



Indigenous Services Survey: Post Project Report

September 27, 2018

KFPL Indigenous Services Survey: Post Project Report

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Introduction

The goal of the survey was to gather feedback on future Indigenous programming and collection development. The survey was composed of ten questions that included ranked-based preferences and scale-based questions to weigh the importance of certain library services:

Survey Date Range: June 1st – August 20th, 2018

Number of Responses: 76

Formats: Online (64) and paper (12)

Section 1. Response Analysis

Question 1: How often do you visit the library?

Indigenous Responses		
	Number of Response(s)	Response Ratio
Daily	2	5.8%
Weekly	6	17.6%
Monthly	12	35.2%
For special events	6	17.6%
Not at all	8	23.5%
No responses	0	0.0%
Total	34	100%

Non-Indigenous and Undeclared Responses			
	Prefer Not to Say	Non-Indigenous	Response Ratio
Daily	0	2	5%
Weekly	5	16	52.5%
Monthly	2	9	27.5%
For special events	1	5	15%
Not at all	0	0	0%
No responses	0	0	0%
Total	8	32	100%

Question 2: Do you identify as Indigenous?

	Number of Response(s)	Response Ratio
Yes	34	44.7%
No	32	42.1%
Prefer not to say	8	10.5%
No responses	2	2.6%
Total	76	100%

Question 3: What type of Indigenous programming would you like to attend at KFPL?

Indigenous Responses								
Please rank your choices 1, 2, 3 etc. If a program doesn't interest you, please leave it blank. 1 = Most preferred								
<i>Top number denotes respondents who selected the option. Bottom number is the percent of the total respondents selecting the option.</i>								
	1	2	3	4	5	6	7	8
Children's Storytimes	5 17%	4 13%	3 10%	2 7%	3 10%	6 20%	1 3%	6 20%
Crafts	2 7%	6 20%	3 10%	3 10%	4 13%	2 7%	8 27%	2 7%
Elder-led Storytelling	9 30%	6 20%	5 17%	3 10%	3 10%	1 3%	0 0%	3 10%
Guest Speakers	1 3%	5 17%	3 10%	6 20%	4 13%	6 20%	3 10%	2 7%
Performers	1 3%	3 10%	3 10%	2 7%	6 20%	6 20%	5 17%	4 13%
Film Screenings	1 3%	1 3%	2 7%	6 20%	4 13%	5 17%	6 20%	5 17%
Indigenous Language Learning Programs	8 27%	4 13%	7 23%	5 17%	2 7%	1 3%	2 7%	1 3%
Indigenous Entrepreneurship Workshops & Networking	3 10%	1 3%	4 13%	3 10%	4 13%	3 10%	5 17%	7 23%

Question 3: continued

Non-Indigenous and Undeclared Responses									
Please rank your choices 1, 2, 3 etc. If a program doesn't interest you, please leave it blank. 1 = Most preferred									
<i>Top number denotes respondents who selected the option. U=Undeclared, NI=Non-Indigenous Bottom number is the percent of the total respondents selecting the option.</i>									
		1	2	3	4	5	6	7	8
Children's Storytimes	U	2	1	0	1	0	1	1	0
	NI	4	2	3	4	1	1	5	4
		20%	10%	10%	17%	3%	7%	20%	13%
Crafts	U	0	1	0	0	1	1	3	0
	NI	2	2	1	0	4	4	7	4
		7%	10%	3%	0%	17%	17%	33%	13%
Elder-led Storytelling	U	3	0	1	1	0	0	0	1
	NI	7	6	2	1	4	2	0	2
		33%	20%	10%	7%	13%	7%	0%	0%
Guest Speakers	U	0	1	3	2	0	0	0	0
	NI	7	6	4	2	2	1	0	2
		23%	23%	23%	13%	7%	3%	0%	7%
Performers	U	0	2	0	1	2	1	0	0
	NI	0	2	8	8	1	1	3	2
		0%	13%	27%	30%	10%	7%	10%	3%
Film Screenings	U	1	0	1	0	1	1	0	2
	NI	2	3	2	4	6	5	2	0
		10%	10%	10%	13%	23%	20%	7%	7%
Indigenous Language Learning Programs	U	0	1	1	0	2	1	1	0
	NI	2	3	3	2	4	4	4	2
		7%	13%	13%	7%	20%	17%	17%	7%
Indigenous Entrepreneurship Workshops & Networking	U	0	0	0	1	0	1	1	3
	NI	0	0	1	3	2	6	3	9
		0%	0%	0%	7%	0%	7%	7%	20%

Question 4: Which age groups should the library's Indigenous programming and collections focus upon?

