

American Indian
Libraries Newsletter

Volume VII, Numbers 1 & 2

Spring/Summer 1983

News Update as of May 16, 1983

H.R. 2878 "to amend and extend the Library Services and Construction Act" was reported by the Subcommittee on Post Secondary Education in a bill dated May 6. When the bill was "marked up" the previous day, an amendment introduced by a subcommittee member was passed, deleting the language of the discussion bill which specified that funds appropriated for Titles I, II, and III would not be paid out unless 2 percent were also appropriated for Title IV (the so-called "hold hostage" mechanism).

On May 11 the full Education and Labor Committee, in approving its subcommittee's report, changed the 2 percent from an add-on (funding in addition to funds going to other public library services under LSCA) to a 2 percent *set aside* from the total amount appropriated to the states for the other titles. This means that 2 percent of the amount received by the states for titles I, II, and III will go direct to Indian tribes (as defined in the bill—see p. 3). This in effect is considering the Indian nations as a fifty-first state—dividing up the money just as though the tribes were another state, so that each state gets a 2 percent smaller amount. This was a friendly gesture on the part of the committee, because it ensures that the title will be funded (an alternative mechanism to the "hold hostage" one that was knocked out).

As far as we have been able to figure out, each tribe is eligible to receive \$6,211, beginning with fiscal year 1985. It is not riches, but it is certainly a good start.

If in doubt, you will need to ascertain whether your tribe fits the eligibility criterion. Some tribes have only recently been recognized by the U.S. Government even though they do not have trust lands. Others have state reservations. As far as we have been able to discover, only one third of the states have no federally recognized tribes at this time—with or without reservations.

If you are from one of these states, we ask that you make a special effort to talk to your member of Congress and ask him or her to ask other members of your state's congressional delegation also to vote for H.R. 2878 when it comes to the floor of the House, with special interest in having the bill stay as it is now. We don't want anyone knocking out or altering the present strength of the Indian libraries' Title IV when it comes

up for a vote. Ask that they show their statesmanship and their sense of fairness by voting for this even though they may have no Indian people to whom it will give direct and immediate benefits. Remind them that there are Indian people living in every state of the Union. Remember to tell them that Indian people represent a large proportion of the tiny percentage of all the American people who still have little or no access to even minimal public library services. Be sure to talk to your senators also when the bill goes to the Senate and is given a Senate number.

In any case, whether your state has recognized tribes within its borders or not, talk to your congressional representatives now about the importance of voting for LSCA and supporting Title IV.

If your state librarian is jumpy—don't assume it, but find out—about the 2 percent set aside, explain how small the amount is, how desperately it is needed and stress the fairness and equalization issue. Remember that Title IV, like the other two titles that have been added to this amendment and extension of LSCA—foreign language programs and literacy programs through public libraries—will only begin to be funded in fiscal 1985 (which starts October 1, 1984).

Remind everyone—and remember yourself—that Paul Simon, who chairs the Postsecondary subcommittee, is from Illinois himself (one of the states with no federally recognized tribe), and this is true of several members of his subcommittee and the larger Education and Labor Committee too. Indian people and the library information services they need never had better friends!

V. H. M.



TESTIMONY GIVERS AND OTHER MOVERS
BEHIND LSCA'S NEW TITLE IV ON THE DAY
OF THE HEARINGS, MARCH 15, 1983.

E. J. JOSEY, Chief,
*Bureau of Specialist Library Services,
New York State Library,
New York State Department of Education*

VIRGINIA H. MATHEWS,
*Editor and writer of professional books
and Consultant to the National Commission
on Libraries and Information Sciences on
American Indian Library Services*

BESSIE B. MOORE, *Deputy Chairman,
National Commission on Libraries and
Information Sciences and Chair of
the Commission's American Indian Library
Services Subcommittee*

LOTSEE PATTERSON SMITH,
*Associate Professor of Library Science
Texas Women's University*



The Long Path to American Indian Libraries*

Well at last, as 1982 drew to a close, something really exciting came to fruition for American Indian Libraries: the House Postsecondary Education Subcommittee, chaired by Rep. Paul Simon (D-ILL), issued on December 8 a discussion draft of an unnumbered bill to amend and extend the Library Services and Construction Act, containing a substitute for the Title IV of the existing bill: "Library Services for Indian Tribes." The current Title IV, Older Readers' Services, which was never funded, will now be incorporated in Title I of LSCA. The purpose of the substitute title is to "(1) promote the extension of public library services to Indian people living on or near reservations; (2) provide incentives for encouraging the establishment and expansion of tribal library programs; and (3) improve the administration and implementation of library services in Indian Country by providing funds to establish and support the ongoing library programs."

