

# OLAQ

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# OLA Quarterly



## Small Libraries, BIG Ideas

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# OLAQ

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## Upcoming Issue

Winter 2017

*Sushi, STEM, or Goat Yoga:  
Successful Library  
Programming*



## Small Libraries, BIG Ideas

5

Community Needs-Based Planning for Rural Library Success

*Jeremy Skinner*

9

Stories of Southern Oregon =  
Communities + Libraries + Museums + University  
*Maureen Flanagan Battistella, Charlene Prinsen & Thalia Truesdell*

17

Oregon's County Law Libraries:  
Providing Legal Information and Reference Assistance Across the Miles

*Sue Ludington*

29

Agriculture and Art Meet at the Library

*Brian Vegter*

35

Ready2Learn Five Years Later

*Jennifer Costley*

40

Sharing for the Greater Good:  
A High School and Community College Partnership to  
Cultivate Information Literacy in a Rural Community

*Jacquelyn Ray & Delia Fields*

48

The Alvin M. and Betty Josephy Library of Western History and Culture

*Rich Wandschneider*



ON THE COVER

*Salt Lick Scream by Kathleen Kiefer. Whit Deschner in photo.*

See: <https://www.youtube.com/watch?v=JttQVi8apuM>

# From the Guest Editor



OLA PRESIDENT, BUZZY NIELSEN

Buzzy is a rural boy with a smattering of big city sensibilities. In his 22 years as a librarian, he has worked in libraries of all types and sizes. His heart remains with rural libraries, however, which is why he currently directs the Crook County Library in Prineville. Buzzy is a self-professed policy wonk and currently serves as OLA President.

The Oregon library community consistently amazes me with its innovative, enterprising, and patron-focused activities. Indeed, we hear about these many activities through Libs-Or, OLA conferences, and this journal. While certainly not by design, many of the voices we hear come from libraries along the I-5 corridor. Cool things happen in those libraries, of course, but this issue of the *OLA Quarterly* amplifies voices we hear less frequently: the rural institutions that constitute the majority of the libraries in Oregon.

I have spent most of my career working in small and rural libraries. My first library job was at my hometown library: Langlois Public Library (service population: 785) on the southern Oregon coast. The experiences I had at Langlois and other rural Oregon libraries taught me two lessons that, while perhaps truisms, are nonetheless worth saying. First, serving patrons in rural areas—no matter your library type—bears similarity to larger library counterparts, but it differs in significant ways that require a shift in mindset. Second, “rural” is not some monolithic concept that comes with a defined set of needs, just as “urban” and “suburban” are not; each rural community and group of patrons is unique.

There are so many aspects of rural librarianship that set it apart from working in larger libraries. Sometimes those differences seem small. For instance, try shopping for groceries without running into a patron. Sometimes the differences are more significant. A single person could be the cataloging, finance, adult services, and maintenance “departments” all rolled into one! In addition to fostering a problem-solving attitude, working in a rural library instills in you an important lesson for all libraries: you don’t merely serve the community, you are the community, just like your patrons.

Each rural community is as distinctive as the individuals who comprise it. Thinking of my own work, I have seen that diversity: the rainy logging and ranching communities of southern Oregon; the blended culture of immigrants, retirees, farmers, and techies in the Gorge; and, in my current job, the wild west of the frontier meeting the wild west of the Internet in the Oregon high desert. The libraries in these communities look different because the people they serve are different.

In the following pages, you’ll get to hear the voices of these diverse communities literally from across the state, from Gold Beach on the south coast to Joseph in the northeast. We start with Jeremy Skinner from Curry Public Library in Gold Beach, who tells us his own story of local boy made good and how returning to run his hometown library influenced how he sees library services. From a librarian story to patrons’ stories, Maureen Flanagan Battistella





Photo by Kathleen Kiefer.

of Southern Oregon University and Charlene Prinsen and Thalia Truesdell of the Eagle Point and Ruch branches of Jackson County Library District tell us of their partnership to preserve the stories of the “old-timers” in their towns. The diversity of Oregon is on display in Sue Ludington’s article about how different rural county governments approach delivering law library services, informed by Sue’s own perspective working at the Washington County Law Library.

Then, from the “dry side,” as we like to call it, come three stories of success from grant-funded projects. Agriculture,

arts, and libraries meet in Brian Vegter’s account of Libraries of Eastern Oregon’s ArtPlace America project, demonstrating the beauty that can arise from bringing disparate people together. Jennifer Costley of Pendleton Public Library writes about the success of northeast Oregon libraries’ Ready2Learn program, which sent librarians out to ensure that children in five rural Oregon counties were ready for kindergarten. At the other end of a student’s path, we hear about a partnership between Jacquelyn Ray of Blue Mountain Community College and Delia Fields of Hermiston High School to teach their students the important information literacy skills they need for college and life. Rounding out the issue is a history lesson from Rich Wandschneider of the Alvin M. and Betty Josephy Library of Western History and Culture in Joseph. The Josephy Library’s unique collection documents the history and culture of the Nez Perce and their continuing influence on the region.

These stories represent a small fraction of the incredible stories happening in rural libraries across Oregon. I hope that this issue will encourage more of our smaller-library colleagues to tell their stories in future issues of the *OLA Quarterly*, at conferences, in conversations, and anywhere they can. Further, to those of you working in larger libraries in the urban and suburban parts of the state, we love you, too, and I hope that some of these stories inspire you to try something new at your library. Thank you so much to the authors who contributed to this issue and the crack team of *OLAQ* editors; you all do truly incredible things.

—BUZZY NIELSEN  
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# Community Needs-Based Planning for Rural Library Success

**by Jeremy Skinner**  
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JEREMY SKINNER

Jeremy has been the Library Director for Curry Public Library since 2014. Previously, he worked as a special collections librarian and archivist at Lewis and Clark College. In addition to his work as a librarian, Jeremy is a historian who has written about the history of books, publishing, and literature. His area of focus is Oregon's literary history. Jeremy serves on the boards of a number of non-profits that support education and development in rural Oregon. Contact Jeremy at 541-247-3452 or at [jeremy@cplib.net](mailto:jeremy@cplib.net).

I am a librarian from rural southern Oregon, and my community is a stereotype. NPR correspondent Jeff Brady visited our town during the summer of 2017 for a story highlighting rural communities in decline (Brady, 2017). We were a convenient case study. Our natural resource industry has been dying a slow and loud death for decades, our voters have notoriously voted down numerous tax levies, and Jeff Brady just happened to grow up here. Brady being a national business correspondent from Philadelphia, we were the perfect stereotype for a piece that closed with his grim statement: "Overall, the economic prospects for my hometown of Gold Beach, Oregon, look dim. Fortunately there's always the beautiful beach, the river, and the forests to console those who still live here." Despite the inevitable feeling of this conclusion, Brady could have asked much different questions and listened to different voices that would have resulted in a story about much more than malaise. In fact, when presented with innovative changes taking place, Brady commented to our library staff that a storyline of innovative change in its early stages would not help NPR make the point their audience wanted to hear.

I start with this story because librarians are extremely susceptible to the very mistake made by this NPR correspondent. We see what we want to see, and the decisions that follow (particularly in small rural communities) are more often than not rejected by the community because they do not truly address immediate needs. As for that Southern Oregon stereotype, our voters certainly fit the stereotype of being skeptical of paying taxes, but few taxpayers I have encountered are unwilling to pay taxes when the government entity in question has proven to be successful in addressing what they perceive as community needs. Working with this model, I believe Gold Beach is in the early phases of a renaissance rooted in the library's community needs-based planning. Here is our story.



When I began working as the library director for the Curry Public Library in Gold Beach in 2014, I maintained an open-ended agenda for the library. I had worked in places where administrators had come in with a fully-articulated vision and taken decisive actions that ultimately fell flat. My single goal was to spend as much time as possible listening to and learning from the library staff and the community. This strategy was a part of a concerted effort to ensure that our constituents would be heard and that our library services would be relevant.

For a little perspective about the experiences that have shaped my methods, my life has straddled the rural/urban divide, primarily in Oregon with short stints in Montana and Washington, DC. I spent my entire childhood in rural southern Oregon and the twenty years of my adult life in Portland. I knew from my own experiences that prescriptive solutions to problems lifted from either of these environments rarely work. In particular, I knew that understanding how to build a thriving library in a community naturally skeptical of tax-funded programs would require extensive conversations with the community, and definitely not a canned solution delivered by me via Portland. Nearly four years later, this approach has moved the library in some surprising directions and paid significant dividends for the 5,000 people located in the library district of Gold Beach and the surrounding area.

The inquiry process began with our library staff. I asked them what the library did well, and what it could improve upon. I began providing them with regular updates on library finances and invited them to attend library board meetings (something they had been discouraged from doing in the past). I also invited them to offer proposals for projects to be funded during upcoming budget cycles. This basic level of transparency, communication, and engagement resulted in newfound energy for the staff and a steady stream of new ideas.

Gathering information from the public was a much more time-intensive and complicated process. The first step for me was community service. I began volunteering for non-profit organizations, school-related planning committees, and service organizations. I also participated in a regional cohort of the Ford Institute Leadership Program funded by The Ford Family Foundation, which helped me develop tangible new leadership skills and a close circle of trusted community leaders who have continued to provide me with input and support.

Following a year of building a network of relationships with community leaders and gathering information from library staff, I began a more formal process of gathering input on library services from the community. This process included written and online surveys, community stakeholder meetings, discussions with the Friends of the Library leadership, and eventually strategic planning discussions with the library Board of Directors.

All of this information gathering and planning took time, but I was amazed at the change in energy that began to occur without making any substantive changes to our services at the library. Interactions with our staff took on a different tone as patrons began to internalize the fact that we were listening to their ideas about the library. Government officials and school administrators began to talk about us with cautious respect because they knew we were attempting to tackle problems they cared about from an angle they did not have tools to address. Again, we had not made any substantive changes to the services we were providing, but by asking questions and listening, the relationship began to change.

The plan that emerged from this period of inquiry focused on more closely aligning library services to community needs and included some extremely basic things that would not be seen as particularly innovative by any librarian under 100 years old. Things like public meeting spaces, more programs for children and adults, and greater access to computer equipment and software featured prominently in our plan. Some of these basic needs,



however, took a distinctive local shape. For example, after meeting with local musicians, we learned that none of the restaurants in our community were licensed to provide live music, meaning that if the library could provide an acoustically sound performance space, local musicians would suddenly have new opportunities for public exposure. After talking to our city officials, we discovered that there was a strong need for spaces with current technological amenities that could be used for small professional conferences during the tourist off-season, which would bolster hotel and restaurant revenue.

What was noteworthy about our plan was the need for additional facility space. Ultimately, our strategic plan hinged on our goal of adding 6,200 square feet of meeting and program spaces that would allow the library to provide 1) an instructional technology/maker space, 2) a space for arts and cultural programming, 3) additional space for youth and family programs, and 4) spaces for community groups to meet and work.

The crucial need for space required extensive fundraising, which was a challenging proposition in a community with one of the highest unemployment rates in the state, and few large corporate donors. Ultimately, our careful planning and engagement with the community paved the way to a quick 1.5-year fundraising effort that resulted in approximately two million dollars (without a tax levy) to fund our library expansion. Without going into great detail about the effort, I think it is worth noting that our success, particularly with large foundations, was grounded in documenting community needs and providing a progressive vision for the library filling community needs.

Today we are in the midst of construction of what we are calling our new learning center space, which we expect to open in August 2018. We are also in the early stages of program development for our new space. A few of these programs are on the innovative side and push against the general public perception of the role of libraries in a way that the community has generally found surprising, useful, and worthy of support.


One of the most interesting of these programs is our partnership to provide career readiness services at the library with the Southwest Oregon Workforce Investment Board (SOWIB). One prominent area of need identified during our community outreach was the need for expanded career readiness education, counseling, and support. Twenty-six percent of 16 to 24-year-olds in Curry County are classified by the state of Oregon as opportunity youth, meaning they are either unemployed or not in school. Our local schools and state WorkSource centers have struggled to meet the needs of this group. In discussing this problem with SOWIB, we came to the conclusion that the library might be an effective vehicle for delivering these services. The library does not have the same stigma as the schools and employment centers, and we also have a staff that has forged strong relationships with youth in our community through successful school outreach programs and summer reading programs.

Together, the library and SOWIB created a pilot program featuring a part-time career navigator at the library, funded through a “Youth and You” grant from the State of Oregon. The career navigator began work in August 2017 providing services to opportunity youth including career counseling, help with job applications, interview skills, soft skills development, and basic computer skills. The grant also provides support for GED preparation and other forms of training. To date, we have seen steady success in connecting with opportunity youth and placing them in situations that have led to work or will eventually. This is a new avenue for our work at the library, but I can already see how our new space will enhance this work and help the library meet the ultimate goal of being an indispensable hub of self-paced learning, discovery, and discourse.





Another program in its embryonic phase is the creation of a series of robust early childhood learning and development programs. At this point in time we are building partnerships with other service providers and funders to provide parenting programs, kindergarten readiness programs, access to social workers through the library, and fully developed resources and staffing for Spanish-speaking community members. For us, these programs are an ambitious expansion of the scope of the library's work in response to conversations with community members that take on responsibilities that have traditionally resided with schools and social service agencies.

