

AMERICAN LIBRARY ASSOCIATION
2020 MIDWINTER MEETING
PHILADELPHIA, PENNSYLVANIA

FRIDAY, JANUARY 24, 2020
11:00 A.M. - 3:00 P.M.
DEAF CULTURE FORUM

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Welcomes

>> MOLLY RAPHAEL: Good morning. I think I need to sit. My name is Molly Raphael and I am honored to be here to be the moderator for this program where I hope we will all learn new things and share ideas with each other. This is going to be such a learning opportunity for so many who come from very different kinds of backgrounds and different work, but it is the kind of group that has an opportunity to seed ideas for people who are here who had never thought about doing something in a different way.

So, I look forward to learning with you, and I encourage that we look and think about how we can do things at the local and state level as well as the national level. This event is sponsored by national organizations. So. it's sponsored by ALA/ASGCLA, I hope you know what that stands for (Association of Specialized, Government and Cooperative Library Agencies). And also by the Friends of Libraries for Deaf Action. But there is much work that can be done at the state and local level and many or all of you are engaged in some of that right now.

I want to start by thanking Jeannette Smithee who sits to

my left who is the interim Executive Director of ASGCLA. And also Nina Moore who has been assisting here, and Nina is at the table in the back. She registered you when you came in. And Nina has at the back of the table two cards, get well cards for two people who can't be with us today, two very important people to this forum, Alice Hagemeyer, who is the person who is most responsible for launching an interest in how do we serve people who are deaf and our deaf communities better from Public Libraries. I worked with her back in the 1970s when that launch happened, and she and I persuaded the executive board and the president of the American Library Association to pay attention to this issue. So, her work is long and intense in this area, and she is only not here today because sadly she fell a few days ago and broke her leg.

So, she has had successful surgery, and but is very, very sorry not to be here. The other person that we are missing who is key to this is Alec McFarland. If of you know him because he has worked so closely with Alice. He is not a librarian. He doesn't work in libraries, but he is that voice that is so important for us in libraries because he is, he is a consumer of services of the library. So, he has been a partner with Alice through the last ten or fifteen years in this effort, and achieved some great successes.

Unfortunately, Alec fell ill a day ago. We got an email from him saying that he wouldn't be here, but we hope we can do presentations for both of the missing people that will at least make you feel their presence.

I want just a couple of logistic kinds of things, if you need rest rooms, out the doors to the right. This is a very tight schedule. We have a lot to cover during the four hours that we have, so all of the speakers have been given multiple encouragement to keep their remarks within the time frames that we have had, but I will be a little bit of a task master for them if they go a little long. We will follow up with having much of this or all of it available on the web after the program is over in a couple of weeks. So, if we have to cut someone off, you will have an opportunity to go back and visit what they were presenting.

The discussion segments that we have you see on the agenda are segments that we are going to start by asking the overall group, do you have any questions or comments about what you have heard in the last presentations. But we may break into small group discussion at tables, and fortunately ALA has been very generous in providing us with a wealth of interpreters here. So we will have interpreters at the tables and we certainly encourage you to sit at a table that's mixed, that you don't have all hearing people or all deaf people at the table because

the opportunities for us to learn will be greater if that's the case. So, if you feel the urge to move at some point because you think it would be good to diversify the table next to you or whatever, please feel free to do that.

So with that, I'd like to invite Sherry Machones, did I say that close to right?

>> SHERRY MACHONES: Yes.

>> MOLLY RAPHAEL: Who is the current president of ASGCLA to give opening remarks.

>> SHERRY MACHONES: Good morning, I am Sherry Machones, the president of ASGCLA. Thank you, Molly for reiterating what ASGCLA stands for. On behalf of ASGCLA's Board of Directors, I welcome everyone to the Deaf Culture Forum bringing together individuals from various parts of the library community and from various organizations and experiences in the deaf community.

For those who are not familiar with ALA and its divisions, ASGCLA members represent several areas of responsibility that fall outside of the typically recognized library organizations, such as Public Libraries, Academic Libraries, and School Libraries. ASGCLA represent State Library agencies that provide support to libraries in their state. Libraries that provide specialized services to underserved populations including but not limited to the people with sensory, physical, health, developmental, learning, attention, or behavioral conditions, and people who are incarcerated or detained.

We also include Federal and Armed Forces libraries that support federal and or allied forces agencies for research development as well as providing libraries for armed personnel and families in bases all over the world. We also cover library consortia and cooperative agencies and those engaged in consulting with libraries we thank you all for being here.

I want to thank the many presenters who have developed the presentations you are going to see today. A lot of hard work over many months have been put into all of the information. And our goal is to learn about the cultures and points of view and about organizations and services where the library and the deaf community can connect.

And I want to thank our cosponsor Alice Hagemeyer, president of the Friends of Libraries for Deaf Action. As you heard, she couldn't be here, along with Alec, and we are so sad that they couldn't be here in person to share their wealth of knowledge, but I do think everyone who has stepped up to bring their messages to the group today, and I thank them for making today a reality.

>> MOLLY RAPHAEL: Thank you, Sherry Machones. One of the

items that I neglected to do at the beginning was to ask the people who, you have in your packet information about the participants as well as the speakers, so we are not going to take a lot of time to go over people's backgrounds obviously save time on that, but could I ask the people who were involved in this planning effort, would you just stand up so that you can be recognized for this great work that you have done in putting this together?

(Applause).

Thank you. Stepping in for Alice and giving her welcoming remarks and Alice was foresighted, she would have done this anyway, but she wrote out her remarks so it's a little easier, but none of us can replace Alice in her work, but Jeannette has offered to step in and read her welcome remarks, so, Jeannette.

>> JEANNETTE SMITHEE: I will say Alice's words, but for those of you who know her, she would have much more emphasis because she has lived these thoughts for a long period of time. She says, welcome on behalf of library friends from all parts of the United States who are already engaged in verifying the integrity of library values for the deaf in all walks of life.

Alice sends her heartfelt thanks to all of you for participating in this first ever Deaf Culture Forum. FOLDA is very grateful for the opportunity to work with ALA/ASGCLA. Alice also extends a big thank you to all of the speakers for giving a great learning opportunity and for all of us here for sharing their experiences.

Alice shares the story of her beginning involvement in ALA. She says, as I look back to 1957, 63 years ago when I was a Gallaudet student for a Bachelor's Degree in library science, I got a clerical job at the main library of the District of Columbia. Lucille Pendell, then a Gallaudet librarian and teacher encouraged me to join the American Library Association.

At that time I laughed, and I said, no way, ALA is for the hearing. Later in 1972 at Lucille Pendell's retirement party, she again asked me if I would join ALA. This time I did not laugh. I had changed and in 1976 I joined the American Library Association. Alice continues that since my involvement in ALA, I have dealt with Deaf culture shock, though we as librarians and library workers continue the challenges of working to accommodate aspects of shared interest in the deaf.

Some of you might wonder what I mean by Deaf culture shock. Here are a few examples. In my years at ALA Conventions, I have often run into hearing librarians and library workers who have never met deaf adults or lack knowledge of Deaf culture. Those who did work with the deaf said that they had no problems with

the deaf because unlike the blind, the Deaf have eyes and can read and can read lips. However, they miss the other needs of deaf patrons.

Another example of shock was when I tried to get local organizations that serve the deaf to work with libraries. They were resistant to the idea of working with libraries. In part because of their own bad experiences, ranged from ignorant librarians or a disregard of books and reading. Many had a belief that technology would replace libraries. Some deaf agencies also provide services similar to what is available in Public Libraries and put a strain on their willingness to work with libraries. These are just a few examples of culture shock that I encountered in my first years as an ALA member. Alice concludes, in all of my years as an ALA member, I have been trying to strive for deaf excellence in the library profession. I work to maintain and enhance my own knowledge and skills. I encourage professional development of deaf and hearing co-workers and foster aspirations for potential members of the library profession.

In conclusion, Alice says FOLDA wishes you success in the Deaf Culture Forum today. And as Molly said, Alice has had surgery for a broken leg, and she has sent us a direct message for us today.

(video: Alice Hagemeyer video greeting)

>> Hello, I miss you all, but I know that you will all do fine without me. 45 years ago, the National Association of the Deaf, CEO said, and I quote, Deaf people can do everything except hear. In 1988, the president of Gallaudet, I. King Jordan also said, Deaf people can do everything except hear, but I want to inform you that I don't support that quote. Really, I prefer to say that both Deaf and their hearing families have full access to Public Libraries. And that is not because they cannot hear. So, I am hoping that in 2020 people will finally see the solution. Then they can say, Deaf people can do everything if they and their hearing families have access to Public Libraries.

>> MOLLY RAPHAEL: For those of you who have never met Alice, I we hope that gives you a sense of her enthusiasm. This was the day after she had the surgery and to be so alive and engaged and not in pain and not so drugged up she couldn't sign and get a message across, it's a real gift for us that we were able to have that with us today.

Introductions

So the next part of the program involves all of you. We thought it would be helpful to have people introduce themselves, so we are going to pass this microphone around the room for people who need it or the interpreter at a table will have, we have interpreters at the tables. Pass the microphone around as you introduce yourself and then pass it onto the next table and what we would like to do given that there are so many of us and we do have a tight schedule, I would like to model the behavior because while it would be wonderful to hear a lot of people about their life stories or their interesting ways they got involved or those kinds of things, if we can do name, organization or institution that you come from or represent, why you are here basically, and the third thing is what do you hope to learn today.

I think that will be very informative for the people who are speakers to keep thinking about that even though they have already prepared remarks. So, I will start, and then I will turn it over to Jeannette, and then we will start around the room. So, my name is Molly Raphael. I am a retired Public Librarian, Past President of the American Library Association, and I hope to learn so much from all of you who are continuing to work in this area because I am retired now and I have lost a sense of what's going on. So, Jeannette.

>> JEANNETTE SMITHEE: I'm Jeannette Smithee. Currently I am the interim Executive Director of ASGCLA, a sponsor of today's program, and in, ASGCLA, we recently changed that name to add the armed forces and government agency librarians. I am hoping to learn and listen to all of the things I have had the privilege of seeing the preview of the remarks and the slides that our presenters have had, but our presenters and all of you who are here to interact, I am hoping that we all have a learning experience.

>> SHERRY MACHONES: I'm Sherry Machones who you have already met. At home I'm the director of the Northern Waters Library System, and I hope to get out of today a way to bring local, state and national ways so we can serve the deaf community better because I think we can do better.

>> My name is Pat Herndon assistant State Librarian in Georgia and I serve as director of GLASS, which is a talking book and Braille library. I hope to learn more about library services to people with hearing impairment and hope to bring back ideas that can inspire the Public Libraries in Georgia.

>> I'm Michael Golrick, I'm a Past President of ASGCLA and at home I'm at the State Library of Louisiana where I'm a head

of the reference department and library consultant. I work in a building where we have the talking books and Braille library, but I feel like the deaf community is the one we don't serve very well. And so we need to do better. So that's what I'm hoping to come away with.

>> I'm Rhonda Gould, also ASGCLA Past President, I am Executive Director at the Walla Walla, Washington Rural Library District, and I am hoping to learn a lot from all of you because if my library district provides very little in terms of services and programming and things that would be applicable to the hearing impaired community.

>> This is actually a good transition, my name is Carrie Banks. I am the President Elect for the Association of Specialized Government and Cooperative Library Agencies. In my day job I run inclusive services at the Brooklyn Public Library and those are services for children and teens with disabilities. I am here to learn more, and my first conference, actually, my second conference at ALA in 2000 I believe was here in Philadelphia and that's where I met Alice, who at a meeting for librarians serving people who are deaf, and that's where I realized I needed to learn more, and so here I am. Thank you.

>> Hi, I'm Renee Pokorny, I'm the branch manager at the South Philadelphia library here in Philadelphia, and I am here to learn. And hopefully to learn how to do better.

>> I am Ron Friedrich, I am Alice Hagemeyer's pastor. And her shoulders is sore from the fall she took, my shoulder is sore from her twisting it to be here and speak on behalf of the needs of deaf people in prison.

>> Hi, my name is Clarence Taylor, the third. Hi, again, my name is Clarence Taylor, III, I'm here with pastor Ron, and I work with folks who are in prison and helping them to learn about the resources and the library and getting that access to the deaf community in our area. And I'm here to learn more and just see what everyone has to offer.

>> Hi, my name is Anquinette Kimble-Stafford. I'm a former board member of the National Black Deaf Advocates. And I'm here today to learn as well, and to develop relationships and collaborate.

>> Hello, everyone. My name is Noah Beckman. I'm one of the Instructional and Reference librarians from Gallaudet University. I myself am a deaf gentleman. What I hope to learn here today is to share my story, my background with you, each one of you from the deaf perspective. I'd like to meet all of you today, in the time that we will be here together.

>> Hello, my name is Joshua Beckman, and I work at Pennsylvania School for the Deaf. I'm in charge of the visual media. So, what I would like to see is an improvement in the ASL

English translations of visual media.

>> Hello, everyone, my name is Penny Starr-Ashton, and I'm the librarian manager of Pennsylvania School for the Deaf. I hope to meet each and every one of you and other people who manage other libraries at other schools for the deaf. I can't wait to meet all of you people that are here today whether that is through early intervention all the way up to age 21.

>> Hello, I'm Elizabeth, I'm one of the librarians from Gallaudet University. I'm excited to be here and to join in the discussion and the panel today. I look forward to hearing all of your stories and meet each one of you. Will.

>> Hello. I'm Melissa Draganac-Hawk, and I'm the National Association of the Deaf president and thank you for inviting me to the panel. One thing that I really would like to look forward to learning today is how to facilitate from the national level down to the state level to share our resources and how to become an expert in the culture of a library and Deaf culture. I look forward to interacting with all of you later this afternoon.

>> Hello. I'm Amy Malm, and I'm the new dean at Gallaudet University Library. And the reason that I come here is first to meet everyone, and connect with you and collaborate and see all of the different services that are available for the deaf community. I look forward to spending this time together.

>> My name is Alfred Sonnenstrahl.

Don't blame me. Blame my father. He is the one that gave me that name. It's all his fault. I'm really looking forward. I am the president of the Deaf Senior of America. DSA. And I'm really looking forward to developing relationships today between everyone who is here, the librarians, and the deaf seniors across the United States.