The findings section of the proposed bill states that this special provision is needed for Indian tribes because, "(1) most Indian tribes receive little or no funds under Titles I, II, or III of this Act [since they have no tax base for matching funds—ed. note]; (2) Indian tribes and reservations are generally considered to be separate nations and seldom are eligible for direct library allocations from states; (3) the vast majority of Indians living on or near reservations do not have access to adequate libraries or have access to no libraries at all as a consequence; and (4) this title is therefore required specifically to promote special efforts to provide Indian tribes with library services."

*Edited and revised from "American Indian Libraries" in *ALA Yearbook*, 1983.

Indian tribes are defined as "any Indian tribe, band, nation or organized group or community, Alaskan Native Village or regional or Village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians." Each tribe would receive, under this Title, equal allotments from the Secretary of Education upon submission of an approved application made to the same. Funds allotted but not used because of non-application or non-qualification would be allocated by the Secretary of Education among Indian tribes which had submitted approved plans for special project grants. Special project grants would be administered under the supervision of a qualified librarian, and the Federal share of the project cost would not exceed 80 percent. It is important to point out that the intent here is not to deny funds to a reservation with no qualified professional librarian available on the reservation, but to ensure that technical assistance is available to those responsible to the tribe for library development.

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 by subscription only. 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. SUBSCRIPTION RATES ARE: \$5.00 (individuals); \$7.00 (Libraries, institutions, agencies); \$10.00 (foreign/overseas); \$2.00 (each back copy).

The uses to be made of the funds follow closely the recommendations made under the Indian Library Omnibus proposal which was passed as one of the floor-voted resolutions of the White House Conference on Libraries and Information Service in 1979. This resolution in turn incorporated the recommendations made and voted on by Indian delegates to the White House Preconference on Indian Library and Information Services On or Near Reservations in 1978. Funds received either under the basic allotment formula or as a special project grant could be used for:

- “1. inservice or preservice training of Indians as library workers;
2. purchase of library materials;
3. conduct of special library programs for Indians;
4. salaries of library workers;
5. construction, purchase, renovation or remodeling of library buildings or facilities;
6. transportation to enable Indians to have access to library services;
7. dissemination of information about library services;
8. assessment of tribal library needs;
9. contracts to provide library services to Indians living on or near reservations or to accomplish any of the activities described in paragraphs 1-8.”

“Any tribe that supports a public library system shall continue to expend from Federal, state and local sources an amount not less than the amount expended by the tribe from such sources for public library services during the second fiscal year preceding the fiscal year for which the determination is made. Nothing in this Act shall be construed to prohibit restricted collections of Tribal cultural materials with funds made available under this Act.”

“Any tribe or band which desires to receive its allotment . . . shall submit an application therefor which contains such information as the Secretary may require by regulation . . . Any Indian tribe or band which desires to receive a special project grant from funds available . . . shall submit a plan for library services on or near an Indian reservation. Such plans shall be submitted at such time, in such form, and contain such information as the Secretary may require by regulation and shall set forth a program for the year under which the funds paid to the Indian tribe or band will be used consistent with A—a long range program, and B—any other purpose (to be supplied).”

