

# American Indian Libraries Newsletter



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## A Delegate's Reflections on the WHCLIS

Calvin Issac



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Now that the White House Conference on Library and Information Services is history, it is good to be able to sit back and reflect on what has taken place at the conference. First of all, I must congratulate the members of the Steering Committee for doing a superb job in what I perceive to have been a monumental task of planning, coordinating, and implementing the conference with its

multitude of delegates, alternates, friends, and visitors of libraries. This conference, designed to discuss library services for the populace at all levels from the hinterlands of the Indian reservations to the ghettos of the large urban areas as well as the hearts of cities and towns, was a tremendous undertaking. I am sure the committee spent many sleepless hours, going over the minutest detail of the conference so that all would go well. Their efforts are to be commended by all attendees. A job well done!

As a lay delegate to the conference representing the American Indian population, I was ever mindful of our Indian people back home who yearn for services to be provided FOR them and TO them, for, indeed, we delegates were there to speak for them. Any success we attained was sought for the benefit of our Indian people. And so it was that, for a whole year, we elected delegates met, discussed, strategized, and sought forums where our voices could be heard. The culmination of a year's work lay in the balance as we convened for the White House Conference. If we strategized correctly, our work would bear much fruit. If we did not, many years of work could be negated.

I tackled my task seriously, as did all of our elected American Indian delegates. As I looked at the heavy agenda, I was amazed at the time constraints involved in the decision making related to the matter of providing opportunities for

all people to have library and information services. I was even more amazed at the caliber of people, both lay and professional, who were elected by their respective states to be their spokespersons at this national conference.

As conferees, the Indian delegation, along with other delegates, deliberated about what types and kinds of recommendations should go to the White House and Congress for libraries and information services. The Indian delegation felt that we would do well if we could get our act together and support one strong Indian resolution PROVIDED we could lobby with the various state groups to support us in our efforts. Through workshop sessions, at dinner tables, and in casual meetings over coffee, we told about the information needs of reservation Indian people, who are without adequate library services. Through the wee hours of the morning, we labored, trying to gain support. Apparently, our PR paid off, for at the General Assembly on the last day our National Indian Omnibus Act resolution gained passage as one of the official resolutions to go to the White House and Congress.

I found it very stimulating that many delegates from various states appeared enlightened to learn that American Indians can speak with one voice and with much unity! Serious, concerned questions were presented by many state delegates who were interested in Indian library services and wanted to give us support. Members of state delegations present in my workshop group wholeheartedly supported our Indian resolution, and I felt that our year's work was not in vain. I was especially proud of our Department of the Interior librarian (Mary Huffer), who approached the microphone and used her clout to gain support for the Indian library omnibus bill. I believe that it was her eloquence in speech that brought about the passage of our resolution! Many thanks go to all of the state delegations that supported us—from California to New York and from the Canadian border to the Gulf Coast. I was especially proud of my own state of Mississippi group's support! Hearing non-

Indians speak in favor of the Indian resolution made me proud that I am an American, for, indeed, regardless of who we are in America, when there is a need, there is the response! I do hope that the White House and Congress will support us in bringing about a much-needed Indian Libraries Act for our Indian people. The unique federal-tribal trust relationships exists and must not be overlooked.

Through the efforts of our Indian delegates and friends of Indian people, our resolution passed; but we cannot sit and wait. We must continue our efforts to get the Indian Libraries Act into legislative form for Congress to act upon. We must not let it die in resolution form. Congressional representatives' support is needed to sponsor a bill, which may be a part of the larger proposed National Libraries Act. The work must begin now!

I personally thank each of our American Indian delegates for the efforts and sacrifice put forth at the White House Conference. Our newfound friends of Indian people also are commended for helping us carry the message to their fellow delegates. I look forward to a new day in library and information services for our Indian people as a result of the White House Conference, for we did work toward the new day. I believe that the Indian delegates did our part to turn the eyes of the White House and Congress upon the unfinished task of the federal government toward its first Americans!—*CI (Choctaw), American Indian lay delegate to WHCLIS.*

