Wisconsin has been one of the forerunners in the development of statewide plans for library services to Native Americans. Library training and services programs were organized on area reservations and were recently expanded to include an urban area. Milwaukee Public Library (MPL) received Library Services and Construction Act (LSCA) funding to provide service to the Indian urban community through the Native American Library Project. Besides building an Indian culture collection, the project's efforts center on informing, involving, and encouraging library use within the Indian community.

A Little History of Project Planning

It is estimated that there are 8,000, possibly 10,000, Native Americans living in the city of Milwaukee. Members include several bands of Chippewa, Oneida, Menominee, Stockbridge-Munsee, Winnebago, Potawatomi, as well as other tribes. Although library services have reached a portion of this population, a greater part of the Indian community has been left unserved.

Realizing the need for services brought about initial plans for the development of the library project. Planning involved representatives from Milwaukee Indian agencies such as the following: WE Indians of Milwaukee Public Schools, Milwaukee Indian Urban Affairs Council, Indian Community School, Indian Day Care, Milwaukee Area Technical College Indian Program, University of Wisconsin-Milwaukee Native American Studies, Marquette University American Indian Counseling Program, Milwaukee Area American Indian Manpower Council, and Milwaukee Indian Education Committee. Milwaukee Public Library staff such as the community librarians (north and south), the deputy city librarian, and a field consultant from the Division for Library Services, Wisconsin Department of Public Instruction, were also involved in project planning.

Identifying library needs included a needs assessment survey, which was done by the Milwaukee Indian Education Committee under contract to the Milwaukee Public Library. Following this, a project application was submitted to the Wisconsin Department of Public Instruction, Division for Library Services, for which LSCA Title I funds were requested and subsequently granted. Funding was granted for a one-year period from October 1, 1979, to September 30, 1980. Having completed the first year, the project received second-year funding with a possible extension to a third year.

Our project was organized within an existing library program entitled the Community Librarian Program-South which is an outreach program serving the Latino community. Working cooperatively, we plan and present programs to inform the Indian community about library services. We also present sessions to sensitize MPL staff to the Native American information needs.

The Project Becomes a Reality

During the first year, the coordinator's position needed to be filled. Applications were posted in all Indian agencies. Oral interviews were then held by library staff along with the Milwaukee Indian Education Committee. This position would be filled with recommendations of the Indian Education Committee, which also acts as advisory board of the project. It wasn't until mid-December that a coordinator was hired. I invested a great deal of time learning the library system and in developing realistic ways of providing services by incorporating them into present programming. The project is very fortunate to have an advisory board (Milwaukee Indian Education Committee) that is enthusiastically supportive of library services. I feel that much of the strength within our project comes from the involvement of the advisory board.

Creating community acceptance involved intensive outreach work. Visiting community agencies, attending meetings, submitting newspaper articles, and distributing an informative brochure were all ways of introducing myself and our project to the community. Being familiar with the community and its agencies made this relatively easy. It wasn't long before the word was out that there was an "Indian" in
the library. The fact that there was now a direct contact person further cemented relations between the library and the Indian community. Our first introductory program was a feature film showing of *Soldier Blue*, which was held at one of the Indian centers. We had an attendance of fifty people, which was terrific when you consider that this was February and we had a small snowstorm in progress!

We were off to a good start. The next step would be to set up library services. An ongoing activity was the ordering and selection of Indian culture materials. I thought that building a sound Native American collection was the most important task. However, the long wait for materials caused me to shift my priorities. Working with program directors, we set up new services and worked at improving present services. At present our services reach the following groups: Indian Elderly—biweekly film program; Indian Day Care—weekly films and delivery of picture books; Indian Community School—weekly book-van stop; and additional street stops with the book van. We also have audiovisual equipment available for loan by Indian agencies and community members. Our local and national newspapers are available at the Forest Home Branch Library, which is situated in a neighborhood whose Indian population is increasing.

A more recent development has been the establishment of a community library at the Milwaukee Indian Health Center. The library is located in the health education room. At present the collection emphasizes health materials, Indian culture materials, and some general reading materials. We also show filmstrips during the afternoon when our student aide is available. Since the library has been open only a short time, it's hard to determine its success at this point—but things look very promising. At the Indian Health Board Library and on the community book van, materials circulate for two weeks. Library cards are not required and overdue fines are not charged.

