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Indian Library Training Program

Mary Tsosie

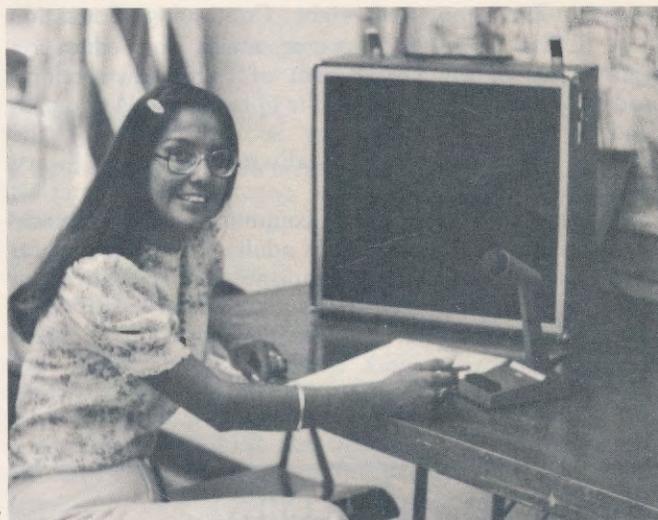
Why are people interested in developing library services to Indians in Wisconsin? This question has been asked many times and the answer involves those people and organizations who recognized the need for libraries on Wisconsin reservations.

Before the organized movement for the development of library service to Indian people in Wisconsin, there were few, if any, libraries serving Indians. There may have been a few libraries springing up here and there, which later died out due to lack of funding or support from the state or other responsible organizations. This changed in 1974, when the National Indian Education Association (NIEA), Wisconsin Department of Public Instruction/Division of Library Services (DPI/DLS), and Great Lakes Inter-Tribal Council, Inc. (GLITC, Inc.) met and began development of the Statewide Plan for the Development of Indian Library Service in Wisconsin. The statewide plan, completed in the spring of 1975, was developed through a joint committee composed of representatives from each of the three organizations. The purpose of the plan of action was the development of library services to the American Indians living in Wisconsin. The plan delegates responsibilities, goals, recommendations, and priorities for the state and local development of Indian libraries.

The development of a statewide plan was the initial step in the betterment of library services to Indians residing in Wisconsin. In the course of the development of the plan, efforts were made by NIEA, Miss Muriel Fuller, professor of library science, University of Wisconsin-Extension, and Don Ames, secretary of the GLITC, Inc., Board of Directors, to acquire funding for a program to train library aides. To implement the statewide plan, trained Indian personnel were needed. Eventually, funding was received from the Indian Technical Assistance Center in Denver, Colorado, to train one library aide from each reservation.

The Great Lakes Inter-Tribal Council, Inc., includes ten reservations scattered throughout the state of Wisconsin. According to the 1970 census, there are 18,924 American Indians living in Wisconsin. The members include six

bands of Chippewa Indians, Stockbridge-Munsee, Oneida, Forest County Potawatomi, and the Winnebago Tribe. The six bands are Bad River, Lac Courte Oreilles, Lac du Flambeau, Mole Lake, Red Cliff, and St. Croix. The Indian Technical Assistance Center contracted with the Great Lakes Inter-Tribal Council, Inc., to fund the Indian Library Training Program.



Mary Tsosie, director of the Wisconsin Indian Library Training Program, uses the Educational Telephone Network (ETN) equipment.

The program began in August 1975 with the recruitment of one trainee from each reservation area in Wisconsin belonging to the Great Lakes Inter-Tribal Council, Inc. A total of ten trainees were recruited. The purpose of the program is to train individuals in library procedures, especially the selection, evaluation, and organization of Indian materials in relation to services for adults, young adults, and children.

The Indian Library Training Program was divided into

two major divisions: the academic program and the on-the-job training component. Miss Muriel Fuller coordinates the academic portion and teaches the two program courses. The Department of Public Instruction/Division of Library Services pays the tuition of each trainee.

The two courses in which the trainees are enrolled are Basic Library Management for Public Librarians (A50) and Indian Library Service. Both are offered by the Department of Communication, University of Wisconsin-Extension, on the Educational Telephone Network (ETN). The network is most conducive to on-site training, as each participant need travel only a short distance to an ETN location at the closest courthouse or county seat. The ETN works similarly to an old-fashioned party-line, with the master control in Madison. The equipment consists of a speaker and several microphones. Each participant is able to meet with the instructor and all the other trainees for formal academic training.