## Wisconsin Tribal Librarians, Chairs, Public Library System Directors Convene

Judith Ross

The Wisconsin Division for Library Services (a division of the Department of Public Instruction) in cooperation with the Indian Library Services Project (a project that coordinates Indian Library Services for all tribal libraries in Wisconsin) sponsored an all-day conference on June 13, 1979, at the Howard Johnson Motel in Wausau, Wisconsin. The conference topic was "Indian Tribal Libraries: Past, Present, and Future." Resource persons included Virginia H. Mathews (Osage), chair of the White House Pre-Conference on Indian Library and Information Services on or Near Reservations; Philip Tarbell (Mohawk), specialist in Indian culture at the New York State Museum; Douglas Baker, director of the Northwest Wisconsin Library System; Mary Alice Tsosie (Navajo), director of the Wisconsin Indian Library Services Project; Sally Drew, director of the Division for Library Services' Bureau of Public and Cooperative Library Services; and Judi Ross, specialized services consultant of the same bureau. The conference was attended by tribal trainees and librarians, tribal chairs, and public library system directors.

The overall theme of the conference was how to provide for continuity of Indian library services at a crucial juncture in Wisconsin Indian library services. The Indian Library

Services Project, begun three years ago and funded through Library Services and Construction Act monies, was to end as of September 30, 1979. Under the direction of Mary Alice Tsosie, this project created and coordinated tribal libraries on all of Wisconsin's Indian reservations. Now that those funds are no longer available, alternative funding sources for these libraries need to be explored. Throughout the development of these tribal libraries, the public library systems in whose boundaries the tribal libraries lie have encouraged their development. It was felt that this conference would serve to acquaint the participants with one another, provide an update on Indian and library developments, and serve as a forum for discussion and resolution of issues.

Tsosie provided information on the development of her project and Indian library services in Wisconsin. She described how that project interfaced with the drawing up of the Statewide Plan for Indian Library Services in 1975. Sally Drew went on to explain the development of public library system services in Wisconsin and the implications this has for the tribal libraries. Doug Baker described the services of the Northwest Wisconsin Library System, covering the area where a majority of the reservations are located, as an example of how tribal libraries and systems can cooperate. Information on a legislative amendment that would enable tribal libraries to be defined as municipal libraries for the purposes of Wisconsin law and to qualify for state aid was explained by Judi Ross. After Phil Tarbell explained the process by which tribal libraries receive direct state aid in New York, Mary Alice Tsosie presented a draft of how this type of legislation could be introduced in Wisconsin. So that Wisconsin's Indian library service would not be perceived in a vacuum, Virginia Mathews gave an overview of the Bureau of Indian Affairs' Plan for Indian Library Services. She outlined some of the developments in other states as well. She also presented an overview of the background and outcome of the White House Pre-Conference on Indian Library and Information Services on or near Reservations.

It appears from all the information presented and from the subsequent discussions that there must be a realistic division of responsibility and commitment to Indian library services if these libraries are to survive. The tribes themselves must first be committed to the necessity for library service, for only then would cooperative service and financial commitments be feasible.—*JR, public library consultant, 126 Langdon St., Room 521, Madison, WI 53702.*

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.

## American Indian Libraries

In the Fall 1978 issue of the *AILN*, we asked our readers to participate in an information-gathering project concerning Indian libraries. The questionnaire distributed in the newsletter sought to identify the location of reservation libraries, public libraries serving urban Indians, tribal li-

braries, and appropriate state library agencies. In this issue, we would like to share with you the list of agencies that responded to the *AILN* questionnaire. Remember, if you were unable to meet the January 1979 deadline but would like to participate in this project, please feel free to request a copy of the questionnaire from the editor. We would like our list of Indian libraries to be a continuously growing achievement.