Another factor to be considered is the widespread nature of our population. Our community is not centralized in any one area of the city, although Milwaukee's south and west sides are more heavily populated. Without the mobile van service, I wonder how we would have been able to reach as many as we have. This suggested another avenue for reaching the community. With this in mind, I scheduled myself one evening a week at the Forest Home Branch Library. By doing so, I feel that Indian patrons will more readily use their neighborhood library when a familiar face is present. To complement and enhance the visibility of Indian people in the community, an inservice session on providing library service to Native Americans was held for all staff members of the Forest Home branch. Such sessions are necessary to ensure the continuation of quality service after LSCA funds are no longer available.

The long-range goals I would like to see accomplished include the recruitment of Native American library workers, the establishment of a permanent Native American librarian position, the continued building of the print and nonprint collections, and the increase of Indian library programming throughout the public library system.

Library service programs to Native Americans living in urban areas have been long in coming. Judging from the number of programs existing, we still have a long way to go. - GB (Blackfeet), Coordinator, Native American Library Project, Milwaukee Public Library.

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**The Rise and Fall of “A Most Outstanding Library Ethnic Program”**

Ruth Blank

_In the Spring 1978 issue of the AILN, we featured an article entitled, “Do Native Americans Want Libraries?” The thrust of that article was the effectiveness of the San Jose Indian Center Library. Recently, I received a sad letter accompanied by the following update from the former librarian, Ruth Blank. The article appears, not because of any bias in the AILN’s coverage of urban Indian libraries. It is presented because it so accurately and painfully chronicles the fate of far too many Indian library endeavors._

-CM-D (Cherokee), Editor.

The Indian Center Library of San Jose is closed again! The Indian Center Library of San Jose, Inc., was started in 1972 by a group of American Indian college students, who were not getting the kind of materials they wished on Indian affairs and culture from their local public or school libraries. Since then, the library grew in popularity with the Indian people, many of whom had not used a library before. In an informal, inviting atmosphere, the Indians felt at home in their special library. They could socialize, listen to music, read their tribal newspapers, get answers to their information requests, and check out books. Not only Indians used the library, but teachers, students, industrial organizations, community groups, and other libraries all benefited from the library and its services. The books ranged from the scholarly to juvenile literature. Attractive Indian art displays and a growing collection of artifacts made it a popular place for visits by school classes and community groups. Differing from the usual “American Indian collections” of universities and large public libraries, this library contained much contemporary information on Indians, a wide collection of current Indian periodicals, and a librarian specializing in American bibliography.

In spite of its popularity and success, the Indian Center Library is closed for the second time in two years. There has not been regular library service since July 1, 1980. The Library Services and Construction Act (LSCA) grant that supported the library this past year was terminated on June 30, 1980. Art Buchwald, in a recent newspaper column titled “Why Success Spoils Grants,” used his sharp perception and wit to satirize a “Catch-22” situation that, alas, is all too true...

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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.
for many of us trying to run programs on government grant money. He wrote: "Despite everything you hear about the government, there still is plenty of money around for projects. The only trouble is, you can't get the money if you have a plan that works. You must have one that no one is quite sure about." If it is success that spoils grants, then that is where the Indian Center program erred. For successful it was, according to statistical records of growing use by American Indians and expressed enthusiasm and gratification by diverse users and visitors to the library. Ironically, in a letter dated July 25, 1980, the National Commission on Libraries and Information Science wrote to the librarian as follows: "Let me congratulate you on being selected by the Ethnic Materials Exchange Task Force of the American Library Association's Social Responsibilities Round Table for having one of the most Outstanding Library Ethnic Programs in the United States. This is quite an achievement and the National Commission on Libraries and Information Science is eager to learn more about your programs."

How can this happen, you may ask. Actually, analysis of the situation shows more than just a penalty for success. This unique library, sponsored by an American Indian organization, along with other emerging ethnic libraries, is the victim of recency; they do not fit into any distinct category for which there is financial support for operating expenses. What is available is short-term moneys for demonstration, pilot, or special purchase projects.

The Indian Center of San Jose, Inc., a nonprofit organization, depends on grants for their various service programs. They cannot draw on corporate profits to support a library as do business corporations with special libraries. Over the years, the Indian Center Library obtained operational support money from a variety of sources. The initial "seed" money of $6,000 came from Economic and Social Opportunities (ESO), currently a Community Service Agency program in Santa Clara County, California. After the initial funding in 1972, there was no money for the library until 1974, when the Office of Native American Programs (ONAP) of HEW provided for the operating expenses of the library. This support was discontinued in 1976 when it was pronounced that supporting a library was not within the "regs" of ONAP. Currently titled Administration for Native Americans (ANA) of HEW, it is the only government agency that assists urban American Indians. The government program of "relocation" and other sociological factors have brought about emigration of American Indians from the reservations to urban areas. Fifty percent of the total Indian population now resides in urban areas but maintains strong ties with their families and tribes back on the reservations.