“The Secretary shall consult with the Secretary of the Interior for the purpose of coordinating programs under this Title with the programs assisted under the various Acts administered by the Department of the Interior pertinent to Indians.” *Editorial note: there are no Acts or programs administered by the U. S. Department of the Interior or any other agency dedicated to operation of public library programs for Indian people living on or near reservations.*

Authorizations for each of the five years (FY 1984-1988) would be an amount equal to two percent of the total appropriated for title I, II, and III. Funds ap-

propriated for titles I, II, and III, would not be paid out unless the two percent were also appropriated for Title IV. Thus appropriations for Indian programs would be in addition to funds going to other public library services under LSCA. (*See News Update for important changes.*)

It has been a long road to the development of this title program which would provide for Indian people living on or near reservations access to library and information services that is equal to minimal services accessible to all other citizens of the United States as a base for development. The intensive push for improvement of Indian library services over the past decade has been based on *communication* with Indian tribal leaders, Indian organizations, and many others concerned with this need. This communication has evolved through the following: frequent input from the tribes to the Bureau of Indian Affairs plan for library improvement (initiated by ALA's Indian Library Services Subcommittee members under the auspices of the Department of the Interior's Office of Library and Information Services, but never implemented by the department); full and frequent communication in connection with planning for the White House Preconference on Indian Library and Information Services (throughout 1977 and 1978); and above all through the splendid awareness and communication tool developed by the ALA Subcommittee, the *American Indian Libraries Newsletter*. Established in 1976 and planned as a quarterly, financial constraints determined its existence as a three-times-a-year publication. However, in 1982 it was eliminated altogether from ALA's budget. This is ironic and tragic at the very moment when Indian people all over the country need more than ever to hear the latest news about the legislation and other opportunities for library development for which they have waited so long. The previous issue of this Newsletter was instrumental in getting out the word of the possibility of an Indian libraries title, and Paul Simon's committee and staff were amazed by the enthusiastic and helpful response they received from Indian people across the country.

Now there is much work to do: the committee and Congress will hear from Indian people and their advocates about the importance of Title IV. Its efforts to locate funding for the continuation of this Newsletter must be initiated.

We are grateful for the OLOS office within ALA and Jean Coleman who struggles valiantly with us to hold on to our gains despite adversity. We also have a growing and loyal membership in the American Indian Library Association. A new brochure released in December, 1982, described the association and its purpose and plans. Progress along the path of Indian library development has been slow but steady. The new legislation will certainly assist us in our efforts to complete the journey.

VIRGINIA H. MATHEWS (Osage)
*Chairperson: OLOS Subcommittee on
Library Services for American Indian People*

Excerpts from Testimonies Presented to the U.S. House of Representatives, Subcommittee on Postsecondary Education, March 15, 1983

1. LOTSEE SMITH

I am Lotsee Smith, Associate Professor of Library Science at Texas Woman's University. I am an enrolled member of the Comanche Tribe and President of the American Indian Library Association. I also represent the Indian nations as the professional member of the White House Conference on Libraries and Information Services Task Force whose purpose is to implement the resolutions passed at the November 15, 1979, White House Conference. Born and raised on an Indian allotment in Oklahoma, I have taught in a BIA boarding school, have served as a consultant to numerous organizations, universities, tribal groups, and other institutions involved in training Indian librarians or developing tribal libraries.

For five years I directed library personnel training and library demonstration projects (funded under Title IIB HEA and NEH) on reservations in New Mexico while I was a faculty member at the University of New Mexico.

Since 1968 I have been closely involved in library education for Indians and with library development on reservations. I have been in contact with literally hundreds of concerned persons. During this time I have continuously received letters and phone calls from tribal people pleading for assistance in their search for funding for reservation libraries and services. Following are samples taken from correspondence in my files.

At the last Tribal Council meeting, I, as a chairman of the Education Committee, informed the Council that many of the parents and students have come to me asking if a library can be set up in our community. The Council took into consideration the home situation where in many cases it is very impossible for the students to study or to do research. The Council authorized the committee to seek funds that would provide the library which is badly needed at Santo Domingo Pueblo.

Mr. Benny Star
Chairman of Education
Santo Domingo Tribe
Santo Domingo Pueblo, N. Mex.
December, 1975

The following excerpt gives an indication of the obstacles faced by Indians in their search for help.

Following my trip to Cherokee and your subsequent conversation with my staff, I have researched your question about where funding is to be found for public libraries on Indian reservations. I also am aware that public in this sense refers to services provided for the entire community—Indians and non-Indians, adults and children.