### American Indian Libraries Newsletter Questionnaire Respondents List

1. Lydia B. Fells  
Indian Librarian Director  
White Cloud Indian  
Library  
89 Broad St.  
Norwich, CT 06360
2. Chuen K. Mak  
Resource Coordinator  
Gila Crossing Day School  
Rt. 1, Box 770  
Laveen, AZ 85339
3. Sister Lucy Schneider  
High School Librarian  
Red Cloud High School  
Library  
Holy Rosary Mission  
Pine Ridge, SD 57770
4. Lucille St. Germaine  
Coordinator  
Little Big Horn High  
School  
5900 N. Glenwood  
Chicago, IL 60660
5. Paula Armstrong  
Ed. Specialist, Librarian  
BIA  
Toyei Boarding School  
Library  
Toyei Boarding School  
Ganado, AZ 86505
6. Mary Jo Church  
Community Ed. Program,  
Director  
Hopi Community Libraries  
Hopi Tribe Ed.  
Department  
Box 301  
Oraibi, AZ 86309
7. Peggy Overfield  
F. W. Crumb Memorial  
Library  
State University College  
at Potsdam  
Potsdam, NY 13676
8. Irene Easler  
Media Coordinator  
Papago Media Library  
Center  
Topawa Village  
Topawa, AZ 85639
9. Joanne St. Martin  
Resource Librarian  
Indian Studies Resource  
Center  
Great Falls Public Schools  
915 1st Ave. South  
Great Falls, MT 59405
10. Lois Clauschea  
Librarian  
Navajo National Library  
System  
P.O. Drawer K  
Window Rock, AZ 86515
11. Judy Evans  
Librarian  
Bowler High School  
Library  
Bowler, WI 54416
12. Elizabeth Morrissett  
Auraria Libraries  
Lawrence and 11th Sts.  
Denver, CO 80204
13. Charles Sigo  
Tribal Curator  
Suquamish Tribal  
Library/Archives  
P.O. Box 556  
Suquamish, WA 98392
14. Harry Belgarde  
Media Director  
Turtle Mtn. Community  
School Media Center  
Belcourt, ND 58316
15. Ruth Blank  
Librarian  
Indian Center Library  
Indian Center of San Jose  
3485 East Hills Dr.  
San Jose, CA 95127
16. Dean Chavers, Ph.D  
President  
Bacone College  
Muskogee, OK 74401
17. Harris Richard  
Director of Library  
Services  
College of Ganado Library  
Ganado, AZ 86505
18. Frances Spadofore  
Information Services  
Librarian  
Bemidji State University  
Library  
Bemidji, MN 56601
19. Hurley Parkhurst  
Consultant  
Medical and Biological  
Sciences Library  
Gallup Indian Medical  
Center  
P.O. Box 1337  
Gallup, NM 87301
20. Evva Larson  
Asst. State Librarian  
Idaho State Library  
325 W. State St.  
Boise, ID 83702
21. Ed De Smith  
Teacher  
Santa Rosa Middle School  
Media Center  
Sells, AZ 85634
22. Ray Reese  
Education Specialist  
Professional Library  
National Indian Training  
Center  
P.O. Box 66  
Brigham City, UT 84302
23. Duane Hildebrand  
Librarian  
Chemawa Indian School  
5495 Chugach St. NE  
Salem, OR 97303
24. Barbara Gibbs  
Ed. Specialist/Library  
Science  
Kaibeto School Library  
Kaibeto, AZ 86053
25. Ann Gawler  
Director  
La Fayette Public Library  
Route 11 S.  
La Fayette, NY 13084
26. J. Y. Tomlinson, Jr.  
Director, Dept. of  
Information  
Chickasaw National  
Headquarters  
P.O. Box 1548  
Ada, OK 74820
27. Barbara Billey  
Librarian  
Navajo Community  
College—Shiprock  
Branch  
P.O. Box 580  
Shiprock, NM 87420
28. Fred Danes  
Ed. Specialist (Library)  
Sanostee School Media  
Center  
Sanostee, NM 87461
29. Barbara Denny  
Oneida Community  
Library  
Oscar Archiquette  
Memorial Bldg.  
Oneida, WI 54144
30. Sandra Harrison  
Director  
Qualla Boundary Public  
Library  
P.O. Box 242  
(Acquoni Rd.)  
Cherokee, NC 28719
31. Clark County Library  
District  
Outreach Librarian  
1401 E. Flamingo Rd.  
Las Vegas, NV 89109
32. Clarence Buurma  
Counselor/Education  
Mescalero Community  
Library  
Community Center  
Box 176  
Mescalero Apache  
Reservation, NM 88340
33. Rhett Ashley  
Library Director  
Northwest Regional  
Library  
315 W. Reinken  
Belen, NM 87002
34. D. Alexa West  
Ed. Specialist, Library  
Intermountain Inter-tribal  
School Library  
P.O. Box 345  
Brigham City, UT 84302
35. Nellie Buffalomeat  
Ed. Specialist (Lib.  
Science)  
BIA  
Sequoyah High School  
Tahlequah, OK 74464
36. Mrs. James A. Oden (Joy)  
Librarian  
Alabama-Coushatta  
Indian Library  
Rt. 3, Box 640  
Livingston, TX 77351  
Alabama-Coushatta  
Reservation
37. Alana McGrattan  
Albuquerque Indian  
School  
Library Media Center  
1000 Menaul Blvd., NW  
Bldg. 219  
Albuquerque, NM 87107
38. Annabelle Lee  
Director  
Ute Mountain Tribal  
Library  
P.O. Box 791  
Towaoc, CO 81334

