Chapter 8

LIBRARY AND INFORMATION SERVICES

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Library and information centers are important community resources for the sharing of information. In this chapter the steps needed to develop a community library are described, from conducting the community needs assessment to the organizing and cataloguing of library materials. You will find details on the kinds of information available, such as printed works, library guides, government documents, data bases, bibliographies on Native American topics, and major library collections of Native American materials. For community-based research, the library can be an important source of information needed to determine the status of knowledge on a topic, the characteristics of a population, and examples of similar research approaches. When projects continually contribute their materials to a community library, then the resource is continually improved for future projects.

"Indian people fully understand that access to and the use of accurate information is the first requirement for the preservation and enhancement of cultural roots, and at the same time, the first necessity for dealing on an equal footing with the non-Indian society." (U. S. Department of the Interior, Bureau of Indian Affairs, *Plan for the Improvement of Library/Media/Information Programs,* Draft, p. 3)

An imperative need of Indian communities is to know and be informed; to know the past; to know the traditions of their ancestors; to know the specific experiences of their communities; and to know about the world that surrounds them. Therefore, it is a primary concern of Indian people to become aware of and utilize the availability of dependable information on those issues and programs which affect their daily lives. Accurate information is often difficult to obtain in Indian communities due to the protective mentality which has resulted in the numerous federal, state, and tribal programs. Through community-based research, the community can acquire information and build upon this for future knowledge, and organize the results for future sharing.

For the purpose of this guide, the term library and information services is used to include any or all of the following:

* The identification of useful, recorded knowledge and information
* Obtaining this knowledge and information in usable form
* Organizing these usable forms so that they may be located easily and quickly
* Locating and retrieving them and delivering them to users
* Lending materials to users
* Assisting users in finding information they want and need
* Locating and providing answers to specific questions
* Providing special programs (lecture series and tours, for example)
* Providing appropriate facilities where users can be served
* Preparing and producing the library's own materials

Library and information centers are established to meet the broad information needs and interests of individuals and the community as a whole by collecting, organizing, and making the information available. It is important, then, to design a system for the collected materials, the storage, and the delivery of information suitable for the people of the community. The library and information center's services and programs must meet Indian goals, which vary widely from improved access to educational and cultural information on available social services to leisure reading.

Keep in mind, there is a need for a variety of information, and that coordination with existing programs is a necessary component of the center; That is, there should be interconnections between areas relevant to the interests and needs of the community. This coordination is especially important in making more efficient use of existing resources and services. Finally, to efficiently utilize and have a successful center, Indian community people and professionals need to work together to select and tailor the programs and services appropriate to that particular community.

WHERE TO START

The primary purpose of beginning a library and information center is to serve the informational needs of your community. These informational needs vary widely from community to community. It is important, then, to get out into the community to talk with the people and listen to what they have to say. Attend community meetings: get to know the people, their interests and concerns. Rely on their advice as to the kinds of informational needs they have. Determine how the library and information center can provide the types of services the people would like to have. The importance of communication is directly related to the kind of cooperation you develop with the community.

Needs Assessment

At this point you are beginning to lay the groundwork for developing a needs assessment study. A needs assessment study is done to find out what information is required by the people of a given community and what resources are already available. It is part of a larger study known as the community assessment. It is a means of soliciting and receiving help by compiling data and facts you need to develop the library and information center and to assure continued development. This collected information will assist in identifying the type of materials, print or non-print, which the people may want and which they can use.

The instrument you use, either by questionnaires or interviews, must be applicable to your particular community. The information gathered must be easily used for the purpose of assessing and planning for the library and information center. This inventory should be comprehensive in indicating not only those materials, programs, services, and facilities available, but also the extent of applicability for future utilization by the community. Many of the specific individualized concerns and interests of the people will come out in a properly conducted needs assessment.

As a part of the needs assessment, you should visit agencies, institutions, and organizations to become acquainted with the services and programs they offer. Many of these places offer free demonstrations on their services and programs as well as making brochures available. Be curious and ask

questions, for this opens up a broader range of usable information. The key here is to become aware of and informed about the services and programs that already exist and what is available.

By now, you have talked with the people and have a good, clear idea of what they want and need. It is time to present your understanding of the situation to the community. Remember not to underestimate the broad range of interests nor the intelligence of the community members. Effectively inform the community exactly what services and programs the library and information center will be able to do and what it cannot do. Also, inform them of the services and programs available to them from other agencies, institutions, and organizations. There is no need to waste time and energy in duplicating what is already available. When you have completed this presentation, make a list of priorities; that is, a list of what is needed most by the people of your particular community. For further information, consult *Assessing Information Needs in Indian Communities*, by Elizabeth Whitesman Runs Him.