After ONAP stated inability to support the library in 1976, the Indian Center used funds from a federal Indian education program to cover most of the operating expenses of the library. Some help came from a California state grant for educational assistance to Indian children, called by the nondescriptive title of SB 2264. The moneys from these educational programs provided minimal operational expenses to run the library, acquire materials and equipment, and provide barely a cost-of-living salary for the librarian. In spite of these limitations, the library proceeded to grow in popularity and acquisitions.

In 1978, the Indian Center lost its federal education grant and consequently support for the library. The library closed in February 1979. A small faithful group of Indians and the librarian went out to try and obtain funds to reopen the library. Selling pocket calendars, appearances by the librarian on TV shows, talks to corporate groups, and an attempt to form a Friends of the Library group generated some funds but not enough to operate the library on any long-term basis. In May 1979, the Community Foundation of Santa Clara County provided a small grant that enabled the library to be reopened. Meanwhile, a request for support from the South Bay Cooperative Library System (public, city, and county libraries in Santa Clara and San Benito counties) resulted in the sponsorship for an LSCLA grant from the California State Library. Starting July 1, 1979, the Indian Center Library, for the first time since its inception, had a decent budget for acquisition of materials and an assistant to the librarian. The Joker in this grant was that it was a "demonstration project" grant and therefore nonrenewable. As part of the cooperative program between the Indian Center Library and the South Bay Cooperative Library System, a committee composed of local professional librarians and American Indians was formed for the purpose of exploring funding possibilities for continuing support of the library. The committee met monthly and through their deliberations it was decided to pursue support for the immediate future from foundations to maintain the library until such time when legislation (federal and/or state) could be enabled to provide assistance to ethnic libraries. The committee sent out letters to a substantial number of selected foundations. The end of the grant year approached without any affirmative responses from the foundations. The most frequent phrase in the refusals was "not within our priorities." The committee disbanded in June and the Indian Center of San Jose was left with a library much augmented and enriched by the acquisitions allowed by the LSCLA grants, but with no source of operational funds to continue the library and its successful program.

Where can the library get support? The White House Conference on Libraries and Information Services was well-attended by American Indians who had "gotten their act together" at a Pre-White House Conference on Indian Library and Information Services in Denver, October 1978. While the Indians were "gung ho" for libraries, the outcome and thrust of their enthusiasm was as evidenced by the resolutions passed at this meeting was for establishment of library services "on or near reservations." By regulation, they could not address the specific issue of urban Indian library services. Future legislation being developed for all libraries may not address itself to the problems of support for autonomous ethnic libraries. Existing legislation and agencies, specifically Library Services and Construction Act, National Commission on Libraries and Information Science, and California Library Services Act, incorporate in their descriptive statements of purpose support for ethnic or minority libraries. However, there is as yet no clear provision for financial support for libraries and programs such as that of the Indian Center Library.

The problem of future support will have to be worked out by dedication and hard work on the part of sponsoring organizations such as the Indian Center and the American Indian community. Cooperative effort is needed to bring about legislation and financial support from the government, local, state, and federal. The Indian Center library can open again with attention given to developing a new organizational structure for the library that will be more
conducive to generating long-term financial support through fund-raising in the private sector, and the organization of supportive auxiliary groups such as Friends of the Library.

A member of the Indian Community Committee, Laverne Morrissey (Paiute), has best expressed how the people who use and like their library feel when the door is closed. The following was first incorporated in a flier distributed in 1979.

**INDIAN CENTER LIBRARY**

**1972** The Indian Center Library opened its doors
Books, records, tapes
All about Indians.
It brought from the past
Our history, culture, and tribes
All alive—with a room
That you could feel, hear, breathe
What it's like to be an Indian
The distant beat of the drum
That drew people together
Now, I hear the Library is closing its doors—
The door that was open
To a culture so rich within
its people
You could hear the last echo
of the drum
And feel the last breath of
the buffalo before he, too, disappeared
No longer will I have a place
To bring my friends, family, children
So they, too, may know
How it feels to have a
special place to go.

**1979** The Indian Center Library closes its door*

*Why? Due to lack of funds (February 1979)

**1980** The Indian Center Library closes its door, again.
How can we open that door? and ensure that it stays open? —RB, Director, Indian Center Library, San Jose, California.