39. Lee White  
Director, Library Services  
Indigenous People's  
Project  
Oakland Public Library  
125 14th St.  
Oakland, CA 94612

40. Wilma Moore  
Principal Teacher  
Bureau of Indian Affairs  
School Library  
Toksook Bay, AK 99637

41. Barbara Denny  
Librarian  
Oneida Community  
Library  
Oneida, WI 54155

42. Sheryl Zimmerman  
Director  
Fairchild Public Library  
264 Huron  
Fairchild, WI 54741

43. William J. Wilson  
Asst. Administrator  
Winding Rivers Library  
System  
800 Main St.  
La Crosse, WI 54601

44. Phyllis L. Hapke  
Minocqua Public Library  
Box F, Front St.  
Oneida, WI 54155

45. Mary Lee Johnson  
Librarian-Director  
Milltown Public Library  
Box 68  
Milltown, WI 54858

46. Katharine E. Moore  
Librarian-Director  
Balsam Lake Public  
Library  
404 Main St.  
Balsam Lake, WI 54810

47. Donna M. VanZile  
Librarian  
Sokaogon Chippewa  
Community Learning  
& Reference Center

R.R. #1, Box 366  
Crandon, WI 54520

48. Lois Albrecht  
Librarian  
Bayfield Carnegie Library  
P.O. Box 719 (Broad St.)  
Bayfield, WI 54814

49. Mary E. Whittington  
Services Librarian  
Chas. M. White Memorial  
Public Library  
1325 Church  
Stevens Point, WI 54481

50. Evelyn Tester  
Librarian  
Black River Falls Public  
Library  
321 Main St.  
Black River Falls,  
WI 54615

51. Margaret Palmer  
Director  
Cumberland Public  
Library  
1305 Second Ave.  
Cumberland, WI 54829

52. Betty Nichols  
Head Librarian  
Round Lake Tribal  
Library  
Route 2  
Luck, WI 54853

53. Marine Keup  
Library Director  
Dull Knife Memorial  
College Library  
P.O. Box 206  
Lame Deer, MT 49043

54. Jary Anderson  
Reference Librarian  
Washington State  
University Library  
Pullman, WA 99164

55. Ann Nugent  
Librarian  
Lummi Education Center  
4226 Lummi Shore Rd.  
Ferndale, WA 98248

WHEREAS library, cultural and information resources at a compensatory level are now urgently needed by American Indian/Alaska Native people living on or near reservations; and,

WHEREAS the Federal agencies are increasingly aware that Federal trust responsibility relating to education mandates inclusion of library/information resources;

AND WHEREAS the states of Arizona, Illinois, New Mexico, Michigan, Montana, Washington, Wisconsin have called for the White House Conference to support specific Indian library legislation;

THEREFORE BE IT RESOLVED that the Congress be asked to enact a National Indian Omnibus Library Bill to include:

- a Title on Training, both pre-service and in-service, to be determined by tribes, Alaska Natives and Aleuts in collaboration with higher education agencies that leads to certification for Indian library workers, and that tribes and their designated Indian organizations and institutions shall be included in such programs. Particular emphasis would be on continuing education and career development, on-the-job experience and work study.
- a Title on historical and contemporary Materials and Dissemination of information in all formats.
- a Title on Construction or remodeling of library/information/cultural resource facilities.
- a Title on Technical Assistance to be provided to new or developing libraries.
- a Title on the Support of library/information services to Indian Studies programs in institutions of higher education.
- a Title providing financial support to Indian communities, both urban and rural, as a means of conducting Information Needs Surveys in building a base for library development.
- Special Purpose program grants and contracts.
- a Title establishing a National Indian Library Center that would do the following:
  - A. Implement the BIA Plan for library/media/information services development as continuously modified, monitored and re-evaluated by the tribal governments operating under it;
  - B. Serve as a stimulus and focal point for the preservation, production, collection and distribution of materials of interest to Indian libraries;
  - C. Operate as a clearinghouse and referral center for materials (including oral history and language materials);
  - D. Provide technical assistance through a bank of Indian resource people who can provide intensive, short term help;
  - E. Facilitate a national network capability;
  - F. Establish links between the National Indian Library Center and high school and college counselors regarding Indian students and library career training opportunities;
  - G. Encourage a horizontal approach to information access funding within BIA so that health, social services, economic development, job training and other programs carry their own information services support components.

