

American Indian Libraries Newsletter



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White House Preconference on Indian Library and Information Services on or near Reservations: A Delegate's Personal Reflection

Dennis Reed

The White House Preconference on Indian Library and Information Services on or near Reservations was held at the Denver Airport Hilton Inn in Denver, Colorado, on October 19-22, 1978.

Thursday, October 19, 1978

Flying from Los Angeles to Denver,
uneventful boredom

Fasten your seat belt and
no smoking, please.

Listening to music through a headset,
watching people read magazines
while others stuff their faces
with airline cuisine.

Touchdown, and a short 15-minute freeway
ride to the airport terminal.

Speeding down the highway in the Hilton coach
surrounded by Indians.

Out of the bus and inside the inn
for registration.

Unfamiliar faces saying words of welcome
and sign in please.

Sharing a room with a new friend.

Freshen up and go on down to the Larimer Ballroom
to get acquainted.

New people all around,
laughing and talking as they greet old friends.

Good times for all tonight;
tomorrow is for getting down to business.

The goals of the conference were:

1. To raise awareness among Indian people of potential benefits of library/media/information services and their relevance to Indian concerns, issues, and interests, especially their value in supporting the development of self-determination.
2. To provide an opportunity for Indian people through-

out the United States to reach consensus on a long-range plan to improve and develop library/media/information services on or near reservations.

3. To provide focused input on library/media/information needs and services as they relate to national Indian issues into the White House Conference on Library and Information Services, and to raise Indian awareness of library/media/information needs in the society as a whole.

The first full day of the conference began with a spiritual ceremony presided over by a medicine person from the Ute nation. I was happy to see the Indian religion being practiced out in the open for all to see, for this has kept our people strong and united for thousands of years. We would need the prayers of our people to help us (delegates) through these three work-filled days of trying to reach a consensus on long-range plans to improve and develop library services to Indian people. When the medicine person asked for people to participate in the pipe ceremony, I went to the sacred circle to smoke the pipe and offer my prayers so that all of the delegates would be strong and united in helping our people. It made me happy to see the lieutenant governor of Colorado take part in the pipe ceremony because we are all brothers and sisters.

The conference schedule consisted of a series of general sessions with speakers and panel discussions on specific topics, such as the role of libraries in Indian life and culture; funding potentials and resource sharing; and developing library services in specific Indian communities. The general sessions were followed by small group discussion sections composed of the attending delegates. These small groups were to consider in detail the ideas or problems presented in the general sessions. Each delegate, based on our experiences as librarians or nonlibrarians, would offer

suggestions or ideas regarding the solution of a particular problem. The small groups were a unique opportunity for us to compare individual experiences in the area of library services to Indian people. Everyone in the small group in which I participated had something valuable to contribute to the discussion. While we did discuss the many ideas brought up in the general sessions, our group as a whole was very much concerned with the problems of funding sources for libraries. Though we raised more questions than answers to library problems, it was good to know that we were not alone and that we could offer support to one another.

The general sessions were very constructive. There was an equal representation of both male and female speakers. I was impressed with the amount of work being done with the Indian people of Wisconsin by Mary Alice Tsosie (Navajo), librarian at the University of Wisconsin. Lotsee Smith from Texas Woman's University gave helpful ideas on the types of programs that could be offered by libraries. She emphasized that the programs should reflect the needs of the people being served. Traditional library services cannot adequately serve the Indian people because their needs may be entirely different from those of the non-Indian population. The speakers addressed Indian library issues in a concise and succinct manner, and within their allotted time frames. Their presentations were carefully prepared.

Saturday was a very busy day, because in addition to the regular business, we had to vote on sending delegates to the national White House Conference on Library and Information Services to be held in Washington, D.C. We also had to develop resolutions pertaining to issues on library services to Indian people on or near reservations. The entire afternoon was spent on this arduous task. Many people, including me, were physically worn by this time because of the many hours of work in the small group discussions. We had a strong commitment to getting the resolutions written even though we were all tired. The delegates knew that they had a job to do and were persistent in accomplishing the task.