Planning

Sound planning is a key factor that will lead to the success of the services and programs the library and information center will provide. At this point, you should be aware of the interests and needs of the community people. You are also aware of the services and programs available throughout the community. Your main task, then, is to coordinate the need with the services you will deliver. The following are examples of questions you should ask while writing out your plan:

* What is locally available?
* What types of information are vital to the community?
* What are the agencies, institutions, and organizations already established?
* What programs and services would be beneficial to the community?
* Do I have open communication with the decision-makers?

Goals

Goals are an integral and important segment of your planning. Goals are broad, general statements and reflect those things you hope to accomplish over the years. From these long-range goals, you are able to plan objectives. Objectives are those things you hope to accomplish in a short time and must be measurable; that is, you should be able to determine the effectiveness and progress of your programs. For example:

Goal:

To meet the educational and recreational needs of the youth in the community.

Objectives

* To give special tours of the library and information center
* To visit local schools and give book talks
* To select 100 books to support local school curricula

After a certain length of time, read the goals and the objectives you set in your plan. Evaluate your programs and services by asking questions related to your objectives. Did you give special tours? Did these tours help the youth in using the library? Was it worth the time and effort you put into the program? Assess: Did we accomplish this; and if we didn't, why not?

In writing the goals and objectives, it is important to remember your list of priorities and incorporate them into the plan. In doing this, you will bring together the total informational, educational, and cultural needs and resources in the community. The planned goals and objectives will make more efficient use of these resources. They will also assist in the identification and selection of the kinds of materials needed for the services and programs you plan to offer.

In planning these services and programs, examine alternatives to traditional library practices; that is, set up new patterns of service which can better serve the informational needs of the people. For instance, a common library practice is to charge fines for overdue and lost books. Instead, you could set up a "kitty" for people to contribute whatever they can afford in place of a standard fine.

Your goals and objectives should also include the assistance of local human and financial resources needed for the development of the library and information center. These resources will, in the future, assist in the continuing development of your programs and services. Again, depend upon and use all human resources in keeping open lines of communication.

DEVELOPMENT OF PROGRAMS AND SERVICES

In writing the goals and objectives, you have kept in mind the list of priorities which should have been included in your plan. These priorities reflect the interests of the people; for instance: materials and information on tribal history and culture; materials in and about tribal language(s); materials and information about arts and crafts; about locally available community services; and "how-to-do-it" manuals. In preparing the de-

velopment plan, present a wide range of ideas from which one may pick items most useful for local interests. These ideas should be reflected and planned in conjunction with the broad informational needs of the people in a way that compliments the community lifestyle, needs, and interests.

It is important to get acquainted with, and to collaborate with, top officials. It is especially important to keep open lines of communication, to give these officials feedback on what you have found to be needs and to keep in contact. These decision-making people are especially important for financial reasons. Obtaining funding is the most difficult task that must be accomplished. A proposal written for seed monies is the usual route for the establishment of a library and information center. Updated information on funding sources should be kept as part of the collection. Federal, state, county, and tribal sources should be explored. The plan should include a section on a long-range projected budget. Once funding is obtained, it is important to get administrative commitment from the source to insure continuity of the center's funding and development. Commitment and communication are two important aspects to consider in your budget projection. For in-depth treatment of this topic, consult *Working with Indian Communities and Agencies to Establish Indian Library Services*, by Rosemary Christensen.

KINDS OF INFORMATION AVAILABLE

In the 1960's, there was a publishing explosion; it was a time of "publish or perish" thought that resulted in the enormous number of books on the market. Of all the minorities, the American Indian was the most researched and studied. Anthropologists and researchers, both Indian and non-Indian produced significant works in new and highly insightful ways---many under the control of Indian communities. Other studies of that time period did not reach the participating communities directly due to lack of communication during research and lack of continuity in distributing results. The chances of communities benefiting from the materials is greatly increased when the materials are organized in a community library. The following sections describe the types of information available from different sources.

Agencies, Programs, and Organizations

As a community-based library and information center, you are aiming at being equipped with finding tools and the services of a competent information officer. As such, it is important to know what agencies, institutions, and organizations have to offer in order to avoid duplication. Use service agencies for free demonstrations. Some of these agencies are obvious and well known; others are hidden and will require time to locate.

Every effort should be made to transmit the major bulk of records dealing with the tribe's history, culture, and other needed information pertinent to the established center.

Special projects which compliment the center's total services and programs should also be considered. For instance, you may want to begin an oral history project or a compilation of a special bibliography. Again, planning is the key factor. A projected timetable should be written to assure continuity and be able to lead to the successful completion of special projects. Truth, applicability, utilization, and usefulness to the community are guidelines by which to judge the need for special projects. Without a feasible timetable, you will be burdened with unfinished projects in which valuable time and effort have been invested.

Printed Works

Printed works include books, newspapers, newsletters, and magazines. Non-print materials include media materials such as films, filmstrips, tape cassettes, and records. The printed works you select must have accurate information about the critical events and policies that have affected the tribe so that the information can become common knowledge.