In this department's Bureau of Indian Affairs (BIA) budget there has been no money ap-

propriated for public or community libraries on Indian Reservations. However, there have been appropriations from the budget of the Department of Health, Education and Welfare (HEW) for public libraries in general. BIA has a special responsibility for services on Indian reservations and has in the past accented educational or school services.

Cecil D. Andrus, Secretary
U.S. Department of the Interior,
in a letter to Sandra Harrison,
Librarian, Qualla Boundary Public Library
Cherokee, North Carolina
September, 1978

Perhaps more poignant than the written statements are those I encountered when talking to Indian officials:

Our old people need something to do. They have nowhere to go and nothing to do. Also, some of our adults are working on their G.E.D.'s. They need material to use in their preparation.

Our high school students are bussed off the reservations to public schools, sometimes as far as 40 miles. They cannot stay after hours to use library services. They are placed at an unfair disadvantage because they have no access to library materials after school. Most of them do not have these kinds of materials in their homes. They need a place to study and they need resources that they can use in their studies in writing reports and so forth.

Our tribal officials need materials to refer to when we are discussing matters of interest to the tribe. We want copies of the State laws, codes, regulations and so forth so that we can see what they say, and we don't have to take somebody else's word.

We want copies of materials written about our people. Ph.D.'s come out and study us, analyze us, investigate our behavior, our culture, and all kinds of things, they go back and write about us, but we never see what they write. We want copies available of what they wrote so we can see what they have to say about us. These materials could be put in a community library for everyone to read.

Their attitude is summarized well in the words of Dave Warren, a Santa Clara/Chippewa scholar;

The pueblo is undergoing continuing challenge in terms of relationships with other communities, issues involving the maintenance of traditional ways while attempting to meet the demands of a new society and many other similar issues. As a result, it is becoming more important each day that the community prepare itself to deal with a wide range of complex issues involving historical, legal, social and economic factors. It is, therefore, extremely important that the community have a library facility and staff which can

provide the community with resource materials and services which provide knowledge and skills to all persons.

This is but a smattering of the documentation in existence that expresses the views of Indian people and those who have worked with them regarding their need and concern for libraries and library service. Perhaps it is sufficient to say that there is a universal desire by Indian tribes to have libraries on their reservations, and that Title IV is a direct response to the resolutions passed at the Indian pre-White House Conference on Libraries and Information Services and by the delegates to the White House Conference. There continues to be a high level sense of frustration as they seek assistance for funding only to discover, always, there is no source of help other than grant money, which is increasingly difficult to obtain

2. VIRGINIA MATHEWS

My name is Virginia H. Mathews. I am an editor and a writer of professional books for library media and information specialists, and also a consultant in the literacy and library fields. I am also an enrolled member of the Osage Indian tribe whose reservation is in Oklahoma, and the daughter of Osage Indian historian, John Joseph Mathews. I serve as the chairman of the American Library Association's committee on library service to American Indian People, and also represent Indian interests on the White House Conference on Library and Information Services Taskforce, a citizens group concerned with follow up and implementation of the recommendations from the 1979 White House Conference on Library and Information Services.

I am testifying in full support of the provisions of the proposed Title IV in the amended and extended version of the Library Services and Construction Act to provide for library services to Indian tribes and reservation communities. These provisions follow closely in letter and in spirit the substance of the resolution passed by the delegates from across the nation who participated in the White House Conference, concerning Indian libraries. This resolution in turn incorporated the recommendations made and voted upon by the Indian delegates to the all-Indian White House Preconference on Indian Library and Information Services on or near Reservations which was held in Denver in 1978.

I am especially pleased to note that your draft Title IV contains provisions not only for purchase of materials and development of appropriate facilities and programs, but for such things as preservice and in-service training of Indian people as library workers in these programs; dissemination of information about library services, and assessment of tribal library needs, as well as transportation to provide access to library information and services for those living in the often isolated reaches of the reservations. We are gratified to note that this title also incorporates the suggestions of our preconference concerning consultation with the Secretary of the Interior and his staff for the purpose of coordinating programs under Title IV with programs related to library-information ad-

ministered by Interior. It should be recorded, however, that up to this time no program of this kind has been operated by the Department. This is in spite of the fact that over about the past ten years, several plans and proposals have been developed under the auspices of Interior, in which I and several others have been involved. Neither is there at this time any program or funding dedicated to the operation of public/community reservation library services for Indian people living on or near reservations by any federal agency.