>> Hi, my name is Sarah Walsh. I'm the librarian for the Barnesville School of Arts and Sciences in rural Maryland, and what I'm hoping to learn today is how to advocate and encourage a small school that currently doesn't have any deaf students to increase the access to learning ASL and to increase our partnership with Maryland School for the Deaf which we have a relationship with in sports, but not a lot else as far as I can tell. So that's why I'm here. I want to increase the access to ASL education for our students and hopefully other independent and public schools throughout Maryland.

>> Hi, my name is Jennifer Chang. I'm the chief librarian of the Parkway Central Library of the Free Library of Philadelphia. Welcome, everybody, to Philadelphia. We are very thrilled that the Midwinter is happening, and in my jurisdiction I also have library for the blind and physically handicapped, the old name that's under me and I'm here to learn. I learn a lot since I became the chief librarian two years ago. There is a

lot to improve for us to serve this population. Thank you.

>> Hi, actually it would be hard for me with the microphone, but I'm learning ASL. That's why I hoped to introduce myself, but my skills are limited. My name is Don Ciccone, outreach coordinator for the Carnegie library for the blind and physically handicapped. We will be changing our name to library for accessible media for Pennsylvanians which will give us a better idea of what we do and hope to do. The reason I'm here is my best friend is deaf and she has been teaching me ASL, and having worked with people who interact with the world in so many different ways for so many years, my eyes were opened to the fact that there were a lot of deaf people around me that I never knew were there and we need to serve them better. There is no reason deaf people can't be using all of the libraries in this country, except they haven't been welcomed and that's our goal to be able to make that happen better in Pittsburgh. Thank you.

>> Hi, my name is Satarsh, from Syracuse, New York, I work at a small Public Library for a small urban community and I'm completely new to Deaf culture and I want to learn as much as I can from all of you and how I can serve my community better through our Public Library. Thanks.

>> I'm Mark Lee, director of the Carnegie Library in Pittsburgh, LBPH. I work with Don, I work with Jenny Chang across the state, and I'm here to learn as well, and be able to improve how I serve and our library serves the deaf community, and how we advocate for them, especially for us, we have a lot of people who are deaf blind.

>> Hi, I'm Carol Finkle, some of you know me. I have been a parent advocate and ally for hearing parents specifically for the past 35, 40 years. Once I understood that I had been a victim of audism for you who don't know, do not make that a T, I'm not talking about autism. You need to find out what that is before you leave here today. I would suggest making a documentary called exposing Audism from the perspective of hearing parents.

What I would like to see the result of this kind and all of this type of forum to be is to live long enough, I'm age 77 now, I would like to stay healthy for many years, but one of them is to see the DCDL, the Deaf culture digital library, which has been Alice's dream for 40 years to be past officially by the American Library Association. Everything that we saw at the major library conference in DC last June which I had the honor to participate in with Alec and Alice, every sign we saw said digitize now. Digitize now. Do not we live in the digital age? So, all of the deaf authors and all of the information about every nuance of what you are curious about from any perspective

here today should be easily findable and locatable in the national ALA database now. Not in the 22nd century, but now, because it's so overdue.

>> MOLLY RAPHAEL: Can I ask that you wrap it up, because we still have several people to get to.

>> Yes, wrapping it up will be asking people never from this time forward to use the term hearing impaired, but to use the terms of which the community are here to learn about is proud deaf identity with an upper case D, and that is Deaf and if you want to add Deaf and hard of hearing, that's fine. No more hearing impaired. Thanks for listening.

>> Hello, my name is Reed Strege, director of library services at Braille institute in Los Angeles. I'm here to learn ways that we can improve our service to people who are deaf and we also serve a substantial number of look lovers who are deaf blind and I'm here to learn.

>> Rebecca Crawford, branch manager at the Mary Jacobs library. It's a branch of the Somerset library system of New Jersey. I'm here to basically bring some information back to my system and come up with some ideas on how we can reach out and build a relationship with our deaf community in our area.

>> Hi, my name is Michelle Zaogus, librarian at the South Philadelphia library, and in my experience, I haven't worked with many folks from the Deaf community, and it's likely a result of not having an inclusive environment for them, so learning how to do better.

>> Hi, good morning. I'm Shelley Quezada, Massachusetts Board of Library Commissioners, which is the State Library Agency. For more than 20 years we have had an active program using federal money to support libraries reaching out and providing service for people with disabilities. I have also been for 30 years an instructor at Simmons University where I teach a course called literacy and services to underserved populations and in that capacity I have brought my students in contact with wonderful services, including a State Commission for the Deaf and Hard of Hearing, and also I take them to the Perkins School for the Blind which has a very strong component of services to the deaf blind. I'm hoping that the resources here today I can bring back to my students. Thanks.

>> Good morning, I'm Lauren Keho, I'm from New York University, I'm the liaison for persons with disabilities in the library. I'm here to learn from everybody in the room and bring that back to my institution and support the students at NYU. Will.

>> Good morning, everyone. I'm Irene Padilla, I'm the Maryland State Librarian and proud to be one of the people involved with establishing the Maryland DCDL. We are here with

my fellow members here, we are here to learn more about what you are doing, and also offer you an opportunity to hear about what we are doing and maybe learn from some of the things that we have done along the way.

>> I will stand where people can see me. Hi, good morning. My name is Ricardo Lopez, and I'm a librarian, and I work at the model secondary School for the Deaf and Gallaudet University in Washington, D.C. Today I am chairperson for the Maryland Deaf Cultural Digital Library Advisory Board. What I would like to do today is have great discussions and see how important it is to partner with core communities with libraries. Working together, if you don't do that, libraries can't really serve the people they need to. Thank you.

>> Well, accessibility is best. Hello, everyone, my name is Susan Cohen. I'm the head of adult services and the coordinator for the Maryland Deaf Culture Digital Library. I work with Montgomery County, the Montgomery County Public Library for over 35 years and I'm very excited to bring our experience to you all and have you, and then also I want to hear about your experiences as well. And bring back all of the resources toward our new services. I'm very, very excited to see all of you here. Thank you.

>> Good morning. My name is Loida Garcia-Febo. This is all I know that my dad taught me.

Will Loida Garcia-Febo, I am an ALA Immediate Past President, and I'm very happy to join you all. I will share more a little bit later.

>> MOLLY RAPHAEL: Okay. Now, you have had a chance to see how generous ALA has been in providing us interpreters. So, could I ask each interpreter to stand up, tell us your name, if you speak or somebody will interpret for you. And just so that everybody here will have an appreciation for how well provided for we are.

>> Good morning, everyone, welcome to Philadelphia. I'm Rita Scarcela, and happy to be with everybody.

>> Hi, I'm Nancy Sullivan from Philadelphia. I extend my welcome as well.

>> I'm Rachel Owens from New Jersey.

>> Josh Steckle from Philadelphia, glad to be here.

>> And this is Jay W.R. Wechler from Philadelphia, welcome.

>> Casey Weber from New Jersey,

>> Susan Moyer better known as Jetta for this conference, long story later. I'm from Philadelphia.

>> MOLLY RAPHAEL: Thank you, and I want to say, you did a fabulous job. We are exactly on time. So, congratulations! So now is the part that you just have to imagine Alice not in, lying in a hospital bed, but standing in front of you and many

of you know her, and will be able to imagine that. I'm going to read what she wrote. It's a powerful talk -- oh, I'm sorry, I missed that little note to myself. We have a video that we wanted to end this with. It's very short, but please show it, Jeannette. Thank you. I'm sorry.

Video: "What Does Deaf Mean?"

Produced by National Deaf Center on Postsecondary Outcomes (NDC)

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA)

<https://youtu.be/eBoIOr0HZUY>

>> Deafness is a spectrum. It's not just one definition. Someone like myself who is late-deafened. I am deaf in one ear and hearing in the other. Some people view me as a deaf person, some view me as hearing, but it's not one or the other.

>> I was born deaf, my father is deaf in one ear, so it's hereditary.

>> I'm the youngest of five siblings, the three youngest of deaf blind.

>> I switch between deaf and disabled because I'm a little person.

>> Being deaf is a big part of who I am but that's not my only identity. I'm a person of color, biracial, half black, half white and gay.

>> The condition I have is ushered syndrome. It's hearing and vision loss.

>> I grew up oral.

>> A lot of people consider me hard of hearing.

>> People do call me hearing impaired, but I'm not, I'm deaf.

>> People think being deaf is a bad thing, but I see it as a positive thing. The culture, language and history make me who I am today.

>> The deaf blind community, tactile ASL, the space, the culture all became a part of me.

>> I'm learning little by little about pro tactile and I can't wait to learn more. I am most comfortable with speaking English.

>> People with additional disabilities have to think about access, and what they want. Do they know what they need?

>> Throughout educational years, I used note takers. I didn't have interpreters because I didn't know sign language. I didn't know ASL until I was 14.

>> I used cued speech and was mainstreamed throughout high school.

>> I went to a public school in the morning and then a deaf school in the afternoon. It was the best of both worlds. The instructors used ASL which I found to be more inclusive.

>> I was in both deaf and hearing classes. I wore that bilateral hearing aid cinched across my chest. Very unpleasant.

>> I got a cochlear implant when I was 15 and went through intensive speech therapy.

>> In high school I would sit to the far right since I can hear on my left side.

>> In large group discussions where there is dynamic conversation I use interpreter.

>> In my own experience captioning and interpreting together are the most effective.

>> I want more of a designated interpreter, someone who knows me well, who knows my work.

>> As a black person, I want my interpreter's voice to match me. My culture can't be overlooked.

>> People automatically think deaf people are all the same, but that's not true. We have layers upon layers.

>> When you meet us, have an open mind and open heart.

History and Awareness

History of the Deaf Community and Libraries; and Stages of Building the Deaf Culture Digital Library,

>> MOLLY RAPHAEL: I don't know about you, but I think that is a powerful film and brief, but just powerful in terms of the message that it has conveyed.

So, as I was saying before I fortunately was interrupted, I'm here to present Alice's speech now, and I hope those of you who know her will imagine her instead of me doing this. She has been a mover and shaker in this community for over 50 years. And obviously has been a vision even beyond that.

And is not only the founding president of FOLDA, but she is also an honorary member of the American Library Association, and being an honorary member is the highest honor the ALA can bestow on everyone.

>> If I slip into the I, just remember its Alice speaking not me. There are slides that will go with this. Alice's brief speech today is based on her life experience in the real world. Her hopes for the future of America and globally. First and foremost, she hopes for a new deaf image for all, and a new library image for all.

Her colleague, Dr. Thomas Holcum, the deaf author of Introduction to American Deaf Culture, who has long been considered a leading authority on Deaf culture, said that there are approximately 150 American Deaf cultures. This demonstrates the vibrant Deaf culture alive in the United States today. To learn more about oneself, you should pay attention to the diverse deaf experiences that are present. So, learn how our lives are different from yours. Your hearing status does not matter, but your humanity does. There often is confusion about the proper definition of deaf and how to serve the population. The official definition of deaf by Noah Webster of Hartford since the early 19th Century also matters. He defined deaf as, quote, lacking or deprived of the sense of hearing wholly or in part, which encompasses a variety of people and services. Many people get confused with deaf politics that includes issues like what to call oneself. There is no consensus in the deaf community. This also includes old outdated labels like deaf and dumb, deaf mute, and hearing impaired. Annual events like deaf history month, Gallaudet week or international week of the deaf which NAD, FOLDA and the World Federation of the Deaf respectively endorse are critical to the deaf. Next slide.

Here is a little deaf history for all of you. In 1817, the first signing American public school of its kind opened for the deaf in Hartford, Connecticut. It was founded by the reverend Thomas Hopkins Gallaudet of Hartford and Laurent Clerc, a deaf teacher from Paris. This new school followed the philosophy of the first school in Paris founded for the deaf in the 1760s. This philosophy was that teachers and students should use French Sign Language and be bilingual in ASL and written French. Before this, Dr. Mason F. Cogswell was the first known hearing parent to advocate for the first public deaf school in America, because at the time deaf children whose parents could afford it went to school in Europe. He did not know about formal sign language until after Reverend Gallaudet met and brought Clerc from France to America. Dr. Cogswell's library at home had deaf education with most books ordered from Europe. In the 1850s, there were two successful students from the school founded by Gallaudet and Clerc, first was Sophia Fowler Gallaudet, a former student who lobbied the U.S. Congress to establish what we call today Gallaudet University.

Her efforts bore fruit in 1864. Another student, Thomas Brown presided at the first ever national gathering of the deaf in Hartford. It led to the National Association of the Deaf today, which was founded in 1880. Then there was the golden age for the deaf. There was a formation of a deaf community complete with clubs, churches, literary societies in New York City, San Francisco, and other large cities.

The American Annals of the Deaf, a journal focusing on the education of the deaf was founded in 1847, and in 1874 the Deaf Mutes Journal started in which deaf writers contributed articles of special interest to deaf cultural readers. This all happened before 1880.

A week after the first NAD Convention, the second international Congress on the deaf on the education of the deaf met in Milan, Italy, from September 6 to 11 in 1880. The mostly hearing delegates voted to ban the use of sign language in classes at deaf schools in America and other countries.

As sign language began to decline in popularity, oralism became the primary teaching method. Deaf teachers in all parts of the world slowly lost their jobs. There was also an overall decline in deaf professionals such as artists, writers and literary promoters. Sadly, the quality of life and education of the deaf was negatively impacted from this decision. In the early 1900s, the primary advocacy issue of NAD were the rights of the deaf to use sign language at school and to obtain federal employment. George Fadits, the seventh National Association of the Deaf president and a renowned national archivist and writer as well as his fellow leaders had been intervening in efforts by several state legislatures to abandon state deaf schools.

The federal government also banned the hiring of the deaf by stating, quote, people with disorders such as total deafness and loss of speech could not take the civil service exam. Thank goodness today deaf state schools in America do not ban sign language, and there is a non-profit organization called Deaf in Government in which membership is open to federal employees with various hearing levels.

Turning to librarians in the latter half of the 1900s, hearing librarians in general assumed too much about the ability of the deaf to read books, read lips, and having no problem accessing the library if they use hearing aids or have cochlear implants. It was not the fault of librarians that they did not know the true issue. It was that deaf had no access to using phones or other media like the radio or TV or public hearings or others until fairly recently. This impacted the deaf community in many ways.

