

# American Indian Libraries Newsletter



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## American Indian Library Leaders

Our Fall 1980 issue of *AILN* is a very special issue indeed. We have chosen to profile a number of American Indian library leaders whose contributions have paved the way for Indian library development.

Here you will find Navajos, Cherokees, Hupas, Sioux, and many more tribes representing library activity from across the United States. The Indian library world is slowly becoming a microcosm of the big library world, with our involvement spanning school, public, and special libraries, government agencies, and independent corporations.

Although this issue highlights ten Indian library leaders, I must say that this is only a small portion of a growing number of Indian library activists. Certainly there are many more Indian library leaders working for common goals. It is certainly not our intent to ignore or exclude your work. Rather, we would like to invite you to send us a profile of your life and your activities in the library world. If the response is significant, we would like to feature such personalities in a regular column of the *AILN*.

As editor, I know many of our readers personally. Hence, I urge you very busy people to take a moment, gather your thoughts about yourself, your work, your aspirations and send them to me. I would very much like to have such profiles as ready responses to the ever-present question: Who and where are the Indian librarians? — *CM-D (Cherokee), Editor.*



**Mary L. Nieball, Ph.D.**  
(Apache)  
Dean of Library Services  
San Jacinto College  
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Pasadena, TX 77505

Mary L. Nieball, Ph.D. (Apache), was born and raised in Texas. She is a graduate of Odessa College and received her BS degree from Sul Ross State University and her MLS and Ph.D. degrees in library science from Texas Woman's University in Denton, Texas. Her master's degree in education is from the U.S. International University Graduate School of Human Behavior in San Diego.

Dr. Nieball has been a librarian for a nursing school, for Ector County public schools, and for a county library as well as being librarian for Odessa Junior College for fourteen years. Her two years as Associate Director of Libraries at the University of Texas at El Paso rounds out thirty years of librarianship for Dr. Nieball. She is currently Dean of

Library Services for the San Jacinto College District, a large, multicampus junior college in Pasadena, a suburb of Houston.

A member of several honorary societies, Dr. Nieball is also active in several professional associations, including the American Library Association, Texas Library Association, Southwestern Library Association, Special Library Association, Freedom to Read Foundation and the national Continuing Library Education Network and Exchange, and the National Indian Education Association.

Dr. Nieball was a delegate to the Texas Conference on Library and Information Services held last November in Austin. She is one of six official library delegates from Texas to the White House Conference on Library and Information Services held in Washington last November. The Texas Delegation submitted five resolutions to the White House Conference, and four of those resolutions were designed to aid library services to the American Indian community.

Dr. Nieball says that "the Washington Conference was the culmination of a national effort to determine what kinds of services are needed and what legislation will be needed to develop them."



**Mary Alice Tsosie**  
(Navajo)  
Native American Center  
University of Wisconsin-  
Stevens Point  
Stevens Point, WI 54481

"After receiving my master's degree in library science from the University of Wisconsin-Madison, I continued to work toward a master's degree in audiovisual communication from UW/Stout. Upon completion of my course work, I accepted the job as director of the newly funded Indian Library Training Program under Great Lakes Inter-Tribal Council, Inc. (GLITC, Inc.). Through the Indian Library Training Program, the Statewide Plan for the Development of Library Services to American Indians in Wisconsin, which was drafted and approved by GLITC and the Department of Public Instruction, Division for Library Services (DPI/DLS), was implemented. The program was divided into two major areas: the academic program and the on-the-job training component. Under the program, one Indian librarian from each of the ten reservations belonging to GLITC was selected and trained.

"During the second year of the program, the Indian librarians began establishing tribal libraries to serve their reservations. GLITC received a Library Services and Construction Act (LSCA) grant from DPI/DLS to aid in the building of collections for each library. The outcome of the Indian Library Services Project and the Indian Library Training Program has been the development and establishment of ten tribal libraries, which are now administered by Indian librarians serving the reservations. For each reservation, the employment and training of Indian personnel and the establishment of libraries have improved the educational facilities and structure.

"Since June 1979 I have been the coordinator/director of the Native American Center at UW/Stevens Point. The Indian Library Services Project received its third and last year of funding from LSCA during this year. However, the DPI/DLS is still very supportive and involved with Indian libraries. This year, a grant under LSCA was funded to develop and produce four workshops for the Indian librarians in the four library systems that serve Indian libraries in their areas.

"The State Planning Committee for Indian Library Services has been developed at the request of the Governor's Council on Indian Education. The committee consists primarily of Indian librarians serving several areas of librarianship. The major task for the past year has been the revision of the Statewide Plan for the Development of Library Services to American Indians in Wisconsin.