Indigenous Responses				
Please rank your choices 1, 2, 3 etc. 1 = Most preferred				
<i>Top number denotes respondents who selected the option. Bottom number is the percent of the total respondents selecting the option.</i>				
	1	2	3	4
0-5 years	6 20%	10 33%	4 13%	10 33%
6-12 years	11 37%	6 20%	10 33%	3 10%
12-18 years	4 13%	9 30%	11 37%	6 20%
General Adults	9 30%	5 17%	5 17%	11 37%

Non-Indigenous and Undeclared Responses					
Please rank your choices 1, 2, 3 etc. If a program doesn't interest you, please leave it blank.					
1 = Most preferred					
<i>Top number denotes respondents who selected the option. U=Undeclared, NI=Non-Indigenous Bottom number is the percent of the total respondents selecting the option.</i>					
		1	2	3	4
0-5 years	U	0	2	2	3
	NI	6	3	7	11
		18%	15%	26%	41%
6-12 years	U	5	1	1	0
	NI	11	9	6	1
		47%	29%	21%	3%
12-18 years	U	1	4	1	1
	NI	4	8	8	7
		15%	35%	26%	24%
General Adult	U	1	0	3	3
	NI	6	7	6	8
		21%	21%	26%	32%

Question 5: How often should the library plan to host Indigenous programming?

Indigenous Responses				
Please rank your choices 1, 2, 3 etc. 1 = Most preferred				
<i>Top number denotes respondents who selected the option. Bottom number is the percent of the total respondents selecting the option.</i>				
	1	2	3	4
Monthly	24 80%	1 3%	3 10%	2 7%
Every two months	4 13%	24 80%	2 7%	0 0%
Every three months	0 0%	5 17%	25 83%	0 0%
Every four months	2 7%	0 0%	0 0%	28 93%

Non-Indigenous and Undeclared Responses					
Please rank your choices 1, 2, 3 etc. If a program doesn't interest you, please leave it blank.					
1 = Most preferred					
<i>Top number denotes respondents who selected the option. Bottom number is the percent of the total respondents selecting the option. U=Undeclared, NI=Non-Indigenous</i>					
		1	2	3	4
Monthly	U	5	0	1	1
	NI	21	3	0	3
		76%	9%	3%	12%
Every two months	U	1	5	1	0
	NI	4	22	1	0
		15%	79%	6%	0%
Every three months	U	0	2	5	0
	NI	1	2	24	0
		3%	12%	85%	0%
Every four months	U	1	0	0	6
	NI	1	0	2	24
		6%	0%	6%	88%

Question 6: Are there languages, or a single language, you would like to learn or see in the library's programming?

Indigenous Responses				
Please rank your choices 1, 2, 3 etc. 1 = Most preferred				
<i>If an option does not interest you, please leave it blank. Please leave any recommendations in the comment section.</i>				
	1	2	3	4
Ojibwa	11 41%	10 37%	5 19%	1 4%
Mohawk	13 48%	8 30%	5 19%	1 4%
Cree	2 7%	7 26%	14 52%	4 15%
Michif	1 4%	2 7%	3 11%	21 78%

Non-Indigenous and Undeclared Responses					
Please rank your choices 1, 2, 3 etc. 1 = Most preferred					
<i>If an option does not interest you, please leave it blank. Please leave any recommendations in the comment section. U=Undeclared, NI=Non-Indigenous</i>					
		1	2	3	4
Ojibwa	U	5	1	0	0
	NI	8	4	2	1
		62%	24%	10%	5%
Mohawk	U	1	4	1	0
	NI	6	6	3	0
		33%	48%	19%	0%
Cree	U	0	1	4	1
	NI	1	3	10	1
		5%	19%	67%	10%
Michif	U	0	0	1	5
	NI	0	2	0	13
		0%	10%	5%	86%

Question 7: Are there certain library locations you would like to see Indigenous programming?