The National Indian Omnibus Library Bill should be administered by the Department of the Interior's Office of Library and Information Services in line with policies established by Tribal governing boards.

## Resolution for a National Indian Omnibus Library Bill

The following resolution was passed by the delegates at the White House Conference on November 19, 1979, to be forwarded to the president and Congress:

WHEREAS there is at the present time no funding in any agency dedicated to the development or operation of library systems in Indian country (as defined in 18 U.S.C. 1151, appended); and, whereas such funds as have been used in the past are unreliable, inadequate and usually project oriented; and,

APPENDIX  
DEFINITION OF INDIAN COUNTRY, 18 U.S.C. 1151

Except as otherwise provided in sections 1154 and 1156 of this title, the term "Indian country," as used in this chapter, means

- (a) all land within the limits of any Indian reservation under the jurisdiction of the United States government, notwithstanding the issuance of any patent, and, including rights-of-way running through the reservation,
- (b) all dependent Indian communities within the borders of the United States whether within the original or subsequently acquired territory thereof, and whether within or without the limits of a state, and
- (c) all Indian allotments, the Indian titles to which have not been extinguished, including rights-of-way running through the same.

## American Indian Libraries Resolution

The following resolution was passed by the National Advisory Council on Indian Education (NACIE) on December 1, 1979, at its meeting in Denver, Colorado:

WHEREAS, a variety of projects, activities and demonstrations over the past few years have developed an awareness among Indian people of their present lack, and their need and desire for a full range of conveniently accessible library and information resources in their schools, colleges and communities; and

WHEREAS, NACIE supports the concept that Indian people need information power, and the resources that library/information services can provide for them in pursuit of self-determination, economic growth and stability and cultural maintenance and development;

NOW, THEREFORE, BE IT RESOLVED, that the National Advisory Council on Indian Education at its meeting in Denver, November 29-December 1, 1979 strongly Endorses the resolutions passed by Indian delegates to the White House Pre-Conference on Indian Library and Information Services on or near Reservations, which took place in Denver in 1978; those from several state conferences which advocated the development of library/information opportunities for Indian people; and those coming from the National White House Conference in November, 1979; and

Supports the determination that Indian people of all ages must have realistic access to every kind of information through community library/information centers, and that such services are a part of the trust responsibility for education that has been for too long neglected by all government agencies, whether they be concerned with lifelong learning and literacy, job and professional training, health care, economic development or any other aspect of personal or social need. Massive and intensive attention to education/information opportunities for Indian people is the only alternative to short range solutions which solve nothing, such as training programs that lead nowhere, often because they have no true education component; and

Reaffirms its conviction that all schools which educate Indian children must have quality library/media/instructional programs to make possible individualized learning and skill development for talented and gifted Indian children as well as slow and low motivation learners; and that a line item in the school's instructional budget and stated standards and administrative policies to this

end are an absolute requirement if this is to be implemented. This applies both to the new regulations under Title XI of 95-561 and to any new regulations governing Indian Education Programs under Title IV, in the new Department of Education. It is recommended also that guidelines and accountability measures be provided to school boards and to advisory committees. It is imperative that an accounting item be built in specifically for library/information/instructional media services, or there is not likely to be the major improvement in curriculum, in instruction, in motivation or in student performance that Congress expects and that the new impetus given to both BIA and DOE Indian Education Programs demands; and Supports the establishment of an American Indian Reading Room in the Library of Congress, perhaps as a special section of the American Civilization Area, and expresses willingness to assist in negotiating this proposal with the Library of Congress; and

Encourages and welcomes the formation of the new American Indian Library Association which was voted into being by a group of American Indian library workers and developers in Dallas in June of 1979. A constitution and bylaws are now being drawn up; affiliation with the American Library Association will be sought to make possible support services by its staff, and sponsorship by NACIE will be requested. Formation of this association was by way of implementation of one of the resolutions which came out of the White House Pre-Conference on Indian Library and Information Services on or near Reservations.

## Letters to the Editor

Dear Dr. Metoyer-Duran:

I would like to request a list of bibliography in the high interest/low vocabulary group. We service patrons in that group. I would like the list to include all categories.