Newspapers and periodical articles are critical tools for the selection of current information. You should look into papers published by Indian tribes as well as those concerned with city, county, and federal affairs. Directories, manuals, handbooks, and paperbacks also fall into this category. In Table 1, the major bookstores and book dealers specializing in American Indian materials are listed.

TABLE 1.   BOOKSTORES AND BOOK DISTRIBUTORS

The following are examples of bookstores and book dealers who handle Indian-oriented materials. It is beneficial to keep a handy, updated file of the suppliers with whom you do business.

Acoma Books
P. O. Box 4
Ramona, CA   92065

Authur H. Clark Co.
P. O. Box 230
Glendale, CA   91209

Ballena Press
381 First St., Suite 5033
Los Altos, CA   94022

Don Yerger's Southwest Book Service
2200 North Scottsdale Road
Scottsdale Plaza
Scottsdale, Arizona   65257

MacRae's Indian Book Distributors
1605 Cole Street
Enumenclaw, Washington   98022

Sun Dance Books
1520 North Crescent Heights
Hollywood, California   90046

INDIAN PRESSES

American Indian Studies Center
3220 Campbell Hall
405 Hilgard Avenue
Los Angeles, California   90024

Blue Cloud Quarterly Press
Marvin, South Dakota   57251

Malki Museum, Inc.
11-795 Fields Road
Morongo Indian Reservation
Banning, California   92220

Navajo Community College Press
Tsaile, Navajo Nation, Arizona   86556

The Indian Historian Press
American Indian Historical Society
1451 Masonic Avenue
San Francisco, California   94117

In addition, there are University Presses that publish books regarding the American Indian. These include:

University of Arizona, Tucson

University of California, Berkeley

University of Nebraska, Lincoln

University of New Mexico, Albuquerque

University of Oklahoma, Norman

University of Tennessee, Knoxville

University of Utah, Salt Lake City

University of Washington, Seattle

Full addresses can be found in the Titles volume of **Books in Print.** (New York: R. R. Bowker)

Most of the large libraries offer interlibrary loan services. Interlibrary loan is a service whereby one library can borrow materials from another library if it is not available locally. This is an important service that would be beneficial to your patrons and your budget. Most of the popular titles are available from this service while reference works and current periodicals/serials are not. A list of the major libraries and American Indian collections in the United States is presented in Table 2, indicating the more likely places to find useful sources. Figure 8.1 is the most common interlibrary loan form accepted by libraries and is commercially available. The instructions are included on the side of each form.

Table 2.   MAJOR LIBRARIES AND COLLECTIONS IN THE UNITED STATES

NORTHEAST

Widener Library and Tozzer Library of the Peabody Museum of Archaeology and Ethnology at Harvard University; Cambridge, MA

Massachusetts Historical Society; Boston, MA

Boston Public Library; Boston, MA

Library of the Boston Athenaeum; Boston, MA

American Antiquarian Society; Worcester, MA

John Carter Brown Library at Brown University; Providence, RI

Watkinson Library at Trinity College; Hartford, CT

Conneticut Historical Society; Hartford, CT

Yale University Library; New Haven, CT

Cultural Educational Center, New York State Library at Albany, NY

Olin Library at Cornell University; Ithaca, NY

Eames Collection, at New York Public Library; New York City, NY

The New York Historical Society; New York, NY

American Museum of Natural History; New York City, NY

Huntington Free Library at Heye Foundation; New York City, NY

Yeager Collection at Hartwick College; Oneonta, NY

Lockwood Memorial Library at State University of New York at Buffalo; Amherst, NY

The Historical Society of Pennsylvania; Philadelphia, PA

Van Pelt Library and University Museum Library at University of Pennsylvania; Philadelphia, PA

Library Company of Philadelphia; Philadelphia, PA

American Philosophical Society Library; Philadelpia PA

Friends Historical Library of Swathmore College; Swathmore, PA

Firestone Library at Princeton University; Princeton, NJ

The Princeton Collections of Western Americana at The Princeton University Library; Princeton, NJ

The Library of Congress; Washington DC

The Department of the Interior Library; Washington, D.C.

The Natural Resources Library; U. S. Dept. of the Interior; Washington, DC

The Smithsonian Institution Library and the National Anthropological Archives Library; Washington, DC

The National Archives; Washington, DC

SOUTH

University of Georgia; Rare Books and Manuscripts, De Renne Collection; Athens, GA

Special Collections, University of Florida Library; Gainesville, FL

University of Tennessee; Knoxville, TN

Tennessee State Library and Archives; Nashville, TN

Museum of the Cherokee Indians; Cherokee, NC

Western Carolina University; Hunter Library; Cullowhee, NC

Belk Library; Appalachian State University; Boone, NC

North Carolina State Archives; Ralleigh, NC

University of North Carolina at Chapel Hill Library; Chapel Hill, NC

Tennessee State Archives; Nashville, TN

University of South Carolina; Columbia, SC

Tulane University; New Orleans, LA

University of Texas at Austin General Libraries; Austin, TX

Texas State Library; Austin, TX

University of Texas; Austin TX

Fikes Hall of Special Collections and De Golyer Library at Southern Methodist University; Dallas, TX