The final day of the conference was the culmination of the work accomplished during the first two days. Our final job as delegates was to vote on the resolutions that would address our needs and priorities for presentation to the national White House Conference. Working together as a body, we delegates passed all but one of the resolutions. At one point, we disagreed on the terminology within the re-



Left, Dr. Bud Sahmaunt (Kiowa), College of Education, Oklahoma City University: Planning Committee member, panel president, elected as non-library-related delegate to the White House Conference; right, Virginia H. Mathews (Osage), Gaylord Professional Publications: preconference chair and chair of the Planning Committee.

solutions. However, we were able to reach consensus on these resolutions.

Although we spent many hours in working sessions, there were special times (dinner hour) when we could get to know one another on a personal level and make new friends. During one evening, James Welsh (Blackfeet), author of *Riding the Earth Boy 40*, entertained us with a reading from his works. And the Denver Indian Center provided another enjoyable evening with a special powwow. I know that for myself, the songs and the beat of the drum lifted my spirit.

I enjoyed my time spent at the conference and the work that was accomplished. Indian people from many tribes as well as non-Indian brothers and sisters worked together for common goals. Hence, these same goals that were set forth at the beginning of the conference were realized. It was a good thing. I met many new people and made some very good friends. I will recall the Denver conference with many fond memories.—DR (Kickapoo/Hopi).

Dennis Reed (Kickapoo/Hopi) is the librarian for the Tribal American Community Library located in Maywood, California. The library serves the Indian population within the greater Los Angeles area. He is a graduate of the Graduate School of Library and Information Science at the University of California at Los Angeles.



Don LaPointe (Keweenaw Bay Chippewa), National Indian Health Board, Michigan Intertribal Association: chair of the Resolutions Task Force.

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-Duran (Cherokee). 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 Cheryl Metoyer-Duran, Ph.D., Editor, *American Indian Libraries Newsletter*, UCLA, Graduate School of Library and Information Science, 405 Hilgard Ave., Los Angeles, CA 90024.

National Endowment for the Humanities: Public Library Program

The National Endowment for the Humanities (NEH) has established, effective October 1, 1978, a Public Library Program. This new office specializes in funding public humanities programs through libraries. With an initial budget of \$2 million in fiscal year 1979 (October 1, 1978–September 30, 1979), the Public Library Program will make grants in support of humanities programs for the general public sponsored by all types of libraries—public, community college, university, and special libraries, state library agencies, and library associations.

The new library program grew out of four years of experimental grants made through NEH's Division of Public Programs' Program Development branch, and the Division of Education's Cultural Institutions/Learning Library program. The library grants formerly administered by those offices will now be centralized in the Public Library Program of the Division of Public Programs.

There will be four deadlines a year for grant applications to the Public Library Program. For 1979, these are February 26, June 1, August 24, and November 19. A brochure, official guidelines, and a list of grants made to libraries in previous years are available from Nancy Doyle Bolt, acting assistant director.

The Act of Congress that established the endowment defined the humanities as including, but not limited to, the study of the following fields: history, philosophy, languages, literature, linguistics, archaeology, jurisprudence, ethics, comparative religion, the history and criticism of the arts, and "those aspects of the social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment with particular attention to the relevance of the humanities to the current conditions of national life."

The goals of the new Library Program are threefold: to strengthen library programs that stimulate and respond to public interest in the humanities; to enhance the ability of library staff to plan and implement these programs; and to increase the public's awareness and use of a library's existing humanities resources.

To be eligible for NEH grants, projects must focus on the humanities or provide the perspective of the humanities on an issue or topic. Eligible projects must also include the participation of the adult out-of-school public in project activities. Because the NEH Library Program funds only humanities programs implemented by libraries, each project must involve the use of the humanities resources unique to a library—its books, media, services, and staff, with a view to continued and increased use of these library resources once the project is complete.

Three grants were made during the first quarter of FY 1979. The Portsmouth Public Library, Portsmouth, Virginia, received a planning grant of \$20,000 for a program focusing on the history of black/white interrelationships in lower Tidewater Virginia. The project will use historical collections in the library and community as a basis for the development of materials and programs to be offered to

the public during the later implementation period. They hope to involve the public, both black and white, in a discussion of the area's history and its effect on current interracial relationships. Margaret Stewart is the project director.