There are many additional examples in this vein of library work informed by community needs, but the reality is that the details of these programs really do not matter. It is the method outlined above that is important, and if followed, I would expect it to result in a huge variation of programs from library to library. There is one important takeaway from my experience in Gold Beach that I think is worth stating. Rural Oregon has a lot of potential for enterprising and thoughtful librarians, but I am pretty sure we are not perceived this way. I fear that the librarians and the Oregon populace as a whole have placed a burden of blame on our rural residents for a lot of problems, including the struggles of rural libraries. I think the bulk of the blame with respect to libraries should be shouldered by our librarians. We failed to listen to needs and solve problems. It is a simple albeit time-consuming process that leads to vital libraries. Listen and act. 

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# Stories of Southern Oregon = Communities + Libraries + Museums + University

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MAUREEN FLANAGAN BATTISTELLA, MLS, is an affiliate faculty member in Southern Oregon University's Sociology and Anthropology Program. She is lead investigator on several heritage work-life grants, most recently from the National Endowment for the Humanities and the Library Services and Technology Act. Battistella works closely with her Hannon Library colleagues in developing content for the Southern Oregon Digital Archives.



CHARLENE PRINSEN is the Library Manager at the Eagle Point Branch of the Jackson County Library District. Her library serves a diverse population including new residents and heritage families in a community that is the gateway to Crater Lake National Park.



THALIA TRUESDELL is branch manager at the Ruch Branch of the Jackson County Library District. Ruch was largely settled in the 1850s as a gold mining community outside of Jacksonville, Oregon, and since then, has evolved into the mixed, individualistic Applegate Valley. She is a weaver of textiles, stories, and community.

## Introduction

Southern Oregon's small rural public libraries serve as community centers, places where residents of all ages come together. These libraries are safe places, places where divergent opinions can co-exist, and the librarians and staff are very much a part of their towns. Dur-

ing the spring and early summer of 2017, the Eagle Point and Ruch public libraries engaged their communities to tell stories from their lives and families, part of a heritage work-life documentation project known as Stories of Southern Oregon.

The *Stories of Southern Oregon* documentation project was designed to collect oral histories of farmers, ranchers, miners, and forestry as well as photographs, poetry, and song. First funded on a small scale in 2015 by an Oregon Heritage Commission grant to Southern Oregon University, the project was continued and expanded in 2017 thanks to funding from the National Endowment for the Humanities Common Heritage grant program. Memories and photographs were captured at Story Day events conducted in association with the Southern Oregon University Sociology/Anthropology Program, the SOU Hannon Library, local public libraries, and historical societies and museums.

Charlene Prinsen and Thalia Truesdell, Library Managers of the Eagle Point and Ruch branches of the Jackson County Library District respectively, found that history was and continues to be very much alive in the retelling, in the photographs, and in the life stories of their communities.

### Background

Southern Oregon's landscape has changed dramatically over the last hundred years. Historic family farms have yielded to housing developments, pear trees were pulled out to plant vineyards, and a single log load is a rare sight indeed. Mining and mills once dominated the landscape, giving way to environmental concerns and selective harvests. Southern Oregon's agricultural heritage, which dominated the region from 1885–1950, and the logging boom, which flourished from the 1950s to the 1980s, have histories worthy of preservation; however, most local museums and archives have focused on early days and pioneer stories.

In Eagle Point and in Ruch, two small rural towns, Prinsen and Truesdell knew where to find history and whom to talk with. These librarians understood that history is everywhere and strongest in the hearts and minds of their communities. They knew where to find the stories of Southern Oregon.



Southern Oregon University summer intern, Nathan White, interviews Thalia Truesdell about the Ruch Branch mural in the background at an Applegate Story Day. (Photo by Maureen Flanagan Battistella.)





The *Stories of Southern Oregon* project documents a way of life that is nearly lost to memory because of cultural change and economic pressures. Many artifacts and documents critical to the region's stories are already lost to family transition, migration, death, and disregard, escalating the serious nature of this project. It has become all too easy to throw out a musty box of old photos or to sell them on eBay. The most important aspect of the project was to collect the stories and the recollections of people who have lived and worked in this place that we call Southern Oregon.

The *Stories of Southern Oregon* project organized community forums about the region's agricultural and timber heritage in local museums and libraries, digitized family photos and artifacts, and has collected more than 175 video interviews. All this represents a rich historical and contemporary archive available for public use through the SOU Hannon Library's digital collections, the Southern Oregon Digital Archives (SODA). The archive increases awareness of heritage work-life and demonstrates the value and importance of preserving and sharing community values, because history is now and history is everywhere.



Brian Rabjohn dresses like he lives in the 1940s—it's an era he likes a lot because people were polite. Brian told stories of growing up on Thompson Creek at the McKee Bridge Centennial Celebration out in the Applegate. (Photo by Maureen Flanagan Battistella.)

### The Eagle Point Experience

Eagle Point, Oregon, is key to the history and development of Southern Oregon. Long before the settlers came, the Takelma Indians called this area home. When gold was discovered in 1852, hundreds of settlers came to Oregon Gold Country. The settlers took out Donation Land Claims and began farming and ranching in this beautiful and fertile region. Logging was also a large industry in the Upper Rogue.

Many buildings and homes are still standing from the early days, most notably the First State Bank and the Butte Creek Mill. The First State Bank was one of three banks in Oregon that did not need to close during the banking crisis of 1933, and the Butte Creek Mill, constructed in 1872, was the center of commerce. Still operational, the Butte Creek Mill suffered fire damage on Christmas morning, 2015. The town of Eagle Point is actively engaged in the authentic reconstruction of the mill, bringing everyone together in a spirit of community. However, there is an influx of new residents, and most are unfamiliar with what has come before.





On May 11, 2017, the *Stories of Southern Oregon* project came to the Eagle Point Library for the kickoff event in what was to be more than two dozen Story Days in Jackson and Josephine counties.

Because of library manager Prinsen's relationship with the Eagle Point History Museum, contact with patrons, and the Friends of the Library network, Prinsen knew with whom to talk and invited several residents who needed to be there to share their story of historic Eagle Point. These patrons had lived in Eagle Point and could tell family stories of the old farming and logging days.

Southern Oregon University librarian Mary Jane Cedar Face provided document preservation advice and gave out archival supplies. Other SOU faculty scanned old photos and documents and videotaped stories. The Rogue Valley Genealogical Society coached participants on how to research family history. Several members of old families came out that day, including Helen Harnish Wolgamott, whose family owned the Harnish Livery and Feed Stable, and Harry Hanscom with his son Larry, who brought generations of logging photos into the project. Ron Hailicka came with photos of the rare woods he milled for the restoration of the U.S.S. *Constitution*, a wooden-hulled, three-masted heavy frigate of the United States Navy that was constructed for battle in 1794.

That first Story Day concluded with a presentation by Forest Service archaeologist (ret.) Jeff LaLande on the history of logging in Southern Oregon. Many newer residents of Eagle Point came to hear how important this industry was to the economic development of the region, as well as logging techniques and the transportation of timber to the mills. The feedback and comments on the day's events and logging presentation were very positive, and many were glad they came to share or to learn.

The Eagle Point Public Library was the first host of the Story Days and introduced the idea of heritage preservation and documentation to locals. That Saturday, a second Story



*Stories* co-investigator Vicky Sturtevant with SOU Hannon Library Archivist, Mary Jane Cedar Face. Harry Hanscom and son Larry share photos and tell stories at a Story Day at the Eagle Point Branch of the Jackson County Library System. Harry passed away in December 2017, a few months short of his 93rd birthday. (Photo by Maureen Flanagan Battistella.)



Day was held at the Eagle Point Museum in conjunction with the town's annual Vintage Faire. More families came with their stories, memories, and photographs.

### The Applegate Experience

Deep in the Applegate, on the other side of Jackson County from Eagle Point, folks came to the Valley seeking harmony with nature, community, or gold, with room to grow, run cattle, or plant fruit trees. They joined the pioneers, raised their children, and one day realized they had become pioneers themselves. They were part of the community they had helped to nourish and the history of the valley, ever-changing and growing, molding its future, protecting and educating its children, and working hard.

Stories of hardships, connections, and successes abounded. Some pioneers had the foresight to record their experiences and struggles in journals and letters. Poems, quilts, photographs, and headstones in overgrown cemeteries also tell stories, some from over one hundred years ago, some more recent. Environmentalist and poet Paul Tipton remarked, "We are creating history now and you and I are community."

The *Stories of Southern Oregon* project began to document the history of the people in the Applegate Valley in June 2017 at the Centennial Celebration at McKee Bridge, the last covered bridge in the area. Huddled under a canopy while the rhythm of the rain kept time with the Old Time Fiddlers, local residents began sharing their stories, recording their histories, and scanning precious photographs. Unsure if they qualified to assume a place in the history of the Applegate, some residents approached cautiously, curiously, and were drawn in and encouraged to relate their relatively recent experiences of the last forty or fifty years, assured that their contributions are valuable to local history. One recited poetry, and another sang an old spiritual as the camera rolled. Environmental activist Chris Bratt spoke



Stories co-investigator Vicky Sturtevant with Diana Coogle at an Applegate Story Day. Diana lived for 40 years in a remote Applegate cabin and as a gifted storyteller, has written stories and poetry about the experience. (Photo by Maureen Flanagan Battistella.)





of his growing interest in preventing logging, mining, and herbicide use, and the success local groups achieved in that area. Community members went on to organize volunteers, raise awareness, and further nurture community.

Two weeks later, the Story Project continued at the Ruch Branch Library, the hub of that rural community in the Applegate Valley. The library is the place to be in the Applegate Valley; the community room is a busy place, and many patrons are there daily to use the computers. It is the perfect place to share stories, jokes, and zucchini, and the librarians hear it all. The library is the center of that small rural community so the librarians knew who had history, who would share that history, and who to encourage to share their stories.

At the Ruch Story Days, the environmentalists' point of view was balanced with stories of mining for gold in the 1980s and 1990s. Gold miner Glenn Wadstein was pleased with the work he accomplished in leveling the tailings piles at the old Sterling Mine, improving the land and bolstering the local economy. He brought with him videos showing his crew of men and women operating equipment to retrieve the gold overlooked by earlier miners. He drew great satisfaction from his research into mining and working in the community. "Thank you, thank you, for encouraging me," Glenn Wadstein said to Truesdell. "Now I know my life's work will not be forgotten."

"It was not always such a cohesive community here. Having the library as a gathering place helped with all that. The valley was changing fast after the back-to-the-landers moved in during the 1970s and 1980s, and lots of organizations started up, which gave people common goals and really brought people together. We worked for many years to get this library here. Now THAT was a community effort if ever there was one," one resident said.

Today the Ruch Public Library serves an eclectic community as a repository for local history, as well as a comfortable place to meet and continue to create and develop commu-



Vicky Sturtevant and David Laws at the Smokejumper Base Museum in June 2017. David Laws was a long time Smokejumper and was one of the caretakers of the Base Museum outside Cave Junction. He passed away in September 2017. (Photo by Maureen Flanagan Battistella.)



nity. As in the past, in a community where strong and often divisive opinions could threaten peace and progress, the Ruch Public Library has provided a forum for conversation and exchange leading to compromise and consensus. The work of area artists is featured, and programs of interest to residents occur regularly. The school is on the adjacent property, so the youngsters in the valley are part of this community hub.

Residents understand the importance of heritage documentation and are eager to participate. “I am grateful we can all be recognized as valuable to future generations,” commented Tipton, “and that they will have access to our tales and the history of the Applegate Valley in our libraries through the *Stories of Southern Oregon* project.”

### Publishing the Stories

The *Stories of Southern Oregon* project is about collecting stories and images and sharing that heritage in the broadest sense through the Southern Oregon Digital Archives (SODA) at Southern Oregon University (<http://soda.sou.edu>). Video interviews are edited in Adobe Premiere, and images are scanned and edited in Photoshop. No physical artifacts are retained at Southern Oregon University; instead, stories and images are shared back to participants in digital form, by email, on flash drives, and on DVD. In the small town of Butte Falls, Oregon, so many people told stories that the town is organizing a film festival, and the interviews on DVD will be added to the Jackson County Library District collection.

Developing an information architecture to house hundreds of video interviews and thousands of images and documents was not a simple task. Creating a user-friendly interface to navigate the collection was similarly challenging. The SOU Hannon Library’s digital portal uses CONTENTdm, and the librarians devised a metadata template with more than thirty descriptive elements and expanded the publishing platform to handle video hosted on



Leroy James Thompson spent a lifetime logging in the Rogue River National Forest, Butte Falls Ranger District. Leroy’s story was about a big white pine that collapsed in on itself and by some miracle no one was hurt. Leroy told his story at a Butte Falls Story Day that started at 6 a.m. in the Sugar Pine Company Café. (Photo by Maureen Flanagan Battistella.)






YouTube. In a new approach, information was organized by topic and geographic area, which made it easier for users to find the stories and photographs they'd contributed to the project.

### Outcomes

Jackson County's small, rural public libraries have been central to the success of the *Stories of Southern Oregon* project, and new Story Days are scheduled for Eagle Point, Ruch and other small towns. Isaiah Boaz is a young man who grew up in the Applegate Valley and has depended heavily on Ruch Library. Isaiah feels strongly about the importance of history. "Local history needs to be preserved and cared for," he stressed, "We all need to learn about the origins of the present."

Thanks to the knowledge and insight of local public librarians, the *Stories of Southern Oregon* project has increased community awareness of Southern Oregon's work-life heritage and improved access to important cultural documents through public exhibits, local history programs, and Southern Oregon University's digital archives. The collected images, artifacts, and stories of heritage farm families and loggers enrich local and regional collections, provide content for research, and enhance pride of place, documenting a rich, productive heritage. 