One step to fix the divide between deaf and other disabled Americans and able bodied Americans was the Americans With Disabilities Act which was signed into law on July 26th, 1990 by U.S. President George H.W. Bush. However, the ADA still needs work. It does not currently work for the deaf as a whole especially with changing attitudes, access in the digital age, interpreters, and captions.

Librarians began to make progress in bridging the divide between them and the deaf populations they serve in several

instances that Alice was personally involved with. In fact, two conferences stand out in her mind. The first conference was in 1979, the White House Conference on Library and Information Services. Alice was one of three delegates, deaf delegates out of 800 from all over the United States.

There were representatives of different types of cultures and peoples ranging from Native Americans to representatives of the LGBT community. It was here that was passed a resolution to support what we now call the Deaf Culture Digital Library on a national and state level. Maryland is the only state to have a DCDL library. Also, in 1991, White House Conference on Library and Information Services was a refresher, although we left the conference of the 1970s with high hopes, progress stagnated after librarians and the deaf community realized it was a challenge to learn about one another. The 1991 Convention brought recognition to the lack of progress in services for the deaf in libraries.

As one of four delegates, Alice and her colleagues suggested new resolutions that built on the resolutions of the 1979 conference. Since then there have been little improvements, but not much. For example, NAD and ALA both endorsed a resolution for a Deaf History Month.

My hopes, Alice's hopes for the future are divided into two groups, library users, and the future of the DCDL. For library users, her hope for the future include that all babies, deaf or hearing, should be encouraged to learn sign language from their Public Library in which family members will be exposed to their library's cultural activities. For many, seeing is believing in the power of change.

Also, when applying for a free library card, members of the deaf community and other members of the library community should be offered to take a training course of sorts on how to be independent users of resources at any library. For accessibility and services and to be library advocates.

Part of this hope stems from the ALA campaign, "libraries transform communities" as well as the United Nations and the NAD campaign slogan of "Nothing About Us Without Us." I do hope to -- she does hope to see more Deaf culture books written for children and youth. Programs that include the deaf among other groups will help people recognize resources available for them and their families.

This includes exposure and knowledge of the NAD, its sections, affiliates, state deaf organizations and national organizations serving the deaf. This knowledge could lead to partnerships with the Public Library, museums, archives or galleries. For the future of the deaf cultural digital library, she hopes DCDL expands to other states and they start by

consulting a State Librarian to form a task force on the DCDL and appointing consultants as recommended by the ALA and NAD. The DCDL should employ people to specifically fill these positions. Teen services and family engagement coordinator, a senior citizens services coordinator as well as social workers, ASL teachers, various tutors and other possible service providers for libraries to work with the deaf.

She also has hope for action from this speech. She wishes to see a resolution from the ALA encouraging the U.S. Congress to follow up and sign into law to bring to life two things, national Deaf History Month, which would be March 13 to April 15, and the National Deaf Cultural Digital Library.

She also wishes to see a resolution from the NAD during its upcoming biennial Convention in Chicago to resume the librarian position. For the future, Alice wants to encourage shared resources and partnerships with various organizations. This is only possible by creating shared services, providing advice, workshops, and helping one another. One such hope I have is a mobile signing library that travels to different libraries in the United States to provide workshops and partnerships with others. Alice wanted to conclude her speech with a special thanks to Paige Watson who we thought would be here with us today but is not for editing and providing feedback on my work, on her work. Paige is a graduate student at the University of Maryland with an interest in archives and Alice says I hope she goes far in life. Thank you.

(Applause).

Maryland Deaf Culture Digital Library

So now we are ready for presentation about the Maryland Deaf Culture Digital Library so if I can ask the three presenters to come up to the front table here and we will make microphones or interpreters available as needed. The three presenters, and you have more biographical information in your handout, are Irene Padilla, who is the Maryland State Librarian, Susan Cohen who is the coordinator of the Maryland DCDL and Ricardo Lopez who is chair of the Advisory Board. So, I will turn it over to the three of you.

>> IRENE PADILLA: Thank you. We have some slides. Again, I'm Irene Padilla, Maryland State Librarian and have been integrally involved in establishing this library. We started in 2013 when a bill was brought forward to establish the Deaf Culture Digital Library of Maryland and I had not heard much about this issue, and was surprised that we were responsible for the establishment, so we coordinated together and decided that

the best thing to do was go back to the drawing board and have a task force that would look at the whole issue and then move it back to the General Assembly. So, we did that in 2013 and that's when I first met Susan. I had met Alice previously, and she is quite a force to be reckoned with, as we all know.

Her passion is incredible. Our first meeting with her officially was at the library for the blind and physically handicapped and she took great umbrage at that just as a warning to all of you that we met there. She did not feel that these services should be incorporated into that service.

So, we moved on from there. We had the task force and brought it back to the General Assembly for a vote. The vision that we have for the service was developed by the task force and it's there on the screen for you to read. All customers should have equitable access to deaf cultural information through the Deaf Culture Digital Library in a centralized location in the State of Maryland.

Further, the next slide, we established the mission so that we would be clear about what we were trying to do, offering resources about Deaf culture, acquiring and preserving an excellent collection of deaf resources in digital formats, furnishing access to information regardless of location and providing highly competent assistance to Maryland residents and library staff and local Public Library systems, Academic Libraries, colleges and universities and other libraries in the State of Maryland.

So that task force really established the beginnings. We did have a law that was adopted in 2014, and that's spelled out even further what the responsibilities of the Deaf Culture Digital Library were. We changed it from Deaf cultural to Deaf culture. So that was one of the first refinements we made. So, we as the State Library Agency were responsible for establishing this, and I was aware that Montgomery County, Maryland, the Montgomery County Public Library system had some real expertise in this area. So, I worked with Parker Hamilton who was the director at the time to see if we could coordinate this service through their library system, and she was more than happy to oblige that. We are very pleased to be able to work with Susan Cohen and you will hear from her in a few minutes.

The first thing, well, first of all, incorporated into the Bill as part of a fiscal note was the funding for the library. It was set at \$235,000, primarily for staff and for resources. Montgomery County does not charge us any rent or overhead at all. This funding has stayed the same for years, and at some point, we may go back and ask for that to be increased. What we found ourselves doing at the very beginning is trying to work between the two bureaucracies of the State of Maryland and

Montgomery County to try and figure out how we were going to move forward. So we had many, many, meetings, and we then Susan and I worked closely together to establish board membership criteria, the bylaws for the board and communication methods, because we had a very slow startup, and Alice was very aggravated with us because we didn't move faster, but we, there were a lot of details, so we would be happy to share a lot of that with you so that you could start up faster., but we are up and running and we are very pleased.

The actual legislation required us to conduct a needs assessment, work with the Governor's Office of the Deaf and Hard of Hearing so develop and provide sensitivity training, develop a website, develop deaf-related programs, develop partnerships and this is the primary area we have been working on too. We work with the governor's Office for the Deaf and Hard of Hearing, the county library systems, Veterans groups, state and local arts councils, senior citizen organizations, and deaf and hard of hearing organizations including the National Association of the Deaf, the Hearing Loss Association of America, and the Maryland Association of the Deaf. We are to encourage partnerships and collaborations with service providers so that we can provide virtual access to information and research. We formed the Deaf Culture Advisory Board as I mentioned, and that had specific groups that needed to be involved in that. So we also have been working hard to develop a friends of the library, and we are not quite there yet, but we are working on that. Part of the issue is finding people who are willing to step forward and be part of the friends and not everybody has time for that. So that's definitely something we are continuing to work on. And then the requirements for the lead employee of this DCDL library are that they would be a deaf or hard of hearing individual, and someone knowledgeable and experienced concerning issues affecting deaf and hard of hearing individuals.

So, you know, I think that this is a bill that is very well written. It has been our guiding force and Alice and Alec have been involved every step of the way, so we appreciate that. Now, I will turn it over to Susan Cohen who will tell you more about the library.

>> SUSAN COHEN: Thank you so much Irene. Irene covered a lot of the basic questions about the DCDL and we have the roles of the DCDL. Now the Montgomery County Public library -- can everyone see me? I will stand. That's fine. I know, I need to stand. Okay. I'm very short anyway, but I need to stand.

So, the Montgomery County Public Library was selected by the Maryland State Library to host and develop and manage this program and services. So, we are the first state in the country to provide this type of service and it is difficult to be first

because you are really starting from scratch. There are some different groups that are a part of the team, the Maryland State Library as Irene explained, and we also work with the governor's Office for the Deaf and Hard of Hearing. Additionally, we have a network of libraries that are liaisons, library liaisons and they are from 23 different county library systems including the Baltimore City Library System. So, we have a relationship with each of those libraries and we are able to share information and communicate, provide updates and resources from our program to theirs.

And we work very well together partnering for programs and various other events. We are able to help them to serve their consumers from their catchment areas. Can we go to the next slide.

I'm sorry, go back once more to the slide before. We do have the DCDL Library Advisory Board which Irene mentioned as well. And we are working on forming the Friends of the Library. I do want to turn it over to Ricardo to talk briefly about the Advisory Board and I will continue from there.

>> RICARDO LOPEZ: Okay. Sure thing. Hi, everybody. Thank you, Irene and Susan for what you have said. They haven't said everything, but I do have a little bit more to talk about the Deaf Culture Digital Library Advisory Board in Maryland. As I was recently saying, connecting the community with the library is mutually beneficial.

The board was established to provide feedback to the programs, and it's important to know the history. The board selected representatives from various communities to be a part of the task force membership and staff membership. So, we brought together the dynamics from various communities, and we are very excited to have all of these people as stakeholders. We meet quarterly and provide feedback and talk about issues that impact our programming and how we can improve services.

So, we want to establish initiatives and collaboration with NAD and other agencies. We want the Advisory Board to be restricted to people that just live in the State of Maryland that have experience with Deaf culture personally, and so we talk excite a bit about issues that affect us and recently, we have rolled out a new website with community programming. And Susan has helped us with that to design that. And we have contractors who are able to help us with that, with the web design.

So, we have had a lot of conversations around that, and hopefully we will be able to see that implemented very soon. The Friends of the Library initiative, our biggest challenge has been really having the deaf community be familiar with what we provide. And so, we are working on really sharing that with the

community and how we can improve their library experience. Friends of the Library work with the library in various ways. We help them with the various activities, and then we bring together money so that we can have people come out and do activities for us to provide workshops, presentations, and different things like that, and so it's mutually beneficial for them and the library, and that's the board advisory role on how we work collaboratively to support the libraries with the mission of really continuing those services.

At the same time, we hopefully are a model for other states to replicate what we have done, and so we are hoping that word will spread, and we are looking forward to that. I'm almost out of time, but I do want to share if you want to learn more about the Friends of the Library and you want to be a part of it, we do have a little card here with our resource that you can take with you. We celebrate Deaf History Month and other things. The Friends of the Library are a key part of working with these libraries.

>> SUSAN COHEN: Thank you so much Ricardo. If we could go to the next slide. Thank you. So, the DCDL is open to everyone. The resources are available to everyone, to library staff, to library consumers. I don't know if you can see it there listed on the slide. It says ASL and deaf study students, the general public, high school, colleges and universities, parents as well, quite a diverse group of people, anyone who is interested in learning about Deaf culture and resources available for the deaf community.

In order to better identify the needs for our new website, which we are developing, so it's, we are collecting details of the training programs that we have and the DCDL staff and Advisory Board have two different surveys because we are trying to find out what our consumers' specific needs are, and we want to do that in order to prioritize which things or which things we should tackle first.

We have received over 400 responses from library staff statewide. And over 300 responses from library consumers across the state as well. So, it's been an amazing response. We were able to get a lot of good information and feedback to help us start our planning. We took a copy of the analysis of each of those surveys and it is available online. We have provided that information for you to access as well. So, here are just a few of the quick takeaways from the survey. Library staff need tools. Like, for example, they may need a statewide list of ASL storytellers for their programming. So that's one easy example. And there are others that were listed as well.

Library consumers said that they need an open source, peer-reviewed journals for research. And they also need online

courses in American Sign Language across the state that are available for residents statewide. A Maryland deaf history file where maybe there can be sharing or retelling of deaf history and culture in stories that can be passed down.

So, these are just a few examples of what we learned from the surveys. Next slide.

I wanted to mention the positive outcomes of the DCDL. We do have a website. It's an interim website, and so we have our new website developed. We are working together with a contractor at this point to develop that website. Our current website has brought over 5,000 visitors. And that was just this past year. And it continues to grow.

We have eBooks available in regards to Deaf culture and history and those are available through Maryland's digital eLibrary. It's called the online consortium. And that is a resource that is shared throughout the entire State of Maryland. So, any library can go, any library card holder can go ahead and download those eBooks through that resource. We have classic children's stories, and those can be downloaded through video by the consortium as well.

We have culture and history programs statewide. We have deaf speakers at one library system, and we have a black deaf history speaker at that library. We also have another group that came in to do a performance, someone 2.0. That's a theater group, a deaf and hearing theater group that came together to perform from Rochester, New York. So, these are just some examples. I'm not going to go through all of them. They are all listed on the slide for you.

Just some general observations from our experiences to date. Consumers are extremely appreciative of the services. As you know, many consumers think that Google is the be all and end all, and that's one of our significant challenges. We want people to know that libraries can bring together tools that have been evaluated for their reliability and their trustworthiness, so that has become one of our challenges as well. Also limited access to open source information or any digital resources, and eBooks. eBooks do need to be compatible with Maryland's digital eLibrary consortium. Also, partnerships with historical societies and museums, universities and libraries, digitizing their basic services and that really is essential in order to help us develop the content that's available for our website.

We don't want to duplicate our triplicate resources. Our goal is to pull together the resources currently available and to house them in one centralized location. That way consumers have easy accessibility.

There are also limited options for video streaming or downloads regarding Deaf culture. For example, there is Kanopy,

which is a video streaming service. Many library systems do subscribe to Kanopy. Unfortunately, Kanopy has a very limited library or selection of Deaf culture materials. So, there are areas we need to look at improving. These are just a few examples. I can't go through all of them today, but they are listed on the slides.

And I'm really looking forward to meeting with everybody here in the room today, sharing information and resources and answering any questions that you might have as well. Thank you so much.