The New York State Library received a planning grant of \$20,000 to develop a statewide humanities program on the historical, social, and cultural development of New York. The programs will utilize the excellent and varied library collections in existence throughout New York, will identify humanities scholars and librarians who will be on program resource teams, and will work toward alliances between libraries, community groups, and other cultural institutions in local communities. E. J. Josey is the project director.

The Pierce County Rural Library District in Tacoma, Washington, received a grant of \$75,000 to initiate discussion groups and telephone programming for senior citizens in the county. The programming will be based on the successful National Council on Aging materials "Exploring Local History," "Images of Aging in Literature," "Family Album: The American Family in Literature and History," "Americans and the Land," and "The Remembered Past." Using special telephone equipment, the library will be able to play up to ten tapes simultaneously as patrons call in a request. Homebound participants will also be able to listen to recordings of group discussions and receive related library materials through the library's regular homebound delivery system. Lethene Parks is the project director.

For additional information, contact Nancy Doyle Bolt, Division of Public Programs, National Endowment for the Humanities, 806 15th St., NW, M.S. 406, Washington, DC 20506, (202) 724-0398.

Indian Music Recordings at the UCLA Ethnomusicology Archive

Mark Forry

Recordings of American Indian music comprise an important resource in the study of Native American cultures. Beginning as early as 1889, Indians have been copiously recorded, both privately and commercially, providing both invaluable documentation of traditional Indian life-styles and important data for anthropological and musicological study. At present, there are approximately 400 commercially available recordings of traditional Indian music and perhaps another 200 of newer genres such as Chicken-scratch, gospel, country/western, and rock 'n' roll. The stylistic diversity of these recordings has created major classification problems for librarians and, at present, no institution has a systematic classification scheme capable of providing uniform access to this material.

To fill this need, Ann Briegleb, archivist of the UCLA Ethnomusicology Archive, was recently awarded a grant



Record jacket of Canyon Records C-8006 (photo by Gordon Thompson).

from the Institute of American Cultures Research Program in Ethnic Studies. The project, entitled "Construction of a Systematic Classification Scheme for the Indexing of American Indian Music," has a bipartite objective: the development of a library classification scheme suitable both for the UCLA facility and for similar collections and the improvement of the American Indian holdings of the UCLA Ethnomusicology Archive, thereby establishing it as a major center for the study of this music.

The first phase of the project, the acquisition of new



Record jacket of Indian Records IR 1165 (photo by Gordon Thompson).

material, is progressing well: the archive's existing collection of 200 discs and tapes has been supplemented with 150 new acquisitions, and we have another 50 items on order. At this point in the project, we are soliciting the assistance of readers of the *American Indian Libraries Newsletter* in order to locate additional recordings. In an effort to have the most complete collection possible, we are purchasing copies of almost all commercially available discs and tapes (reels, cassettes, and eight-tracks). We have information on a large number of commercial recordings, including issues of such large concerns as Folkways and the Library of Congress, as well as the larger Indian companies such as Canyon, Indian House, and Indian Shawl Records. We are particularly interested in smaller enterprises such as those issuing discs on the Iroqrafts, Clelland Billy, and Sweetland Productions labels. We would like to learn of any such enterprises, their addresses, and the types of music released. Our interests extend to sources of Indian music, 78rpm discs, and other out-of-print or rare recordings. We would also like to know about holdings of field recordings.

We welcome queries about the project and information on record companies. Correspondence should be addressed to: Ann Briegleb, Archivist, Ethnomusicology Archive, Music Department, University of California, Los Angeles, CA 90024, Attn.: American Indian Music Project.—MF, Coordinator, American Indian Music Project.

Library and Media Services on Indian Reservations

Kenneth York

Library and media services are only one of the many needs on Indian reservations. Such services would enhance the overall development of Indian reservations and expedite the Indian Self-Determination-Development efforts of tribes.