Amon Carter Museum of Western Art; Library; Fort Worth, TX

MIDWEST AND PLAINS

Museums Library; at Clements Library University of Michigan; Hatcher Graduate Library; Ann Arbor, MI

The History Library of The Western Reserve Historical Society; Cleveland, OH

Lilly Library at Indiana University; Bloomington, IN

Indiana Historical Society; Indianapolis, IN

Ohio Historical Society Library ; Columbus, OH

Illinois State Historical Library; Springfield, IL

Ayer Collection at the Newberry Library; Chicago, IL

Missouri Historical Society; St. Louis, MO

Library and State Archives of Nebraska Historical Society; Lincoln, NB

Love Library at the University of Nebraska-Lincoln; Lincoln, NB

American Heritage Center at University of Wyoming; Laramie, WY

Wilson Library at University of Minnesota; Minneapolis, MN

Minnesota Historical Society Library; Minneapolis, MN

Kansas Collection in Spencer Library at University of Kansas; Lawrence, KS

Kansas State Historical Society Library; Topeka, KS

General Libraries at The University of Texas at Austin; Austin, TX

Westen History Department and Native Americans Center at Denver Public Library; Denver, CO

National Indian Law Library at Native American Rights Fund; Boulder, CO

I. D. Weeks Library at University of South Dakota; Vermillion, SD

ROCKIES, WEST COAST, AND SOUTHWEST

University of Washington Libraries; Seattle, WA

Idaho State Historical Society; Boise, ID

Idaho State University; Pocatello, ID

University of Idaho; Moscow, ID

Harold B. Lee Library at Brigham Young University; Provo, UT

Genealogical Society of the Church of Jesus Christ of Latter Day Saints; Salt Lake City, UT

The University of Utah, Salt Lake City;UT

Utah State University; Logan, UT

Western History Collections at University of Oklahoma Libraries at University of Oklahoma; Norman, OK

McFarlin Library at the University of Tulsa; Tulsa, OK

Gilcrease Institute of American History and Art; Tulsa, OK

Northeastern Oklahoma State University; Tahlequah, OK

Oklahoma Historical Society Library; Oklahoma City, OK

Bancroft Library at University of California; Berkeley, CA

University Research Library at University of California; Los Angeles, CA

American Indian Studies Center Library at University of California; Los Angeles, CA

University of Oregon Library; Eugene, OR

Huntington Library,Art Gallery and Botanical Gardens; San Marino, CA

Southwest Museum Library; Los Angeles, CA

History Department of Central Library at Los Angeles Public Library; Los Angeles, CA

Arizona Historical Society Research Library; Tucson, AZ

Arizona State University Library; Tempe, AZ

Heard Museum Library; Phoenix, AZ

University of Arizona Library; Tucson, AZ

Museum of Northern Arizona; Flagstaff, AZ

Fulton-Hayden Memorial Library; Dragoon, AZ

University of New Mexico Library and Law Library; Albuquerque, NM

History Library at Museum of New Mexico; Santa Fe, NM

Museum of New Mexico,Laboratory of Anthropology Library; Santa Fe, NM

Figure 8.1   INTERLIBRARY LOAN FORM

Another important work is the Human Relations Area Files (HRAF). This collection organizes and makes available primary research materials (books, articles, and some unpublished manuscripts) relevant to the human sciences on selected cultures or societies representing all major areas of the world.

The collections consist of 4"x 6" card format on microfiche and are also available in printed format. They are accessible through the list of cultures identified in the manual, *Outline of World Cultures*. Societies and cultures are designated by a symbol consisting of one or two letters followed by a number. For example:

NAVAHO, NT13
PAPAGO, NU28
PLATEAU INDIANS, NR4
ZUNI, NT23

The symbols represent the way they are stored in filing cabinets designed especially for the microfiche.

Information can also be located by subject categories which are presented in the manual, *Outline of Cultural Materials*. Each category is briefly defined and designated by a unique number code, for example, medicine men, 756. With this information, research data on Navaho medicine men can be found in HRAF labeled NT13, category 756. Generally, each cultural file brings together all pages from primary sources dealing with a particular subject. HRAF contains wide, diverse fields such as agriculture, anthropology, human geography, psychology, and nutrition for research based on primary sources.

Library Guides

While visiting libraries, ask if they offer *Guides*. Many of the larger libraries publish guides; from self-tour types, "where to find...," and pathfinders, to "how-to-use...." kinds of information. It would be to your advantage to keep a file of these so that they may serve as referral tools.

Remember not to underestimate the wealth of materials which already exist in the community and keep informed about the free publications available from the various agencies involved in Indian affairs and activities. Do not overlook such sources as legal briefs. Although the language is not that used everyday, they contain much relevant information vital to Indian issues and concerns.