>> MOLLY RAPHAEL: Thank you all. That was very informative, and given that this is a major part of what we hope will come out of this forum to see more examples of what Maryland has done, I really wanted to make sure you had enough time to say that, but as you said, there are some things on the slides we didn't have time to get to. And you all have the contact information for the speakers as well as the attendees so there is lots of opportunity to follow up as well as what ASGCLA will be doing and making available all of this online after this forum is over.

So, I think when I hear this, what I really hear is this is a real proof of concept. This is an idea that started decades ago, but Maryland is actually showing us how it can work. So that's very important to us going forward.

(Applause).

ALA's Equity, Diversity and Inclusion strategic focus

So, I would now like to invite our Immediate Past President of the American Library Association, Loida Garcia-Febo. Loida has not only been very active in ALA, obviously being elected president, but she is also very active in IFLA, International Federation of Library Associations so she is active on the international level as well. She is going to talk with us about ALA's bigger initiative on equity, diversity and inclusion. Loida.

>> LOIDA GARCIA-FEBO: Good afternoon. I'm so glad to be here with you all. You, all of you are the change we have been waiting for. I have met Alice many years ago, and she always kind of like had dreamed of bringing this type of activity to ALA so I'm very happy to join you today. You are powerful, and you are contributing to transform communities.

My appreciation to ASGCLA in all of the leadership, Sherry and, of course, Molly and thank you, Jeannette, for everything. Those who know me know that I my first job at an academic library was as the acting chief librarian at the library for

persons with disabilities from Puerto Rico. It was inclusive of all different abilities.

My dad was also a special education teacher for what you call here shop class for deaf students. So, it was very specialized. And so that gives you an idea of how close to my heart are these things. Equity, diversity and inclusion, EDI, is one of ALA's strategic initiatives or directions, I should say.

Our office champions EDI in many ways from creating a website to resources to workshops and in others. So, I invite you to visit their page. But today I would like to share with you news from my presidential efforts last year that are actually being used to build on services persons with disabilities and others from different ethnic groups and so on.

For instance, my Diversity Advisory Board and I see one of my members here, Carrie Banks who is the President-Elect of ASGCLA. She was part of my advisory team. So, we together coordinated a video series titled EDI, equity, diversity and inclusion, in our libraries to help library workers at academic, public, and school libraries understand how to embed EDI principles throughout the library services. And this is a huge area that includes the themes we are conversing about this morning.

The series that I would like to share with you today gives this ability to a diverse representation of library workers, champions, and patrons to help deepen the understanding of the principles of EDI in action, in our nation's libraries. Each video is anchored by three core questions, and these questions are useful for many types of inclusive library services. For instance, here are the questions. How does EDI factor into your daily life as a librarian. You can replace EDI with many of the different services that we heard, perhaps, earlier today.

The next question, what's the single biggest challenge facing libraries when it comes to EDI? What are some effective ways that libraries can promote EDI in our communities? These questions could be used to model other videos. You might want to do featuring different aspects of EDI.

And today, I would like to show a piece, a very short piece of the video featuring Academic Libraries. I want to say that the librarian here has a mobility disability, but I hope that someday ALA can also feature a different type of librarians with different types of abilities.

>> (Video - first 35 seconds)

**Librarian JJ Pionke on Diversity, Equity, and Inclusion in Libraries:
"It's personal to me" -- <https://www.youtube.com/watch?v=58FmnzlFzss>**

The videos are free and they are available on the ALA YouTube channel and I thought the font was larger. That's something that we have to work on.

The second effort that I would like to share with you is that for the first time every library association in the United States, and we have many of those, ALA is the largest and oldest, but we have many other associations, came together to issue a joint statement affirming our commitment to equity, diversity and inclusion. Currently the Association of Research Libraries is building on that to develop a framework for cultural proficiencies in racial equality. And they are working with our ALA Public Library association, with the Association of College and Research Libraries, and with our office of Outreach to diverse populations, so we hope that in the future the associations, perhaps, can come together in a joint statement supporting one of the causes that we are discussing today. That would be very powerful. I also want to encourage you, and this is another area of interest, to visit our wellness page.

We are living in chaotic times and we need wellness in our lives. So last year we developed resources. Part of my wellness efforts to manage stress in these chaotic times and they are good for all. The content includes emotional, environmental, intellectual, occupational, physical and social wellness. You can find, for instance, one of the resources within one of those sections is a webinar about wellness strategies for those experiencing micro aggressions plus workplace stress. And that impacts us all.

That one is under the section on emotional wellness. I wholeheartedly believe that librarians are enriching the conversation around EDI. It must continue to move forward to embed humanity, compassion, empathy, awareness, and understanding into our library services nationwide. It is not an easy task, I know, but I am confident that together in this, today is an excellent example, we can continue moving these conversations forward.

So today I want to wish you all very productive conversations.

(Applause).

Discussion Questions

>> MOLLY RAPHAEL: Thank you very much, Loida, it is good to have the largest context, to see how this fits in with ALA's strategic focuses. We are not terribly behind schedule, and we have a section now starting out with just comments and questions. I want to open it up to go back to Maryland's effort and the Deaf Culture Digital Library as well as anything else

that you have heard in the first part of the day today. Are their comments or questions that you would like to raise to the larger group? We will keep it in the larger group for right now. Please, stand up and then we can make sure we have.

>> RON FRIEDRICH: What is the web address for the Deaf Culture Digital Library.

>> We have bookmarks available in the back of the room. Those bookmarks do have the web address listed on them and so if you want to take the resource for now. Remember, we will have a new website and new web address. That will be MarylandDCDL. It looks like this, the bookmark in the back. So it's MarylandDCDL.org. That's the new web address. You spell out the full word of MarylandDCDL.org. But this bookmark is available to you in the back of the room. Additionally, the information about the friends of the library, it's a small post card. That's available there as well. Hopefully that helps.

>> MOLLY RAPHAEL: Other comments and questions? So, would you like to have a discussion with the full group or do you think it would work to have a smaller discussion at the table? We have some questions that such as is there more inclusion of the deaf community in libraries now than there was in 1979, and if so, why and what changes do you think we could be making? Or how can ALA's strategic focus on EDI strengthen initiatives for the deaf inclusion? Just a couple of things we might discuss in smaller groups or, perhaps, in this larger group. And if you want to move on to get more information, we can do that as well.

>> I think it would be much more proactive and beneficial if we could do it in a smaller group. It seems we have numerous interpreters available, so if we could have table discussions, I think that would work.

>> MOLLY RAPHAEL: Okay. Let's see --

>> This is Al. I have to admit I feel a little awkward just because there are things that I want to say during my panel this afternoon that I think would be of benefit to the discussion here. So if I could just throw it out there to all of you that maybe deaf people can talk about their experiences in the library system and then maybe hold that discussion later so that we can have some of the deaf people that are here talk about what their experiences have been also.

>> JOSHUA BECKMAN: This is Joshua, I second that.

>> This is Clarence. I'm seconding what Mr. Alfred Sonnenstrahl had mentioned. It doesn't matter to us if you want to do it now or move into your next segment for this afternoon or for this morning. I'm guessing some folks might be getting a little famished at this point in time.

>> MOLLY RAPHAEL: The food isn't here yet probably. So maybe we have an opportunity to move on with the next part of

the presentation.

>> MOLLY RAPHAEL: That's what I'm thinking given that we will have some discussion time definitely in the small group has been suggested by several people here. So, let's go ahead and move onto the next session and that will keep us pretty much on schedule.

Libraries and Deaf Education: Higher Education

So, this is going to be libraries and deaf education. So, we are going to start, we have two segments to this. The first one is on higher education with three representatives from Gallaudet University which they have introduced themselves. They will introduce themselves when they come specifically and we will go and have a second segment on Pre-K through 12 education from the Pennsylvania School for the Deaf. So, we will do the first one and then we will move into the second one.

>> Just give us one moment while we get our technology set up here.

>> Good morning, everyone, I'm so happy to be here today. My name is Amy Malm. I am the new dean of the library and archives at Gallaudet University. It is my honor to have been asked to come here today to present. I will keep my comments very brief, and then I will be turning this conversation over to my librarians.

Gallaudet University was established back in 1864. The land was donated by Abraham Lincoln. We have over 1600 to 1700 students in our undergraduate programs through our graduate and doctoral programs as well. That also includes several international students, English Language Institute students. In our library, we have over 150,000 different resources available for borrowing as well as electronic resources available. We support over 29 different majors and minors for undergraduate students and over 18 different graduate and Ph.D. degrees.

In our archives we have an enumerable amount of resources related to deaf and hard of hearing culture, artists who are deaf, objects that are part of Deaf culture. The oldest book in our collection dates back to 1632 and was written by a deaf author.

The role of the library at our university is the same as at other universities to support research and learning, as well as to advance those obtaining their degree.

So, most of our university resources have been changed from print to digital, and we are working on updating and converting and digitizing all of our resources. It's a big job. Our staff

has three librarians who do work full time. One is the director of circulation. We have a night manager as well, and then we have one full-time archivist. We also have two archive technicians. I will turn it over to the two librarians that have come with me today and they will talk about their roles within our library system.

>> NOAH BECKMAN: Thank you. I would like to give you an idea of what Gallaudet students use in the library. Students, faculty, staff and researchers and the student body as a whole, our students, as the video said, are very varied. Some of them have a hard of hearing background, some are late deafened, some are learning sign language later in life, some use spoken English, cued speech, some use cochlear implant.

Also, they have a very different affinities with different identities. Some identify with Deaf culture, some are newly exposed to that. So, as Amy as mentioned, we do have international students that are deaf from all over the world, which it's fascinating to see them signing in their native sign language and see what they are trying to say.

Just to give you an idea of our student body, that's what comprises it. We provide library instruction, how to do research, how to navigate various databases in the library and we also provide one-on-one reference appointments for in-depth research support. So that takes care of students and faculty.

Now, also with faculty, we provide electronic appointments for services or reserves, different readings that they require for their courses on the learning management system, the LMS. I hope I'm not missing anything, am I?

>> ELIZABETH HENRY: Communication with faculty.

>> NOAH BECKMAN: We also have a liaison that communicates with faculty. In my collection area, I see what people need, what the trends are, which department is growing, and so we take that into factor. Am I missing anything?

>>

>> ELIZABETH HENRY: Hello, my name is Elizabeth Henry, and I am an instructor and reference/electronic resource librarian. I have a lot of hats that I work with at Gallaudet's library. One person remarked something, what's the difference between Gallaudet University and other academic universities? And I'm here to tell you there is no difference between Gallaudet University and other universities, except that the majority of our students are deaf and use American Sign Language to communicate.

But even if you know sign language, still they are going to face challenges with communication, because I'm sure that you might be able to imagine that in America or at your college or university, you have a lot of students from other countries that

speak other languages and may have, you know, communication issues. English is not their first language and that happens at Gallaudet as well.

American Sign Language or English may not be their first language. So, in fact ASL or English may be their fourth, fifth, sixth or seventh language. So, we have to negotiate that, and we do face challenges with that. Sometimes international students come from areas with different languages and then there are other students with different communication needs. Some speak a lot. They were raised orally and are just learning sign language. The funny thing is when you think about it, a deaf university library, or if you compare that to a hearing library, a deaf person going into your library that's not for deaf people, the deaf person is going to think how can I communicate with you. For me, if a hearing person comes into my library at Gallaudet, I look at them and the first thing we do is take a pencil and paper and we write down what is it you need help with. So, it's kind of like reversed, right.

So really, it's very, other than that, it's the same as what you deal with in your regular academic universities. It's just that we are deaf and we use sign language to communicate with our student body. One other question that comes up, they say what about technology and so forth. The only thing you really do is screen videos and make sure that they have captions. We require that all videos come in have captions and if they don't, they are not in our collection. Another thing I wanted to say is also we face the same challenges you all do in terms of outreach, trying to get out with the community in terms of faculty and students and draw them into the library. I think that's the same challenge that any academic university library faces. So that's me.

>> NOAH BECKMAN: In terms of research needs for our students at Gallaudet, they are varied. It's not just deaf studies it could be history, depending on their assignment, but we do have a group of deaf people who want to go in depth in deaf studies, but we are very broad in what we offer.

>> ELIZABETH HENRY: Many people ask us if we have a unique collection at Gallaudet. Well, we do because we at Gallaudet make a point to collect as much as we can about deaf related materials, and we also make a point also to try to get duplicates because we want to maintain our collection for future use, right, but we also want students to be able to use it in present time. So, our goal is to collect for the future, but also have everything related to deaf people that can be used now. And also, international, we get things from all around the world. So, if you have any international deaf, if you have resources from other countries about deaf people in those

countries, please share them with us because we would be happy to have them.

>> AMY MALM: Just one final thing in adapting in technology. This year we have experienced a large growth in the population of students at our university who are deaf and blind. And we are learning different -- we are learning different ways to approach and interact with these students and make sure that our students continue to be accessible for all students on campus.

We are thrilled that this semester we were able to set up an open access Braille print machine in our library. This means that anyone can come in, a visitor, a student, a faculty person can come into the library, sit down at the computer, and print something out in Braille, whether that be a student's notes, or some other type of document that needs to be printed, they can all be printed in Braille.

So, we are absolutely thrilled to be able to increase and adapt to the services that are needed for our student population.

>> ELIZABETH HENRY: I think another thing in terms of adaptation. We have electronic books and we try to find electronic books that you can arrange the font so that they can be larger or smaller because different people have very different needs in terms of font size. Not all deaf blind people are the same either. Some need to see things close up. Some people can look at print farther away. So, we want to be as adaptable as we can to meet all of their needs. Also we also do OCR as well. So we want to take care of that.

>> NOAH BECKMAN: On a lighter note, we don't have any audio books. I guess that's a given being the nature of our school, so no talking audio books. Sorry.

>> MOLLY RAPHAEL: Thank you very much for that presentation. I think it gives us a very good sense about what's the same and what's different, and what to expect if we walked into your library that might be different from an experience that we had in a library that did not have people who could sign to us if we were deaf or whatever. So, thank you for that.

Libraries and Deaf Education: Pre K-12 Education

Now, I think we have an opportunity to hear from the people who prepare students for Gallaudet University and other universities. We have Joshua Beckman and Penny Starr-Ashton from the Pennsylvania School for the Deaf. Joshua is going to talk to us some about how deeply he has been involved in the deaf

community throughout his life, but at home, at school and through the NAD. And Penny is a teacher and manages library services for the Pennsylvania school of the deaf. So, take it away.