Indigenous Responses		
Please check all that apply.		
	Number of Responses	Response Ratio
Arden Branch	8	25%
Calvin Park Branch	12	37.5%
Central Branch	21	65.6%
Cloyne Branch	7	21.8%
Hartington Branch	6	18.7%
Howe Island Branch	6	18.7%
Isabel Turner Branch	15	46.8%
Mountain Grove Branch	10	31.2%
Parham Branch	10	31.2%
Pittsburgh Branch	6	18.7%
Plevna Branch	10	31.2%
Rideau Heights Branch	15	46.8%
Sharbot Lake Branch	12	37.5%
Storrington Branch	5	15.6%
Sydenham Branch	10	31.2%
Wolfe Island Branch	8	25.0%
Total	32	100%

Question 7: continued

Non-Indigenous and Undeclared Responses				
Please check all that apply.				
	Undeclared	Non-Indigenous	Total	Response Ratio
Arden Branch	3	7	10	29%
Calvin Park Branch	1	16	17	50%
Central Branch	5	22	27	79%
Cloyne Branch	1	7	8	24%
Hartington Branch	0	7	7	21%
Howe Island Branch	1	7	8	24%
Isabel Turner Branch	3	19	22	65%
Mountain Grove Branch	2	7	9	26%
Parham Branch	2	9	11	32%
Pittsburgh Branch	0	12	12	35%
Plevna Branch	1	7	8	24%
Rideau Heights Branch	2	12	14	41%
Sharbot Lake Branch	1	11	12	35%
Storrington Branch	1	7	8	24%
Sydenham Branch	1	11	12	35%
Wolfe Island Branch	0	9	9	26%
Total	7	27	34	100%

Question 8: Would you like Indigenous materials located in one major collection at the library's Central Branch, or would you like materials to be spread amongst selected locations?

Indigenous Responses		
	Number of Responses	Response Ratio
One major collection	11	32.3%
Spread amongst selected locations	23	67.6%
No responses	0	0.0%
Total	34	100%

Non-Indigenous and Undeclared Responses				
	Undeclared	Non-Indigenous	Total	Response Ratio
One major collection	2	7	9	23%
Spread amongst selected locations	6	24	30	75%
No responses	0	1	1	3%
Total	8	32	40	100%

Question 9: On a scale of 1-10, how important are the library's print and online Indigenous materials to preserving, promoting and teaching indigenous cultures?

Indigenous Responses									
1 = not important, 10 = very important									
<i>Top number denotes respondents who selected the option. Bottom number is the percent of the total respondents selecting the option.</i>									
1	2	3	4	5	6	7	8	9	10
1 3%	0 0%	0 0%	0 0%	0 0%	1 3%	2 6%	5 15%	1 3%	23 70%

Non-Indigenous and Undeclared Responses										
1 = not important, 10 = very important										
<i>Top number denotes respondents who selected the option. Bottom number is the percent of the total respondents selecting the option. U=Undeclared, NI=Non-Indigenous</i>										
	1	2	3	4	5	6	7	8	9	10
U	0	1	0	0	0	0	0	0	0	7
NI	0	1	0	1	2	1	2	3		19
	0%	5%	0%	3%	5%	3%	5%	8%	0%	70%

Question 10: On a scale of 1-10, how important is the future library programming to preserving, promoting and teaching Indigenous cultures?

Indigenous Responses									
1 = not important, 10 = very important									
<i>Top number denotes respondents who selected the option. Bottom number is the percent of the total respondents selecting the option.</i>									
1	2	3	4	5	6	7	8	9	10
1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	5 15%	2 6%	25 74%

Non-Indigenous and Undeclared Responses										
1 = not important, 10 = very important										
<i>Top number denotes respondents who selected the option. Bottom number is the percent of the total respondents selecting the option. U=Undeclared, NI=Non-Indigenous</i>										
	1	2	3	4	5	6	7	8	9	10
U	0	1	0	0	0	0	0	0	0	7
NI	1	1	0	1	0	0	5	2	1	19
	3%	5%	0%	3%	0%	0%	13%	5%	3%	68%

Section 2. Participant Comments

Indigenous Respondents

Types of Indigenous Programming:

- Consider having an Elder in Residence position.
- You say indigenous, but you really need to define what you mean by that. And will there be follow through with this or is this another ploy like the school board to get more money from the government.
- Language classes for Anishinaabemowin would be amazing!
- I am the parent of an Indigenous child. Perhaps something along these lines should be considered in question 2.
- Language is our culture, I am Algonquin living on ancestral Algonquin territory. What ever you chose to provide; it needs to be from an Algonquin knowledge keeper.
- I don't understand why there is a ranking system.
- ie. question 4 - I think it's important to focus collections on all age groups.
- Contact Okwaho Equal Source at admin@okwaho.com, a local Indigenous-owned company. They specialize in Indigenous entrepreneurship and social innovation (including workshop facilitation). There are good opportunities to collaborate! (<https://okwaho.com>).
- The Elders were last in my list but could easily be first if they were the ones reading to the children.
- I think that storytelling can be led by any member of the Indigenous community, not just elders.
- KPL would be a great environment for learning outside a classroom setting ie: speaking, moving, circles, hands-on.