Native American Indian tribes are unique, not only in their special relationship to the United States government, but also because their languages, cultures, and belief systems are different from the rest of the American people. Most Indian tribes deal with federal agencies and the United States government practically on a daily basis. In order to effectively deal with issues today, a vast amount of resources are needed. Tribal chiefs, tribal council members, tribal planners, tribal lawyers, tribal program directors, tribal program coordinators, tribal educators, and tribal members need access to vital information about local, state, and national government activities so that Indian communities can decide on issues that affect them. There is no centralized location of collective information for tribal use on most reservations.

There are times when there is an overdependency on the Bureau of Indian Affairs for information. On a recent visit to Washington, D.C., the Mississippi Choctaws found that their land title records were scattered from the National Archives and Office of Land Records to Fort Worth,

Texas, where the federal depository is located for the Choctaw Indian Agency. Furthermore, the Eastern Area Office is not connected to the Federal Government Information Retrieval System to which Indian tribes have access for vital information on tribal documents submitted to the Bureau of Indian Affairs by tribal governments and Indian agencies. Congress was asked to fund a project to correct the situation and the project was denied.

Additionally, everyone should pursue a study of the history and development of United States policy on American Indians. All tribal members should be cognizant of the rules and regulations so they can exercise their rights. Indian leaders on reservations do not fulfill all of their responsibilities because resources are not easily accessible. If there is a library that contains adequate materials and information, the Indian tribes can operate an effective government, requiring all of the tribal members to be well read and informed with materials accessible.

On many Indian reservations, the library provided for Indian children by the Bureau of Indian Affairs is inadequate and serves only the school-age population. Even the professional Indian teachers and principals do not have access to a variety of resources, such as the latest research in education, administration, etc. The Indian community members are not even aware that there are libraries in the BIA schools or anywhere else. Not until last year did Neshoba County, Mississippi, build a library, which now contains books on Choctaws and other native American Indians. Through the efforts of the Bilingual Education Project, the Neshoba County library began to purchase Indian records, tapes, and historical documents for general use. However, the county library is not being thoroughly utilized because it is located some distance from the Indian communities, and the library's schedule in town is about the same as that of the Bureau of Indian Affairs library: both are closed at night.

Libraries that are to serve Indian populations should be planned by the Indian tribes, especially with regard to their location, kinds of materials, equipment, and services. Planning for such facilities should take into consideration the needs of the total community—children to elders, school-related materials to general literature, etc.

Libraries on Indian reservations should include a special section for tribal records, treaties, business records, final program reports, research studies, land transactions, copies of tribal newspapers, tribal position papers, tribal chiefs' papers, tribal council minutes, and relevant reports. There may also be a need to store vital information in a special section: tribal languages, stories, histories, and medicinal information should be made available to tribal members, but perhaps not to the general public.

There is also a need for the centralization of media services or audiovisual equipment, public address systems, and any other items that community organizations may require.

Finally, with the increased influx of bicultural-bilingual education programs on Indian reservations and with materials developing in the native languages, there will be a great need for libraries and media services to enhance the development of Indian education by making available native language materials.—*KY, Codirector, Bilingual-Bicultural Teacher Training Project, Mississippi State University.*

Special News

ERIC/CRESS

The Educational Resources Information Center is a national information system operated by the National Institute of Education. ERIC/CRESS, the ERIC Clearinghouse on Rural Education and Small Schools, is one unit of the network of clearinghouses in the decentralized ERIC system. ERIC/CRESS is responsible for acquiring, indexing, abstracting, and disseminating information related to all aspects of education of American Indians, Mexican Americans, and migrants, as well as outdoor education, education in small schools, and rural areas.

Current documents on American Indian education such as research reports, bibliographies, program and project descriptions, curriculum materials, conference proceedings, speeches, and other fugitive documents are abstracted, indexed, and announced in a monthly publication, *RIE (Resources in Education)*. Journal articles are announced in *CIFE (Current Index to Journals in Education)*. *RIE* materials are placed in microfiche form, unless otherwise stated, and are maintained at more than 700 libraries and information centers.

Check or money order must accompany all orders. Send orders to: ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210.

Sun Tracks Is Available

Of special note is *Sun Tracks*, an annual publication sponsored by the Amerind Club and the Department of English, University of Arizona, Tucson. One volume is published each spring. Subscriptions are five dollars per year. All correspondence should be sent to: *Sun Tracks*, Department of English, Modern Languages Building #67, University of Arizona, Tucson, AZ 85721.