The Basic Library Management for Public Librarians course considers all facets of public library service, such as materials selection procedures, services, facilities, administration, and public relations. The course includes assigned readings, lectures, class discussions, and written assignments which are corrected and returned to the trainees. After having completed the course, the trainees receive a certificate of completion from the University of Wisconsin-Extension and eight Continuing Education Units (CEUs). The A50 course meets the education requirements of the Department of Public Instruction's Grade 2 or 3 certificates for public librarians in Wisconsin.

Indian Library Service, the second course of the program, was developed specifically for the Indian Library Training Program. The course covers Indian materials (both print and nonprint), community involvement, Indians in Wisconsin, services to adults and children, oral history and linguistics, and organization of special Indian and tribal materials. There are guest lecturers for each session. The lecturers are people working in areas concerning libraries and Indians. Again, there are objectives, discussions, questions, readings, and written

ANNOUNCEMENT

The National Indian Education Association is pleased to announce the availability of Project MEDIA's catalog, *Native American Evaluations of Media Materials*. The vinyl, two-volume, three-ringed-binder production includes references of more than 2,000 different media materials relevant to Native Americans. All of these references include bibliographic information and content descriptions, with several hundred completed evaluations, written by Native American people. There is a \$50.00 charge, payable in advance, for this first official "voice" of our Native American people regarding relevant media materials.

To order the catalog, send check or money order to: Project MEDIA, NIEA, 1115 Second Ave. South, 2d Floor, Minneapolis, MN 55403.

assignments. The satisfactory completion of the course will be recognized by the University of Wisconsin-Extension by the awarding of a certificate of completion and four Continuing Education Units.

The on-the-job portion of the Indian Library Training Program provides job experience in a public, school, and/or tribal library. Each trainee works a thirty-hour week with ten hours designated for classwork. During training, the participants receive a weekly stipend. While the trainees are working in a library, they are under the supervision of the director or head librarian of that particular library. The on-the-job training usually corresponds to the sessions of the Basic Library Management for Public Librarians course. The work and training vary with the type of library in which the trainee is employed. The success of the on-the-job training depends on the willingness of both the trainee and the cooperating librarian. The work experience component of the program appears to have been successful, since some of the trainees have proceeded to establish tribal libraries on their reservations. Six trainees have successfully completed the program.

For the coming year, the Indian Library Training Program has expanded its concept by making it a continuing education program for last year's trainees while accepting new trainees from those reservations whose trainees did not complete the program last year. For the new trainees, the program will be operated the same way. For the continuing trainees, there will be a choice of courses to take from the University of Wisconsin-Extension through the ETN. In addition, the trainees will continue to establish and operate the tribal libraries serving the reservations. Two of the reservations had established libraries before the program. All the reservations are interested, and seven are in the process of establishing or building libraries.

The Great Lakes Inter-Tribal Council, Inc., received a Library Services and Construction Act grant from the Department of Public Instruction/Division of Library Services for building collections for each beginning tribal library. The continuing trainees will select, order, and catalog the materials for each of the libraries they are serving.

In the future, hopefully each reservation or area will have a library staffed by Indian personnel serving the Indian people. A library should be established and

The *American Indian Libraries Newsletter* is published periodically by the ALA OLSD Committee on Library Service for American Indian People; Virginia Mathews (Osage), Chairperson. The newsletter is sent free of charge. Newsletter editor: Dr. Cheryl Metoyer (Cherokee), Project I.L.S.T.A.C., National Indian Education Association, 1115 Second Ave. South, Ivy Tower Building, Minneapolis, MN 55403; (612) 333-5341. Mailing list additions and address changes should be sent to Jean E. Coleman, Director, OLSD, American Library Association, 50 E. Huron St., Chicago, IL 60611; (312) 944-6780. Manuscripts and letters pertaining to editorial content should be sent to the editor.

operating by June 1977 on each reservation. The biggest problem facing the survival of the libraries is the lack of permanent funding. Although the development of library services has the general support of the Department of Public Instruction/Division of Library Services, the state library systems, the Great Lakes Inter-Tribal Council, Inc., and Indian people of the reservations, continued funding remains the critical issue. The above organizations will assist in the libraries' development and they will also increase the chances of the libraries' surviving after the program ends.

The time now is ripe in the state of Wisconsin for the development of libraries and library services to the Indian population. The statewide plan and the Indian Library Training Program are only the beginning steps. There is yet much to be done.—MT (*Navajo*), *Director, Wisconsin Indian Library Training Program.*

Notes from the Editor

Cheryl Metoyer, Ph.D.