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# Oregon's County Law Libraries:

## Providing Legal Information and Reference Assistance Across the Miles

by **Sue Ludington**  
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SUE LUDINGTON

Sue has been the Assistant Law Librarian at the Washington County (OR) Law Library since 2013. She earned her MLIS from the University of Washington in 2002, and entered law librarianship after 10 years in public libraries as a teen services librarian. She is a strong advocate of the access to justice movement and is passionate about empowering library workers from diverse backgrounds to confidently serve the legal needs of their patrons. When not librarianship, she enjoys hiking, crossword puzzles, beer, local politics, and live music.

**NOTE:** *Sue has recently accepted the Law Librarian position for Lane County, Oregon. She will leave Washington County at the end of February 2018 to embark on this exciting new challenge!*

*Law libraries have long served a variety of constituencies ... (and) play an important role in making the judicial system more user-friendly and accessible ...*

—RICHARD ZORZA

*The Sustainable 21st Century Law Library:  
Vision, Deployment, and Assessment for Access to Justice*  
April 2012

### Introduction

In Oregon, all 36 counties are statutorily required to “operate a free law library that is convenient and available at reasonable hours; or provide free law library services at one or more locations that are convenient and available at reasonable hours” (Or. Rev. Stat. § 9.815). County law libraries have been around for more than a century in Oregon; however, what those libraries look like today and the depth of services or resources they offer vary dramatically statewide. In rural and small counties, especially, there may be limited (or nonexistent) resources, physical space, and staffing. Despite the challenges, many counties outside the Portland metropolitan area are striving to meet—and succeeding!—the legal information needs of both attorneys and non-attorneys through non-traditional service models, targeted outreach, staff training, and other endeavors. As a result, these libraries are helping to further “access to justice,” a national movement to ensure that everyone, regardless of economic means, has equitable access to the justice system, which includes legal protection, legal awareness, and legal counsel (United States Institute of Peace, 2009).



## History

The first county law library in Oregon was Multnomah Law Library (MLL), which was incorporated in 1890 as a subscription library by a group of Oregon lawyers and set up inside the “Library Room” of the county courthouse (Multnomah Law Library: History, n.d.). By 1927, the Legislature had formally authorized the establishment of county law libraries: counties could pass a resolution declaring that they maintain and operate a law library “available at all reasonable times to the use of litigants, and permitted to be used by all attorneys at law duly admitted to practice in this state, without additional fees to such litigants or attorneys” (Or. Rev. Stat. § 9.840, repealed 2011), which directed the county clerk to collect fees for this purpose.



Old Multnomah County Courthouse circa 1900.

From Jacque Jurkins, renowned MLL law librarian from 1964–2014: “Historically, in the more populated jurisdictions, the county maintained a law library for public use, staffed with a professional law librarian, as well as a separate judge’s library. In less populated counties, the law library was often a small collection of books located in or near the judge’s chambers or courtroom with the judge’s staff performing the duties of librarian” (Jurkins, 2008).

From 1927 to 1963, counties collected a portion of court filing fees to financially support a public law library. From 1965 to 2007, the Legislature would set the amount law libraries could collect; beginning in 1997, that amount was reduced with each subsequent biennium. Reductions were the result of a number of issues, including increased costs of the judicial system, the loss of federal funding for legal aid, the integration of circuit and district courts, and a filing fee increase that resulted in a favorable law library increase, which was argued as unjustified.

In 2011, the Legislature amended the law library statutes so that instead of receiving a percentage of court filing fees, counties would receive an appropriation at the start of the biennium to be used “for the purposes of funding the operation of law libraries or of





providing law library services” (Or. Rev. Stat. § 21.007). The specific appropriation amount is loosely based on the typical number of court filings for each county, which, by extension, reflects the county’s increasing or decreasing population. Appropriations continue today, with the 2017-19 biennium amounts ranging from \$1,226.00 [Wheeler County] up to \$1,821,511.00 [Multnomah County] (Oregon Judicial Department, 2017).

### Current Trends

It’s true that many of Oregon’s non-metropolitan counties have extremely limited public law library resources and services. Nevertheless, several are striving to stay abreast of their community’s legal information needs and are finding innovative ways to meet those needs. Some are stand-alone county law libraries, while others share an intergovernmental agreement with their county public library. From the Columbia River to the coast to the southern border, these libraries are making notable efforts to promote public law library services and to connect people with the legal assistance they require. Without a doubt, there is most certainly an opportunity for improvement in the delivery of legal reference and assistance around the state, an issue that will be addressed later in this article. However, such impressive leaps have been made in the last two years from some corners that *those* successes deserve to be acknowledged first!

### Columbia County

After water damage turned the 70-year-old Columbia County Law Library (CCLL), located in St. Helens, into a dark, moldy, unstaffed, and unused space, local attorneys pushed for revitalization. In 2014, county leaders hired an attorney and a resource librarian to plan the library’s future, which ultimately included revamping the law library interior and upgrading equipment. Most significantly, CCLL adopted a new mission to become the legal resource center for *all* county residents, ensuring that everyone receives help regardless of economic means.



Front entrance of CCLL.







Interior view of CCLL.

Today, former practicing attorney Pam Davis serves as the law librarian for the redesigned library, which is housed down the hall from Legal Aid in a building one block from the county courthouse. Open to the public two days a week (and 24/7 to attorneys), CCLL maintains a healthy legal collection of print and electronic resources, in addition to offering computers and internet access, printing/scanning tools, and meeting space.

Early on, Pam reached out to Margaret Jeffries, St. Helens Public Library (SHPL) Director, seeking partnership and collegial support. Margaret subsequently invited Pam to take part in countywide public library staff meetings (which include Vernonia and Scappoose libraries), and Pam leaves behind plenty of business cards so public library employees can inform patrons about the expert assistance available at the law library. SHPL has devoted a large bulletin board outside the doors of the public library for the law library to use, where brightly-colored flyers and brochures advertise public law library services and upcoming programs.

And what programs! In early 2017, Pam launched a monthly series of free legal programs for the public hosted at the law library. Collaborating with the Columbia County Bar Association, Pam recruits volunteer lawyers to present on common legal issues such as neighbor disputes, parent and grandparent rights, custody, and bankruptcy. The evening programs have seen anywhere from 5–35 attendees and, although the attorneys do not dispense legal advice, they attempt to respond to audience questions in a meaningful and practical way. The programs have garnered significant positive community feedback, and Pam is eager for the 2018 speaker lineup. “Attendees have welcomed the opportunity to learn about various legal topics in this informal setting, and to have their questions answered by local experts. It’s a terrific way of achieving our goal of providing access to justice,” she says with pride (P. Davis, personal communication, November 14, 2017).



### *Klamath County*

The Klamath County Law Library (KCLL) is a county-administered agency that is physically housed within the Klamath Falls Main Library branch of the Klamath County Library Service District (KCLSD). The law library—a collection of core legal resources, pre-printed forms, and seating inside a dedicated space in the public library—maintains distinct staff and hours from the public library. The Library Services District made the agreement with Klamath County back in 1993 when an earthquake destroyed the county courthouse. Because plans for the new courthouse did not include funds or space for a law library, county leaders had to seek a more efficient model, and the partnership was formed.

Senior Law Library Assistant Amy DaSaro has overseen the law library for more than four years and believes the integrated relationship with the public library is mutually beneficial. She explains, “Being inside the public library makes our law library less intimidating to the general public than if we were inside the courthouse. We also offer better accessibility with more open hours than the courthouse. Although law library staffing is part-time, the public can utilize the legal research collection whenever the main library is open” (A. DaSaro, personal communication, November 16, 2017).

One of the most well-received services that KCLL provides is pre-printed and stapled packets of court-sanctioned legal forms, including those for domestic relations matters (e.g., divorce, parenting plans, name changes), civil matters (e.g., tenant eviction, small claims), and probate (e.g., small estates). Offering these packets in the law library serves as a secondary access point for residents who may not be able to print the forms from home or purchase them at the courthouse during open hours. Fees are minimal and, although staff cannot assist patrons in filling out the forms, they can provide direction to specific resources and referrals that may help with completing necessary tasks.



Interior view of KCLL.







Patron and law packet at KCLL.

Most recently, KCLL has begun a “Lay Person Legal” public program series. The hour-long programs are held the third Thursday of select months in the public library meeting room and presented by local attorneys or Klamath County’s Trial Court Administrator. The very first program, offered in spring 2017 on landlord/tenant law, drew a crowd of nearly 50 attendees! Other topics covered have included personal injury, marijuana law, and estate planning. The public library provides all of the promotion via local media, the library’s newsletter, and publicity flyers in all branches of the KCLSD.

The continued professional support and advocacy from the Klamath County Library Advisory Board, the Law Library Advisory Board (which includes the KCLSD Director), and the County Bar Association have played an integral role in the success of these programs. Perhaps a major advantage of rural and less-populated counties is the ease with which these types of organizations can work together so effectively, since professional and personal relationships often overlap. As a result, basic yet concrete outcomes are established, and implementation is often swift and fruitful. Amy is excited about KCLL’s future and, working together with the KCLSD staff, is looking ahead to respond to some of the more pressing legal needs of the community, particularly concerning access to justice, in a respectful and efficient manner.

#### *Tillamook County*

Tillamook County Library (TCL) Director Sara Charlton was first approached by county leaders in 1994, asking about the possibility of her library system assuming responsibility for county law library services. Up until then, the law library was located in the courthouse basement, and no one could get in without an appointment. Sara initially declined but,





after the public library moved to a larger building, she finally agreed. “Before, we didn’t have sufficient room to house the law library collection in the library’s original building, but the increased space at our new location made it possible,” she explains (S. Charlton, personal communication, November 17, 2017). In 2011, county officials negotiated an agreement that directed the county law library appropriation to the public library.

Over the last six years, Sara and her staff have created a quiet and dedicated space for law library research on the second floor of TCL’s main branch in downtown Tillamook. During her 25+ year tenure, Sara has remained a steady advocate for her community’s information needs. Once the public library took over county law library services, she confidently assumed direction and sought ways to expand those services—through staff training and resource-sharing—to county residents. As illustrated in other counties with smaller communities, productive networks between different groups are often simpler to achieve. This is certainly true in Tillamook: After the law library moved to the public library, it wasn’t difficult to promote its new location, as many county administrators, county bar association leaders, public library employees, and library board members know each other and have established relationships as business partners, neighbors, and even spouses!

The law library space contains an annotated collection of the Oregon Revised Statutes, a vital tool for legal research; *Oregon Laws* and related legislative publications; and a computer from which users can access Lexis Advance, a primary legal subscription database (and the main expenditure for Tillamook’s appropriation). The law library room is accessible to both attorneys and non-attorneys during the library’s open hours; further, public library staff received formal Lexis Advance training in 2016 and consequently gained enhanced skills in providing basic assistance to researchers.



Interior view of TCLL.



TCL staff took concerted steps to refine the legal collection a couple years ago, soliciting guidance from other law librarians regarding weeding and future acquisitions. In 2016, library employees enthusiastically agreed to a three-hour training on legal research and reference best practices, coordinated by OLA's Legal Reference Round Table with instruction support from the State of Oregon Law Library. Most recently, TCL developed a tri-fold color brochure to improve promotion of law library materials and services. Tillamook was the first public library in Oregon to fully take on the role of providing law library services and, while some residents may choose to make the 60-mile trip to Portland for legal information or assistance, it is commendable that the local public library remains ready and willing to help with their patrons' legal needs as best they can.

**Law Library**

The Law Library moved to the second floor of the Tillamook County Library in 2013 to offer expanded hours of operation.



**Popular legal databases including:**

- Lexis Advance
- Fastcase
- LegalTrac
- Legal Information Resource Center

**HOURS**

Monday through Thursday  
09:00 am to 09:00 pm

Friday and Saturday  
09:00 am to 05:30 pm

Sunday and Holidays  
Closed





**Amenities:**

- Computer
- Printing, copying and scanning
- Wireless internet access
- Legal databases

**Tillamook County Law Library**



**TILLAMOOK COUNTY LAW LIBRARY  
LOCATED ON THE 2ND FLOOR OF THE  
TILLAMOOK COUNTY LIBRARY**

Tillamook County Library  
**Law Library - 2nd Floor**  
1716 3rd Street  
Tillamook, OR 97141



**Phone:** 503-842-4792 x 1708  
**E-mail:** [sbeeler@co.tillamook.or.us](mailto:sbeeler@co.tillamook.or.us)  
**Website:** <http://tillabook.org/>



- 2nd floor of the Tillamook County Library
- 1716 3rd Street, Tillamook OR 97141



**Available Monday  
through Saturday**

TCL brochure—Page 1.