Awareness of a crucial need for library and information services and of the serious negative results of the lack of them has been growing among tribal leaders and Indian organizations throughout the past decade. Communications between these leaders and the professionals in the library field (including an increasing number that are Indian) have been strengthened in the course of several successful demonstration projects, and especially through the efforts of the National Commission on Libraries and Information Science. The commission has conducted hearings in several locations throughout the country, and carefully investigated the complaints about the lack of library services lodged with them by Indian people. A report of the situation they found, together with recommendations for beginning to rectify it, was prepared by the commission in 1974 and sent to the two relevant agency heads: the Secretary of the Department of Interior and the Commissioner of the then U.S. Office of Education. From this report came the impetus for the development of a library improvement plan in the Department of Interior which was never implemented. Later, at the instigation again of the National Commission, Interior/BIA collaborated on the sponsorship and organization of the White House Preconference concerned with libraries developed for Indian people on or near the reservations. Throughout the development of the improved plan and the planning and preparation for the White House Preconference—a total period of about four years—there were full and frequent inputs sought from the tribes, from Indian organizations and interested individuals. Beginning in 1976 the *American Indian Libraries Newsletter* published by the ALA Indian libraries committee disseminated news and encouragement to tribes to begin library development to the extent possible on their own, reaching out for private sector and special project funds to meld with tribal allocations for getting started. The ALA Committee offered such technical assistance as was possible for volunteer individuals with their own jobs to do and no funds.

. . . You should perhaps consider adding a fourth purpose to the three you already have stated for this Title IV: to enable Indian reservation libraries to become part of regional and other library networks, and to provide both access points for Indian people into the riches of shared resources, and permit them to share their own resources with others in the larger society. Many aspects of Indian life today and historically have been extraordinarily well documented but ironically Indian people themselves have little or no access to these printed and computerized databases. For instance, the dictionary catalog of the Ed-

ward E. Ayer Collection on America and the American Indian, at the Newberry Library in Chicago, first published in 1961, lists 90,000 pieces in its collection. Supplements in 1970 and 1980 have added about 19,000 books, and in 1980 the collection now holds every doctoral dissertation on the American Indian. The subject catalog of the library of the State Historical Society of Wisconsin has some 230 pages of citations on the American Indian; Psychinfo (database for psychological abstracts) has 595 entries on Indians, and Medline, the database on health and medical matters has 2000 items cited. The ERIC database on educational matters holds 7575 citations on Indians, and there are thousands of other entries of interest and usefulness to Indian people in dozens and dozens of other databases and indexes. Developing library/information centers on or near reservation communities through the help of Title IV funds will give Indian people points through which to access all this information about themselves—their culture, their health, their educational potentials, their job and career possibilities and much, much more.

Reservations are important to Indian people—even, and perhaps especially, to that half of the population that do not live and work on them. It is due in large part to the sense of community and the preservation of their culture afforded by the reservations that Indian people have survived to become one of the fastest growing population groups in the country, now 1.4 million of us. Remember too, that there are millions of other Americans who are not counted as Indian but who treasure their part-Indian heritage. Indian people live all over the country, but those fortunate enough to have their reservations behind them go back to them frequently to draw strength, courage, and self-identity, and to help maintain their Indian values which are so often in conflict with the harshly competitive bottom-line society at large. Real operating community libraries on the reservation will greatly enhance motivation for learning in both adults and young people. Indian people have a deep and innate respect for knowledge and for the wisdom distilled from the combination of knowledge with experience, and they have a deeply imbedded instinct for passing it along from one generation to another. Indian families have strong ties and Indian parents who model good ongoing learning behavior have shown amazing results even without libraries to help them. It is very common for a parent, going back to school to get a degree or even a high school equivalency certificate, or an older brother or sister who has taken the plunge into postsecondary education, to inspire all the younger children to stay in school or strive to go beyond high school themselves. With libraries to help parents to create a love for books and for learning in preschool children, and to reinforce reading and learning habits—their own, and their childrens'—great things will be possible for Indian communities! Indeed, recent studies have shown that improving the literacy, language, and learning skills of adults can have significant impact on the educability of their children through the intergenerational transfer of literacy and motivation.

