideas, cooperation, and inspiration. Charles W. Smith believed even the time spent preparing for a presentation at a PNLA conference was valuable for its positive impact on professional and personal growth (16). National conferences had been previously viewed as impersonal, and some state associations were too small to provide much value. This was not the case for PNLA conferences. The early PNLA conferences were remembered as characteristically friendly (8), with a collaborative spirit taking hold and ample opportunities to experience the uniqueness of each host location. Local entertainment, community drives through cities, and post-conference outings throughout the outdoors were paramount to networking, relationship building, and cultivating unity and morale within the profession.

Washington was a particularly formidable force in the early days of PNLA. During the second annual meeting, which was held in Portland, Oregon, State Librarian J.M. Hitt delivered the report for Washington and shared that library facilities were increasing in numbers across the state, in both Western urban and Eastern rural parts (Hitt). Hitt noted that short of public schools, there was nothing that united Washington residents more than public libraries (Hitt). He described the unity of Washington residents and their support of establishing public libraries to serve their communities, citing challenges only in keeping up with demand for more libraries.

Libraries were booming in the state--the libraries of Seattle, Spokane, and Tacoma were noted for their impressive growth, and a new Carnegie library was opened in Ellensburg. The Yakima Valley was slowly growing, with the small town of Prosser barely established before its residents began requesting library materials, and the women of the small Columbia River community White Salmon were remembered for how their tireless work to establish a public library.

The University of Washington School of Librarianship was founded in 1911 and saw its first graduating class in 1913 (Gershevsky, 33). During the seventh annual PNLA conference, held in Everett, Washington in 1916, University of Washington Library President Henry described his vision for the future of the school. Though it was located at the University of Washington, he saw its potential as a force that encompassed the spirit and participation of all libraries in the Northwest (PNLA Proceedings

1916-20). The creation of the school and its legacy in the region cannot be understated, and it still stands as an instrumental institution that helps shape the field of librarianship today.

Even with all of their grandeur, the early years of PNLA were more than just annual conferences. For example, one of the earliest and most ambitious PNLA committees was the Publicity Committee (Smith, 16). During the 1914 conference, the creation of the committee was proposed to ensure that regional work done in libraries was shared widely, and that printed materials such as posters could be sold to libraries in the northwest and beyond (16). The committee was formed and the first few years of its campaign were considered to be wildly successful. For example, two thousand copies of a Seattle-printed poster were ordered and distributed nationally during the year of 1916. In 1918, the committee spearheaded a campaign by mailing several thousand printed notices urging librarians throughout the country to advocate for a cohesive library publicity movement (Smith, 17). The Publicity Committee's efforts were so influential that in 1919, ALA was compelled to hire several staff members to advertise library services to the public, thereby increasing awareness of, and participation in, library services by the broader public.

Early librarians in Washington viewed their roles much the same as our contemporary colleagues do, with a sense of responsibility to society, to community, and to themselves (PNLA Proceedings 1916-20, 22). As with today, providing information access to communities and individuals was seen as the crux of the Washington librarian's purpose. Having the best collection of books or the finest building could not come close to the connections made between librarians, communities, and individuals (25). One early example of community building in Washington libraries came from Helen Johns of the Longview Public Library and the University of Washington Library. Johns provided a detailed and sensational first-hand account of the Longview Public Library's beginnings in the April 1951 issue of PNLA Quarterly (Johns, 117-121).

Johns recounted driving into the twilit town of Longview in December of 1925. Her room at the Monticello Hotel also served as her office, as the library building was still under construction. She noted her typewriter on her desk against the window, abounding with what seemed to be a never-ending supply of paperwork. During the early days of the town's library, idle time was scarce; work continued on seven days a week with no vacations. Johns still needed to hire professional and clerical staff, recruit for a janitor, select and order materials and supplies, as well as get to know the town and its communities--and all within a very short window of time.

Johns humbly acknowledged the multitude of help she received from her PNLA colleagues. Cornelia Marvin, who was by that time known as Mrs. Walter Pierce, loaned clerical workers to the new library, and Elizabeth Fox, Reference Librarian of the Library Association of Portland, helped with reference material selection. Judson T. Jennings and Ruth Worden of Seattle also offered their wisdom during the stressful planning stages. Johns also reminisced about the difficulty of recruiting librarians during the mid-1920's, and expressed her joy and relief when she hired Ethel Ross from Everett as a circulation staff member, and well as Ethel Miller, a new graduate of the University of Washington Library School, as a cataloging librarian.

To celebrate the monumental opening of the library, a lively community party was held at the newly

constructed building and its grounds. The event was not without mischief--Johns coolly mentioned that after the reception it was noticed a workroom typewriter and Johns' personal silver spoons had gone missing. Library folk reading today would certainly agree with Johns' sentiment that it was but a small price to pay for such a meaningful and overall delightful event.

The opening of the Longview Public Library proved to be an asset to the local community and its growth. Johns described how real estate agents used the library to promote the area to potential residents, how women's organizations made use of the library to host clubs and gatherings, and how youth would play on the steps of the building. She fondly remembered the library as touchstone of the community; it was a place for the townspeople to find refuge from troubles and as a place to explore their interests, curiosities, and imaginations.

Tumult During the Depression
Throughout the early 1920's, librarian salaries were particularly low. Work was overly available, with some positions even going unfilled for lengthy periods of time (Smith, 20). However, by the 1930s, a large number of library school graduates were unable to find stable jobs. Many were forced to either take mandatory, unpaid and long vacations or to seek employment in other fields to make ends meet. Newcomers to the field were understandably critical of the lack of professional opportunities, though it was recalled that most kept their critiques to private discussions (20). The time came, however, for when librarians could no longer remain quiet about the crisis.

During the 1935 annual conference, held in Portland, Oregon, a group of young librarians who recently graduated of the University of Washington School of Librarianship, spoke out to the crowd of attendees. The librarians brought forth a series of resolutions that reflected the sentiments of many who were struggling to survive on low wages. In addition to the resolutions, two stirring papers were presented. One focused on the impending rise of fascism and what the implications of war would mean for library services (20). The other painted a bleak picture of the profession's future: librarians must either accept meager earnings and a poor quality of life, or they must take direct action to ensure the vitality of the profession for its future generations of colleagues. Overall, the resolutions were viewed by long standing members as a means to express frustration. One key piece of a resolution was passed, however, which resulted in the creation of a committee to produce the quarterly PNLA bulletin still published today. Concerned for those who would one day follow in their professional footsteps, the librarians who spoke out exercised courage when they lent their dissenting voices to the discussion, confirming Washington PNLA members have been instrumental in enacting change for many decades.

To illustrate the dire need for wage increases, in 1938 PNLA members William P. Tucker and Eleanor Harmon conducted a survey of earnings and living costs among 30 Washingtonian librarians, the majority of whom worked in public libraries and were between the ages of 18 and 39 (Tucker, 118). They found that a high proportion of the average librarian's income was spent on dependents, and a low proportion spent on their own education and professional development. Though the authors of the survey cautioned that the sample size was small, they saw value in the results as a means to understand the full context of how Northwest librarians coped with their small earnings, and in hopes that the severity of the situation could spark change.

One thing was certain: professional development was seen by Washington PNLA members as a crucial strategy to ensure the survival of libraries in the Northwest. In an attempt to create support systems for up and coming professionals in the field, the University of Washington Library (UW Library) implemented new programs to address a lack of available staff associations and professional development opportunities. In 1936, the UW Library created a staff association that was divided into two sections, a professional and a nonprofessional division that were comprised mainly of part-time employed students (*PNLA Quarterly* 1, no. 2). Creating an association allowed librarians to sponsor association members to improve library services as well as mentor early career library workers. Common issues within libraries were discussed at division meetings, and recommendations were developed and presented to the library administration to improve working conditions, sick leave availability, and classification concerns. In addition, beginning in 1935, UW Library staff members had the option of joining a union, which was seen as a way to allow for more professional movement and growth. The positive impacts of the UW Library advocating for and creating career pathways for non-librarian staff are still felt today.

Rural Services in Washington

The issue of Washington's lack of rural services had been an ongoing discussion for several decades in the early twentieth century. In 1920, Washington was the only PNLA state who had not moved towards establishing county library systems, despite Washington being known for its progressive library innovations (PNLA Proceedings 1916-20, 17). Traveling libraries were one strategy to address the shortage of rural library services, however, they ultimately fell short of the changing needs of rural communities (72). One traveling library was piloted for eighteen months between 1919 and 1920, but its distribution of materials was considerably lower than anticipated (72). Washington librarians recognized that they needed to adapt their service strategies and to advocate for the passing of county library legislation.