>> JOSHUA BECKMAN: My name is Joshua Beckman and you just saw my brother present and we are not twins.

>> PENNY STARR-ASHTON: Hi, everyone. I'm Penny Starr-Ashton. I'm a teacher of the deaf, I'm a reading specialist and I'm also the library manager at Pennsylvania school for the deaf. Welcome to Philadelphia. Our school is about 15 minutes down the road and I'm so happy you are here.

>> NOAH BECKMAN: Yes, now, my position and role is the visual media specialist at PSD previously I was the ASL specialist which I will talk about. When we hired the new head of school Peter Baily at the Pennsylvania School for the Deaf. We want to show you a video of Peter that he made for here today, a welcome for us today.

>> PETER BAILEY: Hi, everyone. I'm Peter Bailey, head of school at the Pennsylvania School for the Deaf. I'm so excited to have our staff joining in on your conference and panel. Libraries mean so much to us here at the School for the Deaf. I can't speak for anyone else, but I'm sure that we share the view that the library is the most valuable asset for our deaf and hard of hearing children. Because of it fostering literacy. Written English that can be translated into American Sign Language. Many people don't realize that our deaf and hard of hearing students are able to access printed English and then envision in their heads various stories and express it best in their native language of ASL, so I always wanted to make sure that libraries continue that viewpoint of accessibility to both languages. Thank you for your time, and I look forward to seeing more partnerships in the future. Thank you. So long.

>> PENNY STARR-ASHTON: At PSD we will be celebrating our 200th birthday. We are the third largest oldest deaf school in America. Right here, we will be having a giant gala. I'm usually very loud. I'm sorry. I'm used to a lot of noise of 3-year-olds. We serve approximately 180 students right now at Pennsylvania School for the Deaf in all varieties of hearing loss, deafness, much the same as you saw on the video. We serve a wide variety of children. I teach in the library, I'm a library manager and I see everyone through early intervention, our 0-3 program through the age of 21. Every class in the school comes to the library once a week, as you can see that's various idea. The 3-year-olds my come for story time and book exploration. We have middle schoolers doing research projects, high schoolers working on resumes, job applications, research projects, looking for jobs,

things like that. So, it's quite a busy. It operates like a normal library. We have over 24,000 items in our library. That includes our books and video materials.

We also house a large professional library for our staff, and that contains a lot of Deaf culture items related to teaching of the deaf. We are one of the few schools, deaf schools who have a giant resource in that regard in our professional library for our staff. We serve the entire City of Philadelphia. We also serve five surrounding counties outside of Philadelphia as well as some kids sometimes from New Jersey and Delaware who are placed at the School for the Deaf.

I would be remiss to not mention this right now, but right now at this exact moment, five blocks from here at city hall, there is a rally to restore Philadelphia school librarians, and I can't express how much 50 percent of me wants to be there right now.

We serve over 200,000 students in the City of Philadelphia. We are down to less than 8 librarians, 8 to serve 200,000 students in this city. We have been decimated. I'm not even included in the 8. It would be 9 if it was me. They are rallying to restore, there is a House and Senate Bill before the PA Legislature which would ask to put a certified school librarian in every public school in the State of Pennsylvania. We are hoping that passes. Pennsylvania school librarians' association, PSLA have been dutifully working on that. But they are rallying at city hall. We have our senator Thomas Mert to note the impact that know libraries have at a city, state and national level. We are depriving kids of literacy at early ages because we do not have libraries in our public schools. Think about that if you can, investigate it further and if you could take it back home just know that in Philadelphia we are desperate for librarians here.

>> NOAH BECKMAN: Ironically ALA was founded here in Philadelphia.

>> PENNY STARR-ASHTON: Power library is our portal for all state of PA libraries. We have a huge museum at PSD that houses a lot of our history and also relative to Deaf culture and just the history of our school. We have everything from year books to sports memorabilia to old pictures and it's a beautiful museum. The problem is no one sees it but us.

So, we would love to digitize it. The way we would digitize it is through Power Library in the State of Pennsylvania. Power Library feeds documents through a PA photos and docs which goes to PA digital library then goes to digital Public Library of America. We would love something like what Maryland has -- Deaf Culture Digital Library. We would love to be a part of that too. I will be talking about it at the PA State Librarians

Conference.

>> JOSHUA BECKMAN: I wanted to talk about my role as the visual media special list. Not many schools for the deaf have this particular position in place. I'm one of very few people in this kind of position. I work with institutional advancement. We do a lot of public relations in regards to the school. What I have done historically is to make digital and print materials. I'm responsible for all of the social media, the website, and everything that happens behind the scenes, technology-wise. I work with the teachers and the staff. I support them and I support some projects with the library as well.

I look at screening and developing databases, whatever it is that we might need for DVDs or VHS tapes, I create a database of what those documents or those particular files that we have. And also making sure that students have access. VHSs and DVDs are becoming obsolete and we don't have the right resources available, so we have to make sure that our students have access. I used to work in our early childhood education center as an ASL specialist. We needed to have ASL videos that were available through websites, unfortunately sometimes those were locked and children and parents weren't able to access them so we created an internal system through Google Drive and all videos are available based on whatever particular theme might be whether poetry or story telling those things can be translated into ASL and teachers can use those for instruction for children in the classroom. It's a great benefit. Unfortunately, what happens is that many books are not necessarily translated into ASL or other sign languages and we want to make sure that students have a full access to a visual language that is their native language.

>> PENNY STARR-ASHTON: One of the things I have done with Josh over the year is many of our little children want to be story told, and I'm only one person. So, when you have a group of them who want to read different stories, how would I ever get them to read very hungry caterpillar if I was the only person reading to them. What I did was I did a high school project with high school seniors and juniors we picked out children's book, Corduroy, Very Hungry Caterpillar. I had them ASL tell the stories, we videotaped them, made it into a QR code and put it on the book. The kids can take the iPad, snap the QR code and sit and be story told. That could be standard, you could do QR codes on many, many books but kids love it. They will take a picture of the QR code and they will sit and listen to the story. And as you know, they want to hear the story again and again and again.

So, they can keep going. They can keep going and hear the story again and again, but it's one way to make our books

accessible instead of just hand it to a deaf adult and ask to be story told. Find a deaf adult, find someone who knows sign language to tell a story. It's a way for kids to be independent, much like hearing kids go on and have a story told to them in audio version. So just something to consider.

>> JOSHUA BECKMAN: 90 percent of deaf children come from parents who are hearing, and 90 percent of that population doesn't often communicate effectively with their child. You can do the math and that leads to an easy answer as far as language and parents have to work, they have to earn money to take care of their family so communication or learning sign language may not be a priority for them. We understand that that's an issue, but this is our library. The professional library is located here.

>> PENNY STARR-ASHTON: You will see in the middle of the library we have a video screen that runs all of the time, the library loop, it's pictures of events but two-minute stories that go up on there. So, if you are passing through the library, you can hear a story. You can hear a story visually. You can always catch some story happening. That might be a wonderful way for me to promote ASL, but that's always happening and there are lots of visual reminders about where things are in our library, because if I want them to ever get to a Public Library, they have to come to my library first and learn about how a library works and then they will go to a Public Library and then they will be in the University Library. I try to teach them the ways of being in a library and where things are. We do regular library classes so they can go to Gallaudet University library and find what they need and go to a Public Library and find what they need.

>> JOSHUA BECKMAN: Thank you for letting us present today. We are getting close to our 200th anniversary celebration for the Pennsylvania school of the deaf coming up in April and we are looking forward to continuing the tradition of being the third oldest deaf school in America.

(Applause).

Welcome by Wanda Brown, ALA President Introduction of Tracie Hall, new ALA Executive Director

>> MOLLY RAPHAEL: Thank you very much Joshua and Penny for that presentation. Before we break for lunch I know you can sort of smell the food, we are very honored to have the president of the American Library Association who has come today to bring greetings to this group and I will tell you as somebody who

served in her position a few years ago, her schedule is booked solid so if you can get her to come bring greetings at something you are really fortunate and it also says a whole lot about what her priorities are and what she thinks is important for this association. And she is not only here, but we also have, we are thrilled that we have a new Executive Director designate for the American Library Association. So, I would like to invite Wanda Brown, the president to come up and Tracie come up too so people can get familiar with your face. Tracie Hall who worked for ALA and we were all saddened when she left for other things, but fortunately she got the library bug so badly that we got her back and she will be our new Executive Director starting very soon.

Let me say a couple of words about Wanda because the position of ALA president is a one year position so you build on what's come before and you contribute to what's going forward and so for me, it's always interesting to see what ALA presidents select as areas they want to focus on. So I looked a little bit at Wanda's background, she is the director of library services in Winston Salem State University, and I will tell you if you have a day job at the same time you have an ALA presidency, more power to you. I didn't do that. I waited until I retired. But she wrote in a column early in her presidency that, quote, she wanted to promote the value of libraries in ALA through the lens of social justice and inclusion. And we just heard from Loida who talked about EDI and the importance of that initiative, I mean, that strategic focus within ALA. But what I particularly like about what I have seen that she has been doing is she has been doing a real focus called Finding your ALA.

And it really is looking at how many different ways ALA can contribute to who you are and what you can contribute to what this association is. So, I haven't stolen your thunder. You can talk about it, but I think it fits well with what the focus is of this. And Tracie actually was director of the diversity office when you were here, right? And she was an emerging leader and a first year spectrum scholar when ALA started supporting scholarships to bring underrepresented groups into the library profession. So, take it away.

>> WANDA BROWN: Thank you so much for inviting me to come. I want to just echo something that Molly said. I want to say this is that in all of my visits and finding ALA, I have discovered a true passion that lies in every specific community, and it has brought me such pleasure to go places and see the passionate people. And I heard the presentations as I sit back there, and I saw that same passion. I saw that same energy, that same commitment that says I value my community no matter what my community is or how it is this. I will do everything I can to

make that community successful. I applaud you for those efforts and I thank you for opening my eyes to parts of librarianship that I have not necessarily had on the forefront. But I appreciate the opportunity, and I want to take a minute and just thank you for the work that you do.

I believe that collectively together we add much to our profession, and because of your efforts, be I am now aware of a different segment that I need to be mindful of in my day-to-day interactions. Our campus did undergo a recent effort, making sure that all of our websites were accessible, and so we did go through that project. It was something I never thought about but was glad that it was introduced to me and happy to be a part of it. So, I just want to welcome you, say thank you for all that you do, and invite you to join me for lunch.

>> MOLLY RAPHAEL: Tracie, would you like to say a few words.

>> TRACIE HALL: Wanda is a very hard act to follow and so is Loida, but one of the things I want to say is that we have a long way to go in the fight for true diversity, equity, accessibility and inclusion. And I see that as a major priority for the association and for my own leadership. So I'm looking to learn from you, to be among you, and to ensure that as we move into the next two decades of the 21st century that we do as much as we can as Wanda said to make sure that there is no one in the communities that we are a part of and that we care about that are left behind. So I think there is a lot of innovation also that is happening in the space, and so that's one of the things I'm going to be listening for and learning from and hopefully incorporating into the larger work that we have to do as an association in general. So, thank you again for your work and your leadership and your vision.

>> MOLLY RAPHAEL: Thank you very much.
(Applause).

Lunch Break

And I'm going to let them go to the line first since they have to rush, and but then we have food back here, help yourself, and as I said, the rest rooms are down to the right. If you want to go there. And we have almost 45 minutes, about 40 minutes for conversation. You might want to mix it up a little bit when we come back because if we do the small group discussions, there are some tables I noticed when we were introducing that we had, I think, all speaking hearing people at and some tables where I think we had all deaf people, at least people who were signing at the time, so after lunch maybe mix it

up a little bit so we can have some good discussions.

>> Mix it up now.

>> MOLLY RAPHAEL: That's a good idea because of the conversations that can happen at lunch. Thank you for that suggestion. So, please, you are getting up any way to get food, park yourself someplace else.

>> MOLLY RAPHAEL: If I could have your attention for a minute. We have about five minutes before we are ready to start again and I know we have lots more good information to share and we want to be sure we have time for discussions, but I have to say, I think we have had some good animated discussions at the tables at lunch so that's terrific. So, if you need to use the rest rooms please do and try to be ready to start in about five minutes. Thanks. And if you haven't signed the cards in back, even if you don't know Alec and Alice, just sign your name. It would be nice for people to sign their names and send all of the good wishes in their direction. Thanks.

>> MOLLY RAPHAEL: I have one piece of information I want to share with you from Wanda Brown's presentation here, we talked a little bit about her initiative, which is the Finding your ALA, which is a recorded videos, short videos of how people became engaged in ALA. On Sunday, January 26th from 9:00 to 5:00 in the ALA lounge, which is across from the registration area, they are going to be doing videos of people who are here at the conference about how you found your ALA.

I want to encourage many of you to try to go if you are going to be here at the conference at that time because people look at those videos, and it's a way of our getting across the message of how important this work is that we are doing. So, if there are some videos where someone is signing and we can caption and gather that together, it will impress people that this is work going on within ALA so that's Sunday between 9:00 and 5:00 across from the registration area.

I'm told that you can actually go up and sign up for a time if you want to, but you can also just drop by. So, I hope some of you will be here and will be able to go and do that.

I would like to say I think we did a good job of mixing things up at lunch with people moving to different tables and talking with them. I saw at each table people who were speaking and people who were signing so I know we mixed it up better than we were before, and we will have some discussions soon so I hope we can keep that mixture there going forward.

**Libraries: Inclusion of the Deaf Community: State Libraries
Georgia Libraries for Accessible Statewide Services (GLASS)**

The segment kicking off the afternoon is libraries: inclusion of the deaf community and we have State Library first and then two videos from two Public Libraries who were doing two different kinds of things. First, we have Pat Herndon, she is the assistant State Librarian in Georgia, and she is director of the GLASS, Georgia Libraries for Accessible Statewide Services. So, Pat, let me turn it over to you.

>> PAT HERNDON: Hello. You did really good. It took my husband four years to know what GLASS stands for. I'm Pat Herndon, assistant State Librarian director of GLASS. I work for Georgia Public Library service, which is our State Library Agency, and as a lot of you understand, that means that our office intakes the IMLS, LSTA grants and we intake funds from the state of Georgia. Why is that important? Because we use that funding to provide scalable services to Georgia's Public Libraries. And we are very fortunate at our State Library in that we have a great relationship with staff and the directors from the 62 Public Library systems in Georgia that serve our 159 counties. In Georgia we have a collegial relationship with our libraries. We host live meetings with the library directors three times per year and additionally we sponsor a lot of training to keep libraries informed on new technologies and importantly on best practices.