We are a tribal public library located on the Ute Mountain Reservation in the state of Colorado.

The need our library has is great. Therefore, if you can be of any help, I would appreciate it.

If there is anyone else that could help us please send me their address. Please send all responses to the address below.

Janice Colorow, Assistant Library Director  
Ute Mountain Tribal Library  
Towaoc, CO 81334

Dear Dr. Metoyer-Duran:

The Santee Sioux Tribe and the American Indian Satellite Community College have been working for the last four years to develop a tribal library. We have an excellent space, a staff assistant to work on proposal development, and a public service employment slot to do the clerical work. We have videotapes, taped interviews, photographs, and the beginnings of an archival collection. We need T.A. for cataloging *training*, some basic equipment, and, not least, money. Any ideas you might have would be appreciated.

Sky Houser  
American Indian Satellite Community College  
Santee Sioux Tribe, R.R. 2  
Niobrara, NB 68760

## Job Announcements

**SCHOOL LIBRARIAN**, Rock Point Community School. K-10 contract school on Navajo Reservation is in the process of expanding to K-12. A new library is planned, but funding is required. The library serves both school and community with an integrated school/county/tribal collection.

Requirements: MLS is preferred. Minimum requirements: Degree in Education with coursework or experience in librarianship. Applicants should meet Arizona certification requirements by 1981. Applicants should be familiar with cross-cultural settings.

This is a 12-month position, renewable yearly.

Salary Range: GS 7-9, \$13,021-15,912, depending on qualifications and experience.

Available after December 26, 1979. Housing is available.

For further information please contact: Mr. Joe Wilson, Rock Point Community School, c/o Chinle, AZ 86503; Tel. (602) 659-4224 or 659-4256.

**CATALOGER**, Purdue University Libraries and Audio-Visual Center. Positions available: Two (2). Date of availability: One (1) immediately, one (1) March, 1980.

Desired qualifications: in order of importance: Master's degree in library science. At least two years experience in original cataloging. Foreign-language facility, particularly Russian and European languages. Knowledge of MARC format. Familiarity with OCLC cataloging procedures. Familiarity with Dewey Classification. Background in science and technology.

Duties: The original cataloger works under the direction of the Head of the Catalog Department and participates primarily but not exclusively in the original cataloging of monographs in those subjects, languages, and/or formats with which they have a familiarity.

Salary: \$12,000 to \$14,000 depending on qualifications.

Status of benefits: Faculty status and responsibilities; rank commensurate with education and experience. Members of the library faculty must meet Purdue University requirements (excellence in librarianship, publishing, research, and service) for promotion and tenure. Twelve-month appointment with annual vacation of 22 working days. Group life, major medical, and disability insurance plans are in effect as are TIAA/CREF and Social Security coverage.

To apply: Send résumé and names of three (3) references to: Thomas L. Haworth, Personnel Officer, Libraries/Audio-Visual Center STEW, Purdue University, West Lafayette, IN 47907.

An Equal Opportunity/Affirmative Action Employer.

**LIBRARY ASSOCIATE - NATIVE AMERICAN INFORMATION AND REFERRAL CENTER**, Chicago Public Library.

Function: To assist the Project Head with the development and operation of the Native American Information and Referral Center.

Responsibility and authority: Under the supervision of the Project Head is responsible for the following typical duties: (A) Assists with collection development and the provision of information and referral services including reader's advisory services. (B) Responsible for interlibrary loan services. (C) Compiles bibliographies and publicity materials for review by Project Head and arranges distribution. (D) Assists with planning and implementing workshops and training sessions. (E) Prepares statistical reports; may prepare draft copies or write narrative reports and correspondence. (F) May represent the Project Head in the community. (G) Performs other duties as may be required or assigned.

Qualifications: Bachelor's degree required. Must have ability to plan and organize effectively, to work well with others, and communicate effectively orally and in writing.

Position available immediately.

Salary: \$10,599.

Employee benefits: Annual Salary Increment, Annual Cost of Living Increase, Paid Hospitalization, Four Weeks Vacation, Pension Plan, Tuition Reimbursement, Life Insurance, 3 Personal Business Days per year, 12 Paid Sick Days per year, 9 Paid Holidays.