Indian Studies Resource Center, Great Falls Public Schools

Subject Areas. The materials in the resource center concentrate on American Indians with special emphasis on Montana's Indians. The subject areas include everything from art to weapons. We also have a biographical section, a children's section, and a fiction section.

Materials Available. Books, periodicals, audiovisual materials, posters, maps, pictures, teaching units, and bibliographies. An extensive vertical file of more than eighty subject areas has also been developed. Films and videotapes are stored at the Audio-Visual I.M.C. Lab (Adm. Bldg.)

Services. (1) Employ a full-time research-resource librarian; (2) provide resource people through the Montana Indian Teacher Training Program to give classroom presentations on requests from teaching personnel; (3) provide audiovisual equipment for previewing audiovisual materials at the Resource Center; (4) provide copying services: no charge for Great Falls Public Schools personnel; 10 cents per page for nonschool users; and (5) will send materials to schools in Great Falls, using interschool mail service.

General Policies. It is our goal to maintain a resource center that provides positive and accurate information about the native American. We believe we have an excel-

lent opportunity to develop crosscultural appreciation and understanding within our educational system.

The Indian Studies Resource Center was established under the Title IV Indian Education Program for use by Great Falls Public Schools personnel. People within the city may use our materials, but priority must be given to school district users.

Materials, except reference materials, may be checked out for a two-week period. No item may be kept for longer than *four weeks*. There will not be a fine for overdue items, although the user will be contacted and reminded to return the material. If material is lost the user is expected to pay for it. Recommendations for ordering new materials are welcome. Please submit suggestions to the research resource librarian.

Hours. Monday–Friday, 8:00 a.m. to 5:00 p.m.

Location. Largent School—Room 35, 915 First Ave. South, Great Falls, MT 59405; (406) 791-2195.

Indian Action Council Library

The Indian Action Library, located in Eureka, California, was established August 1974 through funds provided by Humboldt County Revenue Sharing Grant. Since then additional funds have been made available through Senate Bill 2264, Indian Education Act. The purpose of the library has been to function as a means of preserving and passing on local Indian culture. It acts as an educational and resource center for all the immediate area.

The library is in the process of gathering all available and recorded material on the local Indian tribes, copying material that is no longer in print, and collecting photographs that depict the early culture. Although the library deals more extensively with the North Coast and California Indian tribes, we have begun gathering materials on the other tribes of the United States. This is an ongoing process to ensure that the collection is as complete and up to date as possible.

The public is greatly encouraged to help with this collection. We are constantly searching for old photos, books, and manuscripts, which would be a great asset to have in the library. If you have materials that you would be willing to donate or let us copy, please let us know.

Resources Available for Loan. Available are (1) books (reference, government documents, children's, young adult, fiction, and general . . . more than 3,000 volumes); (2) newspapers and periodicals (more than 16 subscriptions); (3) photograph collection (more than 1,600 photos of the local tribes, dating from 1860 to the present); (4) maps (language areas, culture, reservations, etc.); (5) filmstrips and cassettes/records (legends, songs, documentary, culture, arts and crafts); (6) movie films (9 available); and (7) microfilm (55 rolls, including California Indian census rolls).

Resources Available for Purchase. Available is the *Indian Library Bibliography* (\$4.50), which contains a listing of all books, filmstrips, microfilms, and publications presently in the Indian Action Council Library. It is updated annually to ensure a complete listing.

Also available are Northern Indian California Education Project (NICE) publications. Filmstrip and cassette (\$18.00 each): *Northcoast Surf-Fishing & Sandbread Mak-*

ing (Tolowa); *Net Making: Indian Life Yesterday & Today* (Hupa); *Wintun History Written in Stone*; *Point Arena Pomo Feather Dances*; *Northern California Indian Basketry of the Yurok, Karuk, and Hupa Tribes*; and *Salmon Fishing on Ishi Pishi Falls* (Karuk). Posters (\$1.50 each): Abby Abinanti, Junior Albers, Loren Bommelyn, Merv George, Karen Masten, Geneva Mattz, Rudolph Socktish, Point Arena Dancers, and Dawn Yerton.