As director of GLASS, part of my mission is to ensure that Georgia's Public Libraries understand the provision of accessible and inclusive library services. We address many different needs that patrons may have and provide resources for libraries to consult as they plan and provide services that are accessible and inclusive to all.

One of our agency's key tenets is as you see on the slide, libraries are for everyone. The GLASS focuses its services people with low vision or physical impairment that might prevent a person from being able to use standard print. As an agency, we broaden the focus to include many other disabilities, anything that keeps somebody from using the Public Library. We encourage our Public Libraries to consider the needs of persons with disabilities related to vision, mobility, atypical neuro development and, of course, hearing. This is my job, and this is my passion.

Ever since 2015, Georgia Public Library Service has offered a three-day conference called the Georgia Accessibility Conference. Staff are invited from Georgia's Public Libraries to attend to make this attractive and affordable and to get as many attendees as we have capacity to house, GLPS covers the cost of lodging and meals and charges no registration for at least one attendee per library system.

We host the conference at a state park conference center to keep the cost reasonable. It also gives us a captive audience. They have nowhere to go if they are in rural Georgia. Most all of our speakers come from other state agencies and local organizations that support services to persons with disabilities and last our year our state agency received a supporting grant from Georgia State ADA Coordinators Office. In other words, they were happy to give us money so they wouldn't have to put on a conference like this for state employees.

The 2019 conference included several presentations on services to patrons with hearing disabilities. We had a vendor come in and he had approached me to talk about hearing loop technology and he wanted to get hooked up with the guy in our office that helps libraries plan their space. So, what he did was come into the area, loop part of the room. He didn't have enough of a system to loop the entire room, but he looped part of it, provided assistive listening devices so that attendees of the meeting could get a sense of what it would be like to hear the speaker's voice so differentiated from the background noises. And in 2019 we also hosted a presentation by an academic librarian who I happen to have gone to library school with but who happens to be deaf (and I didn't know that for about the first 15 years that I knew her) until she offered to speak at our conference.

She is dean of one of the libraries of one of our universities, and she gave some practical points for how library staff should be prepared to help people who have trouble hearing. And then she talked about best practices for staff to interact. She shared practical tips for effective communication.

We also hosted our state provider of TTY equipment so not so much tell staff exactly how to use TTY, but just to explain that if somebody calls the library that is using it, they might have a different experience on the phone call. And just to prep the front line staff on, you know, just don't be surprised. These things happen.

And we have an arrangement with this guy. He is willing to go do in services at libraries. He will be happy to go individually to a library and do staff training on talking to someone via TTY. We have also had a company that provides language translation services for third party ASL video interpretation. And the point of this is to create awareness among front line library staff. We encourage libraries to make sure if we have got video content posted on their websites that they have got that content captioned, and they need to be able to provide transcripts for any of their audio productions.

And our agency keeps resource lists and contacts across the state so that we can point people to local service providers for

sign language interpretation or for transcription services. We at Georgia State Library do our best to point libraries in the right direction for including accessible services but we do have results to share. More than one new library has included sound loop technology in their new construction plan.

Another library informed me that they were going to acquire a one to one sound loop system to facilitate conversation at the library help desk. And one of the best stories that I heard of lately is one of our Public Libraries has partnered with a parent support group for parents of children who are deaf. They put her into resources to get sign language interpreter who would come to a story time, I think she is doing it once a quarter at least, and, of course, it's an inclusive story time, the entire family is invited, anybody else in the community is welcome to come. And this program has become so popular that people visit it from various parts of the state.

She is reaching people in the full quadrant of our state instead of just her single county. Another program, our State Library facilitates museum partnerships and one of our recent projects is to make sure is that the display that some of the museums want to circulate to libraries that that is accessible for transcripts for any audio and other means of interpreting print for people who can't see. So, we are working hard and we really do a lot more and if you want to know more about what we do at Georgia Public Library Service, then just ask me and I will be glad to tell you.

Libraries: Inclusion of the Deaf Community: Public Libraries Deaf Literacy Center, Pinellas Public Library Cooperative

>> MOLLY RAPHAEL: Thank you, Pat, very much. The next two are Public Library presentations, and both presenters were unable to attend but we knew that in advance. So we got videos of them, and I think first is Rosa Rodriguez from the Deaf Literacy Center as you can see, Pinellas Public Library Cooperative in Florida and that will be followed by Janice Rosen who is in inclusive services for the District of Columbia Public Library. Janice is deaf, and kind of moved into Alice's position when Alice left DC Public Library. Janice is doing some very different things, but she is the person who has kept the focus on services to the deaf community for DC Public Library.

>> JEANNETTE SMITHEE: I'm going to give a technical thing. The first presentation from the Pinellas Public Library cooperative has quite a number of slides, but there is a lot of repetition. She has done text slides talking about some part of the program, and then she does a video which covers the same

material, not verbatim, but the same material, and so I am going to not linger on the text slides, but I will give more time to the video part of it. She has also included photographs of some of the programs. So just, that's why I'm going to scoot through the first part of this program.

>> MOLLY RAPHAEL: The whole thing will be available on the website afterward, right, Jeannette?

>> JEANNETTE SMITHEE: Yes.

>> Hello, my name is Rosa Rodriguez. I'm a hearing person. I have worked here at the Deaf Literacy Center for the last 21 years. The program here was established through the Library Service Technology Act Grant, and that occurred in 1998. The program was established because of the growing deaf community in a small town called Safety Harbor.

The small town had 18,000 residents, most of whom were senior citizens or upper class folks, and then there were about 35 to 50 deaf people who moved into group homes into Safety Harbor. And those folks started going to the Public Libraries.

The deaf people that were coming to the library had issues with miscommunication, they weren't familiar with the library world, rules and process of the library, so a need was identified. The deaf residents were often experiencing miscommunication and causing them to become upset or frustrated, and it was decided that there needed to be services provided for this specific community, and they needed good quality services and that's how the Deaf Literacy Center was born.

The reason that we believe libraries are important for the deaf community is that we realized once this program was established that libraries do contain all of the information that deaf people are often missing. We have become a hub of the deaf community here in the Tampa Bay area. We are always hosting events and often people will make requests, why don't we host a deaf art show, why don't we host a presenter? Could we bring in deaf performers? Could we have a panel discussion? And so, the deaf community really owns this program.

I believe that's the reason why this program is as successful as it is. The services that we provide here mainly include literacy, whether that's one to one or group settings, teaching about vocabulary English and increasing literacy. We also offer American Sign Language classes for babies, children and adults. We provide English for speakers of other languages. We also tutor people who are studying for their citizenship tests or trying for their driver's license or G.E.D.

We have a summer camp for STEM which includes music and performances. It also includes interview skills and job readiness skills as well as financial skills reviews. Every year

we do host local deaf battle of the books for middle school and high school, and we collaborate with what is called the optimist club. There is a competition hosted by the optimist club by the person who gives the best speech and the winner receives \$2,500 in a scholarship with the help of the library.

The library provides story time as well as ASL performers, panel discussions and holiday events. We typically sign Halloween and Christmas stories during the holidays or winter stories during the wintertime. There are also poetry and talent shows. So, people ask me what the factors are for a successful program, and I would say there are three things. Number one, volunteers, number two, community member involvement, and, of course, number three, partnerships. Yes, the library does support us, and it is critical that they continue to support us, but the truth is that community involvement, volunteerism, manpower, without those things we could not afford to keep the program running.

We keep the financial load low by having lots of volunteers. Two of our biggest challenges here at the DLC include funding and space. We are very fortunate and grateful that we do not pay to rent our space in the library.

We are considered a part of the library, a library program, but we are non-profit, and we borrow the space from the library. Fortunately, because the program was established by the library, they do not charge us for utilizing that space for rent or for electric or any other utilities.

The space here is very limited, and because our programs reach beyond our current city limits to the larger county, we serve between 150 to 300 people, so we find space to be a big challenge. Previously the biggest challenges we face are the community not truly understanding or the staff not understanding deaf people's perspectives, providing services for deaf people was not something that had happened in the past and so the library had to adapt and change, change scheduling and timing for borrowing materials, and also the deaf people in the community became more used to how libraries run.

We do depend on state aid and support for funding for our staff and materials and special programs and events come from donations and fundraising for our program.

Our biggest success has been seeing the change in the community, seeing people growing their knowledge and ability to use the library and the services here, also taking advantage of what their culture has to offer.

DLC has changed the lives here not only of the deaf community, but of the hearing population as well. Many of the children who we have been working with for more than 20 years now are part of the program, and may be in college and have the

opportunity to look back at their involvement with DLC over the years and their composure to the deaf community and how rich that experience has been. The talent, the history and the culture that has been shared with them. The fact that we can incorporate such talented deaf individuals in our local community has made a huge impact. So, we definitely want to thank the library and the community for helping us here at the DLC. They always support us and help us to achieve our goals. So, thank you very much to them. If anyone has any questions, please feel free to reach out to me. I would be happy to share my experiences with you, any connections I have and to create partnerships as well. I wish you success with your programs as well. Thank you.

(Applause).

Libraries: Inclusion of the Deaf Community: Public Libraries Inclusive Services, District of Columbia Public Library (video)

>> JANICE ROSEN: Welcome to the DC Public Library services to the deaf community. My name is Janice Rosen and I'm a librarian. Every year we have deaf-related programs celebrating the history and culture of the deaf community and we partner with different community organizations. One example of what we do is a collection of deaf historical books.

Come with me. For example, every year we have on display books related to deaf history, culture and American Sign Language.

Our ASL classes are very popular. And people come to them all the time. Every week we offer classes in different branch libraries taught by a team of qualified volunteers from the community.

>> Good afternoon, my name is Carlos Coleman. I'm hard of hearing and deaf. Come, I will show you how the video phone works. Come and see. Hey, how are you doing today? I'm just showing how the video phone works, okay? Go ahead, sign with me. Will how was your day? Good. Good. Are you coming to visit the library soon?

Okay. Good. Thank you. Have a good okay.

Okay, bye, have a nice day. Thanks for coming to visit the library.

Thank you, have a good day, bye, love you, peace.

>>Peter woke up one morning and saw snow. One morning when he woke up and he saw snow just outside his window.

>> Hello. My name is Patrick Timony. I am the assistive technology librarian at the D.C. Public Library.

I'm going to show you fusion software. The CCTV makes text larger and allows patrons to change the contrast and color. You

can move this tray to move the text. Now, I'm going to show you JAWS as well as Zoom text. The magnifier makes the screen larger or smaller. This software is called Fusion. When you use the keys, JAWS will speak out loud.

We also have screen magnification.

UbiDuo is a device that allows for two-way communication. They can use the UbiDuo to communicate by typing.

>>You are welcome to come visit us at any time. We provide ASL interpreters for any library-sponsored programs.

Call us or visit us at our website. Our number is 202-727-2142. And you can also visit our website at DC library.org. Hope to see you soon. Bye-bye.

Discussion Questions

>> MOLLY RAPHAEL: We have a section here for discussion, but we also have a big discussion time at the end. What's your pleasure in whether we keep going with the final presenters and then sort of roll it all together? I know there is some information these presenters have that would be helpful for our discussion. So perhaps we would like to do that? Everyone comfortable with that? Okay. Then so the next part is about organizations, agencies and advocates for the deaf, and I think part of what we were trying to do here is give you a sense of the breadth and depth of organizations that you might look to reach out to in your community.

So we have first the National Association of the Deaf with Melissa Draganac-Hawk, who is the president, and unfortunately Loretta Sarro from the Delaware State Commission for Deaf and Hard of Hearing is ill and was not able to be join us and expected to be here, so we don't have a video. I would also like to invite Alfred Sonnenstrahl, who is the president of deaf seniors of America to come forward so we can move right along from one speaker to the next. And Anquinette Kimble-Stafford from the National Black Deaf Advocates, and Ron Friedrich. So, I think we will start with you, Melissa.

National Association of the Deaf

>> MELISSA DRAGANAC-HAWK: Hello, everyone. Good afternoon. I hope everyone is feeling very satisfied at lunch and isn't falling asleep. I know we are getting close to the afternoon hours. I am the National Association for the Deaf president, and I want to tell you a bit about our organization that was

established back in 1880.

Really, we promote the preservation of the deaf human language rights. That is our priority. This afternoon I'm so thrilled to have been invited so that I can talk from the perspective of myself as a person, but also the perspective of deaf people across the country of America, and about how we interact with libraries. So, I'm not going to talk too much about NAD, I would rather focus on libraries while we are here. So just three points, very recently there was the librarian who was signing from the Public Library, and I think it's just a critical piece to mention that many parents who have deaf children are looking for, are hungry for the opportunity to meet other people who know sign language.

90 percent of parents of deaf children are hearing and when their child is born, they don't know sign language. So often, of course, states offer early intervention services, but where is the human interaction? Where is the opportunity for that deaf child to have peers? That's quite a difficult task. Coming to the deaf school or deaf program typically doesn't happen until a child is at least five years old.

Here in Philadelphia, I wear two hats. I work for, of course, as the president of the National Association of the Deaf, but I also work at the Pennsylvania School for the Deaf, and the free library of Philadelphia has been in some discussions with us about partnering around some different ideas. Perhaps identifying four Public Libraries where it would be easily accessible for parents and families to get there by public transportation because oftentimes families don't have a car. To arrive once every Saturday for Storytime that would happen through American Sign Language through a storyteller who is either deaf or they might use a sign language interpreter.

That would bring children together and hearing parents who are going through this similar difficult experience, and they have the opportunity to connect with one another. So that's something we are really strongly encouraging.

Additionally, within the prison system, there are many deaf people who have been in the prison system, and not all of them have the ability to necessarily read. Some of them can and they might read magazines. One story that I have heard of as a person who was incarcerated, and they did not have equal access as the hearing prisoners. The hearing prisoners were able to talk with one another and chat during down times, but the deaf person would often times just watch television and the television did have captions ready, sometimes there weren't captions available for that programming and became very lonely for the deaf person.