Add to all of this the greater job flexibility, the potential for the development of higher literacy and thinking skills so needed by almost all workers (98 percent according to recent studies) in today's high technology society, plus economic and management information for tribal leaders that the library information center on or near the reservation can provide, and you begin to get a vivid idea of what Title IV in your amended LSCA can mean. There is the potential of tremendous intellectual aptitudes among Indian people, as well as aptitudes and talents in the arts, the professions, and business. Thousands of Indian people who have earned their educations against great odds are contributing handsomely to American life, and many more will be able to do so with the opportunities libraries, provided with the help of Title IV, can give them.

Many major Indian organizations and groups have expressed their support for the elements included in our White House Conference resolution, so many of which are incorporated in Title IV. They include the National Congress of American Indians, the National Indian Education Association, the Consortium of Indian Controlled School Boards, and the National Advisory Council on Indian Education. Even the Bureau of Indian Affairs, through its Congressional and Legislative Affairs Office (USDI), supported the Indian elements of an earlier discussion bill related to community library services, basing its support in the response document on "a great need already demonstrated" and the fact that "it is the wish of the tribes that these needs be met."

NCAI's general assembly has adopted by unanimous vote "support for Indian libraries and learning centers" and concluded that "library information centers must be made available not only to school-age children but to all adults as individuals, parents, and lifelong learners; as well as to Tribal planners, businessmen and service providers." In a letter to the National Commission on Libraries and Information Science, the executive director of the NCAI said, in part: "It has become clear that library and information access is essential to the political sophistication, the economic growth, the social well-being, the educational development, and the cultural survival of our people. We have become increasingly aware of this over the past few years in relation to the efforts to effect self-determination by the more than half of our population that lives on, or has close continuing ties to, reservations . . . NCAI wants to pledge its wholehearted support for information centers, books and other materials, and above all, interconnections with existing databases so that Indian people can 'plug in' to needed information and so that reservation libraries can become part of regional and national networks."

3.E. J. JOSEY

My name is E. J. Josey. I am Chief, Bureau of Specialist Library Services, New York State Library in the New York State Education Department. In my position I am responsible for a wide range of programs

and among these is the development of programs and services and the administration of funding for Indian Library Programs. I am a member of the Executive Board of the American Library Association (ALA), a nonprofit educational organization of almost 40,000 librarians, educators, trustees, and friends of libraries. The association is dedicated to the strengthening and improvement of library and information services for all of the American people. I am also a candidate for the office of vice president and president-elect of the association. I am commenting today on the proposed Title IV of the amendments to LSCA, Library Services to Indian Tribes, in my capacity as an administrator at a State Library agency.

There are ten Indian reservations in New York State. These reservations are owned and occupied by the Iroquois, Poospatuck, and Shinnecock Indians . . . In 1977 the New York State Legislature appropriated \$100,000 for development of Indian libraries on three reservations. Since that time the appropriation has been increased to \$191,254. New York is the first state in the nation to appropriate funds for Indian libraries. An Ad Hoc Advisory Committee on Libraries including representatives from Indian communities was appointed by the commissioner of education to develop guidelines and plans to implement the programs. Funds are administered by the Bureau of Specialist Library Services of Library Development of the State Library and are paid to tribal governments on the basis of service area, population, and acreage throughout the reservation. Four library service programs are underway including two at the Seneca Nation of Indians, and one each at the Tonawanda Seneca Tribe, and the St. Regis Mohawk Tribe. In each of the Indian communities, the tribal government has decided to affiliate or contract with a public library system chartered by the State. The State Indian Library Program parallels the public library systems in that services are free. . . .