### Useful Links:

**Oregon Judicial Department iFORMS**  
[www.courts.oregon.gov/iforms](http://www.courts.oregon.gov/iforms)

**Oregon Council of County Law Libraries (OCCLL) County Codes:**  
[www.oregoncountylawlibraries.org/county-codes-charters-ordinances/](http://www.oregoncountylawlibraries.org/county-codes-charters-ordinances/)

**Oregon Council of County Law Libraries (OCCLL) Legal Research:**  
[www.oregoncountylawlibraries.org/legal-research/](http://www.oregoncountylawlibraries.org/legal-research/)


**Tillamook County Library Legal Resources:**  
[tillabook.org/E-Resources/Databases](http://tillabook.org/E-Resources/Databases)

### Popular Databases

- **Lexis Advance:** A computer-assisted legal research aid. Comprehensive legal database with state and federal case law, statutes and regulations. Also includes secondary sources such as law journals, encyclopedias, and treatises.
- **Fastcase:** A legal research tool that will let you search sources of law from Oregon and will help you find exact cases or statutes. Includes case law, statutes, regulations, court rules and attorney general opinions. Free statewide access provided by the State of Oregon Law Library. To use the database you must register for a free account.
- **Legal Information Resource Center:** Featuring the NOLO catalog of legal books as well as sample forms, this is a great place to begin your legal research. The site information will guide you with the log in and password to use.
- **LegalTrac:** Database providing indexing and selective full-text for all major law reviews, law journals, specialty law and bar association journals and legal newspapers.


### Database Finder

Category	Databases
F Books and digital media	Fastcase
Education	Legal Information Resource Center
Encyclopedias	LegalTrac
Genealogy	
Health and Wellness	
History	
Kids	
Law libraries	
Legal & Government Resources	
Magazines and Newspapers	
News and Culture	
Reference	



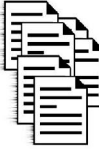
### Oregon Revised Statutes:

- Available on-line and in volumes



### OJD iForms:

online interview-based circuit court forms from the Oregon Judicial Department.



**TILLAMOOK COUNTY LAW LIBRARY**  
 LOCATED ON THE 2ND FLOOR OF THE  
**TILLAMOOK COUNTY LIBRARY**

**Tillamook County Library Law Library** - 2nd Floor  
 1716 3rd Street  
 Tillamook, OR 97141  
**Phone:** 503-842-4792 x 1708  
**E-mail:** [sbeeler@co.tillamook.or.us](mailto:sbeeler@co.tillamook.or.us)  
**Website:** <http://tillabook.org/>

TCL brochure—Page 2.

## What Lies Ahead

As mentioned earlier, many Oregon counties are without adequate public law library services and resources altogether, or they lack trained personnel and the time needed to effectively market and promote the services they do have.

Likely there are reasonable explanations for both scenarios, not the least of which is funding: without sufficient monies authorized by the Legislature each biennium, physical space, collections, and staffing for a county law library are hard if not impossible to establish and maintain. Other factors—such as lukewarm administrative endorsement, minimal demand from an uninformed public (both attorneys and non-attorneys), and an amendment to the statute that allows up to 50 percent of the appropriation to be taken for mediation/ conciliation services, further depleting the law library appropriation—contribute to the erroneous perception that a county law library is an optional public service.

However, the fact remains that each county *does* receive an appropriation of some amount every two years that can ONLY be used for the purpose of providing public law library services. Is every county doing *something* with their funding? Do those efforts competently respond to the statutory charge of “funding the operation of law libraries or of providing law library services”—or not? Are there ways that outside support from other agencies and institutions could bolster the reputation and depth of services of a county’s law library?





Certainly the potential partnership with a county's public library or libraries, officially or unofficially, has proven incredibly successful in many ways. Klamath and Tillamook have been capably offering legal reference service and a collection of law materials for a decade or more. In Central Oregon, upon retirement of the long-term law librarian, Deschutes County officials made headlines when they formally decided to transfer fiscal responsibility of the county law library appropriation—and thus the county's public law library services—to the Deschutes Public Library (DPL) in 2015.

Despite some initial concerns from the legal community about relocating law library services to a public library, DPL has taken county law library services to a whole new level. Already, an Access to Justice (ATJ) Committee has been formed. Comprised of representatives from the court, legal aid, county bar, and general public, the ATJ Committee aims to expand access to civil justice for low to moderate-income people through education, resource development, and enhanced service delivery. This fall, a "Lawyers in the Library" (LITL) program began, at which volunteer lawyers meet with individuals for 30 minutes to discuss a personal legal problem. Nate Pedersen, law library supervisor, reports the weekly program has been widely publicized and, even though county bar members have been quick to take part, demand is far outpacing the service: on average, 25 people arrive to try for the 8-10 slots open each evening. DPL and the ATJ Committee, while elated with the success of the LITL program, are rapidly pursuing strategies to meet the public's expectations. (N. Pedersen, personal communication, November 14, 2017).

Not every county wishes to relinquish the county law library to the public library, however. There are significant hurdles to cross, the biggest often being the fact that "general" reference staff are justifiably reticent to take on the role of "law librarian." Small libraries with limited staff, in particular, may not want the added burden of attempting to provide competent legal reference assistance, which is considerably different from typical reference service and can be intimidating to many public library workers.

For instance, Kate Lasky, director of Josephine Community Library District, expresses sincere gratitude for her county's law library facility and its staff, located in the nearby county courthouse in Grants Pass. She appreciates being able to refer patrons to (now former) law librarian Beecher Ellison, a county employee who served as the part-time law librarian, providing assistance to both attorneys and the general public. Kate asserts, "Without the law library, I don't believe my staff and I would be able to provide the legal information expertise and capable assistance that our community deserves. I wholeheartedly endorse the continuation of a separate law library, and hope that Josephine County continues to invest in its law library and law librarians as a critical resource for taxpayers" (K. Lasky, personal communication, November 15, 2017).

Beyond Oregon, a variety of service models have been planned and implemented with varying degrees of success. Collaboration with public libraries continues to be a sustainable trend, with proven success in California, Texas, Maryland, and other states (Bellistri and Galligan, 2016). Self-help centers, where visitors can get individual assistance with certain court forms and procedures, are becoming more common as well. Often, the public library, county law library, and county court self-help center work in concert to respond to the various and distinct user needs.




Other models include county law library guidance by the State Law Library, such as in Minnesota. In early 1980, its State Law Librarian created a coordinator position for the County Law Library Program (CLLP). The coordinator works together with county law libraries around the state to ensure streamlined delivery of services and efficient use of resources. According to Ramsey County Law Librarian Sara Galligan, having someone who can advise the smaller counties is considered an incredible benefit:

Unlike the metro area county law libraries which are professionally staffed, most county law libraries in greater Minnesota are largely managed by law clerks, court administrative staff, or clerical staff. The Minnesota State Law Librarian and the CLLP Coordinator travel far and wide to assess these outlying locations and make recommendations. Another program largely procured by the metro area county law libraries involves cataloging and classification services; the Minnesota State Law Library offers a low-cost service that not only provides online records for the county library's holdings, but it also integrates the holdings into an online union catalog that enhances resource sharing and collection development. (S. Galligan, personal communication, November 15, 2017)

And still other models will continue to emerge. National organizations such as the Self-Represented Litigation Network ("Self-Represented Litigation Network," n.d.) and their Law Librarians Working Group ("SRLN Working Groups," n.d.), along with the American Association of Law Libraries' Government Law Libraries Special Interest Section ("Government Law Libraries Special Interest Section," n.d.) are actively sharing ideas for potential new partnerships, funding sources, marketing plans, legislative strategies, and access to justice achievements, among other pursuits. Oregon lags a bit compared to progress made in other states, but if its county law librarians and supporters maintain their devotion, incredible strides in the coming years are predicted.

### Conclusion

Oregon county law libraries have a long, well-established history of skillfully providing legal research information, reference assistance, and referrals to the public, lawyers and non-lawyers alike. More than ever before, small and rural county law libraries are discovering and devising innovative ways to make big impacts on their community's legal information needs. Nevertheless, significant room remains for growth and improvement. It is hoped that this article inspires some readers to investigate the public law library services currently offered in their own county, to evaluate the quality of those services, and to brainstorm ways in which the services could be improved or more widely appreciated and supported.

Want more? Attend the 2018 OLA Conference in Eugene, and hear first-hand about these and other successful efforts happening in Oregon counties. And watch for this article's author's future contributions towards the publication of a real, live book on the history of Oregon's county law libraries! (Who knew writing about county law libraries for the *OLA Quarterly* would inspire such projects?) 



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# Agriculture and Art Meet at the Library

**by Brian Vegter**  
Executive Director  
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## BRIAN VEGTER

Brian has been the part-time Executive Director at Libraries of Eastern Oregon since the summer of 2016. When he's not working for LEO, he's a painter of dogs and vintage trailers and loves listening to audiobooks about cults/ religion, serial killers, and athletes' biographies. His other work includes directing the Baker City Cycling Classic and director of the We Like 'Em Short film festival. He and his wife, Corrine, moved to Oregon from New York City in 2006.

In July 2015, I was approached by Perry Stokes, Director of Baker County Library District and President of Libraries of Eastern Oregon (LEO), about an arts program that was being funded through ArtPlace America. If you didn't know, LEO is the nation's largest geographic library consortium, and we seek to enhance civic engagement, social capital, and the personal development of individuals. Fifteen counties and more than 50 public libraries in Oregon make up LEO, from Hood River to Ontario, Baker City to Lakeview, and just about everywhere in between, with a few exceptions in Central Oregon. The idea behind the ArtPlace America grant was to help impact conversations with local governments and national agencies about how the arts benefit rural economies.

Most of you in the library world know too much about having to make miracles happen with little or no money, and as a full-time artist and part-time event organizer, I wasn't interested in adding another volunteer job to my plate at the time. Anything arts-related piques my interest, and so I wanted to know more. "What's the budget?" I asked.

The budget was \$250,000, Perry informed me. "Where do I apply?" I said, knowing I would need to find a balance between this project and all the others I was currently involved with. Thankfully, this one would be well-funded.

This would be a huge undertaking and tremendous opportunity for rural Oregon, but now the question was what should we tackle first? Create a timeline? Create a strategy? Redesign the LEO website? Contact potential presentation artists/speakers? Schedule programs? Hire regional coordinators? We did all those things, but not necessarily in that order. When all was said and done, the projects and presentations were amazing.



Shelley Toon-Lindberg and Scotia Bauer of Arts in Education in the Columbia River Gorge were hired as contractors for presentation scheduling and graphic design, and Jonathan McMills was contracted for our website redesign. The team was amazing to work with because of their connections to the art world regionally and nationally, as well as their sense of purpose and design skills.

The library presentations and workshops were the easiest things to tackle, but what ArtPlace was looking for from LEO was more than just arts-related workshops to be held at libraries. It wanted us to make a difference in our communities through the arts. The story that follows is an account of how we went about that larger goal with the film project titled “Harvesting Our Stories” (HOS).

The goal of HOS was to pair artists with agricultural producers to tell stories of how these two seemingly different occupations impact our state’s rural economy and work together for stronger and more vital communities.

Shelly Toon-Lindberg and I first talked about the idea of pairing artists and agricultural producers at the first meeting we had in September 2015. We felt it was a great way to involve two groups in rural Oregon that work in a similar fashion: toiling in the field or studio, alone, and then bringing their product to market with the hope that commodity prices will be high. In the different regions, we approached the pairings according to what we thought would have the greatest impact.

“I developed the concept of Harvesting Our Stories after the Columbia Gorge Health Council identified food insecurity as the most notable issue affecting our community’s overall health. The Columbia River Gorge boasts a wellspring of farmers and artists and community-minded people who work together to build a healthy community. All of these people have stories to share that we can all learn from. Hood River County alone has over 7,000 acres of orchards and other farms—which made it difficult to fathom that people were hungry here. One in five people are skipping meals or worried about

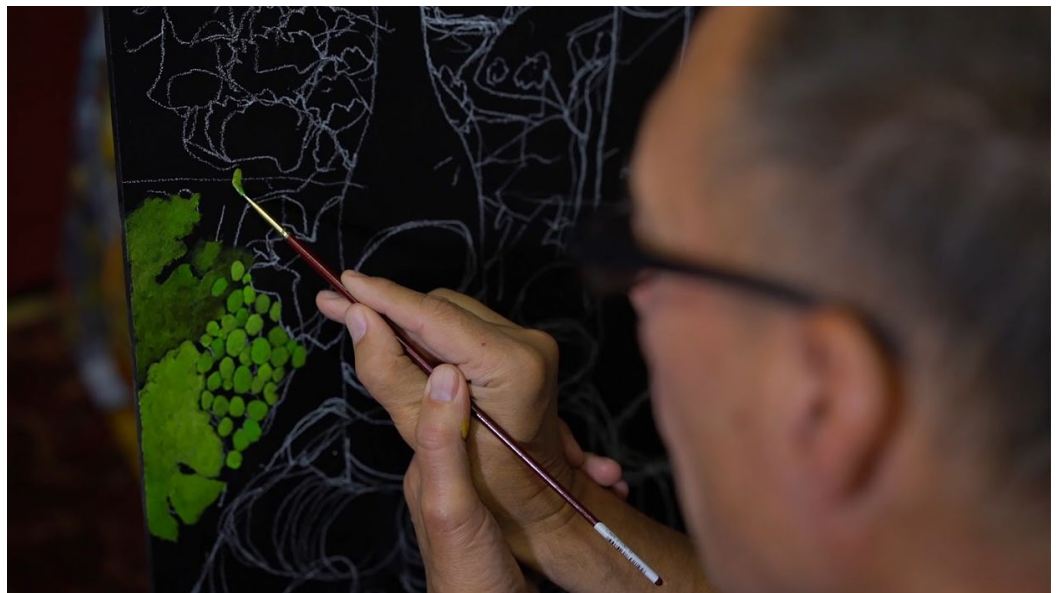


Photo by Kathleen Kiefer.



their next meal. After talking to people who are involved with this issue, I understood that it's not that there's not enough food, it's more of an issue of getting the food to the people who need it. Hunger is not an easy issue to address, but I knew that if more people in our community knew the statistics around food insecurity in the Gorge, they would want to help. I know the arts have a way of softening difficult issues and making it easier to address them, giving voice to those who might not typically speak and shining a light on the dark and beautiful places that expose our humanity. Utilizing film as the art medium was the obvious choice. I contacted filmmaker David Hanson because of work he has done around food. He was game. His films have a way of capturing the vastness of a landscape and raw human emotion with a poetic simplicity and humility that draws in the viewer. Simply put, he helps people tell their stories. Seeing it all come together was immensely satisfying. Sharing our stories, talking to one another, finding our own humanity in the stories of others—it matters. It leaves a lasting mark on the community and hopefully changes it for the better.” —SHELLEY TOON-LINDBERG

In Hood River, Wasco, and Sherman counties, David Hanson worked with five farmers and five artists from August through September 2016 to talk about the issue of food insecurity. “Everyone was enthusiastic about the project. There was a great sense of collaboration among the farmers and artists whose work rarely overlaps,” said Hanson. For instance, artist MacRae Wylde was blown away by the vastness of Brad Anderson’s wheat farm. He picked through Anderson’s old tractor parts like they were some form of naturally weathered folk art, which Wylde used to create sculptures which he called “Harvest Totems.”