"Although in my present position I am not directly involved with Library Services to American Indians in Wisconsin, I am still active in drafting and developing state legislation that would give state aid to Indian libraries in Wisconsin. This is in the beginning stage and we hope it will be introduced to the state legislature soon. If and when the bill becomes a law, the tribal libraries will have solved and survived the major problem facing them: permanent funding.

"Being selected as a delegate to the Pre-White Conference on Library and Information Services on or near Reservations in Denver was the major highlight of the past year. The conference provided a nationwide perspective in contrast to the state view I had, having worked mainly in Wisconsin. The conference also made 'people' out of names I had been reading about in the *American Indian Libraries Newsletter*. A second highlight was being selected as an alternate delegate to the White House Conference on Library and Information Services. This event made me realize what a handful of Indian people can achieve if we work together toward a common goal. I cannot forget the hugs, cries of joy, and the smiles on the Indian delegates when our one comprehensive resolution made it through the conference without revision. It is now going to the White House! I am looking forward to the formation of the American Indian Libraries Association, which along with the *Newsletter* will keep the communication lines open and assist us in becoming a stronger and more cohesive force for the betterment of Indian libraries and library services.

"The history of the development of library services to American Indians in the State of Wisconsin is also the history of my involvement with Indian libraries. It has been interesting, challenging, and at times frustrating, but always rewarding. The dust has not yet settled; there are still challenges to meet. As I look toward the future for Indian libraries in Wisconsin, my three wishes are that:

1. the Bill for State Aid to Indian Libraries in Wisconsin becomes a Wisconsin State Law;
2. the Bureau of Indian Affairs Plan for the Improvement of Libraries becomes a line item in the BIA budget; and
3. the National Indian Omnibus Library Bill becomes a reality."



**Velma S. Salabiye**  
(Navajo)  
American Indian Studies Center  
University of California,  
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Los Angeles, CA 90024

Velma S. Salabiye (Navajo) is from Greasewood, Arizona. Velma (Vee) was born, raised, and educated in Arizona. Vee's educational history began at Bellemont Hogan

The *American Indian Libraries Newsletter* is published periodically by the ALA OLOS 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, OLOS, 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.

School. Later, she attended St. Michael's School and eventually obtained a BA in education and an MLS from the University of Arizona, Tucson. During the two years of teaching at St. Michael's School for Special Education on the Navajo Reservation, Vee became aware of and concerned about the kinds of information made available to children. This experience gave Vee the direction to pursue a library degree.

Vee obtained her MLS from the University of Arizona's Indian Graduate Library Institute, a federally funded program. Besides the regular curriculum, other classes included the uses of materials and documents focusing on American Indian affairs. An internship was part of the program; Vee interned at the Window Rock Public Library, Navajo Reservation.

Vee's first job as a librarian came shortly after graduation. Her picture appeared in the *Navajo Times* and coincided with the tribe's Office of Program Development's (OPD) search for a librarian to begin planning a library (subsequently known as the Navajo Research and Statistics Center). That particular job required ambition, patience, and creativity. The OPD staff is responsible for planning and economic development for the Navajo Tribe.

Her organizational memberships during these years included the Arizona Library Association, Conference of Intermountain Archivists, American Management Association, Navajo Science Committee, and the Special Library Association. Vee was actively involved with the Rio Grande Chapter of SLA and organized the first meeting of the chapter on an Indian reservation.

Leaving Window Rock was a challenge and an adventure—a change from reservation life for the big city, Los Angeles. She still has special memories of her struggles and progress and has strong emotional ties to the land and the people. The reservation is still considered “home” to Vee.

Vee now has been the librarian for the American Indian Studies Center (AISC) of the University of California, Los Angeles, for three years. Since then, patron use and reference work has made the library known not only to the UCLA community but also to the greater Los Angeles Indian population. All patrons are not necessarily of American Indian descent since the library includes users involved in studying the American Indian culture. In general, at least 90 percent of the reference questions are answered satisfactorily. The library offers referrals and enjoys a good working relationship with other campus, city, and county libraries.

Vee is actively involved in the American Library Association. She is currently serving as the liaison between the Office for Library Outreach Services' Committee on Library Service for American Indian People and the Reference and Adult Services Division's American Indian Materials and Services Committee. The common concern of the two committees is that of knowing the lack of and the need for adequate, current, and correct information for both urban and reservation Indian communities.