Government Documents

Tribal, city, county, and state governments print a variety of materials. The federal government has its own printing office in Washington, D. C.

Many of these government-generated documents are free or are available at a minimal cost. Primarily, the information focuses on the social and political sciences, for example, congressional hearings, census, and the public papers of the United States President. A starting point would be to request a list of publications available from the U. S. government by requesting *Documents Sales*, which contains data on how to order information about the monthly list of *Selected U. S. Government Publications* for newly issued or still popular publications available for sale. The *Monthly Catalog of U. S. Government Publications* is the comprehensive listing of all publications issued by the various departments and agencies each month. You can also send for a list of depository libraries; that is, those libraries which receive all the government publications for public use. For all of this information, write:

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C.   20402

The Indian Health Service (IHS), also known as the Public Health Service, is especially useful for information regarding birth and death data, size of families, and the projected growth of communities, as IHS plans. These topics are examples of the type of information that is of particular interest to tribal planners, administrators, and proposal writers.

The Bureau of Indian Affairs (BIA) is a part of the Department of Interior of the U. S. Government. Their publications include, for example, directories, sheets entitled "Information About.....," *Statistics Concerning Indian Education, The American Indians,* and *Answers to 101 Questions.* Although somewhat dated, they are still useful for general information. The BIA also has available short bibliographies concerning various tribes as well as subject areas; these bibliographies are preceded by short, general narratives. They are particularly useful for general reference questions and for handouts.

Other sources include the publications generated by the Indian Claims Commission, the National Council on Indian Opportunity, the Commission on Civil Rights, the Department of Education, and the Department of Human Services (the latter two were formerly the Department of Health, Education, and Welfare). Simply write them and ask to be placed on their mailing lists to receive flyers, announcements, and newsletters. Sources of addresses for information about the U. S. Government including the Departments, Agencies, and the Congress can be found in the annually published *U. S. Government Manual* (available from the Government Printing Office). Another source of addresses is the *D. C. Directory for Native American Federal-Private Programs,* published by the American Indian Program, Native American Philanthropic News Service, Phelps-Stokes Fund (1029 Vermont Avenue, N. W., Suite 1100, Washington, D. C.   20005).

Data Bases

Data bases are computer-based systems that provide immediate access (within seconds) to a large file of bibliographic records or titles. This immediate access (on-line) is accomplished with a computer terminal linked to a computer with information files located in a central place. (For example, OCLC, the Ohio College Library Center, is located in Columbus, Ohio.) Data bases can be used for cataloging monographs utilizing a shared-cataloging system as well as cataloging serials, maps, manuscripts, music scores, and audio-visual material. Many of the data bases focus on specialized areas. Libraries use these systems to search for information available in various subject areas. Data bases are also used in interlibrary loan services; bases are searched to find out whether or not another library owns needed material your library does not have available.

Of special note is the Educational Resources Information (ERIC), a computerized system established to provide ready access to educational literature. The monthly journal, *Resources in Education* (RIE), abstracts and indexes unpublished, limited distribution type of literature, for example technical and research reports, speeches, and "papers presented at...," teacher guides, statistical compilations, curriculum materials, etc.

Information concerning the educational needs and problems of American Indians may be obtained from these materials. The *Thesaurus of ERIC Descriptors* provides a listing of subject headings used in *Resources in Education*. The following are examples of subject headings which will enable you to locate materials concerning American Indian education:

AMERICAN INDIAN CULTURE
AMERICAN INDIAN LANGUAGES
AMERICAN INDIANS
NAVAHO
RESERVATIONS (INDIANS)

The information on data bases (see Table 3) is presented to give you a general idea of what is available in automated format. Of the data bases listed, those that are especially created for Indian-related materials include ANARIS at the University of Oklahoma and WIRS, the White Cloud Information Retrieval Service. A good way to learn about existing sources, since new materials are being produced continually, is to ask someone who has the experience and knowledge in a particular field.

TABLE 3.   DATA BASES

RIVE
Research In Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio   43210   (614) 486-3655

ANARIS
Admin. for Native American Research Information Service
Department of Communication
The University of Oklahoma
780 Van Vleet Oval, Room 331
Norman, Oklahoma   73019   (405) 325-5884

Child Abuse and Neglect
National Center on Child Abuse and Neglect
P. O. Box 1182
Washington, D. C.   20013   (202) 755-0590 or (703) 558-8222

CIS
Congressional Information Service, Inc.
7101 Wisconsin Ave.
Washington, D. C.   20014   (301) 654-1550

(Comprehensive) Dissertation Index
Dissertation Publishing, UMI
300 North Zeeb Road
Ann Arbor, MI   48106   (313) 761-4700, Ext. 360

EIC
Environment Information Center, Inc.
292 Madisin Ave.
New York, NY   10017   (212) 949-9494