Another pairing was of artists Chelsea Heffner and Bridgette and Sean McConville of the Warm Springs Tribe. Heffner went with Hanson to observe the McConvilles clean their over-



Photo by Kathleen Kiefer.







Photo by Kathleen Kiefer.

night salmon harvest along the banks of the Columbia. “We were both blown away by the efficiency and effort it takes to net and process so many giant fish by hand,” explained Hanson.

Heffner said “Watching Bridgette work, seeing her connection to the fish and the river made me realize how the work she does is so much more than a job. It’s a connection to her lineage, to strong and powerful women who have come before her and to her rights as a Treaty Tribe member to fish in the Columbia River. Watching her bead, seeing her artwork, and hearing about her basketry and materials gathering had a profound impact on my piece. ‘Columbia Traditions’ was drawn by hand, taking formal reference from traditional Columbia Plateau beaded purses, and screen printed to create a series of multi-colored prints.”

The approach in Baker County was to focus on the process of how the particular producers inspired the artists they were paired with. Filmmaker Kathleen Kiefer was given a list of contacts and from June through September 2016, a series of four films were created that illustrated how art and new forms of agriculture are taking shape to keep the local economy thriving.

“Each pairing of artist with ‘harvest-makers’ unfolded in a natural way, especially with tom novak and Travis Cook and Amy Young and SK Cothren, who had never met before. Though meeting for the first time with a camera documenting what happened, the encounters were natural and meaningful. In the case of Sandra Ford with Rob and Linda Cordtz and Whit Deschner and the ranchers, there was a comfortable familiarity. I loved this project—probably one of the most fun I have ever been involved with. I loved it because the people involved were all so amazing, so talented, so passionate and sincere. It really doesn’t get better than being around people who care deeply about



what they do and being able to portray their passion to an audience who appreciates them. The project was unusual, heartfelt and revealing. Based on the audience reaction at the screening, it was also worthwhile. In my humble estimation, it was a valuable investment of arts funding because it gave the audience a mirror to look into, that allowed them to see something special, which was the diversity, depth, and quality of people in the community which they live,” said Kiefer.

“When I hear about pigs in confinement, it’s sad. These pigs are happy. They get to root around and eat grass and be silly. I’ve got 16 pigs here. That’s potentially 16 families that I can feed with good, happy, clean pork. This brings me ridiculous amounts of joy. I love really nothing more than being with my family and being with my pigs. Artists blow my mind. I look at it and I think, ‘Oh that would be simple,’ and then it’s like, no, it’s not. There’s so much in this (painting). I don’t think abstractly, so it was really rad to see myself and my farm in an abstract way. Like taking my farm outside the box. I hope that people see the film and get inspired to find art and love and passion in their own lives and start living outside the box that society tries to cram us in,” said Young.

“What I want to do with Amy’s painting is really embody her character, her spirit, and capture that in a way that doesn’t have eyes and a nose and a mouth but more the essence of who she is. When I think about Amy, I think of the way she thinks about the earth and the air and her animals and who she is and all of it’s connected in this circle and it flows out from there,” said Cothren.




Photo by Kathleen Kiefer.



The filmmakers in the eastern and western parts of our region worked to complete their films by harvest time so that they could be screened at a harvest celebration. In Hood River, a dinner was held at the library with all the artists and farmers in attendance and a meal consisting of the fruits, meats, and fish of their labors. David Hanson also spoke about the process for him in capturing these stories and pairings, and the artists all had their creations on display and for sale at the event.

In Baker City, the films were screened at the historic Eltrym Theater to a packed house on the Thursday at the beginning of the county's harvest festival weekend. Each artist and agricultural producer was on hand to talk about the process with the audience. Kathleen Kiefer also worked with the Wallowa-Whitman National Forest to create fifteen sixty-second films, part of the Voices of the Forest project, about the importance of the Blue Mountains. All of these films were also screened and focused on the importance of the mountains to our region and the various users. These films helped create a dialogue of diverse users and the impact they have on forest management planning.

The Harvesting Our Stories and the Voices of the Forest by far had the largest regional and national impact as part of our ArtPlace America "Art Engage at the Library" project. We also had more than 100 regional programs at libraries, theaters, and schools during the fifteen months of the project. Writers, painters, filmmakers, and musicians all took time to share their talents and knowledge with the rural part of our state. At <https://tinyurl.com/y8q5oly2>, you can view the films and see a sampling of the programs, plus we have a map of the region for arts and cultural organizations, galleries, and individual artists.

This project had grand objectives, and I'm proud to have been part of it and to see almost all of them achieved. I was personally inspired throughout and wish I could have taken part in every single event we offered. Two years ago we started planning this, and ten months ago the last dollar was spent. People still talk about how the program affected them and their outlook or relationship to art. A big Thank You to ArtPlace America for taking a chance on the diverse rural agricultural regions in Oregon, where art now is more front and center in people's lives. 





# Ready2Learn Five Years Later

by **Jennifer Costley**

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JENNIFER COSTLEY

Jennifer is the Assistant Director and Youth Services Librarian at the Pendleton Public Library. She has written three young adult books under the pen name M.F. Lorson and enjoys writing bi-monthly articles for the *Eastern Oregon Parent*.

## Abstract

In July of 2013, the first Ready2Learn library card was issued in Eastern Oregon. At the time, Project Ready2Learn had the support of the Library Services and Technology Act, Governor Kitzhaber, Oregon College Savings Plan (OCSP), Greater Oregon Behavioral Health Inc. (GOBHI) and a committed team of librarians ready to prove that frequent library use is directly connected to success in school. Fast forward to today and what you have left is GOBHI, the librarians, and some pretty compelling evidence that what we are doing is working.

On paper, the purpose of Ready2Learn was to increase kindergarten readiness. However, the program had a larger goal: to demonstrate that the services *already* being provided in libraries for children ages 0–6 were giving kids a leg up when they entered kindergarten.

This article provides an overview of the program from its launch in 2013 to its evolution in 2016. As a longtime member of the Ready2Learn coalition, I will outline the struggles and successes of the program, concluding with the results of the Kindergarten Assessment conducted this fall.

## The Original Plan

When Ready2Learn launched in 2013, it served libraries in five eastern Oregon counties: Union, Wallowa, Baker, Umatilla, and Grant. The program was an ideal pilot for these areas where lower economic status and remote location make access to early education resources challenging.

Funded by a three-year Library Services and Technology grant (LSTA), Ready2Learn employed a paid staff of three. A Program Coordinator, tasked with managing the grant and two Outreach Field Workers. The Outreach Field Work-



ers became the face of the program in libraries. They delivered special story times, attended events in the community to spread the word, and interfaced with library staff about program changes.

Additional service was to be provided in-kind by library staff. The circulation team at each library was responsible for selling the program at the front desk and tracking event attendance by Ready2Learn card holders. Children's librarians and support staff were responsible for distributing the Ready2Learn newsletter, crafting story times that revolved around the monthly Ready2Learn theme and communicating to parents the importance of the program.

The LSTA grant specified that at a minimum the program provide the following: early literacy training for library staff, a monthly newsletter for parents in both English and Spanish, and a two-cent credit toward Oregon College Savings Plan accounts for every book checked out or program attended by a participating child.

Oregon College Savings Plan (OCSP) is a state-sponsored 529 savings plan that helps families save for college. OCSP was a natural partner for Ready2Learn because they had been supporting summer reading programs in libraries throughout the state of Oregon for the better part of ten years.

The final portion of the original LSTA grant was to evaluate the program by comparing Oregon Kindergarten Assessment scores of Ready2Learn participants with those who did not participate in the program.



Photo Credit: Jennifer Costley.



### Roadblocks

Almost immediately, problems arose. To open an Oregon College Savings Plan account, R2L participants needed to put down a \$25 deposit. At two cents per checkout, a child would have to check-out 1,250 books before meeting the threshold to open an account. Parents of children who already had OCSP accounts were able to deposit program credits from the start, but those who would potentially be opening their first college savings account were left frustrated by the deposit element and the complicated paperwork. Did they really want to fill out that packet for a credit of a few dollars at a time? Most parents never opened an account.

In addition to problems with the OCSP accounts, the Kindergarten Assessment became far harder to achieve than the original grant writer envisioned. Although Ready2Learn was partnered with the Intermountain Education Service District (IMESD), Ready2Learn was not able to access student ID numbers, which were needed to pull students' scores out from those of their peers.

### Compromise

As Ready2Learn worked its way through three years of LSTA funding, compromises were made to ensure that the program's original goals were met regardless of the roadblocks along the way.

Ready2Learn field staff provided early literacy training to library staff, trained front desk staff on how to talk up the program, produced bilingual newsletters and visited the libraries regularly to interact with program participants.

The program sent OCSP representatives to the libraries to show parents how to open a college savings account. OCSP also solved the \$25 deposit problem by doing away with the two-cent checkout incentive and instead offering three, \$1,000 scholarships per month. This measure incentivized library use and increased the number of parents who went the extra mile to set up an account.

In addition to LSTA and OCSP, Ready2Learn received funding from Greater Oregon Behavioral Health Inc. (GOBHI) whose mission is better care, better health and lower costs for rural Oregonians. GOBHI funds were used to provide monthly educational gift packs as an additional library use incentive. Ten gift packs were distributed each month, each featuring tools necessary to develop early literacy skills at home.

During the three years of LSTA funding, Ready2Learn grew enrollment, increased library use and helped prepare children for kindergarten. What the program was not able to do, however, was demonstrate its impact in a measurable way. Although The Intermountain Education Service District worked with Ready2Learn to compare Ready2Learn kindergarten assessment scores with those of students in Head Start, this was not an effective measure of the program. Very few Ready2Learn participants were enrolled in Head Start, and those that were had the advantage of being in a preschool program. We wanted to show that libraries were helping level the playing field for those not enrolled in preschool. Assessing solely Head Start students could not give us that result.

### Changes

In 2016, LSTA funds ran out, and with them went the paid staff. The program could have died at this point; instead, it transitioned into a library-managed program thanks to the





in-kind services offered by librarians. Project Ready2Learn is currently co-chaired by myself and Milton-Freewater Public Library director Erin Wells. Together we have written grants to secure funding for years four and five, brought six new libraries into the program, and most notably, with the aid of the Pendleton, Hermiston and La Grande School Districts, conducted an evaluation of the program.

The transition from LSTA funding and staffing to in-kind program facilitation was a challenge. Library staff had to be willing to think outside the lines of the original grant and determine what the program would look like without partners like OCSP, LSTA and the Intermountain Education Service District.

At our final LSTA-funded meeting in 2016, a representative of each participating library agreed to continue working to ensure this program would not disappear with the funding. Those present at that meeting remain involved today.

### Results

In September of 2017, thanks to financial support from The Wildhorse Foundation and the Oregon Community Foundation, Ready2Learn students from the program's three largest school districts participated in the Oregon Kindergarten Assessment. These children's scores were pulled out from those of their peers, batched, and averaged. Students were evalu-

ated on uppercase letter knowledge, lowercase letter knowledge, and letter sounds.

A full report conducted by NPC Research will be released in the next couple of months; however, initial data shows that Ready2Learn students averaged significantly higher scores than their peers in all three categories, drawing a clear line between library use and kindergarten readiness.

### Conclusion

It has been five years since Ready2Learn began. What started as a program with six participating libraries has grown to twenty-nine.

Today, more than 3,500 kids in five counties have Ready2Learn cards. Although some original partners such as OCSP have had to leave the program, GOBHI has continued to offer financial support and is now joined by the Oregon Community Foundation.