It is with much joy that I greet you as the editor of this first issue of the *American Indian Libraries Newsletter*. There is indeed much cause for celebration, since American Indian librarians, librarians serving Indian communities, tribal leaders, and members of Indian communities now have a specific vehicle for the discussion of American Indian library issues. Since this is the first issue of the *Newsletter*, it is appropriate to consider its scope and purpose.



Purpose

The purpose of the *American Indian Libraries Newsletter* is to address the following needs:

1. to provide a communication link among American Indian librarians, professional organizations, and other individuals and organizations interested in considering the informational needs of American Indian people;
2. to raise the awareness of the library field of the informational needs of American Indians concerning the services available through libraries; and
3. to assist in recruiting American Indians into the field of librarianship.

A Call for Articles

In order to accomplish these goals, it is the hope of the editor that in the future the *American Indian Libraries Newsletter* will feature articles on issues which are of timely interest. It is hoped that some of the areas of discussion would include:

- Methods of long-range planning in American Indian libraries
- Effective budgeting systems in American Indian libraries

- Funding sources for American Indian libraries
- Development and accessibility of materials created by American Indians
- Classification of American Indian materials
- Effectiveness of print and nonprint materials in American Indian communities
- Library components of Native American studies programs
- History of library services in American Indian communities
- Services available from research and special libraries housing American Indian materials
- Development of American Indian community college libraries
- Function of tribal education committees in the development of library services
- Professional staff development in American Indian libraries.

As this list suggests, the *Newsletter* intends to consider a broad range of topics related to the library aspect of Indian education. I invite and encourage persons interested in American Indian library services to contribute articles, reports, and bibliographies which may be of interest to our readers.

A Call for Questions

In addition to feature articles, the editor invites the readers to submit questions regarding any aspect of American Indian library service. A regular question-and-answer column is planned. We will seek to answer such questions in the following issue of the *Newsletter*. Please submit articles and questions to the following address: Dr. Cheryl Metoyer, Editor, *American Indian Libraries Newsletter*, National Indian Education Association, 1115 Second Ave. South, Minneapolis, MN 55403.

Development of First Issue

In establishing the *Newsletter*, the joint efforts of the American Library Association and the National Indian Education Association provided the cooperative spirit needed to strengthen the communication among those individuals and organizations interested in American Indian library services.

The first issue of the *Newsletter*, with its coverage of specific Indian library projects and government activities affecting libraries, indicates the scope of library-related topics available for discussion. The *Newsletter's* content also suggests the varied backgrounds and geographical locations of the contributors.

This issue has received vital input from Indian people not only in their submission of articles but in the development and design of the concept of the *Newsletter* itself. It is appropriate to give special thanks to Mr. Ron Hernandez (Sioux), who designed the logo for the *Newsletter*.

American Indian Libraries Newsletter is concerned with the transfer of accurate and timely information. I would like to see it used as a means of exchanging ideas among American Indian librarians and the Indian communities, tribal and professional organizations, and individuals whose commonality resides in their intention of improving library services for all Indian people.—CM (*Cherokee*), *Editor.*

The White House Conference on Library and Information Services— An Opportunity

Charles Townley

What Is It?

On July 19, President Ford announced his intention to call the White House Conference on Library and Information Services. Authorized by Public Law 93-568, the purpose of this conference is to develop recommendations for the further improvement of the nation's libraries and their use. These recommendations will form the basis of future library development at both the local and national level. For those committed to the development of library and information services in American Indian communities, the White House Conference is an opportunity—one too good to miss—to make Indian information needs known and to propose programs of action which will meet those needs.

How Will It Work?

There are two key components in the White House Conference on Library and Information Services: state-level meetings followed by a national conference. Each state and territory will call a state-level meeting to prepare for the White House Conference. These working meetings will bring together community leaders, legislators, educators, other lay people, and a few librarians. The objective of these meetings will be to determine library and information needs of each state and, just as importantly, to develop public understanding and support for those needs.

Using input from the state-level meetings and technical reports prepared by the National Commission on Libraries and Information Science, the White House Conference will develop a programmed set of recommendations to further improve the nation's libraries and information centers. It will propose appropriate levels of responsibility at the local and national levels. It may make recommendations for the elimination or modification of existing programs. It may also recommend a limited number of new programs where adequate services are not now being provided. To insure further development of public understanding and support, most of those attending the White House Conference will be community leaders and other lay people who have participated in the state-level meetings.

How Can You Get Involved?

The place to get involved is at the state level. Many state library agencies are planning state-level meetings at this moment. They are interested in identifying possible participants and determining the state's information needs. You can help them by doing any of the following:

1. Send the names of Indian leaders who are interested in the development of library and information services to the director of your state library agency. Suggest that these people be invited to participate in state-level meetings. The name and address of the director is available from any local library or state government office.