ERIC
Educational Resources Information Center
ERIC Processing and Reference Facility
4833 Rugby Avenue, Suite 303
Bethesda, Maryland   20014   (301) 656-9723

Exceptional Child Education Resources
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia   22091   (706) 620-3660

EXCERPTA MEDICA
Medica Foundation
Keizersgrocht 305
Amsterdam, The Netherlands

IRIS
Norm Hodges and Associates
5515 Backlick Road
Springfield, VA   22150   (703) 750-0211

NTIS
National Technical Information Service
U. S. Department of Commerce
5285 Port Royal Road
Springfield, Virginia   22161   (703) 557-4672

Project SHARE
P. O. Box 2309
Rockville, Maryland   20852   (301) 251-5170

Patell
American Psychological Association, Inc.
1200 Seventeenth Street, N. W.
Washington, D. C.   20036   (202) 833-7600

SSIE
Smithsonian Science Information Exchange, Inc.
1730 M. Street, N. W., Suite 300
Washington, D. C.   20036   (202) 381-4211

USPSD
University Center for International Studies
University of Pittsburg
Pittsburg, Pennsylvania   15260   (412) 624-5551

WIRS
White Cloud Information Retrieval System
National Center for American Indian Mental Health Research
The University of South Dakota
Vermillion, South Dakota   57069   (605) 677-5298

HOW TO ORGANIZE THE MATERIALS

Now that you have begun to collect the pertinent materials, the next step is to organize them for use. The first important step is to write a collection policy. A collection policy forms the basis of the overall daily operations of the library and information center. A good collection policy

will assure that the work will be done in an orderly and consistent manner. The policy statements should not be complicated. The important aspects here are simplicity, clarity, and flexibility. As the center develops and grows, you may want to add to the existing statements. Collection policies generally consist of the following:

Selection: This includes the criteria or standards you will use to select the materials which make up the collection. Are you going to buy newspapers? If so, tribal, local, or national? Are you going to buy media materials?

Technical Processing: These statements outline the procedures by which the materials are handled as they come in to the point they are made available for use. Are you going to keep a written record of the materials? How are they going to be identified as belonging to your center? What cataloging procedures are you going to use?

Circulation: This is a statement of lending materials. How long are the materials allowed to be taken out? Do you accept renewals? Will you charge late/lost fines?

Weeding: This statement is your guideline for getting rid of materials you think are no longer necessary for the center. Are there books with missing pages? Are there books too marked up for use? Are there records too scratched to be useful?

These are the kinds of questions to ponder while writing your Collection Policy statements.

Selection

Basically, selection includes the criteria or standards by which you judge the materials you want to obtain. It also serves as a method to look at old materials. An important task is to read reviews (articles about books and materials written by someone who gives a good or bad opinion). These reviews appear in a variety of places. Books by reliable writers are the first major source of information; look at the sources and references used to write the book. Periodicals (newspapers, magazines, journals, etc.) are the second major source to locate reviews because they offer current information.

Publishing companies and book stores have catalogs of the publications they have to offer and can be had for the asking. Newspapers such as *Wassaja* and *Akwesasne Notes* (two of the major national Indian newspapers) include a book review section. Journals, such as the *American Indian Culture and Research Journal*(American Indian Studies Center,

UCLA) and the *American Indian Quarterly* (Native American Studies, UC Berkeley) are also reliable sources. There are bookstores and book dealers that handle only Indian-oriented materials, such as Malki Museum Press (emphasis on the Indians of California). Dissertations and theses are valuable sources of information. University Microfilms International publishes *North American Indians, A Dissertation Index*, which is the best source to select dissertations from various universities throughout the country.

There are authors, individuals, organizations, and institutions who will donate books or collections of books if they are aware of your existence and are aware of the kinds of materials you are collecting. You may be required to give an estimate dollar value of the materials since gifts can be used for tax deductions. It would be wise to make up a simple, standard form to be used for gifts. If a value is not requested, do send a letter acknowledging receipt of the materials, including a thank you statement.

Bibliographies are listings of books on a specified topic, such as W. David Laird's *Hopi Bibliography*. Bibliographies can also be listings of the materials a certain library owns and can include media materials. The more useful ones are annotated; that is, along with the publishing information, there are explanatory notes or texual comments. There are also bibliographies of bibliographies, a tool you can use to choose the specific bibliographies most suitable for your community needs.

A common selection tool is known as *Books in Print* (BIP) which provides information on the author(s), full title, publisher, price, and the international standard book number. This information can be found in the nine volume set by author, title, or by subject. The back section of the *Titles* volume includes a listing of the publishers, their addresses and telephone numbers. It is an annual publication and is expensive. It is recommended to purchase a set only if you plan to purchase a lot of books and have the budget to afford the set.

Other common selection tools include indexes, abstracts, and publisher's catalogs and flyers. Make sure that the community is aware that there are written statements by which these materials are chosen and that their input and suggestions are important and welcomed.