Please have applicants send letter of application and résumé to: Mr. Robert Baumruk, Chief, Social Science & History Division, The Chicago Public Library, 425 N. Michigan Avenue, Chicago, Illinois 60611.

## Notes from the Editor

### Cheryl Metoyer-Duran, Ph.D.



Energy and information are two crucial issues that are being currently discussed in Indian country. These concerns have been highlighted by the recent meetings of the Council of Energy Resource Tribes (CERT) held in Phoenix, Arizona, December 6-7, 1979. The Carter administration has put together a package of economic initiatives that will commit \$24 million in the next ten months to speed the development of Indian energy. Peter MacDonald, chair of Arizona's Navajo Tribe and chair of the Indian energy council, commented upon this occurrence: "Santa Claus has come earlier than we expected, and it's real good news" (*Los Angeles Times*, 7 Dec. 1979, p.1).

CERT was created four years ago with the purpose of helping tribes examine their energy potential. This American Indian OPEC is dealing from a position of strength, as the CERT tribes own 40 percent of the nation's total uranium resources, 30 percent of all strippable coal west of the Mississippi, and a large percentage of the country's oil shale, geothermal, natural gas, and petroleum reserves (*Los Angeles Times*). A key component of the joint federal and CERT program is the development of a mineral inventory program that would require an efficient computerized information service.

While the professional expertise required to plan and implement this critical information system exists at a national level, I would urgently suggest that in this project CERT utilize Indian library and information science professionals. The ultimate success of this rapid development program could hinge upon an efficient information retrieval system. I believe that American Indian librarians can work with CERT and other Indian agencies to design appropriate information dissemination and retrieval strategies.

At the White House Conference on Library and Information Services, Ralph Nader (guest speaker) urged delegates to recognize the power base of the information holders and the powerlessness of the information-deprived. In concurrence with Nader, it is my feeling that the control of information is a vital factor in the ability of Indian people to control their own economic future. —CM-D (*Cherokee*), editor.

## Special News

### *The New Department of Education and Implications for Indian Education*

The Ninety-sixth Congress gave final approval to the bill creating the Department of Education in 1979. While the legislation *does not* include the transfer of Bureau of Indian Affairs education programs, it will effect the transfer of the Title IV Office of Indian Education and its programs, which are administered by the Office of Education of the Department of Health, Education and Welfare.

The U.S. House of Representatives passed the Conference Report that established the new cabinet Department of Education by a vote of 215-201 on September 27, 1979. As stated in this Conference Report, Title III, Transfers of Agencies and Functions, Sec. 301(c),

there are transferred to the Secretary all functions of the Secretary of Health, Education and Welfare, the Assistant Secretary for Education, or the Commissioner of Education of the Department of Health, Education and Welfare, as the case may be, with respect to:

1) the Executive Division of the Department of Health, Education, and Welfare;

...

3) any advisory committee of the Department of Health, Education and Welfare giving advice and making recommendations principally concerning education functions transferred by this section.

The Office of Indian Education Title IV programs, managed by Gerald Gipp, deputy commissioner, and the National Advisory Council on Indian Education are thus included in this transfer provision. The effect this transfer may have on the Office of Indian Education and its programs is not specifically defined; however, there will not be an assistant secretary for Indian education. There will be one assistant secretary for each of the following six areas: (a) secondary and elementary; (b) postsecondary; (c) vocational and adult; (d) special education and rehabilitation services; (e) educational research and improvements; (f) civil rights.

*Implications for Indian Education.* The new Department of Education, once President Jimmy Carter signed the bill into law, became a reality. However, there is no language within the Conference Report that treats Indian education in a comprehensive manner. Issues that Indian people and tribes should be asking are:

1. Where will the Office of Indian Education fit within the new department?
2. Will we know the Office of Indian Education in the near future as we know it today?
3. Will the new secretary consolidate, alter, or discontinue the Office of Indian Education?
4. Should the Office of Indian Education be headed by an assistant secretary, executive level V officer, director, commissioner, or deputy commissioner?
5. If the secretary abolishes the Office of Indian Education, will this abrogate treaty rights?

These questions and many others must be raised in Indian country in order to protect the education rights of our Indian students.