2. Don't hesitate to name yourself if you think you have something to contribute.

3. Volunteer yourself or a group to prepare a needs assessment on Indian library and information service in your state.

4. Talk with tribal leaders and Indian educators about Indian library and information needs. Form a group to make formal input to the state-level meeting.

5. Talk with local librarians in your community. Interest them in the development of library and information services for the Indian community.

6. Do it now.

7. If you want help or if you run into a problem, contact the Indian Library Services Technical Assistance Center at the National Indian Education Association (1115 Second Ave. South, Ivy Tower Building, Minneapolis, MN 55403; (612) 333-5341). They may be able to help or to suggest an alternative.

An Opportunity

In its *Goals for Action* the National Commission on Libraries and Information Science has indicated the need for library and information services in Indian communities. The White House Conference on Library and Information Services gives the supporters of Indian library services an unequalled opportunity to make recommendations for meeting Indian information needs. All of us must be prepared to work long and hard to meet the objective of quality library and information services in American Indian communities. Now is the time. This is the place.—CT, *Doctoral Student, University of Michigan.*

Bureau of Indian Affairs Library Workshop

Barbara Bauman

The BIA Library Workshop held in Albuquerque, New Mexico, July 13-14, 1976, was organized as the first step in the development of a long-range plan to improve library and information services to American Indian schools and communities. This project has the support of the Interior Department's assistant secretary for management and of the commissioner of the Bureau of Indian Affairs. The project is under the direction of Interior's Office of Library and Information Services. The workshop's function was to generate interest in the plan and to provide the initial input. A draft of the plan will be prepared by the Interior's Office of Library and Information Services in consultation with the BIA's Office of Indian Education Programs. It will then be submitted to the National Commission on Libraries and Information Science for inclusion in the national library plan.

As a result of considering the implementation of the plan, the Office of Library and Information Services decided to call together representatives of various "interested parties," put them in a pressure cooker, and clamp down the lid. Selection was based on the probability of maximum interest, input, and support. The thirty-five participants included BIA school librarians, members of Indian communities, staff members of the Office of Library and Information Services, assistant area directors for education, and representatives of the Office of Indian

Education Programs. Also involved in the workshop were individuals from both government and the private sector who are active and knowledgeable in the areas of Indian research and library and information services.

The workshop was designed with this all-star cast in mind. After a brief statement of its goals and objectives, the library director, Mary A. Huffer, plunged the participants into two days of intense, structured activities.

During the first session, papers were presented on the following topics: current National Indian Education Association projects; training media/library aides; role of the library in providing information services to Indian schools; role of the library in providing information services to Indian communities; and the National Commission on Libraries and Information Science. The afternoon was spent in a planning simulation session, a training technique new to many participants. This particular simulation format, "Information and Resources; The Emerging Role of Libraries in Indian Schools and Communities," was designed by the Extension Gaming Service at the University of Michigan, Ann Arbor. The attendees were players in a game which modeled the policy-setting and program-implementation functions of BIA's education system. The exercise was successful in clarifying the attitudes of key actors in the system. The game was followed by an extended discussion period on the general topic "Modification of BIA Formal Structure Necessary for Implementation of Library/Information Services." Written summaries were prepared during the evening session.

During the morning session of the second day, attendees were split into small groups to survey, study, and discuss the role of library/media/information services in the Indian school and in the Indian community. Written summaries were prepared. The afternoon session was devoted to a presentation on the techniques and practices of needs assessment as applied to library/media/information services. The participants were guided through an actual needs assessment routine, accompanied by an abundant supply of background materials, designed to help them implement this activity in their own operations.

The scheduled events ended with summary presentations and a concluding statement by Mary Huffer. In the session which followed, it was agreed that the workshop had been a unique opportunity to identify problems and begin formulating solutions to those library-related problems in American Indian schools and communities.—BB, *Librarian, U.S. Department of the Interior, Office of Library and Information Services.*

RASD American Indian Materials and Services Committee

Marie Jones

In this first issue of the *American Indian Libraries Newsletter*, it seems appropriate to state the charge of the American Library Association Reference and Adult Services Division (RASD) American Indian Materials and Services Committee, which is as follows:

1. To keep adult services librarians aware of the interests and needs of the American Indian population both as individuals and as members of a group.

2. With the advice of consultants from the American Indian community, to compile and disseminate lists of materials by and about American Indians for use in libraries' efforts to serve this special group.