In the first decades of PNLA's formation, discussions of services to Washington's rural communities were prevalent. Dorothy Alvord, of the Bellingham Public Library, presented a paper that discussed poverty and rural libraries at the 1937 Harrison Hot Springs, British Columbia annual conference. She reminded attendees that poverty was an ongoing issue in the communities that Washington libraries served (PNLA Proceedings 1937, 43), but she was hopeful that the establishment of county libraries would help alleviate the burdens felt by non-urban residents. She cited a shortage of personnel as an ongoing challenge for rural Washington libraries, as well as a lack of training for already existing staff (though she acknowledged it was through no fault of their own). Still, despite the challenges Alvord outlined, she ended her presentation on a driven note, reminding the audience that challenges would always emerge, and that libraries would continue to rise to the occasion to meet the needs of all library users.

Moving toward the 1940s, the Northwest still relied on agriculture, lumber, mining, and fishing to fuel its economy (Tucker, 54-58). Since 1910, population growth had slowed in all Northwest states, despite the fact that the overall population growth in the United States remained steady. Rural farm areas constituted the majority of new population growth in the greater Northwest, though Washington lagged in this trend. Twenty-seven Washington counties increased in population between 1920 and 1930, however, twelve counties showed a significant decrease and by 1940, Washington family size

and marriage rates were decreasing faster than the national average. Washington's slowed population growth, along with an aging overall population, created economic opportunity for an influx of subsistence farmers into Washington's rural areas.

Longstanding PNLA member William P. Tucker viewed cities as hubs of innovation and rural communities as mainstays of stability. Tucker did not discount the importance of urban library services and he identified the need to increase service specifically in the Puget Sound area to address what he saw as a forthcoming urban population boom. But to Tucker, expansion of library services, and adult services in particular, for rural areas were not to be overlooked. Rural Washington was experiencing an influx of young adults, which in turn placed a strain on the already sparse library offerings in very small communities. In his estimation, the needs of all groups were increasing. Most communities were facing an aging population with specialized library needs, and those of younger ages were also feeling the dearth of library services.

While Washington PNLA librarians faced changing demographics, they also began to look inward at the state of PNLA as an organization and its capacity to implore impact. PNLA President John S. Richards's address during the 1938 annual conference, held at the beautiful Glacier National Park in Montana, illustrated that a turning point in the organization had come. He acknowledged that the growth of PNLA and its influence had slowed, and proposed that in its humble beginnings PNLA held more vigor (PNLA, 4). Richards compared librarianship to other professions and raised the question of whether librarians were subjected to lower standards with regard to personal well-being. Outrage over wages was understandable, and he declared, considering the education necessary to pursue the profession, that librarians were one of the poorest paid professions in the nation.

Despite the bleak picture he painted, Richards offered strategies to counter the stagnancy of the field and of PNLA. He saw a need for more clerical positions to clearly differentiate between clerical work and professional work. In his view, stronger classifications would allow librarians to pursue specialized professional interests that would have a greater impact on library users. He cited the need for librarians as instructors, using as an example the need for basic library use education for both undergraduate and graduate library users at the University of Washington. One solution to the UW's problem was to create a readers' advisory service, which allowed librarians to hone their service skills to become better instructors throughout the wider campus (5). To conclude his speech, Richards announced that the year's conference would be dedicated to rethinking the scope of PNLA, with the understanding that PNLA had outgrown its ability to progress. It was time to move in a new direction.

Washington During WWII
The early 1940's was a time for growth for Washington State libraries. Many library buildings were constructed or renovated, with the libraries of Wapato, Chelan, Vancouver, and Toppenish cited as some examples of the outstanding construction accomplishments of the day (Collins, 27). In spite of the overall increase in library construction, in 1940, research showed that despite ranking third in the index of education in the United States, 40% of the Washington population still had no access to library services (Richards, 97). More library services were needed.

History has proven that World War II gripped the nation's conscience, and libraries in Washington

were no exception. It was during this era that PNLA writings began to center on libraries as institutions and their roles within the contemporary, global socio-political context. Melvin Rader, from the University of Washington's Philosophy Department, wrote a piece for the July 1942 PNLA Quarterly, titled "Thoughts About Post-War Reconstruction." Rader was adamant that defeat was not an option (159-163) and that, in his estimation, the only way to save the United States was to unite its citizens under the conviction of social justice. To him, peace was impossible without social justice. This piece stands as one of the first instances in which social justice models emerged in PNLA discourse.

In the same PNLA Quarterly issue, Siri Andrews of the University of Washington's School of Librarianship offered some tangible ways local librarians could offer their skills and expertise during the war. She cautioned that recommending and selecting children's materials, for example, required sensitivity and tact on the part of the librarian, which could only come from self-examination and self-education (Andrews, 162-163). Intrinsic to the process of looking inward, was the upholding of the librarian's sense of responsibility to the public, particularly during times of crisis. She suggested that selecting humorous or imaginative materials for children would help relieve the tension felt by families, and that early literacy would help develop and foster ideas encouraging peace. Exercising empathy and tailoring to different social environments were practices that were beginning to emerge within the dialogues of Pacific Northwest librarianship.

In the October 1943 issue of the Quarterly, a piece titled "The Library Profession" prompted readers to examine who libraries were and were not serving. Extending services to everyone, regardless of age, sex, race, economic status, political affiliation, or religious affiliation was discussed (Anderson, 18). As the historical record demonstrates, libraries had (and categorically still have) a replete amount of work to do in terms of equality, equity, inclusion, and social justice for library users. However, it is during this time that these conversations begin to become committed to paper, published, and disseminated in Pacific Northwest library circles.

PNLA continued to work diligently during times of scarcity. Though resource rationing during the war resulted in no annual conference for the year 1943, President Katherine E. Anderson continued the publication of the Quarterly (Gershevsky, 22-23). A smaller scale conference was held in June 1944 in Spokane and saw two hundred librarians in attendance, as well as many non-librarians. The sense of duty and responsibility felt by PNLA members to each other and to their patrons kept he organization afloat during the war.

Things began to look up when in 1946, Washington public libraries received state aid for the first time, allowing for the expansion of many library services (48). In 1946, it was noted that fourteen county libraries were newly established in Washington State, with fourteen bookmobiles on order and expected to offer services in 1947 (48).

Gaining Momentum
From the very first annual conference, PNLA members were excited about the prospect of establishing a bibliographic center. From its precursory planning stages to its implementation and growth, its development was heavily featured in PNLA publications and discussions. The establishment of a working bibliography that spanned across state lines was seen as vital to coordination between institu-

tions, and as a way to reduce unnecessary duplicate purchases of rare and pricey materials. In 1917, PNLA President Cornelia Marvin appointed a committee to begin planning for the bibliographic center (Bauer, 30-42), with Charles W. Smith serving as chairman of the committee through 1947, save for one year when he acted as president of PNLA.

The project was years in the making, and in 1940, PNLA received a $35,000 grant to support the project's implementation (Smith, 85). The University of Washington Library was designated to become the home of the center, and was named the Pacific Northwest Bibliographic Center (PNBC) (85). The PNBC increased in volume in 1948 and resulted in a 17% increase in regional interlibrary loans ("News," 77). By 1949, Charles W. Smith happily reported that the PNBC included 3,200,000 catalog cards and that more than 9,000 volumes of materials were borrowed via interlibrary loan through the Center. The PNBC was a unique asset to the Northwest, and many years of planning, advocacy, and dedication had paid off.

By 1950, Washington was home to the majority of PNLA members, with 357 individual and 26 institutional members, and libraries throughout the state were adopting new means of promoting and sharing services ("Standing Committee," 50-52). The Spokane Public Library had started a public service of cataloging all 16mm films available in the city and county, and the Snohomish County Library had just won a national award in recognition of its efforts to try new publicity techniques to reach their rural communities. Further south, Tacoma radio stations broadcasted five recurring library programs per week that included book reviews by librarians, playing records from library collections, and a program called 'Who Owns the Tacoma Public Library?' wherein officers of local organizations and clubs were interviewed about what the library system meant to their communities.

Carma Zimmerman, President of PNLA in 1951, wrote in the Quarterly in honor and celebration of the hard work members carried out year-round for the organization. She explained that the annual conferences served as but hallmarks of the ongoing story of libraries in the Northwest (Zimmerman, 110-111). She acknowledged that the work of PNLA members was an ongoing, daily process and that carrying out work across several states was a challenge in and of itself. This collaboration and culmination of daily perseverance, however, is precisely what made PNLA such a formidable force in the Northwest.

In May of 1953, an incident occurred that sparked concern throughout the region and tested the organization's tenacity. The head of the Tacoma Public Library and PNLA first vice-president was dismissed from his position by four members of the system's Board of Trustees (Gershevsky, 31-32). PNLA investigated the incident and found no evidence of misconduct, and during that year's annual conference the organization passed two resolutions to condemn the termination by the board members and to initiate an ALA-led investigation, as well as to appoint a new board. PNLA intentionally held its following annual conference in Tacoma, once again highlighting the spirit of PNLA and Washington's camaraderie.