The LSCA program has provided library and information services to millions of citizens. The reauthorization of this act will ensure the continuance of library and information services to the American people. The new Title IV, Library Services for Indian Tribes, will certainly strengthen library services to the Indian people on the four reservations in New York State that currently have library services as well as encourage the development of library services on the six reservations that do not have library services in the State. In addition to helping the Indians in New York State, it will certainly aid in the development of library services in many states of the nation in which there is no allocation for library services to Indian people. From our experience in New York State, we have concluded that although the Indian people desire library and information services, the lack of funds to develop basic library and information services is a deterrent. Therefore, Title IV will certainly contribute greatly to enriching the educational opportunity of the American Indian people. Moreover, Title IV will provide base support in those areas of the country in which there is no library program for Indian people as well as enhance weak and fledgling programs. Libraries in

America have become increasingly interdependent and Indian libraries will be strengthened through cooperative relationships with other libraries through networking, thereby ensuring the sharing of resources through networks. . . .

4. JANICE BEAUDIN: *Letter of support*

Dear Mr. Chairman:

As an Indian librarian and Chairperson of Wisconsin's State Planning Committee of Indian Library Services, I am writing in support of the proposed Library Services and Construction Act (LSCA) amendment to include Title IV—Library Services for Indian Tribes. It is this type of support which is essential to the survival of Indian libraries.

In 1975, Wisconsin developed a statewide plan for Indian library services. At that time, there were two existing tribal libraries on the Menominee and Oneida reservations. Subsequently, eight additional Indian libraries were established among the Chippewa, Potawatomi, and Winnebago tribes as well as one urban library outreach service for American Indians in Milwaukee. The success of these libraries and services was in part due to the availability of LSCA funds. When their eligibility expired, most of the newly established libraries were unable to provide materials and information nor to continue services at the previous level. Thus, some libraries were forced to close.

During this time, the state of Wisconsin has assisted the tribes by providing technical assistance, funds for the State Planning Committee for Indian Library Service and a periodic update of the published *Statewide Plan for the Development of Indian Library Services in the State of Wisconsin*; however, these activities become ineffective without the necessary federal funds for implementation.

While the tribes in Wisconsin have acknowledged the importance of libraries, adequate funding remains the key to sustaining our tribal collections, services, facilities, and personnel. Reservations and Indian communities are located in remote and isolated areas of the state. Thus, they do not have access to quality library collections nor to the tribally relevant resources and services which indigenous Indian librarians have been trained to select and provide. Federal support is essential to the survival and revival of our tribal libraries. . . .

I vehemently support the proposed LSCA, Title IV—Library Services for Indian Tribes. This provision has the potential for creating and maintaining quality tribal library services throughout the nation. Tribes have envisioned the growth of Tribal libraries to the extent of planning elaborate collections and research facilities comparable to those of the dominant American society. LSCA funds are needed to ensure that the tribal resources presently contained in the Indian libraries of the Nation will be preserved and made available to future generations.

Sincerely,
Janice Beaudin
Public Service Librarian

THE WITNESSES AND MRS. MOORE
ARE JOINED BY TWO MORE GOOD
FRIENDS OF INDIAN LIBRARIES WHO
WERE PRESENT ON MARCH 15.

E. J. JOSEY

MARY ALICE RESZETAR,
*Associate Director,
National Commission on Libraries and
Information Sciences*

MRS. MOORE

VIRGINIA H. MATHEWS

EILEEN COOKE,
*Director of the Washington Office,
American Library Association*

LOTSEE PATTERSON SMITH



Special News

Newsletter Funding

The Benton Foundation (Washington, D.C.) has granted one thousand dollars to the OLOS and the American Indian Library Association (AILA) toward the publication of this newsletter. The Foundation's President, Charles Benton, is the former chair of the Board of Commissioners of the NCLIS. Mr. Benton continues to serve as an NCLIS Commissioner.

Pow-Wow

The American Indian Library Association (AILA) is co-sponsoring with the OLOS Subcommittee on Library Services to American Indian People, a pow-wow and ceremonial dance, on

Saturday, June 25, 1983, at the Bonaventure Hotel, from 8 to 10 p.m. in the Avalon Room. Mr. Dennis Reed, vice-president of AILA, is making the arrangements, which are a part of the 1983 American Library Association Annual Conference to be held in Los Angeles.

Business Meeting

The OLOS Subcommittee on Library Services to American Indian People and AILA will hold a joint business meeting during the ALA Annual Conference from 11:30 a.m. to 12:30 p.m. on Monday, June 27, 1983 at the Hyatt Hotel in the Olvera Room-South.

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