In 2018 Ready2Learn will provide "stay and plays" to participating

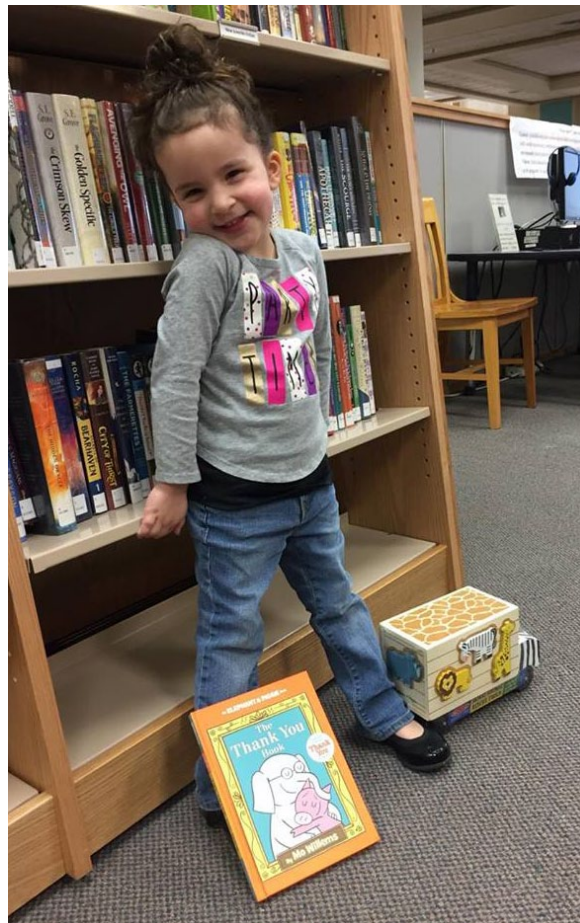



Photo Credit: Jennifer Costley.



libraries. These toys, costumes, and other resources are aimed at increasing the amount of time a child spends in the library. Ready2Learn will also send an early literacy education performer to multiple libraries and provide a spring training for staff.

We don't know what Ready2Learn will look like in another five years. What we do know is that it has made an impact in rural Oregon. It is my belief that as long as the librarians in the program remain dedicated to seeing it succeed, Ready2Learn will continue to grow, improve, and produce results. 



# Sharing for the Greater Good:

## A High School and Community College Partnership to Cultivate Information Literacy in a Rural Community

by **Delia Fields**

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### DELIA FIELDS

Delia is the teacher librarian for secondary schools in the Hermiston School District. Covering two middle schools and the high school in her hometown, she earned her BS in Technical Journalism from Oregon State University in 1988 and was a reporter in Alaska for several years before moving into the field of education and moving back to Eastern Oregon. She received her BED at the University of Alaska Anchorage in 1995, teaching middle school humanities for 18 years and then earning her MLS from Portland State University in 2013. She is a regional representative with the Oregon Association of School Libraries and loves helping students find that gateway author.

### JACQUELYN RAY

Jackie currently serves as the Director of Library and Media Services at Blue Mountain Community College. Her interests are (for better or worse!) wide-ranging but center around student learning; her hope and goal is to help students find and cultivate their voice in their creative and/or scholarly pursuits. Jackie is also interested in the library's role in remedying social justice issues; she coordinates Oregon Humanities "Conversation Project" events at her college and she works closely with Open Education Resources (OER) efforts to support equitable access to educational materials for all students.

"Mind the gap" is a phrase heard umpteen times when riding the London Underground subway system. That same advice was heeded in eastern Oregon, where it prompted an Information Literacy (IL) collaboration project between a high school and a community college librarian who forged a "dynamic duo" in an attempt to bridge noticeable gaps in the information literacy skills of their students.





Students in both high school and college struggle with aspects of information literacy. These knowledge and habit “gaps” are wide ranging—from initial question asking, to entering the scholarly conversation and finding their voice, to evaluating the myriad resources at their fingertips to seeking help when needed. Narrowing these gaps is a daunting task, but the desire to address these critical needs for our students is what prompted Delia Fields, Hermiston High School librarian, and Jacquelyn (Jackie) Ray, Director of Library and Media Services at Blue Mountain Community College (BMCC), to join forces this past year.

We received a generous School/Academic Librarian Collaboration Scholarship from ACRL-Oregon. With the support of these scholarship funds, we were able to follow through on our idea to bridge the IL gaps we noticed in our student populations. Our strategy was to start with classroom teachers at Hermiston High School who taught regular high school classes as well as students enrolled in BMCC’s Early College Credit program. Together, we planned and presented a series of workshops to train local high school faculty on best practices in incorporating IL into their assignments. Our other goal in this work was to create a learning community that could sustain conversations and interest in IL after the workshop series ended. This idea was borrowed from a successful initiative led by Michele Burke at Chemeketa Community College to support high school librarians. In northeastern Oregon, high school librarians are both rare and tasked with myriad competing duties, often stretched thin; working directly with high school faculty was essential in trying to embed a richer information literacy experience in our classrooms.

Fostering IL skills while working both as colleagues and supporters of faculty efforts to meet students’ learning needs is among the fundamental duties of academic librarians. Although this may be a universal point of agreement, how to best go about fulfilling and inspiring IL in our curriculum while supporting faculty and students is a perennial task. To effectively create an IL curriculum requires us to reflect on the needs of our learners, consider our praxis, and design assessments that are inclusive of our students and faculty so that we can strengthen our capacity to provide IL in increasingly meaningful ways. Our collaboration fostered our thinking around these subjects and also provided us with an opportunity to put our ideas, research, and experience with IL learning into practice.

The idea to pursue a collaboration project emerged in fall 2016. Delia Fields approached Jackie Ray about this scholarship opportunity and the possibility of partnering in a professional development project. An early goal we identified was to gain clearer insight into the needs of both high school and college faculty in order to help students bridge the information literacy gaps. Too many students in upper-level high school classes are moving into college classes without the information literacy skills and habits that translate into successful learning (Foster, 2006, p. A36). The struggle to build these skills can be greater in rural areas, where there may be obstacles to accessing materials, alongside a diminished number of librarians able to advocate for and foster the development of information literacy skills in our schools (Gross & Latham, 2012). Our intent, in many ways, was to respond to the needs of high school teachers who kept asking, in one form or another, “What exactly is it that the college instructors need the students to be able to do when they walk into their higher education classes?” And we agreed that, in turn, the BMCC faculty had corresponding thoughts and concerns, such as, “We hope our high school teachers cover topics such as evaluating sources, plagiarism, etc. with their students before sending them to us.” We also had other questions regarding IL-specific practices taking place in classrooms; learning about these was our first step upon receiving the grant award notification. We developed a



survey to gauge high school faculty understanding of IL and to also learn about their needs and expectations of student capabilities in this area. [See sidebar below.] We worked through the survey results to categorize the top needs and areas of interest expressed and designed a series of face-to-face workshops using this information.

Our face to face workshops were coined our “Information Literacy Immersion Summit Series.” The IL Immersion Summit sessions were designed and marketed primarily toward Hermiston High faculty with college-bound seniors, though the invitation was opened to include any teachers whose subject area presented opportunities to conduct research with students. Conveniently, an audience was at the ready, as select faculty were allotted release time to attend our sessions as a professional development opportunity. Time allotted (not enough!) per IL Immersion Summit session was the other key factor that impacted early planning on our part, so we packed as much as we could into each session, scaling our content so that these bite-sized sessions would be not too small and not too overwhelming but just right and, “tapas-style,” would add up to a well-rounded meal. Since the endeavor was technically optional for instructors, we created sessions that would engage faculty by including hands-on activities but also remained realistic in terms of time and later use. We also developed “takeaways” and an online repository (Google Docs) for later reference.

One of the early challenges of our initial presentation plan was the need to rework the approach and delivery of the sessions due to shifting attendance. Initially, it was anticipated the IL Immersion cohort would consist primarily of teacher attendees who were involved with or familiar with Early College Credit. However, attendees represented a wider variety of general subject teachers. The challenge did not prove detrimental, but it did require changes to make material relevant for additional grade bands and, in some cases, a deeper dive into discipline-specific resources.

Since this was our first collaboration project, we knew that clear communication between ourselves and our audience was paramount in order to serve the needs of the teachers and ultimately the students. To plan our IL Immersion Summit to best meet the teachers’ needs, we relied on our experience and our pre-questionnaire to set a vision and structure for our sessions, with the expectation that other teacher needs would emerge as the opportunity arose during our sessions. As our sessions progressed, teachers felt comfortable explaining that they “did not know what they didn’t know” when it came to IL skills and available resources being presented to them. This led to some great on-the-spot instruction and also spoke to the need to more pointedly market library resources. These open conversations also engaged faculty in discussions about their curricular needs and how the library can support their goals in meeting student learning outcomes.

Between the varied teacher audiences in attendance weekly and their background knowledge of IL skills, each session had more information to offer than there was time allotted. We had to balance “packing in as much content as we could” with what was both needed and memorable. We conferred before and after each session to adjust specifics in order to cater to the actual teacher audience in any given week. The planned presentation was still delivered in general terms; however, in the face of teacher questions and requests, one of us would jump in to demonstrate pertinent resources or review a research process to best serve that week’s audience needs. Follow-up emails were sent out to further share relevant resources, tip sheets, and lesson tools. The follow-up emails were sent to all invited teachers, not just the ones who attended.



There were a total of five consecutive sessions slated for Wednesday mornings in spring 2016. Allowing for the most part only 20 minutes (though they often went over) introducing, practicing, and discussing, session content was like repeated lightning rounds. These sessions were held during what is called a Professional Learning Community (PLC) time set aside by the school district each Wednesday. The optional IL Immersion Summit was competing with a few mandatory PLC meetings. The teacher attendance varied from six to eight teachers on a slim day, to the largest group of thirteen. Each session focused on a key resource or skill area and was conducted in the high school library computer lab, where a projector allowed for interactive, follow-along, and independent participation. Invitations went out via email and an emphasis was placed on these sessions, answering the questions and requests noted in the faculty survey. Per Delia, “a marquee attraction was having Jackie there as a captive resource,” so to speak, for the high school folks who wanted to foster the connection with college-level IL skills work.

Thanks to the generosity of the ACRL-Oregon grant, morning refreshments were provided during each session. As the weeks progressed, the IL Immersion Summit refreshment table became famous for its offerings and likely worked for our benefit. Each session attracted a core group of regular attendees as well as other teachers who were drawn by the stated focus for that time period.

### Session 1

#### *Survey overview, discussion of writing framework standards, resource preview*

This opening session was the figurative door swinging wide open in terms of how much impact IL skills have in widely varied subject areas and the potential reach our sessions could have across the disciplines. Aside from the expected English teachers, our audience included teachers from Career Technical Education (CTE) classes who seemed as interested in how to help their students become critical consumers of information as the social studies instructors. The first session covered a review of the pre-session questionnaire and capitalized on the shared interest educators had across their disciplines. Unfolding to a learning outcomes-based discussion, our conversation transitioned to the shared goals that can be found in a comparison of the ACRL Framework and the Framework for Success in Postsecondary Writing espoused by the Council of Writing Program Administrators (CWPA, NCTE, & NWP, 2011). A discussion centered around learning outcomes successfully emphasized IL as a cross-cutting skill. Becoming aware of the variety of resources available bolstered the teachers’ willingness to share experiences. This set the stage for vital discussion, learning from one another, and showcasing the cross-disciplinary impact of IL.

### Session 2

#### *Database searching and tools, advanced filtering*

The precedent had been set in session 1 with both the tantalizing refreshments and (according to Delia) the presence Jackie afforded the high school teachers, giving them unfettered access to college-level research lesson queries. Limited presentation time was the only complicating factor as the sessions continued and attendance grew through positive word-of-mouth and email invitations.





### Session 3

#### *Evaluating resources (general and database)*

The third session was the single 45-minute slot, and a few teachers could not stay for the full presentation, so it was chunked so that teachers who attended only part of the session would walk away with good information and later catch-up was possible with one-on-one discussion. The extended time also allowed for greater hands-on time. As teachers engaged in reviewing resources, they shared their concerns about the infringement of fake news and the increasing struggle students have in identifying credible sources, followed by their own suggestions for lessons helping students learn how to evaluate resources.

### Session 4


#### *Plagiarizing, paraphrasing, citing*

Teachers of senior-level classes were the most vocal during this session. In addition to the common frustration of having students who are sorely lacking citation knowledge or skills, the session focus went toward the need for lesson support for paraphrasing as well as understanding and teaching strategies about plagiarism.

### Session 5

#### *Requests and review*

The wrap-up session, unsurprisingly, revealed ongoing needs for further IL skills support, and we are happy also to say that teachers wanted the resources offered by both of us. Some highlights include one attendee who did not appear engaged during the three sessions he attended, yet was enthusiastic in an email thank you and request for additional assistance for IL support in developing assignments and a librarian-led presentation in his classroom. This leaves room for us to inquire what could have been more beneficial for attendees.

Although no longer covered by the grant, we are highly motivated to continue this work. We received inspiring faculty comments such as, “this was extremely beneficial, every faculty member should have the opportunity to attend these sessions,” and our local newspaper even felt this work was article-worthy. The next steps for us, both singularly and together, are to revisit and review the evaluative comments about the learning session and to package them in such a way to either present again in person or in conjunction with technology other than Google Drive—such as Zoom, Canvas, and/or LibGuides—to provide an electronic yet interactive component both in activities and discussion. The framework of the IL Immersion Summit has been built, and we both agree that it is paramount to continue building a foundation for helping both high school and college faculty gain IL skills and construct lessons to present to their students. 

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Foster, A. L. (2006, October 27). Students fall short on ‘information literacy,’ educational testing service’s study finds. *Chronicle of Higher Education*. p. A36.