Revitalization and New Approaches
As participation in PNLA activities partially waned in the beginning of the 1960s, members saw a need for improved committee communication. In 1966, reorganization plans were in motion and the

relationship between PNLA and the PNBC was codified (Waldron, 6-9). It was time for PNLA to dedicate more time to professional development, cooperation, and automation. To reinvigorate membership, former PNLA President Rodney Waldron encouraged members to engage with PNLA in new ways, such as recruiting new faces to the organization, develop friendships within the membership, and to reconnect with each member's inspiration that initially drew them to the organization.

Waldron continued to ask hard questions in an effort to revitalize PNLA and its influence in the Northwest. During the 1967 annual conference that was held in Coeur d'Alene, Idaho, a controversial presentation was delivered by several members that struck the core of the adaptability and evolution of PNLA (PNLA Records). Waldron opened the presentation, titled "What's Wrong with PNLA?" by asking listeners to consider if, or how, PNLA was impacting the profession. Waldron expressed concerns that there was considerable room for the organization to improve, such as increasing attempts to recruit early career librarians to PNLA. Yet Waldron was not alone--in the spirit of PNLA's solidarity, several colleagues, including two from Washington, came to the podium to support Waldron's concerns and strategies.

Wreath Goodrich of John Rogers High School in Spokane, Washington, stated that PNLA had long overlooked the needs of high school librarians. She felt strongly that school librarians lay at the center of public education, and that PNLA had not offered enough backing in the area. John Veblen, a Washington State Library Trustee, cited a need to improve the education of trustees, and though not a Washington member, Twin Falls Public Library librarian Robert Bruce agreed with Waldron that PNLA could do more to cultivate interest in the organization amongst new library professionals. Waldron's presentation was not a typical progress report and he was brave to speak so candidly during the conference, as were his colleagues. Acknowledging missteps can be uncomfortable, however, PNLA has demonstrated that it is willing to engage in difficult conversations to continually transform itself and enact lasting, positive change.

Transformation of PNLA and its aims emerged as an indisputable trend in the late 1960s and throughout the 1970s. Long-standing member Eli M. Oboler believed that the dwindling of federal funds to libraries ought to push each individual library system in the Northwest to advocate for every possible source of funding at the local level (PNLA Records). Perhaps more importantly, Oboler felt that each library had a responsibility to put its own house in order, so to speak, and only then could libraries in the region be strong enough to come together with sincere purpose and ability to enact change.

With self-reflection and new areas of focus in mind, libraries in Washington began to expand beyond their traditional practices. Peter Gellatly of the University of Washington Library wrote a 1968 Quarterly piece that highlighted underground Seattle newspapers such as *Helix* and *Synapse.* He offered his own characterization of young Americans who were disenfranchised and disillusioned with the current state of politics and war in the United States, which illustrated the juncture felt across Seattle's sociopolitical climate (Gellatly, 24-25). Gellatly's review highlighted how Washington librarians began to think outside of PNLA's traditional reporting on collections. The underground papers were characterized as something special, and Gellatly's inclusion of them in his review gave voice to perspectives that that were often silenced in mainstream outlets.

In 1965, an institutional library collaboration was struck between the Washington State Library and the Washington State Department of Institutions to provide library services to those in Washington State institutional facilities (Conte, 15-17). A pilot project with King County saw services developed at Echo Glen Children's Center and Woodinville Group Home, with the intent to integrate librarians into treatment plans for residents by creating a link between the institution and the community that resident children would return to. In 1968, a new project was developed between the University of Washington School of Social Work, Eastern State Hospital, and the Spokane Public Library to integrate and develop library collections for the hospital. Washington librarians were seen as influential sources of knowledge and of personal development, and were integrated into holistic treatment plans. The roles, responsibilities, and possibilities of the profession were changing.

In 1969, University of Oregon School of Librarianship student Namky Kim was sponsored by the Asian Foundation to attend the PNLA annual conference held in Seattle (Kim, 62). Kim was excited to attend, but also apprehensive; Kim shared memories of feeling unwelcomed by librarians in her youth. Kim began to feel at ease as her first conference day wrapped up, and described the kindness and interest in her studies that PNLA members showed her. Kim reported that the most noteworthy presentation at the conference centered on providing outreach services to underserved communities. The presentation was titled, "Scenes from Outreach Library Programs in Institutions, Black Urban Areas, Indian Reservations and Migrant Camps." The mission to reach out and develop connections with patrons who had historically been marginalized and excluded from libraries struck a chord, and it was reflective of a new approach to Washington library services.

Emerging Technology and Inclusive Dialogues
Beginning in the early 1960s, Pacific Northwest libraries had begun to examine and experiment with automated library technology. In 1962, the Central Washington State College installed two automated circulation machines, and in 1967 the University of Washington Library hired a Library Automation Coordinator, who designed and managed an automated information system (Dickney, 7). Toward the end of the decade, libraries in the region increasingly began incorporating automated processes into their libraries.

By the late 1970s, the concept of online services was no longer new to librarians in Washington. Dan Trefethen of the UW Health Sciences Library conducted a survey in 1978 to find out what library professionals needed from online services and discovered online searching was becoming an integral part of academic, special, and public librarianship in Washington (Trefethen). Who ought to be familiar with online searching and how it would be implemented were looming questions, though it was clear that online services were here to stay.

Professional development continued to emerge as a theme in Washington's libraries. In 1974, the University of Washington School of Librarianship introduced an experimental program called Professional Development Studies (Nelson). The goal of the program was to support new librarians and to provide education relevant to the field, without requiring an additional degree. It consisted of courses tailored to the personal educational objectives of enrolled librarians that were taught by experienced faculty. In addition, the shifting needs of career librarians prompted the UW's School of Librarianship to change its degree program to a two-year Master of Librarianship program in 1979 (Hiatt, 14-15) and

the program began to emphasize library users rather than the library as an institution. Continuing education was seen as a tenet of the field, and it became obvious that professionals must be given the opportunity to advance their skills to keep up with changing technology and the changing needs of library stakeholders.

Part of placing focus on library users meant genuinely connecting with communities and developing an understanding of their changing information needs. In Washington, it also entailed working to dismantle barriers that have alienated indigenous communities. In 1974, Margarita Dolejsi of Highline Community College Library wrote a piece that described how Washington State librarians were working to provide long overdue services to Native residents. Dolejsi cited informative bibliographies curated by Tacoma librarians to include Native perspectives in materials, but stressed that more references and materials were needed (Dolejsi, 4). The King County Library System provided bookmobile services to the Muckleshoot Indian Reservation and opened a branch at the tribe's Indian Center in 1975 (Symon), and Highline College was at the time in the process of training library technicians to specialize in providing culturally responsive services to local Native communities. Whatcom County Library created services with the Lummi and Nooksack nations that placed special emphasis on youth services, and the Yakima Valley Regional Library served the Yakama Nation, hosting oral history workshops with indigenous knowledge, cultural preservation, and tribal sovereignty at the forefront of its curriculum (Dolejsi, 5).

Dolejsi was forthright in stating that more direct action was needed to provide services to Native communities in Washington. For example, Dolejsi wrote that most available materials were written by non-Native authors for non-Native readers. Tribal leaders were clear in their desire to create their own materials, though funding and technical assistance were cited as barriers. This was one identifiable way that librarians could offer their assistance. Dolejsi reported that some Washington libraries were understandably met with hesitation from tribal leaders, particularly from the Port Gamble S'Klallam Tribe. However, in 1975, Irene C. Heninger of the Kitsap Regional Library reported the tribe was indeed enthusiastically partnering with the Kitsap system and that the reporting had been a misrepresentation of a budding relationship (Heninger, 28).

Understanding why indigenous groups may hesitate to partner with institutions is crucial to building relationships based on respect and good faith, and it is imperative that libraries who reach out to tribes to collaborate do so with humility and grace. The indigenous people of the Pacific Northwest have never ceased in their resistance to colonialism and occupation, and cultural preservation and tribal sovereignty issues continue to be confronted in Washington. Washington is home to large indigenous communities, and PNLA members have an excellent opportunity to build upon the groundwork laid by their predecessors, and work to improve library services to tribal nations and communities in Washington.

Markers of social justice and change continued throughout the 1970s. In 1979 the UW received a grant, in partnership with the Washington State Library and UW School of Librarianship, to establish the Career Development for Women Librarians Assessment Center (Grant, 20). The center was developed to help women within the profession eliminate barriers that had historically prevented them from obtaining managerial positions. At the time of the center's establishment, women accounted for 82%

of librarian positions, but only 32% of manager positions (20). The partnership between institutions and the creation of the center signified a recognition and effort to address inequities within the profession, however it remains a pressing issue today.