Ad Hoc Committee on Implementation of the White House Conference Resolutions (The Committee of 118)

The first meeting of the Ad Hoc Committee on Implementation of the White House Conference Resolution—formally termed "The Committee of 118" because it consists of two representatives, a professionally related librarian, and a community representative from each of the states, the District of Columbia, the federal library community, the U.S. territories, and Native Americans that were eligible to participate in the White House Conference on Library and Information Services held last November in Washington, D.C.—was held in Minneapolis, from September 15-17, 1980.

The committee, established by resolutions passed by the delegates at the White House Conference, has as its function the planning and follow-up of implementation of the White House Conference resolutions. The method for doing so include, but are not necessarily limited to, defining implementation steps and strategies at the local, state, and national levels; identifying agencies and organizations at each of the three levels responsible for implementation of specific resolutions; establishing its own priorities for implementation and developing plans for doing so; and monitoring overall implementation progress.

Committee members, meeting in small work groups, focused on the 64 recommendations emanating from the White House Conference, ranging from enactment of a new national library act that would provide an increased federal share of financial support for libraries to expanded literacy programs and the guarantee of library service in every public school in the nation. The members, during their meeting, identified 117 specific action steps to take to advance the recommendations.

Committee members also addressed the issue of the committee's future, and concluded that the committee should be an independent and ongoing body with a separate identity if it is to be effective in harnessing local citizen support for promotion of the White House Conference resolutions. As a first step, the members elected a Steering Committee, to which was given the responsibility for defining the committee's next steps. Members of the Steering Committee are: Delia Martinez, assistant to the director, Nevada Equal Rights Commission, Reno, Nevada, chair; William G. Asp, director of the Minnesota Office of Public Libraries and Interlibrary Cooperation, vice-chair; Linda L. Pall, city council member, Moscow, Idaho, secretary; and Robert G. Gaylor, associate professor, Oakland University, Rochester, Michigan, treasurer. Chosen as regional representatives were Elizabeth Farish, Bisbee, Arizona; Donald W. Stone, Pine Bluff, Arkansas; Lenore N. Bright, Pagosa Springs, Colorado; Bettye Fine Collins, Birmingham, Alabama; and Laura B. Chodos, Rexford, New York. The regional representatives are all community representatives, rather than librarians. Professionally related members chosen as alternate representatives from the regions were Frank R. Rodriguez, Phoenix, Arizona; Jack C. Mulkey, Jackson, Mississippi; Joan M. Collett, St. Louis, Missouri; Nancy Lorenzi, Cincinnati, Ohio; and Henry C. Chang, St. Thomas, Virgin Islands.

The following resolution was unanimously passed by the members of "The Committee of 118" at the conclusion of the Minneapolis meeting:

WHEREAS, the National Commission on Libraries and Information Science has assisted the Ad Hoc Committee of the White House Conference to plan and implement this meeting of delegates, and

WHEREAS, the continuing commitment of the National Commission to the work of the Ad Hoc Committee is called for by resolutions of the White House Conference, and

WHEREAS, the Commissioners and the members of the Ad Hoc Committee share a concern for the furtherance of strong national library and information resources,

THEREFORE, BE IT RESOLVED that the Ad Hoc
Committee delegates acknowledge the contributions of the National Commission on Libraries and Information Science to the implementation of the work of the White House Conference, and it is FURTHER RESOLVED that the Ad Hoc Committee looks to a close relationship with the Commission that will continue to develop, improve, and support library service for all of the citizens of our country.

Tentative plans call for a meeting of the full Steering Committee early in calendar 1981, followed by another meeting of "The Committee of 118" later in the fall. In the meantime, the Steering Committee, which is meeting via telephone conference calls, has announced its intent to issue a newsletter for its members, to seek funding for its operations, and to begin work on the action steps identified at the Minneapolis meeting. — News release from National Commission on Libraries and Information Science, Washington, D.C.

Special News

Summer Institute in American Indian History

WHO: The Newberry Library Center for the History of the American Indian
WHAT: Offers fellowships for secondary-school history teachers or administrators involved in curriculum development; for teachers from American Indian colleges in the areas of history, anthropology, literature, art, or Indian studies
WHERE: The Newberry Library, 60 W. Walton St., Chicago, IL 60610; applications due March 15, 1981

The Newberry Library Center for the History of the American Indian is pleased to announce an institute in American Indian history to be conducted at the library during the four-week period of July 6-31, 1981.

The purpose of the institute is to encourage an informed presentation of the history of Native Americans in the classroom; to develop greater awareness of the contributions Native Americans have made to the history of America; to provide teachers with methods for the analysis of events in Indian-white relations; and to prepare curriculum materials for history courses.