Library Hours. Monday through Friday, 8:30 a.m. to 5:00 p.m.; Saturday, 11:00 a.m. to 4:00 p.m.

Location. 905 3d St., Eureka, California; (707) 443-3059. Kim Yerton, library director; Alberta Price, librarian assistant; Frances Purse, librarian.

Native American Week

Native American Week, April 2-7, at the Portage Public Library in Portage, Michigan, grew from an effort to provide an introduction to cultures and ethnic groups that our community is not ordinarily exposed to, or familiar with. Last year, we celebrated a Chinese New Year Week, with programs on China and the rich heritage of Chinese Americans.

Native American Week featured a visit by author Jamake Highwater, a writer of international prominence in the field of American Indian studies. His studies in music criticism, dance history, art, and anthropology have made him an important spokesperson for both American Indian culture and the arts. Highwater's visit opened with a discussion of his book *Anpao: An American Indian Odyssey*, as part of our monthly series, "Books n' Breakfast." That evening, he gave a lecture on Native American art based on his book *Song from the Earth*. A third lecture was on the topic of folk history in oral tradition, based on his book *The Sweet Grass Lives On: 35 Contemporary American Indian Artists*. Highwater also met informally with high school students, including Native American students, in a discussion at the public schools.

Native American Week events also included a program on Chippewa memories, stories, and crafts, presented by Chief Little Elk, a Chippewa living in Michigan; a discussion of the social and legal aspects of being a Native American in today's world, presented by Andrew Ebona, executive director of the National Congress of American Indians; a preschool story hour, with American Indian games, stories, and music; a children's class focusing on American Indian cookery; and a children's film program, *More Than Bows and Arrows*.

Native American Week programs were funded through grants from several sources: The Friends of the Portage Library, Michigan Council for the Arts, Michigan Council for the Humanities, and Portage Indian Education, Part A, Title IV.

National Indian Education Association Publications

The National Indian Education Association (NIEA) is a nonprofit membership organization composed of parents, educators, and students who are concerned with the quality of education Indian people receive.

Indian Education is a newsletter published at irregular intervals by the National Indian Education Association and is developed for the NIEA membership. The subscrip-

tion rate is \$10 per year. The newsletter is available to the membership free of charge.

Contemporary Issues of the American Indian, published in 1974, is a model course study (arranged by quarters and full year's time period) designed to provide a competent guide for people wishing to teach or develop courses in the contemporary subject of American Indians. Price \$10.

Index to Bibliographies and Resource Materials, Summer 1975 is a listing of American Indian radio programs, bibliographies and resource materials, commercial film catalogs, periodicals, American Indian tape services, etc. The Index has not been updated since the summer of 1975 and therefore may contain some out-of-date information. Price \$4.50.

Native American Evaluations of Media Materials is an alphabetically arranged catalog of media materials by, about, and/or for American Indians. The first edition of the catalog (Fall, 1976) contains 2,100 print and nonprint media entries with 250 evaluations by American Indian people. Price \$50.

Native American Evaluations of Media Materials, Cumulative Supplement, Spring 1977 represents an additional 1,100 media materials with nearly 300 evaluations of these materials done by Indian people. Price \$20.

Media Evaluations and Dissemination By Indian Americans, Revised 2d Edition, Summer 1978 is a catalog of evaluations of selected print and nonprint materials and index to additional resource materials pertaining to American Indians/Alaska natives. It features over 350 print and nonprint (films/filmstrips) media materials reviewed and evaluated by American Indians/Alaska natives. Price \$25.

Indian Library Service Guides are a set of eleven guides summarizing the state of the art in Indian librarianship in a series of brief, practical formats. These guides are intended to be used by Indian people and librarians who are developing Indian library services.