Looking Forward: Washington and PNLA
From the first PNLA gathering in 1909, those involved in the organization have placed immense value on the regional connections that were built across borders. In an interview, former PNLA President Samantha Hines shared that she believes one of the longstanding cornerstones of the organization remains in the tradition of coming together for annual conferences (Hines). After more than a hundred years, the conferences remain a unique gathering that brings professionals together from all branches of librarianship in a genial and collaborative atmosphere. Conference sessions are active, hands-on, and provide valuable takeaways for everyone who attends.

PNLA leaders recognize the emerging challenges of present day. Library professionals have less time and funding for traveling and conferences has dwindled. Because of this, Hines explained that PNLA maintains as low a membership rate cost as possible, and strives to maintain its ability to facilitate important networking for new professionals. Connecting regional library workers remains a guiding force of the organization.

As it continues to grow, PNLA continues to contemplate its focus areas and ways to adapt to changing environments. PNLA recognizes that it has work to do, and new priorities include focusing on smaller scale, local connections in areas that have historically lacked emphasis. Though Hines has acknowledged that representation of these communities within PNLA membership is an issue that deserves immediate attention, and building partnerships, particularly with tribal libraries and rural systems are high-priority goals for Washington PNLA members.

Conclusion
PNLA was created to build strong connections that traverse borders. Thus, it is difficult to separate Washington's PNLA history from the rest of the Pacific Northwest's library history, as innovations and goals were often attained through collaboration across the region. Washington PNLA libraries and their staff have proven themselves to be leaders in the region's field, often speaking out side by side with and on behalf of others when most needed. Social justice, representation, and equity are now in focus for PNLA, and if history is telling, Washington will lead by example.

The history of PNLA in Washington State is vast. Captured here are a few notable moments in time, but they in no way encompass the breadth of work that has been done throughout the state. There exists ample opportunity to further collect the organization's history of the past thirty years, particularly the oral histories of Washington PNLA members. As PNLA Washington members have shown over the past century, much can be accomplished through the spirit of camaraderie. The needs of libraries and their users will continue to change and present challenges, but it is the people who are remembered as the conscience of organizations. Washington PNLA members will continue to work tirelessly together to continue PNLA's legacy of support and fellowship in our unique and remarkable region.

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Student Technology Access at a Technical University

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Abstract
In Fall 2018 the Oregon Institute of Technology Klamath Falls Campus Library began a pilot project to check out laptops. While this may seem like a no brainer in the modern world of libraries and mobile access, the library was slow to adopt a laptop checkout program due to concerns about both the upfront cost of purchasing the laptops and charging cart and about the logistics of checkout. The decision to begin the pilot was based on data from the Measuring Higher Education Library & IT Services (MISO) survey which measures how faculty, students, and staff view library and technology services (Bryn Mawr College, 2019), and the issues faced from hardwired technology aging out. This article looks at the reasons for implementing the pilot project and provides an analysis of the first term as well as future steps and recommendations.

Literature review
Beginning in the early 2000's, many large academic libraries began implementing laptop loan programs (Buzzard & Teetor, 2011; Feldmann, Wess, & Moothart, 2008). As laptops became the standard for students at universities across the country (Brooks & Pomerantz, 2017), smaller academic libraries began adding laptop checkout to their services as well (Gutierrez & Summey, 2011). The proliferation of library laptop checkout programs is aligned with most academic libraries' mission of supporting student success. When surveyed, ninety-nine percent of students responded that laptops were at least moderately important to their academic success (Brooks & Pomerantz, 2017). Similarly, MISO survey data collected in 2015 highlighted the importance of place based library services, including equipment checkouts, quiet space, and group study space, to students (Baker, et al., 2018). The results of the Oregon Institute of Technology (Oregon Tech)'s MISO survey in 2017 reinforce these results with quiet study space and group study space listed as the top student priorities, and quiet study space listed as the top student use.

What students are using when it comes to resources are highly based in technology. The same 2017 MISO survey at Oregon Tech shows that students access online resources, use library databases, and access the library website far more than the physical collections. Generation Z, those born from 1995 to 2010, expect information and resources at their fingertips (Seemiller & Grace, 2017). To this incoming generation, there is no journal on a shelf. If it is not electronically available, it is not worth it (Hope, 2016). Focus groups at Oregon Tech in 2015 showed students were using Google, YouTube, and other web services to research. According to ACRL Metrics, average initial physical circulation for baccalaureate colleges is down over 1,000 from 2015 to 2017. Conversely, average initial circulation for digital and electronic resources were up by almost 30,000 for the same time period (ACRL Metrics, 2015, 2017).

In the MISO survey we did not ask usage of or, the importance of borrowing laptops, because the service was not yet available. We did ask the importance of support for laptop and desktop computing problems. For Oregon Tech students, computing support was more important than the respondent average across all participating universities in the 2017 cohort. We did not ask about laptop or device ownership, but those in the cohort that did ask show low percentage in the results. We did ask faculty and staff about use and importance of technology in classrooms and meeting spaces. These were rated as high use by faculty, and high importance by faculty and staff. It is not feasible to supply every classroom with enough desktop computers to support all classes in session at the same time. It is not sustainable to replace and maintain these computers at the rate needed to keep up with student learning needs.

What we did
The Oregon Tech library has engaged in heavy weeding over the past few years. The library's collections reflect the university focus on technology. Given the pace of technology change, these collections age rapidly, and there is not always the budget to support new physical materials to replace them. What is relevant to the students then? Technology. Oregon Tech has two campuses, each with their own library. At the Portland Metro campus, the library has worked with the laboratories' management to supply relevant technology that is not always feasible or readily available to students. This includes multimeters, RF antenna, and oscilloscopes to name a few. For the Klamath Falls campus, the population is not centralized to a single building, and lugging an oscilloscope across campus is not feasible. However, a laptop in a bag is perfectly reasonable.

20 laptops, bags for each laptop, and a cart to store them in were purchased from the library's materials budget in spring of 2018. In the fall 2018 the Klamath Falls campus library made these laptops available for students to check out. The pilot shared many similarities to the Portland State University Library's 2011 laptop checkout pilot (Dorhofer & Gunderson, 2016) including limiting checkouts to two hours. In addition to checkout time, the library needed to finalize a variety of details including, but not limited to, determining late and replacement fees, communicating responsibility to borrowers, and finding a location for the laptop charging cart. Active collaboration between library management and frontline staff included regular meetings and information sharing as well as group buy-in as to the 'pilot' nature of the program. This allowed the library to create laptop borrowing policies and processes that reflected input from various stakeholders and worked for everyone.

The laptop checkout pilot officially launched at the end of September 2018 in time for the start of the academic year. Librarians advertised laptops at faculty development sessions during convocation and via email. The library also used physical signage in the form of whiteboards, digital signage on a reader board in the lobby, and social media to advertise the new laptop program to students.

On average the laptops were checked out 11 times each during fall term. The laptop with the most checkouts was checked out 23 times, and the one with the least was only checked out once. The median number of checkouts was 10. Every laptop was used and checked out. As students started to take advantage of the new laptops, awareness of the pilot spread organically among students and the library began to receive positive comments from students who were using the program.

Future

Also, in fall of 2018 the Klamath County Library began a Chromebook checkout program. Community members, including Oregon Tech students, are able to check out these for 7 days. Based on this and feedback from Oregon Tech library users, the library extended the checkout on university laptops to 4 hours beginning in January 2019. The pilot will be evaluated in closer detail at the end of spring term with further updates and evaluation planned for summer and beyond. While there is not currently a plan to participate in current or future MISO cohorts, laptop and equipment check out will be included in other library assessments.

A challenge discovered during the pilot was the narrowness of the space between shelves on the laptop cart. This proved problematic because it made removing and replacing the laptops more challenging and time consuming. Additional attention to the size specifications of both the laptops and the cart could have helped avoid this issue but the current solution is to either purchase a new, larger cart or to purchase an additional cart of the same model and divide the laptops. Challenges such as this will continue as the pilot progresses and will be addressed in the full pilot evaluation.

The library continues to purchase equipment and resources based on student need and feedback collected through regular whiteboard surveys (see Table 1) and spontaneous patron interactions.

Table 1. Results of whiteboard survey on laptop checkout times

Checkout Time	# Votes
4 hours	4
6 hours	0
8 hours	1
12 hours	0
10 hours	2
24 hours	8
3 day	3
7 days	6
Total Votes	24

The library recently purchased graphing calculators, whiteboards, whiteboard markers, headphones, and other equipment for checkout on both campuses. While these materials do not necessarily directly support student research and information needs in the traditional sense, they were identified by students and front line staff as being in demand and are a step closer to bringing students into the library to discover further services and resources available.