And the library really saved their life during that time in prison. And being in the library, given the opportunity to talk

with friends and family members once they came in for family visits about what they were reading in the library. So, it was an opportunity to really have something to think positively about while in prison and be part of the library. Some of those libraries, the information in there is very old, and so it needs to be updated, but that's something to very much consider in regards to the deaf population.

The National Association for the Deaf has a variety of different committees. One is called the Sections committee. And one area of expertise within the committee was established in 1984 with FOLDA. Alice was previously involved with that and establishing that member section and that focuses specifically on libraries, and wanting to recognize deaf awareness month, and that particular member section has continued on and now has changed to Library Friends and then once again changed to the Deaf culture and history section. You might be wondering why we've changed that section over time. What we have found is we wanted to look more broadly than just specifically at libraries. We wanted to look at more that there were resources available about Deaf culture and make sure those were accessible to libraries.

Our current chair is Amelia Dall, and she is very energetic and very active and we have been having lots of committee meetings that encourage librarians or folks to get involved. So, I would love to discuss more with people how we can expand that connection and continue to share resources.

So those are my three perspectives from NAD, but my personal experience, I would love to see libraries have a specific section that's designated to Deaf culture or to deaf language. There are so very many deaf authors out there, and many of them are talking about the Deaf experience. There are children's books that are new as well. We also have lots of ASL literature, and ASL English bilingual literature, so it would be wonderful if there was an area designated in the library and that way families that have children that are deaf could come in and take advantage of that in local communities. Oftentimes the resources are spread throughout the library not necessarily in one easily accessible location. One book that I read that was called Boy and it was written by Phil Cummings, an author from Australia, and he talked about the deaf child who is a soldier, who saves a dragon and there is a fight about what's happening in the story and the boy doesn't understand and he is trying to rescue them. It is a sweet story.

The point is that that's a very inspiring book for deaf children to see that they can be brave. and they can be involved in a rescue or saving someone. So, whenever I meet deaf children, I read that book again and again and I think it's a

great one. So, thank you for listening today.
(Applause).

Note: Speaker from Delaware State Commission for the Deaf and
Hard of Hearing was unable to attend

Deaf Seniors of America

>> MOLLY RAPHAEL: Thank you. And now we will move onto deaf
seniors in America, of America, excuse me, Alfred Sonnenstrahl,
please.

>> ALFRED SONNENSTRAHL: Hi, everyone. Can you see me just
fine? Okay. Great. Hello. I'm Alfred or Alfred Sonnenstrahl. I'm
president of Deaf Seniors of America. As Melissa said I don't
want to talk about the history of the organization, but we have
over 2,000 members from all over the United States.

About 20 percent of them don't have access to the Internet,
and this is for a group of people that could afford coming to a
conference that could really afford to pay their dues but what
about the other people who are not familiar with our
organization or can't afford to attend a Convention like that.
I'm sure that there would be many more people out there who do
not have that access to the Internet in remote areas.

Do you know why that is? ,So, we do have a website, and
it's called deafseniors.US. And we just finished rolling it out,
and it's going to become more resourceful and more informative
about issues surrounding deaf health, travel, financial
planning, all of that will be packaged in that design for deaf
people.

And I'm sure there are deaf people out there who really
need this kind of information, caregivers right now who don't
have a caregivers license, who really could sign and provide
that service. So, we are trying to develop further outreach in
alignment with NAD and various other organizations and sources
to really promote deaf awareness. So that deaf people really can
die happily instead of being lonely and isolated.

So, you are probably wondering why local libraries around
the country, why they can't develop programs to be more deaf
friendly, so that deaf senior citizens in those areas can go and
make use of the Internet there. And it's available at no cost,
and then they can become more well informed. So, we need to
develop these partnerships between NAD, DSA, and also different
libraries. And I'm more than happy to install deaf library
services. It's all going to be housed on our website so people
can know which libraries are deaf friendly.

And if you meet a deaf person in your local library and you want to have a conversation, you can set up video remote interpreting, VRI. It's a program that's on a device, for example, last summer I was in Martha's Vineyard. And they have a library, so I don't know if you know the history of Martha's Vineyard, but it used to be full of deaf people and they all used sign language there. This is a long time ago. They do have a library there that was built and donated by a deaf family.

So I went in and they had a whole wing for deaf programming and talked about how the building was established, and then the woman came up to me and didn't sign as well, but my friend could lip read, so she talked about Martha vineyard's sign language. Martha's Vineyard had their own form of sign language. The librarian was well versed in that which I thought was interesting. Even though they couldn't sign but trying to communicate because deaf people would come there and so they would establish video remote interpreting to provide access. And so, there are VRI companies that you can establish relationships to provide service in your local libraries.

I think this is something we can do working together to make more accessibility for deaf senior citizens. Thank you for your attention.

(Applause).

National Black Deaf Advocates (NBDA)

>> MOLLY RAPHAEL: Thank you very much. The information just keeps coming and coming, I think. Thank you. Now, National Black Deaf Advocates, Anquinette Kimble-Stafford.

>> ANQUINETTE KIMBLE-STAFFORD: I think we have a PowerPoint there. There we go. I'm here to represent the National Black Deaf Advocates. There was another person who was going to come, but she was not able to come. Liz Moore. Dr. Moore, but she wasn't able to be here, so I'm going to speak briefly about the history and our goals. National Black Deaf Advocates was established in 1982. We came from a group of black deaf folks who went to an NAD Convention and we felt that our needs weren't being met by the larger organization, so we decided to set up our own organization in Cleveland, Ohio. And that's where we were founded. And that was the first three chapters were formed in DC, Cleveland and Philly.

Our mission is to support the leadership development and economic development and educational opportunities and social equality and safeguard the welfare of black deaf people and hard of hearing people in America. We have 21 active chapters, with

over 300 members. There are four regions. I have one chapter in California, in the Bay Area, so San Francisco and Oakland area. We also have many members at large. Their particular area does not have enough members to have a chapter, so there are members who are not belonging to a chapter. We have regional and national conferences every two years. This year is going to be the regional conference.

We have a senior citizens program, and two youth programs. One is for high school kids, and the other is for kids who are in college. And also, we have scholarships as well. One reason we are thinking about how to partner with libraries is that now there are so many books that are out there, but a lot of people don't have, they are not available in a person's local library and we have this whole list of books about black Deaf culture.

So right now, in 2011 full actually, recently in 2011, there was a book that was written about black American Sign Language. It goes into the history and the linguistics of sign language used by black deaf people. And that book was written by Dr. Carolyn McCaskill. She works at Gallaudet, coauthored by Ceel Lucas and Joseph Hill. Joseph Hill currently works at Rochester Institute of Technology. They are now touring, you know, giving a book tour, and so providing the history, this book talks about the history of black deaf American Sign Language.

I would encourage you and your local libraries to please have these books in your collection, add these books to your collections. Also, for people who live in the City of Philadelphia, Joseph Hill is going to be coming here on March 5th, Thursday, March 5th, at the University of Pennsylvania, he will be giving a talk about this particular volume, and his research. So, our current board is listed up here, and if you would like more information, please contact us at info@NBDA.org. I want to thank you for your attention.

(Applause).

Outreach to the Deaf in Prison

>> MOLLY RAPHAEL: Thank you. Now, Reverend Ron Friedrich. Pastor to the deaf in prison.

>> RON FRIEDRICH: I cannot emphasize and overstate what Melissa shared about the value of prison libraries particularly for men and women who are incarcerated. Thank you. Sadly, most prison systems do not have protocols in place to identify those who are deaf and hard of hearing within their institutions. Like many in societies, it's like we don't have any deaf here. And so

consequently, they do not provide resources necessary for deaf people to function equitably in a hearing society. It is no exaggeration to observe that generally deaf people in prisons serve longer time incarcerated than their hearing peers simply because they do not have interpreter access to programs which would normally lessen their time served.

Deaf people in prison routinely miss meals because they didn't hear chow call, and nobody thought to stop by to alert them. It is not unusual for a deaf inmate to be written up for violations, sent to solitary confinement for two weeks simply because he failed to respond to a verbal command from an officer standing behind him. As one inmate told me, we are punished twice, once for the crimes we have committed, and we are punished again simply because we are deaf.

Most prison systems purposefully separate deaf inmates housing them in separate institutions because administrators fear that deaf people will use their secret language to perpetrate gang activities. Fortunately, there are some exceptions to this pattern. I can only count five states that have programs in place where they proactively seek to house deaf inmates in a central facility where they can provide coordinated services, access to rehabilitative programs, and opportunities to communicate with friends and family on the outside. Most people, deaf people, the majority of them handle English as a foreign language which they have never heard. And in prison we see deaf inmates who run the full gamut from those who are highly literate to those whose command of the English language does not make sense out of any text.

When those of the latter group go to the library to seek information or resources, they like to take a friend along. Somebody with whom they can communicate who will help them find what they seek and translate it for them in sign. In many prisons that sort of mutual help is not allowed because, again, administrators fear that a friend helping a friend is a cover for gang activity. Well so, the kind of resources that we have been talking about it goes without saying are not found in prison libraries. One group of very hard of hearing men who are desperate to learn sign, in learning that I would not be able to meet with them to because I'm in a room full of librarians, gave me this message to convey to you.

They said in our library the only resources that we have that come close to dealing with the life issues we face are two copies of Signing for Dummies. This particular library does not accept gifts, can only requisition new titles. The institution does not allow them to take donations from the outside, and, of course, in any prison system shelf space is the challenge. I'm convinced that there must be a special place in heaven for

prison libraries considering the conditions under which they have to work. I commend to your reading a report by the American Civil Liberties Union done a couple of years ago. I should have given you a slide to put it up. It deals with the conditions and life of people with disabilities behind bars. It's easy, accessible download, just enter in your favorite search program, "ACLU Caged In." Mr. Taylor who is with us today had some very important input to the report on this and I commend it to your reading at the end of today's program, Mr. Taylor and I will stick around and we will welcome further conversation. Thank you.

Advocate for Deaf Culture Digital Library

>> MOLLY RAPHAEL: Thank you very much. We have one more presentation as you know from your agenda which is supposed to be Alec McFarlane, Alec as we told you is unfortunately sick. He has become a fixture at ALA conferences, a member of ALA and so many of you do know him, but Carrie Banks from the Brooklyn Public Library is going to step in -- Alec put together a slide presentation and she has Alec's notes so she is going to try to illuminate the slides that we see and take it away, Carrie.

>> Hi, try and imagine me as a slightly younger much taller deaf man. I'm sorry, I need one more thing.

I was so engrossed in the previous discussions that I did not get this entirely ready. So, I'm going to be working from Alec's notes. I hope that I do him justice. Alec's expertise is delineated in this, in this slide. He is the president of the National Literary Society of the Deaf, Inc., the proprietor of New Image Associates Construction Consultants (and once or twice I have tried to get in touch with him when he is on a job site and it's impossible). And [he is] a member of the Association for Specialized, Government, and Cooperative Library Agencies and [of] United for Libraries. He is the author of seven legislative Bills, three of which have been passed into law since the year 2000.

When we were discussing my doing this, he said that I just want people to understand that deafness is not absolute, that labels aren't really helpful and that there are many more people who need to be included both for their deafness and for the fact that they are not deaf. Now, we can go to the next slide.

And this is his audiogram. To be honest, I don't know how to interpret this. Alec is somebody who signs and speaks. He became deaf as a result of an illness. He goes into this more later. But he had planned to integrate the remarks of the

people who had been here and speaking all along into his closing discussion and I'm not going to be able to do that.

As a legislative advocate, one thing he really wants to do is to explain the challenges as a deaf advocate. As a legislative advocate Alec's job is for the greater good. It follows that his approach is based on the system or the systematic. He works in libraries schools, museums, organizations and government. The systematic is the thing that this is intended to illustrate and build upon. What is the system and how can we use it for the greater good? How can we answer the matter of deafness?

He wants to talk about the deafness in numbers. And generally, these are the numbers used by deaf run organizations and the international, national and privately funded celebrity forums. The point is they are basically making the same claims, that about, and you can see -- they are basically making the same claims of about 70 million deaf people worldwide. That's the UN Convention on the Rights of People with Disabilities. The Nyle Dimarco Foundation. There is nothing wrong with those claims per se, but this slide [World Health Organization - WHO] introduces the question about the other 400 million or so people who are deaf without regard to culture, geography, identity, circumstance, or language modality. This is about where deafness is happenstance and further where deafness is oftentimes preventable or temporary. When we speak of the Deaf Culture Digital Library, we are essentially talking about the other 400 million people and their family, friends, neighbors, classmates, educators, employers, doctors, care give givers, merchants and private industry bringing the world total to 7.3 billion people or so who need to know and understand and accept deafness, who need to know and understand human fragility.

And then back to this slide again, this is, again, Alec's audiogram. What he had not said before is he became deaf overnight at the age of seven years and six months due to a flu virus. We must consider human fragility and the potential destructive power of a common affliction.

And here the "Hill" talks about a young child who became blind after getting the flu and not having been vaccinated. Recall the slide the 466 million people considered by the WHO to be deaf.

It is not his intention to be alarmist about the virus, but to bring to attention human fragility which is the underlying of equity diversity and inclusion as well as universal access and design. Alec does not wish to minimize deafness either but rather show that it's place in society and how together the many needs we have are actually common.

Further that common understanding gives way to true cradle

to grave solutions that the Deaf Culture Digital Library is intended to implement as part of a larger system that is both a platform and pathway. It is intended as a way for the deaf community and others to transform the library by leveraging the power of the library and its place in our public private partnership.

And that was all of Alec's remarks. Thank you very much for your patience as I read through them.

>> MOLLY RAPHAEL: Thank you, Carrie.

We have now a limited time left, and we have the choice of engaging as the larger group or going to smaller groups as we talked about. I know we had some of those conversations happening at lunch. I know some of the things that we wanted to do was to hear from people who are deaf about their experiences in using libraries, and so one of the things I thought we might do is invite people who are here who are deaf to tell us a little bit about their positive and negative experience in using libraries to give us a sense of the kinds of things we should be reaching out to listen to and to hear in our own communities about what kinds of things libraries could be doing to support and help deaf community in ways that we aren't seen thinking about.

I want to really emphasize the important message that's come here today. I think we have really learned about how important it is to listen to the people we are trying to serve. When I say listen, I know that's a bad choice of words, necessarily, but I think that it's really important that we do something that I learned from Rich Harwood from the Harwood institute and he called it turning outward, and not sitting in our libraries saying what should we do, what kind of services and programs should we have. The way we can figure this out best is to turn outward and talk and communicate with people in our communities who we are trying to serve and figure out is a signed story time once a month something that would be a priority for them. Different kinds of things. Here are the things we might be able to offer. What are the things that are important in the community?