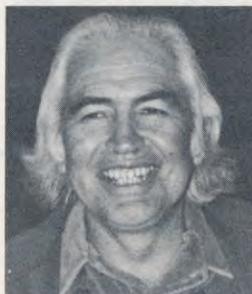
The State of California designated a task force to evaluate ethnic collections throughout the state and the AISC Library was chosen as one of the collections to be evaluated. The final results, thus far, have not been compiled. Vee has been part of this task force as an evaluator and, to date, has evaluated the Indian collections at the San Jose Indian Center and the Kim Yerton Memorial Library in Eureka.

During May 1979 Vee received a D'Arcy McNickle Fel-

lowship from the Newberry Library Center for the History of the American Indian, Chicago. Her topic was to study Navajo women, their roles and contribution to American Indian society.

Vee delivered a presentation on “The Library Experience—A Native American Viewpoint” at the annual conference of American Archivists Association, Salt Lake City, Utah, in 1977. The paper was published in the *American Indian Libraries Newsletter* (Winter 1978). Vee is coauthor of *Annotated Bibliography of Materials Relating to the Sociocultural and the Economic Characteristics of the Navajo Nation and the Gallup Area, McKinley County, New Mexico*, 1976. In-progress publications include a “Guide to Ethnic Sources at UCLA Libraries,” which will focus on the AISC Library's collection and will be used as a guide for users of American Indian materials to other sources on the UCLA campus. Her “Library and Information Resources” will be included as a chapter in the book *Community-Based Research: A Handbook for Native Americans*, which will be available from the AISC.

In her five years of librarianship, Vee has felt the satisfaction of giving information services that contributed to filling the crucial need to upgrade the socioeconomic and educational status of American Indian life. Being an American Indian librarian has its struggles and frustrations, but Vee feels her reward lies in knowing that her people are recognizing and utilizing the “power of information.”



**David Risling**

(Hupa)

Native American Studies  
University of California,  
Davis  
Davis, CA 95616

David Risling (Hupa) was born on the Hoopa Indian Reservation, California. Mr. Risling's educational background is as follows: Hoopa Boarding School 1927-35; Hoopa Valley High School 1935-39; California State Polytechnic University 1939-43, 1946-48, 1951-53; BS (science) 1947; MA (education) 1952; advanced study in administration, economics, psychology, and sociology, University of California and California State Universities.

Long an active participant in Indian affairs, Mr. Risling has served as cofounder of several Indian organizations: American Indian Higher Education Consortium, Denver; D-Q University (Indigenous college), Davis, California; National Indian Research and Training Center, Tempe, Arizona; National Indian Education Association, Minneapolis; California Indian Legal Services, Oakland, California; California Indian Education Association, Modesto, California; Hoopa Tribal Consultative Association, Hoopa, California; and the Native American Rights Fund, Boulder, Colorado.

Throughout his work in Indian education, Mr. Risling has been an avid and respected supporter of library services for Indian people. Recently, he served as planning committee member of the White House Preconference on Library and Information Services on or near Reservations. The following paragraphs share with you some of Mr. Risling's

feelings regarding the need for improved library services for Indian people.

"If I had had a *good* library at my disposal while growing up on the Hoopa Indian Reservation in Northern California and had thus discovered at an early age the true history and the Indian-white relations in the USA, I might not have spent twenty-three years teaching agriculture (much as I enjoyed it). Instead, I might have chosen a career that would have allowed me to fight the myths of education early in my adult years (and, who knows, I might have been subsequently lost in the fight!).

"As it was, I had to find out the hard way the validity of what my father had related to me over and over again, which my 'white' education either ignored or tried to refute. There was nothing available to me at the time I was going to school, outside of what my father told me, that related *our* side of history in California, or elsewhere, and we, as Indian people, were intentionally impoverished, intellectually, in many ways, by the unconcern of educators for our *proper* education. We weren't given the opportunity to discover who we are, what happened to our people and our way of life and why; what little we *did* read about our culture and past was subtly or blatantly warped and it ridiculed us, so that it was very difficult to be proud of our roots. Furthermore, we weren't taught how to recognize and go around, or fight to overcome, the forces that kept us under control. The possible careers we were introduced to were extremely limited, and consequently there has always been a terrible waste of good minds in our community.

"The Hoopa Reservation is not an isolated example, of course. This dearth of *proper* educational opportunities is repeated over and over again in almost all, if not all, Indian communities in the country, wherever library services are limited, restricted, or nonexistent. I recognize, of course, that people must first *want* to read before they will make use of the material available to them. Hopefully, an Indian Omnibus Library Bill will be enacted by Congress, which will provide adequate and appropriate libraries, which will include proper research material for Indian communities as well as providing those services, which will stimulate the people who are essentially nonreaders to improve their skills and begin to take advantage of the new worlds open to them through their libraries.