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Sheep Wagons & Wheels: How the Ivan Doig Archive Brought Digital Inclusivity to the Big Sky Country State Fair

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Abstract
According to the National Digital Inclusion Alliance (NDIA), digital equity is defined as "a condition in which all individuals and communities have the information technology capacity needed for full participation in our society, democracy and economy" (2017). NDIA further explains that digital equity is "necessary for civic and cultural participation, employment, lifelong learning, and access to essential services" (2017). Article X, Section 1 of the Montana Constitution states, "it is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state" (Montana Legislative Services, 2017), while Title 22, Part. 4 states that the purpose of libraries is "to provide the benefits of quality public library service to all residents of Montana", which includes "building digitally inclusive communities" (American Library Association, 2015). In the summer of 2017, two Montana libraries, one public and one academic, teamed up to achieve this purpose by bringing quality library service to an unlikely crowd by collaborating with their local county fair.

"I have found that cattle do well enough, but the better animal hereabout may be sheep. A person can graze five or six of them on the same ground it takes for one cow. Ay, these ridges and foothills, the mountains themselves, there is room up here for thousands and thousands of sheep."

-- Ivan Doig, Dancing at the Rascal Fair

Introduction
Montana is the 4th largest state in the United States, spanning approximately 147,000 square miles, and is home to just over 1 million people (United States Census Bureau, 2017), 225,000 sheep (National Agricultural Statistics Service, 2017), 82 legally established public libraries (Montana State Library, 2016), and 23 academic libraries (Montana University System, 2019), yet, it remains one of the least digitally equitable states. Only 76.1% of households in Montana reported that they had a broadband internet subscription, and only 86.1% said that they owned a computer in the American Community Survey of 2013-2017 (United States Census Bureau, 2017).

According to the National Digital Inclusion Alliance (NDIA), digital equity is defined as "a condition in which all individuals and communities have the information technology capacity needed for full participation in our society, democracy and economy" (2017). NDIA further explains that digital equity is "necessary for civic and cultural participation, employment, lifelong learning, and access to essential services" (2017). Article X, Section 1 of the Montana Constitution states, "it is the goal of the

people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state" (Montana Legislative Services, 2017), while Title 22, Part. 4 states that the purpose of libraries is "to provide the benefits of quality public library service to all residents of Montana", which includes "building digitally inclusive communities" (American Library Association, 2015). In the summer of 2017, two Montana libraries, one public and one academic, teamed up to achieve this purpose by bringing quality library service to an unlikely crowd by collaborating with their local county fair.

About Montana State University and Bozeman Public Libraries

Bozeman Public Library (BPL) and Montana State University (MSU) Library are in southwest Montana, in Gallatin County, the 3rd most populous county in the state with a little over 107,000 residents (United States Census Bureau, 2017). The mission of BPL is to "create opportunities that inspire curiosity, exploration and connection" (Bozeman Public Library, n.d.), while the mission of MSU Library, as the state's land grant university, is to "support and advance teaching, learning, and research for Montana State University and the people of Montana by providing access to information and knowledge" (Montana State University Library, 2018).

True to its mission, the Bozeman Public Library offers many different options to ensure digital access for all. BPL offers public computers and printers, as well as access to digital resources like MTLibrary2Go, Freegal, RB Digital, Hoopla and Lynda. Those resources enable patrons to engage in life-long learning as well as enjoying access to eBooks, magazines and downloadable music. In 2017, BPL launched its first ever bookmobile service for Bozeman and Gallatin County. The bookmobile functions as a mobile branch of the Bozeman Public Library and it strives to serve patrons that may not have an opportunity to visit the library. The bookmobile is equipped with a mobile hotspot enabling digital access for patrons in rural areas, and carries a laptop for patron use. Recently, the bookmobile added electronic media devices for patrons to check out.

MSU Library, although mainly serving a large student population, complements the services offered by Bozeman Public Library. Montana residents may apply for borrower cards to use physical materials as well as access a multitude of online resources that might otherwise be inaccessible to them, from any library computer. They also work hard to curate and digitize primary source collections that have a Montana-focus and support the curriculum and research interests of Montana State University and the people of Montana. One of these local digital collections, the Ivan Doig Archive, led to a very successful partnership between MSU Library, Bozeman Public Library, and the Big Sky Country State Fair.

The Ivan Doig Archive
Well-known in Montana and the Pacific Northwest, author Ivan Doig grew up in Montana and many of his 16 novels are set in his beloved home state. After battling multiple myeloma for many years, Doig passed away on April 9, 2015, and soon after his widow, Carol Doig, began searching for a home for Ivan's archive. After soliciting proposals from 3 universities, the archive ended up at Montana State University Library in Bozeman, MT after she accepted their ambitious proposal to digitize and

make accessible, via an online database, the entire archive in under a year (Arlitsch, Hawks, McKelvey, Gollehon, and Zauha, 2017.)

Doig spent much of this youth helping his father run sheep and as a ranch hand. Although he eventually left Montana to attend Northwestern University in Evanston, Illinois and pursue a career in writing, Doig would continue to use his experiences in Montana as inspiration for his writing. When MSU Library Professor and Outreach Librarian, Jan Zauha, was approached to bring the Ivan Doig Archive to the Big Sky Country State Fair, it was an opportunity to fitting to turn down. Nearly a year after MSU Library successfully finished digitizing the entire archive, resulting in approximately 128,000 individually scanned objects, the Bozeman Public Library Bookmobile and MSU Library teamed up to bring the Ivan Doig Archive and related programming to the Big Sky Country State Fair.

Ivan Doig Archive Exhibit: Voices & Vistas at the Big Sky Country State Fair

MSU Library was given 1,600 square feet of space to bring the Ivan Doig Archive to life at the Big Sky Country State Fair. Inspired by Doig's history of sheep herding and ranching, and a common theme throughout his writing, MSU Library collaborated with the MSU School of Architecture and the Gallatin County Fairgrounds, to bring the archive to life in the form of sheep wagons, reproductions of items from the physical archive including manuscripts, cameras, and replicas of Doig's beloved typewriters, along with a variety of programming and hands-on activities to engage a crowd of fair-goers of all ages. MSU Library also provided computers with the digital version of the Ivan Doig Archive so that visitors could explore the online collection themselves during their visit to the fair.

Partnerships included Yellowstone Writing Project, who held a writing competition with a prompt inspired by Doig, "Tell Us Your Montana Story", and the winning entries were displayed inside the Doig exhibit. They also hosted an interactive writing station where visitors could create found poetry or participate in daily writing marathons. The MSU Wool Lab loaned wool, shearing tools, jars of lanolin, and more that visitors were encouraged to interact with. They also led a discussion about the history of sheep ranching in Montana and the life cycle of wool. Sounds from the MSU Acoustic Atlas, a digital collection of sounds from the greater Yellowstone, were paired with quotes from Doig's novels and played in the background of the exhibit, enhancing the experience of visitors. Country Bookshelf, a local, independent Bozeman bookstore was on hand to sell hard copies of Ivan Doig's books as well as other Montana-themed works. LaVonne Stucky, of Serenity Sheep Stay in Bozeman, loaned various items, including a wood stove and a tin dog sheep rattle, and provided wool-carding demonstrations using a simple drop spindle made from a CD. Paul LaChapelle, an Associate Professor in Political Science at MSU, collected interviews from visitors about their own Montana experiences for StoryCorps, a non-profit organization that aims to "preserve and share humanity's stories" (StoryCorps, Inc., 2019). The exhibit also held story times with MSU Library staff, and a coloring station inside of a pint-sized sheep wagon to engage the fairs youngest visitors.

Photo Credit: Amanda Hardin (MSU Library)

Ivan Doig Boards the Bookmobile

In order to encourage fair-goers to visit both the bookmobile, and the Ivan Doig Archive exhibit, bookmobile staff visited the Doig exhibit to present a short program on what the bookmobile offers to the residents of Bozeman and Gallatin County, while MSU Library staff presented at the bookmobile to provide an overview of the Ivan Doig Archive, and how they could access and utilize it. Collaboration between MSU Library and the bookmobile staff resulted in a better service for patrons and fairgoers. Prior to the fair, multiple copies of Doig's books were purchased and processed for patrons at the fair to checkout, and to this day Ivan Doig's works still roam Gallatin County onboard the bookmobile.

In addition to carrying copies of Doig's works and collaborative programming, the bookmobile also offered arts and crafts projects, building projects and other activities geared toward younger fairgoers. Since the bookmobile is outfitted with air conditioners, many 4-H kids appreciated having a cool place to go to and read while waiting for their next event. The bookmobile also offered participation stickers for the summer reading program as well as an opportunity to sign up for a library card. Functioning just like a regular library, fairgoers were able to check out books, movies, and other items on the bookmobile to take home that day. The bookmobile staff also collaborated with staff from Yellowstone Forever during the duration of the fair to highlight and educate fairgoers about Yellowstone National Park.