Gross, M., & Latham, D. (2012). What's skill got to do with it?: Information literacy skills and self-views of ability among first-year college students. *Journal of the American Society for Information Science & Technology*, 63(3), 574–583. <https://doi.org/10.1002/asi.21681>

**Additional Information**

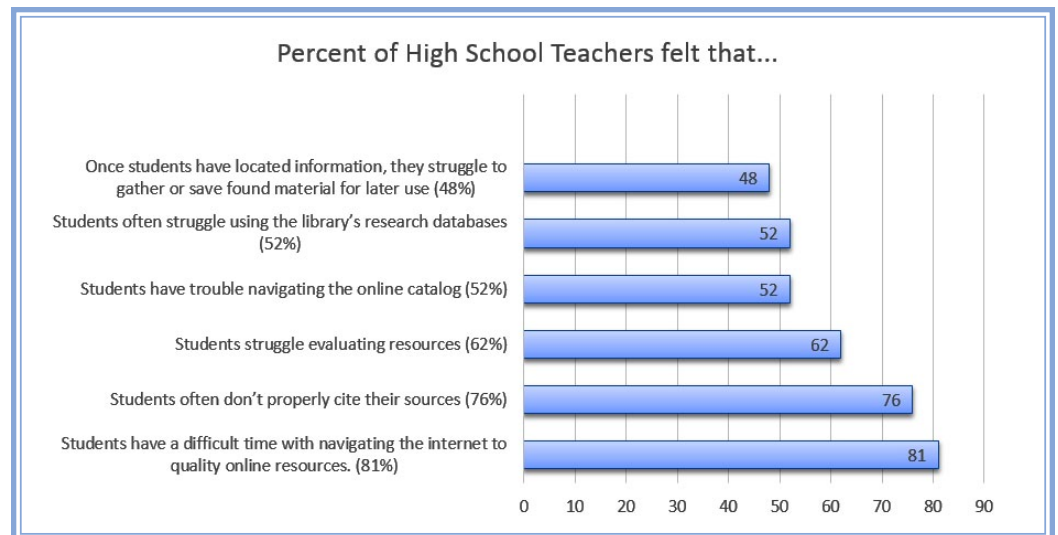
The following are highlights from the project survey questions and results/answers which helped guide the School/Academic Librarian Collaboration and resultant information literacy summit. There were 21 people who responded, a mix of six college faculty and 15 high school teachers. The complete survey can be found here: [https://docs.google.com/forms/d/1FB\\_Ix3lNVFYSYpLAlblj4pIQ\\_uzrKS1tsLNaPFUzbeQ/edit](https://docs.google.com/forms/d/1FB_Ix3lNVFYSYpLAlblj4pIQ_uzrKS1tsLNaPFUzbeQ/edit)

**Question**

Which areas do you find your students struggling with when conducting online and print research? Check all that apply. (21 Respondents)

**Responses**

- 17 (81% of respondents) Students have a difficult time with navigating the internet to quality online resources. They want to ‘Google it’ but tend to not filter their findings well—choosing whatever comes up in first ten or so hits, or simply giving up and going to Wikipedia.
- 16 (76%) Students often don’t properly cite their sources. Perhaps even inadvertently plagiarize.
- 13 (62%) Students struggle evaluating resources, whether it is spotting bias or credibility issues to deciphering if it is relevant to their research needs.
- 11 (52%) Students have trouble navigating the online catalog to find useful print resources.
- 11 (52%) Students often struggle using the library’s research databases.
- 10 (48%) Once students have located information, they struggle to gather or save found material for later use.



*Question*

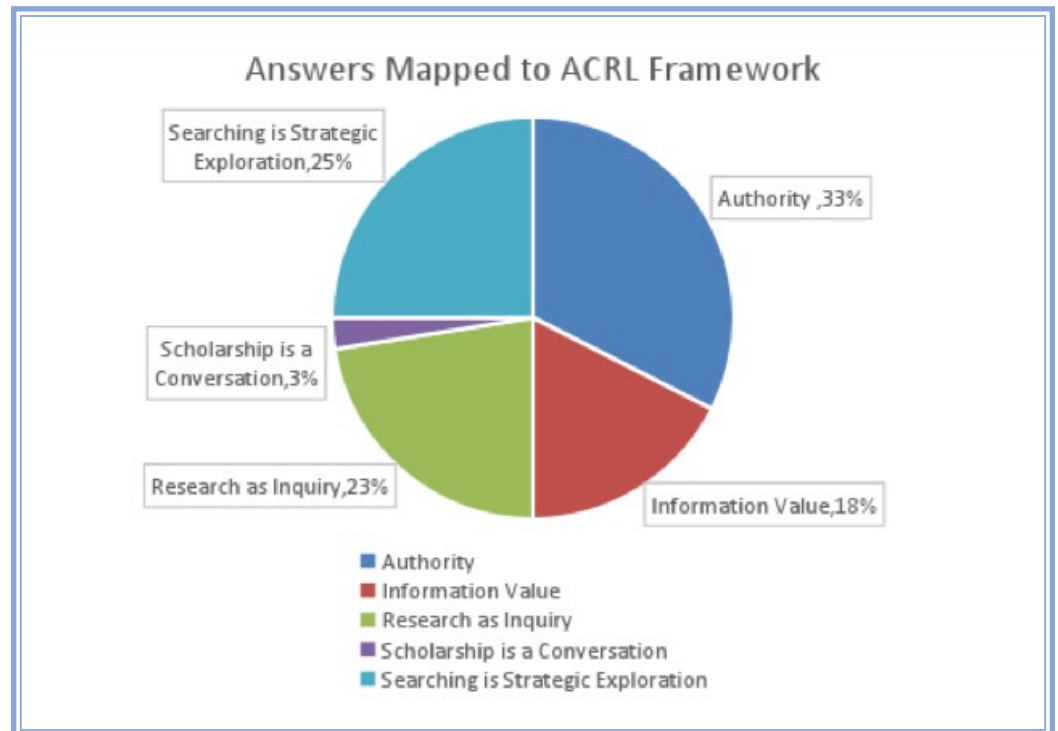
What type of learning opportunities would you like for yourself regarding research?  
(answer all that apply) (21 Respondents)

*Responses*

- 14 (67%) Other information literacy skills and teaching strategies such as “how to evaluate” resources.
- 10 (48%) Teaching citation and/or strategies to avoid plagiarism.
- 9 (43%) Library databases introduction or refresher.
- 7 (33%) Library catalog introduction or refresher for locating books and media.
- 6 (29%) Fair use and copyright.

*Question*

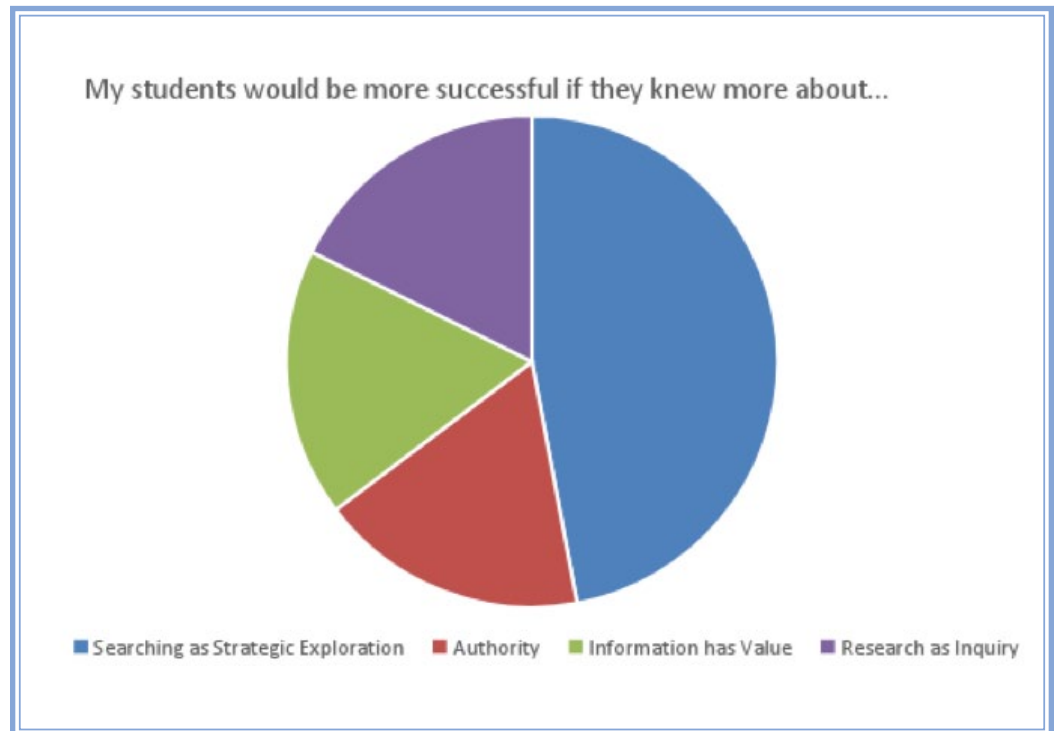
What would you like to see your students do more of when it comes to research?  
(short answer) (20 Respondents)





*Question*

If only my students could/would/knew how to do 'x, y, or z' then they could have more success with their research. What is that 'x, y, or z'? (14 Respondents)

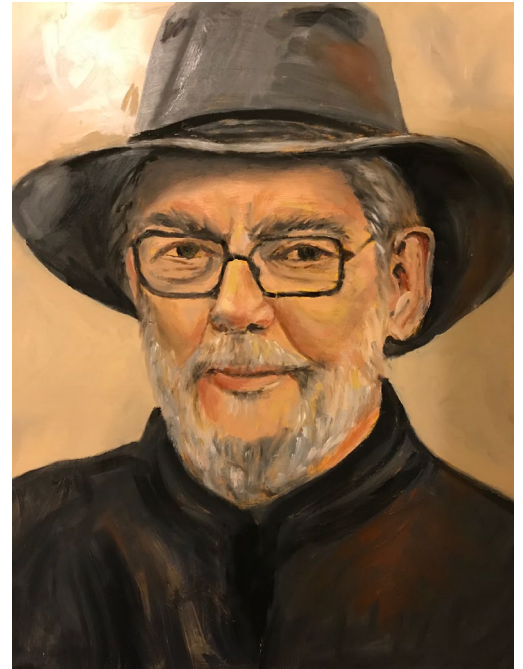


# The Alvin M. and Betty Josephy Library of Western History and Culture

by **Rich Wandschneider**  
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Josephy Library of Western  
History and Culture  
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RICH WANDSCHNEIDER



*Portrait painting of Rich by Mark Saunders.*

Rich came to the Wallowa Country in 1971, after five years as a Peace Corps Volunteer and staff member in Turkey and Washington D.C. In Wallowa County, he worked for the OSU Extension Service for five years, then opened an Enterprise bookstore, the Bookloft, where he met Alvin and Betty Josephy.

In 1988 Alvin, Kim Stafford, Peter Sears, and Rich launched Fishtrap. Over his 20 years as director, Fishtrap brought hundreds of Oregon and Northwest writers and readers together in conferences, workshops, retreats, and residencies. The Bookloft turned 40 under owner Mary Swanson, and Fishtrap lives on under current director Shannon McNerney, still bringing the best writers in the West to Northeast Oregon.

In 2008, Wandschneider stepped aside as Fishtrap director to work on the library project that Alvin, who had become mentor and friend, left on his passing. In addition to the normal build-a-library tasks, the job includes exploring, promoting, and extending the work and legacy of Alvin Josephy. In 2015, longtime Josephy friend and editor Marc Jaffe and Wandschneider put together a Josephy reader for Vintage Books, *The Longest Trail: Writings on American Indian History, Culture, and Politics*. The book is intended to be an introduction to American Indian studies for students and for lay readers who want to understand what has been misunderstood or neglected completely in the standard narrative of American history. A library blog, workshops and talks by Indian artists and elders bring additional attention to this work.



Wandschneider has served on boards at Oregon Humanities, Friends of William Stafford, and the Wallowa Nez Perce Homeland project. He has written a regular column for the Wallowa County Chieftain for 30 years, and published essays and stories in High Country News, the Oregonian, Oregon Humanities Magazine, and others. Currently his most important work is raising two grandkids, now aged 17 and 18.

### Introduction

Chief Joseph of the Nez Perce died in exile on the Colville Indian Reservation in Washington State in 1904, after being rebuffed on two trips to Wallowa County, Oregon, to convince the local citizenry to allow him to buy land. He asked to be allowed to live out his days in the “land of winding waters” that held the bones of his father and his people. Denied, he lived out his days on the Colville, befriended by University of Washington professor Edmond Meany, and famously photographed by Meany’s friend, Edward Sheriff Curtis. A few short years after that Wallowa visit, living in a tipi on the Colville Reservation, Chief Joseph—Hin-mah-too-yah-lat-kekt—“died of a broken heart.” *The New York Sun*

announced that “the most famous Indian in America” was gone.

In 1965, Alvin M. Josephy Jr.’s *Nez Perce Indians and the Opening of the Northwest* brought Joseph and the Nez Perce back to national attention. While working on that book, Josephy and his family fell in love with the Wallowa Country and bought a small ranch. Throughout his long working career, boxes of books and research material would be packed and shipped from the Josephy home in Greenwich, Connecticut to Joseph, Oregon, and then back the other way. The Josephy Library is based on material from those home libraries in Greenwich and Joseph, with special attention to Joseph’s own writings and to the history and culture of Indians and the West.



Chief Joseph, by Edward S. Curtis.  
<http://www.loc.gov/pictures/item/2006685964/>



The library is housed in the Josephy Center for Arts and Culture on Main Street in the town of Joseph (“Joseph” and “Josephy” are only accidentally and serendipitously related). We tell the Nez Perce story—and other stories of Indian and Western history—with books and journals, guest speakers, blog posts, private conversations and presentations to local students, residents, guests, and groups from across the world.