Twelve fellowships are available for high school teachers of American history, for administrators who are actively involved in curriculum development at the secondary-school level, and for teachers of art, history, literature, anthropology, or Indian studies from American Indian colleges. Preference will be given to those with three years' teaching experience and to those whose schools include Native American students. Persons of Indian descent are especially urged to apply. The stipend for the four-week period is $1,000, plus $200 to be contributed by the applicant's school.

Fellows are expected to be in residence for the four-week institute and to participate fully in its activities. Time will be available to use the exceptional resources of the Ayer and Graff collections of the Newberry Library.

The deadline for the submission of applications is March 15, 1981. Address all inquiries to Larry Nesper, Center for the History of the American Indian, The Newberry Library, 60 W. Walton St., Chicago, IL 60610.

Special Libraries Association Positive Action Program for Minority Groups Stipend Program, 1981/82

Up to three $2,000 stipends will be awarded by the Special Libraries Association for the academic year 1981/82. The awards, to be announced in May 1981, are for one semester or one quarter of graduate study leading to a master's degree at a recognized school of library or information science in the United States or Canada. Preference will be given to those applicants interested in pursuing a career in special librarianship. Eligibility is limited to minority-group members as defined by current guidelines of the U.S. government.

Special libraries provide research and information services to business, industry, and government. Special librarians are men and women trained in the theory and practice of library or information science, as well as in the fundamentals of a particular subject field. Specialists are needed in many organizations, among which are research institutes, newspapers, insurance companies, banks, law firms, hospitals, and government agencies. Subject specializations may include the social sciences, economics, the fine arts, engineering, and the physical or biological sciences.

ELIGIBILITY: Members of a minority group according to the present guidelines of the U.S. government.

College graduate, college senior, or matriculated graduate library school student with an interest in special librarianship.

Applicants must be citizens of the United States or Canada, or submit evidence of becoming naturalized at the beginning of the award period.

QUALIFICATIONS: Definite interest and aptitude for special library work.

Financial need.

APPLICATIONS: May be requested by writing to: Special Libraries Association Positive Action Program for Minority Groups Committee, 235 Park Avenue South, New York, NY 10003. Applications must be completed and returned by March 1, 1981.

American Indian Culture Research Center

In 1977 the American Indian Culture Research Center reprinted the important work by Stephen Return Riggs, Dakota Grammar, Texts and Ethnology.

This reprint has been on sale, especially to Indian students and to departments of linguistics and ethnology both in the United States and Europe.

Special price for AILN readers is $4 for the library edition; the paperback is $3.

Texts available from: American Indian Culture Research Center, Blue Cloud Abbey, Marvin, SD 57251.
Conference on the Educational and Occupational Needs of American Indian Women

Papers from this 1976 conference sponsored by NIE and focusing on health careers, higher education, and the changing roles and status of Indian women are available from: Women's Research/Social Processes Team, Program on Learning and Development, Mail Stop #7, National Institute of Education, Washington, DC 20208. Single copies are free while supplies last. Please send a mailing label with your request.

Job Announcements

DIRECTOR, THE NEWBERRY LIBRARY CENTER FOR THE HISTORY OF THE AMERICAN INDIAN.

Duties: Intellectual and administrative leadership of program to promote study of American Indian history through use of Newberry Library’s collections; Center serves both academic and Indian communities. Director will supervise programs of Center, maintain close relationships with scholarly and Indian communities throughout the country, develop new programs, and identify sources of funding.

Qualifications: PhD or equivalent in history or historical study of North American cultures, or American studies. Active scholarly interest in Indian history. Teaching experience desirable. Preference given to American Indian applicants; non-Indians must show demonstrated interest in working with Indian community.


Profile

Gail Brown
(Blackfeet)
Coordinator
Native American Library Project
Milwaukee Public Library

“I have always been interested and involved in our community's happenings. For a while, I worked as a counselor in a youth employment program. I found working with people personally satisfying. When my position ended, I was interested in continuing similar work. One day someone at one of the Indian centers said I should apply for a position working in a new Indian library project.

“Well, I had never thought about working in a library. I didn't even become familiar with the library until junior high school, when class assignments required research in the library. Even then, not having seen or known any Indians working in the library, the place seemed foreign to me. However, bringing library service into the Indian community certainly sounded challenging. I applied for the position and I was hired.

“I find this work to be both exciting and demanding. While I am not sure of going to library school, I will continue my interest in the progress of library services within our native communities.”