Photo Credit: Carmen Clark (Bozeman Public Library)

Conclusion

The Big Sky Country State Fair lasted a total of five days, and over 3,500 visitors were recorded between the Bozeman Public Library Bookmobile and the Ivan Doig Archive Exhibit (2,234 visits to the exhibit; 1,287 visits to the bookmobile). MSU Library staff also asked visitors to note where they were from, and found they had a worldwide audience, including fairgoers from Birmingham West Midlands, UK, Davenport, IA, Harare, Zimbabwe, Mandan, ND, Randall, MN, and more.

As much as digital inclusivity is about having access to technology, it is also about access to quality information, and the Ivan Doig Archive is a treasure trove of primary source materials available freely to anyone, anywhere. The Bozeman Public Library Bookmobile helps to ensure that those who cannot visit their local library or do not have internet access at home, can still explore the Ivan Doig Archive or access his books onboard the bus. By participating in an event typically focused on agriculture, food, and music, MSU Library and Bozeman Public Library successfully integrated digital equity into their community and beyond.
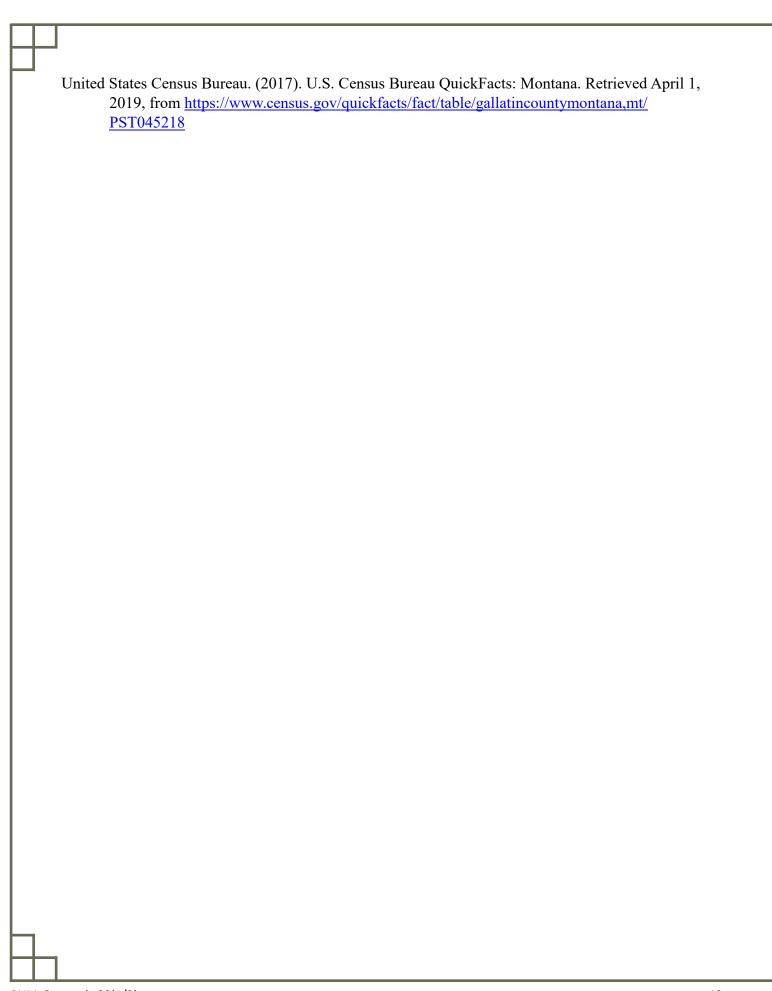
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Responsive Librarianship: Guides to State/Provincial Research about Young People and Book Reviews on Diverse YA and Children's Books

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Abstract

This article presents an annotated list of websites with data that describe young people by community and, in the following section, book review resources for diverse children's and young adult literature. The very first section will point to general resources based on the U.S. & Canada, and then will dip into the specific places served by PNLA. State and Provincial education departments all have something like school report cards. Searches performed aimed at finding state/ provincial or nonprofit agencies providing reports about demographics, disabilities, at-risk behaviors and resiliency factors. Book reviewing sites were found through various articles, databases, and recommendations from teacher-librarians. The final section lists a few books that are classified gatherings of book reviews and some periodicals that focus on or have book reviews in their pages.

Introduction

Young people are excited to see themselves in the books they borrow from their school and public libraries. The websites that follow point to resources, by province or state, that present information—both survey results and basic demographics—of the children in the communities PNLA serves. Included after those resources is a gathering of book review resources that focus on diversity. Librarians help young people discover the love of books and students are more drawn to books that reflect their identities and lived experiences.

On the positive side, books affirm students lived experiences and communities (Bennett, 2018), and provide opportunities for different students to both do storytelling and meaning-making of their own communities and learn about others (Carnesi, 2018). Storytelling provide students from different cultures with "momentum acting in unrealistic, magical and even absurd ways that fill their mental universe with cathartic and evocative nuances" (Pelegrín as cited by Pulido-Mantas & Ruíz-Seisdedos, 2018, p. 35). In addition, good books allow for visioning the future and "will ultimately help...challenge ableism" (Hughes as cited in Aho & Alter, 2018, p. 316) among other isms. All of us have experienced a young person excited when they encounter someone who looks like them in a library book. One writer described this: "A Muslim student was excited to point out to me that a girl in the story *The Rainy Day Monitor* by Raina Telgemeier and Dave Roman had a headscarf like hers. This was the first time she had the opportunity to identify with a character in this way— seeing someone who was just like her" (Oxley, 2015, p. 12). Books can affirm the positive and dispel some negative aspects of growing up different…and every child has some unique quality or experience that a good book can amplify, normalize, or reassure.

These books that act as mirrors and windows for young people are needed, and the sooner the better! Children by the age of 3 group people based on race and gender and exhibit prejudicial attitudes to-

wards others based on disability and even use "racial reasons for refusing to interact" with other children. (Rollins & Mahan, 2010). It is important not to have just any books but good ones, with characters depicted within that reflect both positive and difficult aspects and life experiences. "A predominance of oppression titles at the expense of other types of portrayals can send a message that suffering and struggle are definitive of a group's experience, or even of victimhood" (Aronson, Callahan, & O'Brien, 2018, p.179). Book reviews can help librarians understand something about the tone and message of the book before spending precious dollars on a title that reinforces stereotypical notions, good or ill. The awards and prizes given *by* particular communities *for* books about that community does not ensure that everyone in that particular group would affirm the point of view in the prize-winning books, but it is valuable to get the perspective of the community being depicted.

In addition to issues around ethnicity, young people are experiencing emotional issues and life experiences that can make them feel isolated. Some of the resources below speak to substance use, diet, depression, suicide, bullying, sexual activity, etc. Librarians can take advantage of information found at the local/regional level, as either governmental or nonprofits do surveys that look at both risk factors and resiliency—connectedness, volunteering, prosocial peers, etc. Conversations with counselors at schools can help librarians understand the need for books about particular concerns that young people may be having, but a great deal of information is publicly available. These vary by the state and province.

The following succinctly annotated list of websites have data that describe young people by community and, in the following section, book review resources for diverse children's and young adult literature. The very first section will point to general resources based on the U.S. & Canada, and then will dip into the specific places served by PNLA. State and Provincial education departments all have something like school report cards. Searches performed aimed at finding state/ provincial or nonprofit agencies providing reports about demographics, disabilities, at-risk behaviors and resiliency factors. Book reviewing sites were found through various articles, databases, and recommendations from teacher-librarians. The final section lists a few books that are classified gatherings of book reviews and some periodicals that focus on or have book reviews in their pages.

U.S./Canada – General Demographics
United States
The Census has one page where reports about children are gathered together: https://www.census.gov/topics/population/children.html. This subset of the United States Census links to multiple recent research reports about children, including basic statistics, child care, economic situation, and even one entitled *School Engagement Higher for Children in Extracurricular Activities*. This would be a starting place for understanding the overall pictures of young people in the United States.

The Centers for Disease Control keeps tabs on young people on topics as specific as taking others' prescription drugs to bullying at or on the way to school. This is a good way to find general trends: https://www.cdc.gov/healthyyouth/data/yrbs/index.htm/

Canada
Statistics Canada produces an excellent overview of Canadians youth, with demographics, rates of par-

ticipation in volunteer work, how connected they are (very), fields of study they enter, disabilities they experience, health, mental health, and suicides all in here: https://www150.statcan.gc.ca/n1/pub/11-631-x/11-631-x2018001-eng.htm#a3

PNLA REGIONS
Alaska
The American FactFinder. https://factfinder.census.gov. This is the best starting place for understanding any state in the U.S. It covers age, education, race, housing, income, veteran status in remarkable detail.

Alaska's Department of Education & Early Development. https://education.alaska.gov/ Accesses Alaska's report card, graduation data, tech education data, special education data, and any number of assessment reports.