Remember that your first and foremost important responsibility is to respond to and fulfill the informational needs of your community. With this in mind, set up and maintain a method of reviewing materials. The community should be involved in the selection process and have a voice in the kinds of materials to be housed by the center. You should plan to have a selection committee made up of members from the community, youth representation and a professional. Or, at least provide yourself access to the advice of a professional. Your schedule should include a definite time when you can sit down and read reviews to prepare the information for the selection committee meetings.

Technical Processing

This part of the center's operation is the most time-consuming task. It requires a lot of time to get the materials ready for use once they arrive. The constant flow of materials and constant change of information must be kept under control. This control can occur if the basic information on how the work should flow is written down. With the steps simply and clearly explained, you will save time and energy by not having to explain the procedures each time there is a snag in the operation. This manual also serves as a training aid for assistants; the work flow is better controlled and remains consistent.

Using the book, *Native American Tribalism*, by D'Arcy McNickle, we will go step-by-step in processing it. The name of the book is called the title. The person who wrote the book is called the **author**; D'Arcy McNickle, in this case. If there are two or more authors, they become **joint authors**. If an organization or agency publishes a book, it is known as the **corporate author**; the National Congress of American Indians, for example. An **illustrator** is the person responsible for any drawings or photographic work in the book. Figure 8.2 shows the different information items on a title page.

Step 1:   Book arrives. Open the book to the middle and slowly run your fingers down the middle. The procedure helps the book "breathe" and gently breaks in the spine. Start at the front of the book and check for missing pages, misnumbered pages, and pages that are stuck together.

Step 2:   You should have property stamps; one with just the center's name and another with the full address and telephone number. Stamp all sides of the book with the name stamp. Choose an arbitrary number, say 36 in every book you receive, stamp that page also with the name stamp. This is just a safety precaution to prove that the book really belongs to the center. On the title page, use the address stamp. After attaching the pocket, also use the address stamp there. If another library should accidently get a book belonging to your center, they can catch the address stamp when checking the book in.

Step 3:   Start an acession book; that is, get a notebook to keep a running list of what you receive. It should look like the sample in Figure 8.3.

Step 4:   Open the book to the title page and on the side against the spine (the side you see on the shelf) record the purchasing information; it should look like this:

5/3/80   Oxford   #629 $6.95

Figure 8.2   PARTS OF THE TITLE PAGE

NATIVE AMERICAN ←—TITLE

TRIBALISM ←——————— SUBTITLE

Indian Survivals and Renewals

D'ARCY McNICKLE ←——————— AUTHOR

Published for
The Institute of Race Relations, London ——— PUBLISHER
by
OXFORD UNIVERSITY PRESS
New York   1973   London

PLACE ———   YEAR ——

Figure 8.3   ACCESSION BOOK ENTRY

Date	Accession #	Author	Title	Source	Year	Cost
5/3/80	629	McNickle, D'Arcy	Native American Tribalism	Oxford	'73	6.95

**The "remarks" section is reserved for such information as "lost," "bindery," "replacement," "gift," "interlibrary loan," etc.

The value of this system is that you have a running account of your purchases and proof that your center owns the materials. It also helps avoid costly duplication of the materials. Progress reports are usual requirements for organizations. Therefore, an important advantage of this system is to use this an a tool to compile the statistical section of your report. It helps in reporting the number of new materials purchased and/or received, the number lost, bound, and weeded (taken out) during a period of time.

Note: It will be to your advantage to keep two separate notebooks; one for books and one for media materials. For media materials, the line under "remarks" will identify the format, for example, film, filmstrips, poster, etc.

Step 5:   You are now ready to catalog the book. **Cataloging** is simply the procedure utilized to make the materials easily accessible to your patrons. The difficult part of cataloging is to decide the best system to be used in matching the book to the card. Scan the contents of the book to decide what the book is about. In the case of the McNickle book, it is concerned with Government Relations and History. You are now ready to start writing down the preliminary information on the standard 3"x5" card. This will begin the **main entry** card since it represents the book in card form. It contains all the pertinent information to connect the card, the subject area(s), and the book for the patron. Figure 8.4 shows how the information looks in final type.

Typing the cards is a very time-consuming task. For small library and information centers, it is possible to simplify the procedure by including only the most important information needed to match the book. In this case, Figure 8.5 shows what the simplified card would look like.

Note: The entries on the bottom are called tracings. The numbered ones are called the subject entries and represent what the book is about. The Library of Congress publishes the *Library of Congress Subject Headings*, which is used mostly by major large libraries and has not been recommended for smaller collections. The publication, *Sears List of Subject Headings*, is more specifically designed for small libraries. Look through both of these publications to help you decide which is the most useful. You

will find the subject headings used by libraries under *INDIANS OF NORTH AMERICA* as well as under the various tribal names. A good in-depth description of the uses of these publications is given by Laura Wittstock and John Wolthausen in *Alternatives to Standard Classification and Cataloging.*

Alternative: You have the option to start your own list of subject headings suitable for the materials you have collected. Again, use the ex-perience and expertise of your local library and other established Indian library and information centers. A librarian can explain the use of classification guides and assist you in deciding those most applicable to your needs.