Languages:

- Consider having "the Language Nest" teach Our Spirit Languages. They focus on Mohawk and Ojibwa and even have language games for lil ones... also a good way for adults to learn.
- Algonquin!
- The languages of this territory should be prioritized, and prioritized equally.
- ENGLISH!

- There is more to the Anishinaabe language than Ojibway and Cree. This is Anishinaabe and Haudenashaunee territory, not Ojibway and Haudenashaunee. The language offered should be Anishinaabemowin which includes Algonquin.
- Inuktitut should appear on the list as well.
- Algonquian is not on the list for my number one choice if programming is provided on Algonquin territory. (North of the 401)
- the survey won't allow you to leave it blank.
- I cannot comment on this as I come from a band in British Columbia and these are not “my” languages.
- Kingston is in traditional lands of Anishinaabe & Haudenosaunee. If including other non-traditional languages (for this territory), you may want to do a survey/study to see what languages today’s Indigenous ppl most speak in Kingston. There may be a wider range due to the post secondary students and RMC (and students across Canada studying here).
- I ranked in order of languages most related to me and my area but feel this should be related to largest number of natives and interest in the each community

General:

- Recording and preserving Indigenous Knowledge and Languages are essential to helping preserve Our Culture. Programming without including an Indigenous Elder or person respected in Our commUNITY will not carry the weight... nothing for us, without us.
- Revitalizing and educating others about Indigenous language and culture must be done across all public services. It is all of our responsibility, not just one public library’s responsibility. Both Indigenous and non-Indigenous peoples will benefit immensely from being exposed to the truths of the past, in order to put the present day into context. There is still a lot of work to be done to abolish racial stereotypes and the marginalization and oppression of Indigenous peoples. Increasing visibility of Indigenous content at public libraries is a great start to educate the community, to share truths, and to dispell myths about Indigenous peoples and their culture. This will contribute to fostering culturally safe communities.
- There needs to be a better way to advertise these resources for members of the indigenous community that may otherwise never walk into a library. Many don’t have internet readily available and often miss out on being in the loop. Miigwech for creating this survey.

- Yes as a first nations person it would be amazing to see this happen for our children and grandchildren.
- I love what you are doing and I commend your consultation and commitment to Indigenizing.
- Meegwetch, Nakurmiik, Merci, Thank you. I recently had an eleven year old boy in Kingston tell me that he knew the TRUTH about residential schools. He said that his grandmother told him. She taught him that the government opened the schools because First Nations peoples did not take proper care of their children. The government was helping them She did acknowledge that some school had problems. The boy claims that this is the truth because his grandmother said so and she was a teacher. I am still heavily disturbed by this. Indigenous culture in libraries is essential as to not perpetuate these lies. The elders are the best ones to have on site with stories and crafts. - The parent of a French Canadian and Mohawk child
- Consolation with our local Band in Sharbot Lake would be imperative when moving forward with this plan.
- I feel that all libraries should offer cultural based workshops our cities are diverse and all cultures should have the resources to provide each individual with an accurate history. Also to educate others in the differences and similarities we share as community members and as brothers and sisters in the human race. I would also like to see libraries more open to non locals. I live on a reservation so can not borrow books or material from my local library. I think that for a fee I could even be allowed to borrow books from out of town if returned to my local library why cant we just have it shipped back to its original location. Making access easier wherever i travel. Also in this technological age why not have more books available through ebooks.
- I would be very happy to see Indigenous programs...I believe it would be beneficial for both Natives and Non-Natives alike.
- Materials and programming that also aims at educating the general non-indigenous population about the real history of Canada, settler colonialism, social justice and privilege would also be great at reducing racism, discrimination and oppression towards Indigenous peoples.
- I would like to see a central collection of materials, with a lending library to other locations, as you do with books and audio tapes. I would like to see cultural teachings (speakers, movies, performers, crafts) available at the Central branch, but also traveling to smaller libraries in the county, ie: Ardoch and Sydenham

Non-Indigenous and Undeclared Respondents

Types of Indigenous Programming:

- Ranks 1-3 are what I would attend as a settler and an elder in my own community, seeking to learn more; it does not indicate what is most important overall. But I am forced to rank and that does not supply you with accurate information.