Alaska's Division of Public Health. http://dhss.alaska.gov/dph/vitalstats/pages/data/default.aspx. Points to the opioid epidemic and mental health conditions, as well as general public health information.

Alaska Youth Risk Behavior Survey: *Preliminary 2017 Highlights.* http://dhss.alaska.gov/dph/Chronic/Documents/yrbs/2017YRBS_PreliminaryHighlights.pdf
Describes consumption of sugary drinks, tobacco, other substances, as well as diet and nutrition and a survey of connectedness, sexual activity, and bullying.

Alaska Department of Health and Social Services: Division of Behavioral Health. Prevention and Early Intervention. http://dhss.alaska.gov/dbh/Pages/Prevention/default.aspx. This points to research about preventing underage drinking, opioid misuse, suicide, and how the community can help with prevention efforts.

Coalition for Education Equity of Alaska. https://ceequity.org/eqq/. Focuses on research about helping hire and keep teachers to improve equity of Alaska's schools.

Kids Count Alaska. https://www.voicesakchildren.org/2018-kidscount-data-book/ Lots of research available here, one of the startling findings: "More than a third of Alaska children live in families where no parent has regular, full-time employment."

Alberta
Statistics Canada. https://www.statcan.gc.ca/eng/start. Starting by clicking on the category Children & Youth, dip in to healthy behaviors, home life, risk behaviors, and self-perceptions of the young people of Canada in general, search each document for Alberta in particular.

Ministry of Education. https://www.alberta.ca/ministry-education.aspx. Besides assessment reports, the Ministry offers a special part of their website devoted to inclusivity, including strategies, resources for librarians, and information about particular populations.

Health Profile for Alberta. https://uwaterloo.ca/canadian-student-tobacco-alcohol-drugs-survey/sites/ca.canadian-student-tobacco-alcohol-drugs-survey/files/uploads/files/cst14_provincialprofile_ab_20170125_a.pdf . Includes information about mental wellness, bullying, smoking, impaired driving, and marijuana use.

The Youth Prevention Survey: Understanding Youth Perceptions of Alcohol, Drugs & Sex. https://policywise.com/wp-content/uploads/resources/2016/07/407The_Youth_Prevention_Survey_-_Understanding_Youth_Perceptions_of_Alcohol_Drugs_and_Sex_November_2014.pdf Explores the knowledge, beliefs, and attitudes from the perspective of 418 survey participants.

Alberta Municipal Affairs. Public Libraries. http://www.municipalaffairs.alberta.ca/alberta_libraries Includes links to best practices, which include language about inclusivity, link to sign up for symposia, often on inclusivity and diversity.

British Columbia
Statistics Canada: Children & Youth. https://www150.statcan.gc.ca/n1/en/subjects/children_and_youth. Doing a search for British Columbia retrieves reports about screen time, physical activity, body mass index, and more.

Ministry of Education. https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/education. Besides standard reporting, BC's Ministry of Education has a report on earthquake preparedness and a link to StrongStartBC, a program to connect parents and their children with play based learning.

BC Adolescent Health Survey. https://www.mcs.bc.ca/ahs_reports. Includes links to recent reports on Metis youth, young people and their pets, the last health survey completed in 2013 (one is being conducted in the spring of 2018), included information on lgbt identification, sleep patterns, self-harm, thoughts of suicide and a wide array of issues.

Society of Children and Youth of BC. Resources. https://www.scyofbc.org/resources/ Reports focus on children's rights.

The Stigma and Resilience among Vulnerable Youth Centre. http://www.saravyc.ubc.ca/ "The Stigma and Resilience Among Vulnerable Youth Centre (SARAVYC) aims to understand the influences of stigma and discrimination on health disparities of marginalized youth, including sexually exploited, street-involved, and LGBTQ2S (Lesbian, Gay, Bisexual, Trans*, Queer and Questioning, and Two Spirit) youth."

Idaho
American Fact Finder. https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml. Basic demographic Information.

Idaho Bureau of Vital Records & Health Statistics. https://www.idaho.gov/agencies/vital-records-and-health-statistics-idaho-bureau-of/. The Education link takes the user to a book a day, resources for

writing papers on Idaho, and children's resources from state agencies.

Idaho Report Card. https://idahoschools.org/. Reports out test scores, ethnic background, and more detailed data such as students from low income families, English language learners, students with disabilities, students in foster care, students who are homeless, and from migrant and military families.

Youth Risk Behavior Survey. https://www.spanidaho.org/uploads/2017-Youth-Risk-Behavior-Survey-Results.pdf . An amazingly detailed look at Idaho's youth, including alcohol and drug use, but also responses to queries about driving while texting, sending sexual pictures of themselves through the internet, had seriously considered suicide (22 percent)!

The Idaho Out-of-School Network. https://idahooutofschool.org/data-and-research/. The Idaho Out-of-School Network's (ION) mission is to ensure Idaho's youth have access to high quality out-of-school programs. Reports include data on girls, Stem programs, and afterschool program research.

Montana
American Fact Finder. https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml Basic demographic information.

Office of Public Instruction. Youth Risk Behavior Survey. http://opi.mt.gov/Leadership/Data-Reporting/Youth-Risk-Behavior-Survey. Includes everything from homelessness to breakfast, mental health, tobacco use, and driving behaviors.

Growth and Enhancement of Montana Students. https://gems.opi.mt.gov/Pages/HomePage.aspx. Data center for school information.

Montana Kids Count. http://www.montanakidscount.org/ Recent reports are about being LGBTQ in Montana, youth parenting, and co-occurring disorders in Montana youth.

Empower MT. https://www.empowermt.org/ Organization focusing on after school programming, developmental opportunities and awareness building to create safer spaces.

Oregon
American Fact Finder. https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml General demographic data.

Oregon Health Authority. https://oregon.pridesurveys.com/regions.php?year=2017. Survey responses to everything from substance abuse, depression, thoughts of suicide, bullying, connectedness to teachers, family members, physical fights, weapon possession, volunteering, sleep, virtually everything worth knowing about young people, by state, county and school.

Oregon Department of Education. Report Cards. https://www.oregon.gov/ode/schools-and-districts/reportcards/Pages/default.aspx. Information at a glance includes the basics plus inoculations, in English or Spanish. Detailed results per school based on math and English competency by group such as low-income.

Children First for Oregon. https://www.cffo.org/. Detailed information about young people, including children in foster care, number and percentage of youth who report have been abused, childhood food insecurity, teen pregnancy, and uninsured young people.

<u>Washington</u>
American Fact Finder. https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml. General demographic data.

Healthy Youth Survey. http://www.askhys.net/Reports/Additional Detailed information about everything from substance use, bullying, texting and driving, fighting, gang membership, firearm use, interaction with prosocial peers, volunteering, and parental attitudes toward substance use.

Office of Superintendent of Public Instruction. Report Cards.
http://reportcard.ospi.k12.wa.us/summary.aspx. Assessment data on language and math by school or district. Also includes data by race, low-income, migrant, and English language learners.

Book Reviewing Sites
Quotation marks indicate direct importation of website verbiage.

ALA's Association of Library Service for Children (http://www.ala.org/alsc/publications-resources/book-lists) Has a number of different places to see book reviews, advocacy for diversity, also "Comforting Reads for Difficult Times" which has recommendations for books on abuse, adoption, depression, etc. MANY TOOLS here, including papers on The Importance of Diversity in Library Programs and Material Collections for Children, Children's Notable Lists, Recommended books from ALSC, and more.

Advocate's list of best children's books for LGBT *The Advocate* (https://www.advocate.com/) is a newsweekly for this population; their recommendations are from the community; they also track homophobic responses to children's books.

American Indian Youth Literature Award (https://ailanet.org/activities/american-indian-youth-literature-award/) "The American Indian Youth Literature Awards are presented every two years. The awards were established as a way to identify and honor the very best writing and illustrations by and about American Indians. Books selected to receive the award will present American Indians in the fullness of their humanity in the present and past contexts."

Ann Connor Brimer Award for Children's Literature. Part of Atlantic Book Awards. (http://atlanticbookawards.ca/finalists-winners/2018-atlantic-book-awards-winners/) "The Atlantic Book Awards Society (ABAS) is a registered non-profit organization with the mandate 'to promote and acknowledge excellence in Atlantic Canadian writing and book publishing through an annual awards ceremony and related events."

Award for First Nation/Inuit Young Adult Literature (https://www.burtaward.org/burt-award-canada)

"The CODE Burt Award is a literary award and readership initiative that recognizes excellent, engaging, and culturally relevant books in English for young adults (aged 12 through 18). The award program was established by CODE, a Canadian charitable organization that has been advancing literacy and learning for 59 years along with the generous support of William (Bill) Burt and the Literary Prizes Foundation."