"The *ability* and the *desire* to read are the keys to the improved education of any people, and our people, the American Indians, being traditionally nonreading people, have lacked these keys, probably to a greater extent than any other group of people. Being able to read *positive* things about oneself—i.e., one's people—is almost sure to stimu-

late a person's desire to read and thus open the door to exploration through reading. That is another reason why it is essential to have a number of interesting, reliable books about one's own people available in any good library, as a taking-off point for the unmotivated reader. The resulting surge of positive self-awareness among Indian people who become more familiar with their roots will help many people in many ways.

"I expect exciting things to come with the improvement of library services to Indian people. The potential for a rapid upswing in quality of life for Indian people lies in the speed and the extent to which library services can be expanded. The need is there—we must fill it!"



**Sister Kateri Cooper**  
(Papago)  
Route 1  
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Laveen, AZ 85339

Sister Kateri Cooper (Papago) has been teaching for twenty years, and thirteen of those years have been spent teaching in reservation communities. Sister Kateri, with an MA in Indian education, has taught on the Papago and Pima reservations in Arizona and the Menominee Reservation, Wisconsin. She has been in educational administration for six years and has served as Director of Education for the Papago Tribe of Arizona. Sister Kateri was selected as an alternate delegate to the White House Conference on Library and Information Services. Sister Kateri offers the following description of Indian libraries in the Papago community.

"In 1974, the Papago Tribe of Arizona saw a need to develop its own library media centers. With a grant from Title IV, Office of Indian Education, HEW, four library media centers were set up in the largest villages. In the Village of Pisinemo, the library media center operates from a railroad boxcar. At Kaka Village, the most remote area lacking electricity, a small house trailer became the library media center. The people of the Village of Topowa started their library in the Feast House. It has since moved to their new community building. In San Xavier Village, the people used the old library of San Xavier Del Bac Missions. This library has also moved to the community center.

"The Papago Village communities select their own materials and equipment. Among the first to use the library centers were the Parents and the Youth Recreation programs. At the present the tribal alcoholism programs, adult Right to Read programs, and teachers request information from the library centers. All library personnel are Papagos, and the centers are directed by aides. With the help of funds from the state, the centers were able to purchase shelving, tables, and chairs. Private donations help keep the staff employed to make possible the development of the Papago historical program.

"In 1978, the Papago Education Department of the Papago Tribe was fortunate to receive Local Public Work funds to build a library media education center in Sells, the capital of the Papago Reservation. The intent of the center

#### **American Indian Libraries Association**

The American Indian Libraries Association (AILA) has approved its constitution and bylaws, and appointed the following officers for 1980-81: *President:* Sally Roggia (Navajo); *Vice-President:* Jim May (Cherokee); and *Secretary/Treasurer:* Virginia H. Mathews (Osage). AILA intends to seek affiliation with ALA as soon as possible. Membership dues have been established. Write to AILA c/o ALA/OLOS, 50 E. Huron St., Chicago, IL 60611, for details.

is to serve the growing population of the Sells community and to serve as the clearinghouse for the Papago tribal history and contemporary collections. Upon completion the Sells library center will also serve as the communications center for the outlying center.

"Tribes and tribal organizations need assurances and continued support in developing their own library media services. Such support provides the basis for self-determination in Indian communities. Upon returning from the White House Conference, I realized that this is the first time I have returned home from a conference with a feeling of satisfaction. For I know that every Indian delegate at the conference shares the quest for the same information resources and support."



**Nellie Buffalomeat**  
(Cherokee)  
Bureau of Indian Affairs  
Sequoyah High School  
Tahlequah, OK 74464

"I am a graduate of Arizona State University in Tempe, Arizona, and recently graduated from the Library School at the University of Oklahoma. I was selected as an alternate delegate to the White House Conference from the State of Oklahoma.

"Sequoyah High School is an off-reservation residential school serving grades nine through twelve. Although the school can serve any tribe, the current enrollment is primarily members of the Five Civilized Tribes. The media center serves mainly the Sequoyah students and staff, but is also used by other bureau offices, Indian Health, Cherokee tribal employees, and parents of our students."

As a school librarian, Nellie has long been active and interested in promoting Indian library services for children. She has served on various committees related to the improvement of Indian library services on both reservation and rural communities.