1. Christensen, Rosemary Ackley. *Working with Indian Communities and Agencies to Establish Indian Library Services.*
 2. Smith, Hannis. *Working with Library Agencies to Establish Indian Library Services.*
 3. Wood, Margaret. *Initial Organization and Staffing Patterns for Indian Library Services.*
 4. Wittstock, Laura and Wolthausen, John. *Alternatives to Standard Classification and Cataloguing.*
 5. Jones, Marie and Casaday, Edith. *Urban Indian Library Service.*
 6. Mathews, Virginia H. *Continuing Adult Education and Indian Libraries.*
 7. Townley, Charles T. *Promoting Indian Library Use.*
 8. Townley, Charles T. *Locally Generated Information and Referral Services in Indian Libraries.*
 9. Whiteman Runs Him, Elizabeth. *Assessing Information Needs in Indian Communities.*
 10. Christensen, Rosemary Ackley. *Materials Selection for Indian Libraries.*
 11. Smith, Lotsee. *In-Service Training in Indian Libraries.*
- The price for a set of eleven guides is \$7.50. Each guide may be purchased individually for \$.75.

Order from: National Indian Education Association, 1115 Second Ave. S., Ivy Tower Building, Second Floor, Minneapolis, MN 55403.

Letters to the Editor

Dear Dr. Metoyer:

I enclose a recent number of the ASAIL (Association for the Study of American Indian Literatures) *Newsletter*, and will be grateful if you would call our existence to the attention of your readers. Although we nominally charge \$2 for a year's subscription, we are happy to send free copies to libraries without much money for which our material is of particular interest. If you have any suggestions as to ways in which we could make our *Newsletter* more useful to your readership please let me know. I've put you on our list to receive the *Newsletter* regularly.

Karl Kroeber
Editor, ASAIL *Newsletter*

Dear Dr. Metoyer:

We are currently setting up a Nez Perce Tribal Resource Center. At the moment we are gathering book listings so we may select material we feel will be of high interest to our Nez Perce children.

I am writing you in hopes you may suggest some book listings, magazines, or anything else pertaining to an enjoyable as well as informative Resource Center. We would like to emphasize the elementary school age group because our largest number of students are in the elementary reading group.

We will be looking forward to hearing from you.

Lydia Angle
Coordinator
Tribal Resource Center

Notes from the Editor

Cheryl Metoyer-Duran, Ph.D.



In the Fall 1978 issue of *AILN*, we extended an invitation to our readers to help broaden the newsletter's information network. We asked the readers to respond to a questionnaire that was designed to elicit information about reservation libraries, public libraries serving urban Indians, tribal libraries, and state library agencies. I am pleased to announce that your cooperation has been quite fruitful.

While tabulation and analysis of the responses are still in progress, I would like to share with you a sampling of the initial returns.

- Libraries in thirty-six of the fifty states offered information concerning their existence and operation.
- The greatest number of responses was received from the following states, in descending order: Arizona, New Mexico, and Oklahoma.
- It appears that the majority of the American Indian libraries that participated are part of another facility—either educational or recreational, or both.
- The greatest number of the responding libraries were

founded from 1971 to 1975. However, three of the responding libraries were founded before 1900.

- Populations served by the responding libraries ranged from 250 to 138,000.
- Tribal designations served by the libraries included: Oglala Sioux, Pima, Hopi, Navajo, Creek, Chipewewa, Ojibwe, Oneida, Onondaga, Cherokee, Alabama-Coushatta, Mescalero and Jicarilla Apache, and many more.

If my brief listing of findings has left you with many unanswered questions, I am delighted. You may be wondering: What are the names and addresses of the responding libraries? Were most of the libraries identified as school, tribal or public? How are they financed? How are they staffed? It is the intent of the newsletter to inform you of

the picture of American Indian libraries that emerged from responses to the questionnaire. It is hoped that in forthcoming issues we will be able to feature profiles of the libraries that responded.

If you were unable to meet the January 1979 deadline but would still like to share information about your library, please feel free to send your questionnaire to the editor.

With your assistance, *AILN* hopes to serve you better by providing up-to-date information on all types of American Indian libraries. Our ability to meet this information need greatly depends on your continued cooperation. A hearty thanks to all of the respondents for their assistance.—*CM-D (Cherokee), Editor, Graduate School of Library and Information Science, UCLA.*

**AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET
CHICAGO, ILLINOIS 60611**