RE: #4 below: All age groups require programming and collections; one is not more important than another.
- From the ground up the library is misrepresented on each of these topics.
- Was this initiative started because of demand from indigenous people? If not, it's just more paternalism.
- All of the above, we need to know about our indigenous cultures and people . The more we learn the more we'll understand. All ages from children to adults including the elders.
- I believe the language learning programs would be very important, I just wouldn't personally have the time to commit to it.
- Texts by Indigenous authors

Languages:

- Not something I would pursue but very important to offer at least one language in the urban area, and I would hope a second in a rural setting.
- I don't know enough to prefer one over another but agree that lang. programs/resources are key.
- I cannot rank these because I do not know enough to make a decision.
- Really? Who wrote these questions? All languages equally !
- (did not rank languages) – JM

General:

- We need more books for students to learn about Indigenous People today, not just in the past. The library needs to remove old, culturally insensitive books in their collections.
- Linking programs/resources with LDSB would also be a fabulous way to expand community learning.
- For most of these items I do not have enough knowledge to supply ranked or scaled answers. Forcing ranked answers will not help you. This would only be effective if you

had paired comparisons that provided all the possible combinations. So I have been forced to rank where I have no knowledge. Poor construction! As a retired professor, I believe this survey could have been better constructed to provide you with useful information. I do not believe you will get responses that will actually help you develop the collection or serve Indigenous people In Kingston or settlers who need to learn about Indigenous people.

- This survey shows the underlying problem with the colonists writing the changes. You don't target one age group over another or one type of programming over another You start with: our entire collection is so devoid of indigenous content that we need to make a policy to begin with every purchase to rectify this problem. The indigenous authors in the kingston library shelves is invisible because it is less than 1 % of the collection . This survey is actually an insult and structured, I fear, for upper staff to use to not add indigenous content in any meaningful manner.
- I am a secondary school teacher, teaching NBE 3U Contemporary First Nations, Metis and Inuit Voices (an English course). I am always looking to partner with Indigenous programming to develop student learning.
- There are very few resources in the Kingston Indigenous communities. This would be a valuable way for taxpayer dollars to be used towards reconciliation.
- I do not identify as Indigenous, but I do have some native heritage on both sides of my family. I work with several Indigenous communities in the areas of Health Promotion and Disease Prevention. Part of this is helping Indigenous communities have access to books (both as children and as adults) that reflect their cultures, their beliefs and their lives as they live them now, in urban, rural and remote communities. Libraries can be wonderful advocates for Indigenous people by providing these books, as well as a safe place to read, work and socialize. (It is my belief that the non-Indigenous community would also benefit from having access to theses books, especially as written by Indigenous authors, in reducing racism and negative stereotyping in schools, workplaces and at home.) Thank you for asking these questions, reading our responses, and taking action to benefit the Indigenous communities who, after all, were here long before Europeans arrived.
- I am a non-Indigenous educator who is grateful for the wide selection of non-fiction and fiction print materials. I teach high school students who are always looking for more Indigenous programming. My responses reflect their requests during the school year. I have been able to read informative texts for my own learning needs as a professional found in your collection and videos. Thank you for these.
- Some choices say leave blank if not interested, but at the end that was not an option.

- There is so much funding already going to schools from the Federal Gov for Aboriginal Education, that I do not feel the Kingston Library should be spending any additional monies on this area. Sure, the indigenous peoples were here before the white man came to North America, but that is the past. Many other people from many other countries and immigrants have come to Canada since that time. They have contributed to making Canada what it is today as much or more than the original NA indigenous peoples have simply due to their past. Recognize the past, but do not dwell on it. Embrace the present in preparation for the future.
- There already is so much money being allocated to the Ab Ed programming in schools, often to the disadvantage of other needed programs, such as ESL, and there already is a huge Indian Affairs Dept – Federal jurisdiction. I do not feel it is the responsibility of the city of Kingston public library to program for promoting or teaching of indigenous cultures. Yes they were previously a part of Canada's population profile, but this is now 2018. It is time to concentrate on the present population of Canada as the identification of who Canada is today. As English is the predominant language in Canada today, I would support the library offering extended ESL services to the public.
- It would be difficult to imagine doing too much to serve our Indigenous peoples.