**Lucille Wolfe St. Germaine**  
(Winnebago/Chippewa)

Lucille Wolfe St. Germaine (Winnebago/Chippewa), born January 27, 1921, has spent many working years for the improvement of educational services for Indian people in the Chicago area. Mrs. St. Germaine, an exemplary student throughout her high school and college years, graduated from the College of St. Teresa in Winona, Minnesota. She majored in economics with minors in French, English, commerce, and physical education.

In 1955, Mrs. St. Germaine moved to Chicago and was employed in many types of jobs during those years. However, when a group of Indian parents, including Lucille, met with the Chicago Board of Education in 1971, a turning point had been reached in Lucille's life. The result of this meeting was a school—Little Big Horn—federally funded as a preschool and high school for Indians in Chicago. Mrs. St. Germaine became the social studies teacher, and the following year, 1972, she became the director.

Little Big Horn, with an approximate enrollment of 125, offers traditional high school courses from an Indian perspective. Upon graduation, students receive an accredited high school diploma.

Mrs. St. Germaine is active in a number of Indian organizations, such as the Coalition of Indian Controlled School Boards and the National Indian Education Association. She has worked consistently in her attempts to improve library services for Indians in Chicago. Mrs. St. Germaine continues to recognize and support the role of information in the lives of urban Indian people. She is currently a member of the advisory board to the Chicago Public Library's Native American Information Referral Center project.



**Louis Delgado**  
(Oneida)  
506 W. 33d Street  
Chicago, IL 60616

"My professional experiences have been primarily in the field of education and community organizational development. I have served as the director of O-wai-ya-wa Elementary School the past seven years. I also serve on numerous organizational boards of directors: Minority Childrens Television, Inc.; the Illinois State Advisory Council on American Indian Education; Seven Nations Educational Opportunity Program; and the Native American Program of the University of Illinois.

"My most significant contribution to American Indian library services was my involvement at the Illinois White House Conference on Library and Information Services held in Springfield, Illinois, November 1978. I played a key role in achieving passage of a resolution to develop and promote Indian library and information centers. This resolution was approved by the entire assembly and included in the total package of recommendations delivered by Illinois at the national White House Conference."

#### **OLSD Has Changed**

The ALA Council voted on July 3, 1980, to change the name of the Office for Library Service to the Disadvantaged (OLSD) to the Office for Library Outreach Services (OLOS). A new statement of purpose was also approved.

This support of the resolution led to the development of an Indian Library Service Network, which is currently being supported by the Chicago Public Library System. Mr. Delgado in promoting this urban library project worked with ALA's Office for Library Outreach Services. His attendance at planning sessions provided a major information resource to all parties concerned. With regard to the role of libraries in Indian communities, Mr. Delgado stated: "Personally, I feel libraries are an essential part of educational and community development if properly utilized and developed."

**Mrs. Margaret Fasthores**  
(Sioux)  
515 Indiana Ave., Apt. 7  
Bismarck, ND 58501

"The National Indian Education Association's (NIEA) satellite library site in Cannonball, North Dakota, is where my interest in Indian libraries began. Developing the library for the Indian community for both the young and elderly was a challenge. Story hours and reading programs centered on Indian legends and culture. The community was drawn to the library by movies, but their interest in the information sources of the library brought them back. I worked with the Cannonball Community Library for three years. I have also worked with Indian children in the Fort Yates Elementary School and with young adults in the Standing Rock Community College.

"I am presently working in the United Tribes Educational Technical Center Library. I have the opportunity to work with Indian people from different cultural backgrounds.

Their demand for what they want from the library is the same.

"I have worked with Indian libraries for seven years, and I have learned that Indian libraries must be developed and tailored for the community of which they are a part."

#### IN MEMORIAM

**Kim Yerton**  
(Hupa)

Kim Yerton died April 6, 1978, in an automobile accident in Eureka, California. Although she was only twenty-four years of age, Kim had made a tremendous contribution to the world of Indian libraries.

Kim Yerton was the director and founder of the Indian Action Council Library in Eureka. Because of her consistent support of this library, it has been renamed the Kim Yerton Indian Action Library.

Kim's other accomplishments included the following: she worked as a consultant to the Sacramento Indian Center, the Smithsonian Institution, and the Newberry Library Center for the History of the American Indian. Kim had also been appointed by the Humboldt County Board of Supervisors as a member of the advisory board of the North State Cooperative Library System.

Kim was the author of three works: "Bibliography of Library Holdings," "Cultural Assessments of the Proposed Orleans-Red Cap Bridge, Panamek World Renewal Ceremony," and "How to Set up an Indian Library."

The untiring manner of Kim Yerton and the energy she spent on the Indian Action Council Library will always infuse a special spirit into Indian library development.

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