British Columbia Book Prizes. Multiple: (https://bcbookprizes.ca/winners-finalists/). "To recognize and promote the achievements of the book community in BC and Yukon through the BC Book Prizes and related programs."

Canadian Children's Book Center. (http://bookcentre.ca/programs/awards) has multiple awards, by genre and intended audience.

The Children's Book Council. (https://www.cbcbooks.org/readers/reading-lists/diverse-kids-and-ya-lit/). The Children's Book Council (CBC) is the nonprofit trade association of children's book publishers in North America, dedicated to supporting the industry and promoting children's books and reading. Includes a Diverse Kids and YA literature place.

Cooperative Children's Book Center. (https://ccbc.education.wisc.edu/books/default.asp).Thematic book lists, book of the week, annual best of the year and The Charlotte Zolotow Award winning Picturebooks.   A list of the 30 Multicultural Books Every Teen Should Know was updated in 2018.

Database of Award Winning Children's Literature. (http://www.dawcl.com/). "The purpose of this database is to create a tailored reading list of quality children's literature or to find out if a book has won one of the indexed awards. I expect the user to be a librarian or a teacher intervening for a child-reader, however anyone may make use of it to find the best in children's literature including parents, book store personnel, and children and young adults themselves. DAWCL has over 13,000 records from 154 awards154 awards across six English-speaking countries (United States, Canada, Australia, New Zealand, England, and Ireland).

Guys Read. (http://www.guysread.com/). Guys Read is a web-based literacy program for boys founded by author Jon Scieszka in 2001. Its mission is "to help boys become self-motivated, lifelong readers by bringing attention to the issue, promoting the expansion of what is called reading to include materials like comic books, and encouraging grown men to be literacy role models."

Hmong ABC (https://www.hmongabc.com/). "Nyob zoo and welcome to Hmong Arts, Books & Crafts: The First Hmong Bookstore (also known as Hmong ABC). At Hmong ABC, we are dedicated to preserving and promoting the Hmong people through our large collections of Hmong arts, books and crafts. We're pleased to have the honor of serving you online through our secure website."

International Board on Books for Young People (https://www.ibby-canada.org/awards/) Several Awards including books for children with disabilities, and the Astrid Lindgren Memorial Award
.
KidsReads. (https://www.kidsreads.com/). "Ever craved a good book and just not been inspired by

anything you see? Or felt annoyed that you bought a book that was merely so-so? Or closed a book and JUST wanted to talk about it? Or wished you had a place to discover new books? We know what this feels like. The Book Report Network aims to solve these reader dilemmas, with thoughtful book reviews, compelling features, in-depth author profiles and interviews, excerpts of the hottest new releases, contests and more every week. We hope you'll visit our websites and discover why since 1996 The Book Report Network has been the best place online to talk about your last great read --- and find your next one." Find reviews by author/title/age group/genre/date.

McNally Robinson Book for Young People Award. (https://www.mcnallyrobinson.com/kids/browse/category/1115/). The McNally Robinson Book for Young People Award was established in 1995 to celebrate the best in Manitoba writing and publishing for children. This award, divided into the categories of Young Adult and Children, is presented to the two Manitoba writers whose English language books for young people are judged the best written.

Mr Schu Reads. (http://mrschureads.blogspot.com/). "I am a part-time lecturer at Rutgers University and the Ambassador of School Libraries for Scholastic. I work diligently to put the right book in every child's hand. Book trailers are one way to connect readers with books. (All opinions shared are on own.)" Search this blog for Mr. Schu's take on children's books.

 Norma Fleck Norma Fleck Award for Canadian Children's Non-Fiction (http://bookcentre.ca/programs/awards/norma-fleck-award-for-canadian-childrens-non-fiction). "Canada's non-fiction books for young people are internationally renowned for the superb quality of their text, illustration and design. The Norma Fleck Award for Canadian Children's Non-Fiction was established by the Fleck Family Foundation and the Canadian Children's Book Centre on May 17, 1999 to recognize and raise the profile of these exceptional non-fiction books."

Ontario Library Association. Multiple Awards. (http://www.accessola.org/web/OLA/default.aspx). "The Forest of Reading® is Canada's largest recreational reading program! This initiative of the Ontario Library Association (OLA) offers seven reading programs to encourage a love of reading in people of all ages. The Forest helps celebrate Canadian books, publishers, authors and illustrators. More than 270,000 readers participate annually from their School and/or Public Library. All Canadians are invited to participate via their local public library, school library, or individually."

Pura Belpré Award (http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal). "The award is named after Pura Belpré, the first Latina librarian at the New York Public Library. The Pura Belpré Award, established in 1996, is presented annually to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth. It is co-sponsored by the Association for Library Service to Children (ALSC), a division of the American Library Association (ALA), and REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking, an ALA affiliate."

Sheila A Egoff Prize. (https://bcbookprizes.ca/submissions/categories-criteria/sheila-a-egoff-childrens-literature-prize/). "Awarded to the author(s) of literary books, including novels, chapter books, and

non-fiction books, aimed at juveniles and young adults, which have not been highly illustrated."

We Need Diverse Books. (https://diversebooks.org/resources/where-to-find-diverse-books/) A listing of where to find books, by group membership of all kinds. Links to *Social Justice Books* (https://socialjusticebooks.org/about/see-what-we-see/)

Vicky Metcalf Award for Literature for Young People: (https://www.writerstrust.com/awards/vicky-metcalf-award-for-literature-for-young-people/). "The Vicky Metcalf Award for Literature for Young People is given annually to the author of an exceptional body of work in children's literature. The winner is selected by a three-member, independent judging panel."

Teen Book Finder. (http://booklists.yalsa.net/)Young Adult Library Services Association compiles lists, including: Amazing Audiobooks, Best Fiction for Young Adults, Fabulous Films, Great Graphic Novels, and Outstanding Books for the College Bound, Popular Paperbacks, and Quick Pics for Reluctant Young Adults, Readers' Choice, and Teens Top Ten.

Books and Journals for Book Reviews
Price, A., & Rowland, M. (2010). *Children's core collection* (20th ed., Core collection series). New York: H.W. Wilson. More than 17,000 books with annotations from *School Library Journal* reviews, arranged by Dewey, includes a star if it is a "most highly recommended" title. Indexed by subject and author.

Barr, C., & Naidoo, J. (2015). *Best books for children: Preschool through grade 6* (10th ed., Children's and young adult literature reference series). Santa Barbara, California: Libraries Unlimited, AN IMPRINT OF ABC-CLIO, LLC. There are *Best Books for...* many grade levels, children, young adult, and teens. ABC-CLIO publishes them. They are compilations with reviews coming from *Booklist, School Library Journal, VOYA, Horn Book* etc. Huge sections of books on "contemporary life and problems."

Marantz, S., & Marantz, K. (2005). *Multicultural picturebooks: Art for illuminating our world* (2nd Ed.). Lanham, Md.: Scarecrow Press. Worthwhile reading for just the two introductions, the authors recommend "Reading reviews and asking members of that culture who may be in your community are the best defenses to avoid utilizing disturbing stereotypes" (p. xiii). The reviews, based on geography (African and African Americans, The Middle East and North Africa, etc.). Includes numbers of pages and grade level recommendations.

Horn Book. Bimonthly. Stars indicate outstanding book by the editors. Reviewers are librarians, teachers, and freelance writers. The latest issue has an article with reviews on LGBTQ+ books.
School Librarian. 4 times per annum. British. Arranged by age levels. Beautifully written, longer reviews.

School Library Journal. Monthly. Arranged by age level and fiction/nonfiction (early childhood/fiction, for example). Signed reviews end with verdicts that can be acerbic (VERDICT: Other than the illustrations, there is little else to recommend this book.) or specific reasons to buy the book

(VERDICT: With beautiful, cool blue illustrations and simple text, this book is a welcome addition to any library; great for lapsits or storytimes with a "never give up" theme.).

Teacher Librarian. 5 times per annum. Not produced for the book reviews but for professional guidance, but has both book and media reviews.

VOYA. (Voices of Youth Advocates). Monthly. Reviews in the back include quality indicators (from hard to imagine it being better written to hard to understand how it got published), popularity, and grade level interest.

Every individual community will differ about the surveys that are administered and the agencies that pull the results together. In Minnesota, the Legislative Reference Library continually reviews, categorizes, and promotes websites on their "Links to the World." Another website, Substance Use in Minnesota collates the results from any number of different surveys, making it possible to get down to the county level understanding of what students say about their support network, whether they eat meals together as a family, any of factors that might contribute to substance use and abuse. The Wilder Foundation is continually posting new reports about young people—everything from chemical dependence to homelessness, child care issues, and a lot more. Particularly in these difficult budgetary times, it is valuable to intentionally seek out the agencies in local communities that do surveys and use the results to purchase the best collection for our patrons, especially our young ones who are still developing their love of books.

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