Indian people and tribes should begin developing political strategies for preserving Indian education. Strategies

that Indian people and tribes should begin to implement could include:

1. The Department of Education Organization Act Conference Report should be studied by Indian educators, tribes, parents, and Indian tribal attorneys.
2. Indian people must have their voices heard within the U.S. House of Representatives and the Senate and by the president, the vice-president, and the new secretary of education on the concerns that may affect Indian education in the future.
3. Indian people should be discussing Sec. 413(b)(1) with other special-interest groups that may be affected under this section.
4. With the appointment of the secretary of education the questions stated above must be answered to the satisfaction of Indian tribes, individuals and organizations directly involved in education of Indian students throughout the United States.

Indian people concerned with maintaining the Office of Indian Education and its programs should not underestimate the importance of the language contained in Sec. 413(b)(1) of the Conference Report. "Reorganizing is not a tribal matter when survival itself may be at stake" (Pfeffer and Salancik, 1978).

The complete conference report was published in the *Congressional Record* on September 21, 1979. Please consult this report for further information in regard to the new Department of Education.

For further information, contact the Coalition of Indian Controlled School Boards (CICSB) at the toll-free number, 1-800-525-2430; contact Joyce Reyes at the United Indians of All Tribes Foundation, (206) 285-4425; or write United Indians of All Tribes Foundation, Technical Assistance, P.O. Box 99253, Seattle, WA 98199.

### *Humanities Endowment Changes Name of Library Program: Nearly \$800,000 Awarded to Library Projects*

The Public Libraries Program of the National Endowment for the Humanities is changing its name to more accurately reflect its goal of supporting library-sponsored public programming in the humanities.

The new name—Library Humanities Projects—goes into effect immediately. Guidelines, grant-making policies, and application instructions remain the same.

Officials from any type of library who would like information about this federal grant program should contact the Library Humanities Projects, NEH, 806 15th St., NW, Washington, DC 20506, or call (202) 724-0398.

The National Endowment for the Humanities awarded nearly \$800,000 for library projects during its May and August National Council meetings.

Among the institutions receiving grants:

- San Joaquin Valley Library System: "The San Joaquin Valley Japanese-American Project," \$83,161. An intensive look at the Japanese population in the San Joaquin Valley including the business, language, history, tradition, and culture of the Japanese focusing particularly on their contributions to the development of the San Joaquin Valley.
- University of New Mexico: "Development of Library Cultural Center in Selected New Mexico Reserva-

tions," \$104,015. Native American librarians on nine Indian pueblos in New Mexico will receive in-depth training on the history of their tribes. Librarians will travel throughout New Mexico and to the Smithsonian in Washington, D.C., and the Newberry Library in Chicago, Illinois. Extensive public programming will be conducted by the librarians upon their return to the pueblos.

- Chicago Public Library: "America's Ethnic Heritage: A Comparative Literary Approach," \$160,300. A year-long series of comparative literature courses, talks by distinguished authors, an international film series, exhibits, and published bibliographies, designed to provide learning experiences on the literature of the many foreign cultures represented in the ethnic populations of Chicago.

#### *Centre for Research and Teaching of Canadian Native Languages*

A center has been established to facilitate linguistic research in Canadian native languages by members of the native and university communities. The objectives of the center and of the research it encourages are unique in their orientation specifically to the needs of native communities. These objectives respond to the demand for materials that record and instruct in native languages. It seeks to produce sophisticated inquiries into existing native languages. It seeks to produce teaching materials based on these in-

quiries. In doing so, the center aspires to promoting the development of Inuit and Indian cultural presence in Canada and the enrichment of Canadian culture through this development.

Contact: Native Language Centre, Department of Anthropology, University of Western Ontario, London, ON N6A 5C2; telephone: (519) 679-6681.

#### *Temple University's Alternative Acquisitions Project*

Improving and expanding the collection development expertise of academic librarians in the acquisition, cataloging, and servicing of alternative or small press materials are the focus of the second phase of the Alternative Acquisitions Project. Funded for \$55,000 by the U.S. Office of Education's Library Research and Demonstration Program, the project's second year, which began September 1, 1979, focuses on developing a handbook to aid librarians in handling alternative publications. Three one-day regional seminars are being held in Berkeley, Philadelphia, and Madison to acquaint librarians with the nuts and bolts of alternative press collection building.

The project director is Elliott Shore, curator of the Contemporary Culture Collection at Temple University Library. Daniel Tsang is research librarian.

For further information, contact the Alternative Acquisitions Project, Temple University Library, Philadelphia, PA 19122.

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**AMERICAN LIBRARY ASSOCIATION  
50 EAST HURON STREET  
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