3. To work with RASD to encourage the production of books and other materials for use with American Indian patrons.

4. To promote the development and implementation of means of information dissemination.

5. To integrate the efforts of this committee with the LSD Goals of Library Service as passed by the ALA Council at Las Vegas.

For free copies of the pamphlet *Factors in Serving American Indian Patrons*, write to: Office for Library Service to the Disadvantaged (OLSD), American Library Association, 50 E. Huron St., Chicago, IL 60611.

* * *

Librarians who are needing sources for materials by and about Native Americans may be interested in referring to the Spring 1976 issue of *RQ*, page 215, for "Indian Materials: An Annotated List of Nontrade Book Publishers."—MJ, *Assistant Director, Sioux City Public Library.*

Office for Library Personnel Resources

Marilyn Salazar

The American Library Association Office for Library Personnel Resources (OLPR) is the office assigned with the responsibility for recruitment. While general recruitment of college students to the library profession has not been a major priority of the association, recruitment of Native Americans is a priority.

To date, the OLPR has been involved with activities related to the visibility of the profession to the Native American community. We have exhibited at the National Indian Education Association (NIEA) annual meeting for the past three years and we will be active at the 1976 Albuquerque meeting. OLPR staff visited and promoted library careers to students at Navajo Community College and the University of California at Los Angeles. We have also sent packs of career materials to reservation elementary schools and to the Community College Consortium schools.

OLPR staff have worked with the United Tribes Employment Training Center to assist in the identification of a Native American librarian for their library as well as to provide initial assistance for the establishment of a library technical assistance program.

While at the NIEA meeting in Oklahoma City, OLPR contacted the American Indian Nurses Association and this contact led to the development of a medical librarian brochure to be included with the association's health care recruitment brochure.

Each year OLPR has looked for different ways to advertise library careers in nontraditional ways. A newspaper/poster campaign was chosen last year. An advertisement—Be a Native American Librarian—was designed and a copy sent to every ALA-accredited library education program, every state library, every state library association, and every major public and academic library. Copies of the poster were made and distributed. Copies were also distributed at the NIEA Conference in Oklahoma City.

The OLPR prepares the *Native American Librarian Resource List* and conducts *The Survey of Graduates and Faculty of U.S. Library Education Programs Awarding Degrees and Certificates*, which relates data on all ethnic groups by sex and ethnicity.

The survey conducted for the academic year 1973-74 showed that two (2) persons completed library technical assistance programs, two (2) persons completed a BA with a major in library science, and seven (7) persons graduated with a fifth-year degree in library science. According to the number of Native Americans with a college degree, the library profession should have graduated approximately seven (7) more people. In comparison with other ethnic groups, the number of Native Americans with a BA degree is very small. There is fierce competition for Native Americans with BA degrees among all professional groups, and the number of Native American librarians will remain small until the pool of college graduates can be expanded. Nevertheless, the deans and directors of library education programs should continue recruiting Native Americans into all levels of library education programs.

If you know persons who are interested in a career in libraries, if you have ideas for recruitment or advertising, or if you would like copies of the information pieces mentioned above, please contact Marilyn Salazar at ALA

Headquarters, 50 E. Huron St., Chicago, IL 60611; (312) 944-6780.—MS, *Minority Recruitment Specialist*, ALA Office for Library Personnel Resources.

Developing American Indian Libraries

Exciting American Indian library projects have developed through the use of federal funds, especially grants from the Higher Education Act. Among them was NIEA's library project which assisted in the development of community libraries in the Akwesasne Cultural Center on the Mohawk Reservation at Hogansburg, New York; a library on the Standing Rock Reservation at Fort Yates, North Dakota; and a library at the Rough Rock Demonstration School on the Navajo Reservation in Arizona. Mrs. Lotsee Smith (Comanche), of the University of New Mexico in Albuquerque, has been the director of two programs—funded through the Bureau of Library and Learning Resources of the Office of Education—which are aimed at stimulating the provision of good library service (and good libraries) on reservations in New Mexico. The first project was an institute funded to train American Indian paraprofessional library aides. Student library aides from nine pueblos were trained to provide library service in school libraries on their reservations. Several of these aides are continuing their studies to complete course work for a bachelor of education degree. The need for the establishment of community libraries is being recognized by many tribal councils. Mrs. Smith obtained, in 1975, a research and development grant to set up community libraries at eight pueblo sites. The pueblos of Laguna, Acoma, Zuni, Santa Clara, Cochiti, Santa Domingo, Zia, and Jemez are all developing libraries for community use.—OLSD, ALA

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