### More on Alvin Josephy

Alvin M. Josephy Jr. was born in New York, went to Horace Mann School and for two years to Harvard. Publisher Alfred A. Knopf was his maternal uncle, and some thought he would follow the business end of publishing. But Alvin had smelled the ink on the student newspaper at Horace Mann and written for *The Harvard Crimson* while in Cambridge. When the Depression broke the bank that held the Josephy college account, Alvin went west for a year and worked as a junior scriptwriter in Hollywood. Back in New York, he took a low level job at the *New York Herald Tribune*. He talked the paper into a press pass, and, hitching a ride to Mexico with a Harvard friend, the 22-year-old Josephy scored an interview with Leon Trotsky, and another with the new President of Mexico, Lazaro Cardenas. Cardenas was nationalizing the oil industry, and would not talk with the *New York Times*, which opposed the nationalization. Trotsky would be assassinated in the home of Frida Kahlo and Diego Rivera in 1940, just three years after Josephy interviewed him there. The Trotsky interview appeared in *Ken Magazine*, and when the famous revolutionary wrote back to complain about some of Josephy’s lines, the editor noted that the Stalinists had also complained, so Josephy must have been pretty close to the truth.

*The Tribune* had ties with New York radio station WOR, where Alvin worked as a reporter and editor on his return from Mexico. When war broke out, he moved to Washington DC and worked with Archibald MacLeish at the Office of War Information—FDR’s wartime propaganda machine. From there Alvin enlisted in the Marine Corps, where, as a journalist, he sent back more than 60 audio recordings and hundreds of newspaper stories about Marines in action in the Pacific.

At WWII’s end, Alvin took another turn as a Hollywood scriptwriter, moonlighting as an editor and writer for small newspapers, until he was hired by *Time Magazine* to edit the regular “News of the Week” column and produce a monthly color special. Legendary Time publisher Henry Luce sent him to Idaho to do one of the color specials. Alvin flew over Hells Canyon and toured with the Lewiston mayor, who had a meeting on the Nez Perce Reservation. While Alvin waited, a young Indian learned that he was with Time, and asked him what he knew about the Nez Perce. Nothing—at the time.

But that started a 12-year research project that ended with *The Nez Perce Indians and the Opening of the Northwest*. Along the way, an article about Chief Joseph in *American Heritage Magazine* prompted editors at Viking Books to ask for more. More would be *Patriot Chiefs*, published in 1961. The Nez Perce book followed in 1965, and *Indian Heritage of America*, an encyclopedic look at American Indians, was nominated for an American Book Award in 1969. Praise for the books came swiftly, but sales were modest until the Civil Rights movement caught up with Indians. In 1969, *Patriot Chiefs* was an “everybody reads” book on the Western Washington University campus, as the college hosted a meeting for Indian students across the region. Many of them went from there to Alcatraz.

Alvin moved from Time, Inc. to American Heritage in the 1960s, increasingly became involved with Indian affairs, and eventually with the environmental movement as he plead-





ed with its leaders to combine forces with Indians. He wrote for *Audubon* on Four Corners in the Southwest and the Kinzua Dam in Pennsylvania, worked briefly for Stuart Udall in the Kennedy Administration, wrote a 93-page “white paper” on the “American Indian and the Bureau of Indian Affairs” for the Nixon Administration, and, eventually, served as founding board chair of the Smithsonian’s National Museum of the American Indian.

Along the way, Alvin helped Kim Stafford and me start Fishtrap, the non-profit promoting writing in and about the West based then and still in Wallowa County. At the first Fishtrap event, in 1988, Alvin brought Naomi Bliven from *The New Yorker*, and the next year it was editor-at-large Herb Mitgang from *The New York Times*. Fishtrap was another way to express his passion for Indian and Western history and affairs, to further the work—and to show pieces of the West and Westerners to his friends from the East.

Speaking engagements, books, articles, documentary interviews with the BBC, Ric and Ken Burns, and for CBS’s “500 Nations,” and awards—including an Honorary Doctorate at Idaho College, a Stegner Award at the University of Colorado, an Oregon Governor’s Arts Award, and a retrospective award from Oregon Literary Arts—would tumble after Josephy until his death in 2005.

We had started talking about his books some time before that. Like many prolific researchers and writers, he wanted to keep things together, so that others could really follow his tracks. In the end, that didn’t work: the Smithsonian took some of the books; The Knight Library at the University of Oregon got the bulk of his papers; but the new Josephy Library of Western History and Culture has most of the books and journals from the Greenwich and Joseph bookshelves that had served him so long and well.

### The Nez Perce Story

Most people come to the Nez Perce story, as Alvin did, through the War, an 1877 affair that began with Joseph and his band of 200–300 Indians, thousands of horses and hundreds of cows trying to move to a diminished Nez Perce Reservation in Idaho. They crossed the Snake River at Dug Bar in spring run-off, conflict with settlers erupted immediately in Idaho, and it all ended 1,300–1,400 miles later in a cold October surrender to US troops in the Bears Paw Mountains in Montana. Josephy began with that story, and traced it back with prodigious research to pre-contact, fur trade, missionary, treaty, and settler periods. Over fifty years later, the book is still the acknowledged starting point for Nez Perce research.

The Nez Perce were a powerful tribe that ranged over present-day Northeast Oregon, Southeast Washington, and Northern Idaho. The Nez Perce famously saved Lewis and Clark, who estimated their numbers at about 5,000 (elders say there were more; that diseases preceded the Corps of Discovery in the 1780s and took over half of the population), and were noted horse breeders who traveled from their homelands to fishing at Celilo and buffalo grounds east of the Rockies.

The Nez Perce lived semi-nomadically, following the seasons from river bottoms to high mountains to fish, hunt, and gather roots and berries. Bands identified with leaders and places—e.g., the “people of Wallowa” or the “Joseph Band.” When white fur traders and missionaries and then the first settlers came, the Nez Perce helped them, and when treaty makers came they cooperated. At first. The Walla Walla Treaty of 1855 left the Nez Perce most of their traditional territory, and the only reservation reserved for one tribe. The others—Umatilla and Yakama—were “confederated,” comprised of different Indian tribes and bands.



But in 1860, gold was discovered on the Nez Perce Reservation, and soon 18,000 illegal white miners poured onto the land. Abraham Lincoln and the North needed the gold, and how would they have removed 18,000 miners even without a Civil War commandeering so many troops? The answer was a new treaty, one that shrunk the land by 90 percent! Some chiefs signed for their bands; others, including Joseph, did not, and the tribe was then divided into “treaty” and “non-treaty” bands, who called it the “liars’ treaty.”

At the time, no gold was found in the Wallowa, and Old Joseph brought his band home to live peacefully for a few more years. But surveying and the Homestead Act, which all happened during the Civil War, and the arrival of settlers in the early 1870s brought conflict. Old Joseph passed, and his son, who becomes the famous Chief Joseph, like so many Indian leaders before him, agreed finally to move his people to that smaller reservation. That was in 1877, just a year after Custer’s debacle at Little Big Horn sent the public into panic about a pan-Indian uprising. In hindsight, the Nez Perce War seems inevitable.

In the surrender at Bears Paw, Joseph said that his chiefs were all gone, his children lost and starving. In fact, some had escaped to Canada, but the rest, although promised a return to Idaho, were sent to Kansas, and then to Indian Territory. They called it “the hot country” and many, including, we’re told, every baby born there, died. In 1885, they were allowed to return to the West, but Joseph and those close to him were not allowed to go to Oregon or Idaho, but sent to the Colville Reservation in Washington.

Now, more than 100 years after that return, the Nez Perce live scattered on the Nez Perce Reservation in Idaho, with their cousins on the Umatilla Reservation in Oregon, and some still on the Colville in Washington. For the remnants of Joseph’s band in Colville, it is a kind of exile still, one determined by a long-ago war and decades of history and shifting government policies. In recent years visits by Nez Perce and their Plateau relatives to the Wallowa Country have become more frequent and Nez Perce Fisheries now maintains an office in Joseph.

### Library Holdings and Operations

The library is comprised of books from the Josephy home libraries in Greenwich and Joseph; additional books and materials are being purchased and donated on a continuing basis. It includes all the books and most of the journal and magazine articles written by Alvin, and it centers on Nez Perce and Western history and culture by many writers.

At present, the library is non-circulating, although we have a small lending shelf of duplicates, and we regularly make Xerox copies or scan pages for people. Eventually it would be wonderful to become a circulating library, holding back only those rare items of intrinsic value or those valued for marginal notes or dedications left by Alvin and his friends. Staffing and finances are not in place to do that at this time.

The Josephy Library is part of the Sage system of libraries in Eastern Oregon. Books are cataloged on Sage in Library of Congress format. The majority of cataloging is done by Lynda Swarts, a very competent volunteer with a literature background. Lynda works with Sage and nearby university librarians to get books and government documents in their proper places. Anand Arupo works part-time, helping visitors and organizing newspaper clippings, magazine articles, and ephemera on Josephy, the Nez Perce, and eastern Oregon history into file boxes with indexes. Her spreadsheets are available on the Josephy Center website— <http://josephy.org/> —under “library.”



Alvin's recording of the Guam landing, and local rancher Jack McClaran's recollections on the liberation of Buchenwald are also digitally available on the website. Jack and Alvin were WWII vets and friends; Alvin's memoir and personal encouragement led to Jack's emotional public talk on Buchenwald.

In the summer of 2017, intern Sarah Madsen did a bibliography of twenty years of fiction and poetry relating to the Nez Perce. She limited it to twenty years and fiction and poetry because the field is so large. New historic works and existing teaching materials on the Nez Perce people are candidates for future bibliographies—and future interns. Sarah, who is a student at Portland State University, is now pursuing a summer internship at the Library of Congress!

The library will continue its focus on Nez Perce history and literature. Alvin, fresh from War and finding a “great American epic,” helped reintroduce Americans to the Nez Perce story, and a parade of writers, singers, and artists continue to be compelled by it. The latest book, *Thunder in the Mountains: Chief Joseph, Oliver Otis Howard, and the Nez Perce War*, written by history and law professor Daniel Sharfstein of Vanderbilt University, explores the story, the Civil War, and Reconstruction. William Vollman's recent *The Dying Grass: A Novel of the Nez Perce War*, runs more than 1,300 pages with footnotes. It's part of a series of books exploring the European conquest of America. David Osborn's *The Coming*, another novel, imagines William Clark's Nez Perce son—a true historical figure—as a man trying to unite white and Indian worlds, ultimately having to make a choice. The Nez Perce story is now “an American Odyssey” that is generating its own literary trail.



Alvin M. Josephy Jr and Nez Perce Elder Allen Pinkham, Sr., co-author of *Lewis and Clark among the Nez Perce*. The photo was taken in 2004 at the memorial for Betty Josephy at the Josephy Ranch.






The library is also involved with overall Josephy Center programming, especially when it comes to Indians. We have had gallery exhibits from the Nez Perce National Historical Park and from Crows Shadow on the Umatilla Reservation. A recent grant from Oregon Community Foundation has us on a yearlong project to hire a Plateau Indian artist to add to the City of Joseph's art streetscape. Nez Perce artist Allen Pinkham, Jr. is working on a dugout canoe project. A small, 16-foot dugout floated on Wallowa Lake in October 2017; two 30-foot logs await his carving tools. In each case these projects invite speakers, books, documentaries, and workshops that we host and show in the Josephy Center.

Most importantly, several Nez Perce artists and elders are working with us to put up a small, permanent exhibit in the Josephy Center about who lived here and how they lived. We know from previous exhibits and from the continuing publication of historical material and new interpretation that there is an audience.

Sitting in the library chair, I see them, people from across the world who relate in one way or another to the Nez Perce story—they've come to it through a book, a roadside sign, a Curtis photo, movie, or one of the thousands of statues of Chief Joseph found across the land. They are sometimes angry over the treatment of Indians, and they sometimes cry as they read one of Joseph's speeches. I know that they will take whatever they get from this library—or from a film or speaker or beading workshop—and churn it into their own work and world. And many will retell the Nez Perce story in a classroom, or in a bedroom as their child or grandchild goes to sleep.

One cannot know this story and let it go. 



From left, Herb Mitgang, New York Times, a very young Rich Wandschneider, a young writer Craig Lesley, and Alvin Josephy, circa 1989.





### Additional Resources

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# OLA Quarterly Publication Schedule 2017

The *OLA Quarterly (OLAQ)* is the official publication of the Oregon Library Association. The *OLAQ* is indexed by *Library Literature & Information Science* and *Library, Information Science & Technology Abstracts*. To view PDFs of issues, visit the OLAQ Archive on the OLA website. Full text is also available through H.W. Wilson's *Library Literature and Information Science Full Text* and EBSCO Publishing's *Library, Information Science and Technology Abstracts (LISTA) with Full Text*.

Each issue is developed around a theme determined by the Communications Committee and Guest Editor(s). To suggest future topics for the *OLA Quarterly*, or to volunteer/nominate a Guest Editor, contact the OLAQ Coordinator.

Vol./No.	Theme	Deadline	Pub. Date	Guest Editor
Vol 23 • No. 4 Winter 2017	<i>Sushi, STEM, or Goat Yoga: Successful Library Programming</i>	November 27, 2017	March 15, 2018	Esther Moberg LIBRARY DIRECTOR, <i>Seaside Public Library</i> OLA VICE PRESIDENT/ PRESIDENT ELECT

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