I would love to have the opportunity, and, again, I don't know whether others feel the same way, but I do want to hear some of the ideas and some of the things that people who are deaf and have been using libraries would like to tell those of us who are not deaf about your experiences in libraries. Is that acceptable to people here?

>> ALFRED SONNENSTRAHL: One thing that we haven't mentioned yet is about the deaf blind programming. And I think that's something to consider. The biggest access to the world for them is through Braille, and it's sad to say Braille is vanishing because hearing people, blind hearing people are depending on audio. And Braille has been used much, much less. And because of that deaf blind people suffer. So, we need to preserve Braille for our deaf blind people. That's one thing.

Secondly, DSA does have a magazine that we print. It comes out four times a year, and NAD comes out three times a year. You can subscribe to those magazines and I think it would be nice if libraries had that on hand, these kinds of deaf related materials in your local libraries so that the local deaf people can come and access that. It's informative for hearing people as well. My wife will kill me if I don't mention this.

She wrote a book it's called Deaf Identities. This was printed by Oxford University Press or Oxford press, and it's in the exhibit area where you have different types of deaf people, all kinds of people, and it will help you learn more about the deaf population. I think that's all I have.

>> Can I respond to some good news. Hi, Pat Herndon with GLASS, Georgia's Talking Book and Braille Library, part of the NLS Public Library. I think you may be pleased to know that the director of NLS is very devoted to getting Braille materials out and distributed freely in the community of people that need them. And even better, for someone who can deal with a digital refreshable Braille display, NLS is, last I heard, putting out for bid for the contract to actually produce machines that we can lend to people that qualify for our service. So NLS does focus on services to deaf blind, but Karen Kenninger is doing everything she can to make sure that Braille access is available to anyone who needs it.

>> MOLLY RAPHAEL: Thank you, I think I saw other hands here.

>>Carol Finkle: It's your fault. I have been yelling all my life. Okay. Hi, so [as] hearing parents [we] started raising deaf kids in 1968 and now they are in their 50s, they have children, I'm a grandmother of two CODAs, anybody in here doesn't know what a CODA is? Everybody know? So, a CODA is a child of deaf adult. CODA or a CODA with a K, kid of deaf adults. They are a sub subculture of the deaf community cultural experience. They have their own camps, their own theaters, their own communities because they all were raised with American sign language as their first language, very big part of Deaf culture history, but related to libraries, as a hearing parent of deaf kids in the late 60s, 70s, 80s, et cetera, until I figured out

what I was really supposed to do with my kids, contrary to the misguidance and misinformation I got from the Audists, I want to emphasize the word because someone came up to me and said what is the word you said, what is Audism, I never heard of it. And that's the problem at the base of every nuance of discrimination, ignorance led policies and practices whether it's the arts and cultural community and the hearing world of which the libraries are, of course, an essential core part and my whole life was replete with being eyewitness to total discrimination, total inaccessibility, as if there were invisible sign everywhere I went every day of my life that said for hearing only. And every time something is inaccessible, and you don't have to be a parent of deaf kids, you just have to be a human to know if your kids are left out, you are left out. Period. The end. Let me see, let me get the Friday weekend section to the newspaper and flip it. Nothing for my family. Academy awards time, what movies? Couldn't go to those movies. Completely unaware, but living, working and existing in every aspect of life within the hearing dominant society.

You have heard of sexism, you have heard of ageism, you have heard of racism, antisemitism, homophobia, ableism, yes, you have heard of all of that, you never heard of Audism. That is what you take away today. You talk about it. You explain it. You make analogies with it, because every ism that has oppressed any group of people in the history of human, woman mankind exists to the hilt if you add Deaf culture to it. Today we live in a schizophrenic scenario. At the same moment in history where miraculously Broadway, Hollywood, and the whole television industry can't find deaf talent fast enough, it's fabulous. At the same moment, the power and -- I'm finishing, the power and the propaganda machine run by the Audists has never been more influential. They are crushing the languages, crushing the cultures and still 140 years after it all began by AG Bell, that AG Bell in 1880, it continues to move toward ethnic cleansing, wipe out the culture and the languages of the people we are talking about improving their lives. Thanks for listening.

>> MOLLY RAPHAEL: The gentleman here at the center table. I think you had your hand up. You contributed earlier.

>> Hi, everybody. Just to make things clear, my name is Clarence Taylor, and I am coming here, I have listened to all of the information that you have presented today. Wow! I'm thinking this should apply to younger people and people, people that have been released from prisons, what are they going to do with the rest of their life's journey. Libraries could help them to connect. And then that would make, that would change the world.

Just like finances and employment, resources, books, access to print, following their dreams. If we leave them out of the picture and they come out of jail and they don't receive any of that help and they linger, most of them are just going to be recidivists and so we are trying to reduce that and give them a second chance at success. So, they need guidance, and libraries are very essential. You as librarians, you are teaching me and what we learn that will help everybody be successful and you will be proud of us later. So that's my plan of action. So, I support you, support me.

Be.

>> MOLLY RAPHAEL: Thank you for that comment. I would like to get you recorded about that because.

>> Me.

>> MOLLY RAPHAEL: Yes, because what has happened to you here is exactly what happens to many people when they discover something that they really need to do, and we talk in libraries all of the time about how we can be more helpful in the communities we try to serve. And there are many states and Public Libraries that do a lot of services to prisons and jails and incarcerated men, women, everything. But there is so much more that we can do, and I think you have raised the issue about how can we think about people coming out of prison, and what libraries might be able to do, not just when they are in prison, but when they are coming out of prison, so thank you for bringing that up. Incarcerated children as well. There are some incredible programs going on around the country which I would be glad to talk to people afterward, but just so you know, use this contact information that is here so that if you have questions or you want to follow up with somebody, even if they don't know the answer themselves, lots of us who are librarians here know people who are doing this work elsewhere in the country, and we could open a door for you and make some contact for you.

>> Okay. By all means, I will be around, and I want to be in contact with many of you.

>> MOLLY RAPHAEL: Right. So maybe one more comment. I don't know if they are going to come kick us out of the room, but we are past time, so we should be prepared that that may be the case. There were two hands up back here. So, let's say two more comments because I don't know who is here.

>> ANQUINETTE KIMBLE-STAFFORD: I just want to encourage libraries to really buy books by deaf authors, specifically black deaf authors. There are just not a lot of information out there about black Deaf culture, black deaf American Sign Language, and most libraries only carry books about maybe just

regular American Sign Language or about Helen Keller or something like that, and there is so much more, maybe something about Gallaudet, but there is such a rift history in our culture and we just don't find it in our libraries, so I would like to see more libraries displaying books about culture, black Deaf culture and all of the varieties of identities that are a part of Deaf culture, people of color and other identities as well.

>> MOLLY RAPHAEL: Thank you, and I think there was one other

>> AUDIENCE: I just had a quick question. So coming from a library that currently has no resources really that reach out to the deaf community and I think we have got some really good ideas for how to make steps in the future for like buying books, making displays that feature Deaf culture, but without having ASL interpreter on site, if we have somebody come in who is deaf tomorrow, what is the best way that we can make them feel welcome and cultivate a relationship that will have them coming back to the library?

>> MOLLY RAPHAEL: Susan, I saw you raising your hand and she would be a great person to respond to this because she is definitely doing this now.

>> SUSAN COHEN: I want to make sure that I 100% understand your question. You want to make sure you make a deaf person feel welcome if they come into your library, correct? Okay. Now, the best way is how you start to communicate with the deaf person. Just ask the person how you can communicate with them, potentially you can use paper and pen to write back and forth, that's one way. And just build a relationship with that deaf person. Find out if there is a deaf community in your area. If so, connect that person with that deaf community or other deaf organizations. Get some ideas yourself as the library from members of the community about what kinds of programs they might want. It's really not up to us to decide which programs the community needs. We have to start with the deaf community and have them identify their needs and what it is that they would like.

I would say maybe start with like a Deaf History Month program. That's from March until April is Deaf History Month. It starts March 13th and continues until April 15th. That's Deaf History Month and you could invite a speaker, a deaf author. That's a good way to pull people in, to see who comes to the program. That won't just be the deaf community or just deaf people, but you will find hearing people that will come as well and incorporate the whole community. So that would be a good place to start.

Also, connect with sign language programs. Deaf clubs, there are a lot of different ways if you are looking to get people into your library, we can always talk more and I'm sure there are other folks here who could add to my list of suggestions, or feel free to contact us at the Maryland Deaf Culture Digital Library. We have some resources that we can provide to you, perhaps.

>> MOLLY RAPHAEL: Thank you, Susan.

>> MOLLY RAPHAEL: What I would like to do is wrap up a little bit. I'm sorry. Excuse me. I'm sorry. I didn't see you there.

>> JOSHUA BECKMAN: Just to add onto that answer, often generally deaf people are self-reliant, and we can do things on our own without even asking for help. Oftentimes people just don't have patience to have the interactions, so they just look for things independently. But if we get frustrated, we will often come to you and ask for help. Will and just we can either text or write back and forth, we can gesture, but it very much depends on whatever the content is that you need to find. Be friendly, provide good customer service, and that's all well and good, but sometimes there is miscommunication, and so I guess just wait until we ask for the help that we need, and then the other thing is that some people think deaf people are illiterate, that's not true. There are some people that don't write well. That doesn't reflect on their intelligence. They have other intelligences. So, keep an open mind.

>> SUSAN COHEN: This is Susan, I wanted to add one more thing if that's okay. 35 years ago, I never thought it was possible for me to become a librarian, and I have to thank Alice Hagemeyer. She is the person who told me about the job opening at Montgomery County Public Libraries, and I went from serving just the deaf and hard of hearing community there to a mainstream library.

And I was so nervous because going as a deaf person to work with hearing people too made me nervous, but it's possible. A deaf librarian can work in any Public Library. That could be another way for the deaf community to connect. Because if we have a person in the library who is already fluent in American Sign Language, not all deaf people use American Sign Language. There are deaf people who do utilize either lip reading or oral communication, just be aware that there is a diverse population within the deaf community. I know I don't want to take a long time. This is just one cute funny story. I remember when I first started working at the Public Library.

I saw two women approach the front desk to the information desk and I knew they were deaf. I just had a gut instinct that they were deaf. So, this woman she took out a piece of paper and

a pen right out of her own pocket. She was ready. She was going to write to me, and I said, don't worry, I sign, so instantly we had a connection.

>> MOLLY RAPHAEL: If you also, I'm going to piggyback on Susan's story, because Susan's story I experienced when I was in one of the branch libraries where I worked and we had Spanish speaking staff that were Latino. So they had shared culture as well as language, and when a couple of teenage boys came in to register for library cards, and the librarian started speaking in Spanish to those boys, the next thing we knew, like two hours after they got their cards, and they left. And two hours later they brought friends back to the library to get library cards. It sends a really powerful message, even if not everybody knows how to, in this case speak Spanish, it sends a message that we are trying to ease communication for you when you come into the library. So, I think Susan's story is one that probably rippled throughout the community of deaf people that those two women knew that that experience they had in the library can send a powerful message.

So I would like though just close a little bit with a few thoughts that I hope -- first of all, I can't believe anyone who came here saying I would like to learn something today is walking out of here saying I didn't learn anything. I mean, there was so much richness in the presentations, and the topics that came up. So, I hope you learned things, and what you didn't learn that you think about now or later, please use the contact list to follow up with people if you have questions or concerns.

But I think about this and I spent years in Washington, D.C., and we kept having all of these conversations about all politics being local, that it's really at the local level that it makes a difference, and sometimes we want to jump to the national level, but when we jump to the national level, sometimes it's just too high and too hard to get to where we want to be. So if you look at the local level where you are and try to figure out how can you make connections in the deaf community where you are, they may be very small steps at the beginning, but they are steps, and once you start making them, things start to move forward. And then you all have states that have State Libraries, and state chapters of NAD and other kinds of resources, organizations that serve the deaf.

So, you have statewide things as well, but you also have libraries in general. As you can hear, there are a number of libraries that are doing really good stuff in this area. And one of the things I love about being a librarian is that I always describe it as being the most generous profession I can imagine because if you are in some professions and you discover something that works really well, you sell it to other people in

the profession. You make money from it.

Libraries consider copying their programs to be a great compliment, they want to share programs. They want to help you figure out how to do things in your own community. So, take advantage of those places, some of which we heard from today, that might be able to give you some ideas just to seed your thinking a little bit.

And then national can be very good for resources and for learning, but also, they can sometimes point you back to something in your state or your county or your city that may be very helpful to you. So I hope you have gained a number of new ideas to take back for those of you who said you are pretty new and you want to figure out how to do things, I hope we have given you a lot to think about and to take back and I hope this group can keep contributing to each other's advancement in this area. We worked really hard to try to bring lots of information.

The result was we had a lot less discussion time than we had hoped to have, but when we figure that you have come a long way, some of you, but you have devoted time to do this, the information seemed more important to get across, but don't let this network die.

Don't go back and just try to do everything yourself. Reach out and get some help and assistance and advise from someone of the people that you heard from here or people you may have talked with at lunch or met and talked with.

>> CARRIE BANKS: One very quick thing. I was a member of the committee that helped get this together. I did very little for that, I want to say, but the person who did the most of the work and the person who we would not be here without today is Jeannette Smithee. I want to make sure that we thank her, and let's give her a big round of applause, because, seriously, without her and her patience and her negotiations and her persistence, this never would have happen and we also need to thank, acknowledge Mary Ghikas, the outgoing Executive Director of the American Library Association who has been incredibly supportive of this. Thank you.

>> MOLLY RAPHAEL: You stole my thunder, but I'm very happy to have it come from the grass roots. So, Jeannette has been invaluable to me through this process and I really appreciate her support and advice through the whole planning of this. So, thank you very much. One more.

>> AUDIENCE: Thank you so much to all of the interpreters for facilitating the discussions and conversations and making this all accessible for everybody. Thank you, thank you, thank you.

>> MOLLY RAPHAEL: Thank you for that too. Don't forget the opportunity to do the "My ALA video on Sunday if you are here.

(Concluded at 3:20PM).

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