The entries with the roman numerals are called the added entries which represent the other important information like joint authors and illustrators. Titles fall into this category and are included because not everyone remembers authors.

Every entry (the numbers and numerals) on the bottom gets a card with the same information that is on the main entry card. So, for this book, there would be a total of five cards: (1) Government Relations; (2) History; (3) Title; (4) Main Entry; and (5) Shelf List. The shelf list card is usually separate from the Public Catalog and is generally reserved for staff use. It represents all the materials the center owns in the order it is shelved. "Shelf-reading" is the procedure by which you take the shelf list cards and check to see if all the books are there. It is the tool most useful for identifying missing materials.

The complete card set for McNickle's *Native American Tribalism*, then, would represent the information on the title page (Figure 8.2) and is rep-resented on cards, as shown in Figures 8.5 to 8.9.
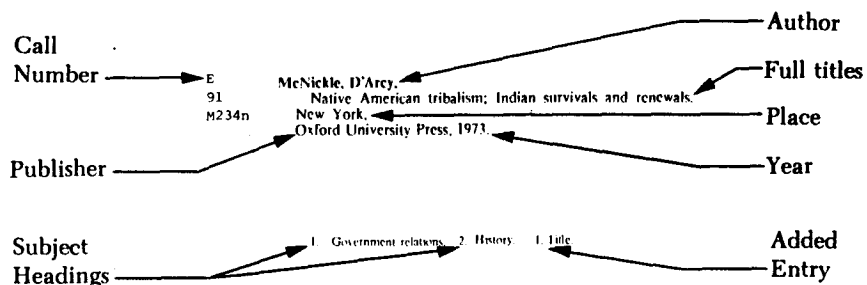
Figure 8.5   SIMPLIFIED MAIN ENTRY CARD

Figure 8.6   SUBJECT ENTRY CARD---GOVERNMENT RELATIONS

Figure 8.7   SUBJECT ENTRY CARD---HISTORY

Figure 8.8   TITLE ENTRY CARD

Figure 8.9   SHELF LIST CARD

```
E        McNickle, D'Arcy, 1904-
91            Native American tribalism: Indian survivals and renewals.
M234n      New York, Published for the Institute of Race Relations by
           Oxford University Press, 1973.
              xii, 190 p.   illus.   22 cm.   $6.95
           Includes bibliographical references.


           1. Government relations.   2.  History.     I.  Title.

E91.M26                      970.5                73-82669
ISBN 0-19-501723-4                                MARC

Library of Congress          73
```

Step 6:   This step involves the decision you make as to what number you will assign the book. The Library of Congress (LC) publishes, in a set of 32 volumes, the classification schedules. These schedules are organized into the letters of the alphabet (E represents History, K represents Law, L represents Education, M represents Music, etc.). Within each class, the various parts are outlined and assigned either another letter and a set of numbers, or a set of numbers only, depending on the class. The difficulty of the LC scheme is that it is extensive and is not recommended for small collections. An example of this scheme is as follows:

E   stands for the class, History of North America
91   stands for Government Relations, General Works
M234n   stands for the Cutter Number (explained later)

The other commonly used classification scheme is the **Dewey Decimal Classification**, which is a basic plan to assign books into ten classes. This scheme uses numbers only (000; 100; 200; to 900). Each of these represents a very general subject class (200 is Religion; 700 is Arts; for example). The ten classes are futher divided into 100 divisions, which are in turn divided into 1000 sections. The 1000 different numbers are available for classifying materials. Other segments in the scheme, contained in three volumes, further subdivides each of the 1000 sections into more specific subject classes using a decimal point and additional numbers. This system is recommended more for smaller collections. Again, in-depth treatment of both the Library of Congress and Dewey systems can be found in *Alternatives to Standard Classification and Cataloging.*

Alternative: In order to coordinate the accession book, the public catalog, and the book, an alternative method is to use the accession number

and the first three letters of the author's last name to catalog the materials. This is the simplest and fastest way to classify. It also gives you the opportunity to spend more time assigning the pertinent subject headings. So, for the McNickle book, the assigned number would be 629/McNic. In the case of Mc, M', and Mac's, include the first five letters since there are a lot of authors with this common name.

The McNic part of the call number is known as the cutter number. It is the way the author is identified, and if using either the LC or Dewey system, puts together all the books written by one author, if written on the same subject.

Since the type of classification system is a complicated decision to make, seek the advice and the technical services of the nearest professionals. The important thing to remember is that the whole purpose of cataloging is to make the materials easily accessible to your patrons. It is therefore recommended that the simplest, fastest, and most efficient system be established.

Step 7:   Final type the cards; write the call number on the title page of the book (in case the label falls off); put the label on the book (Figure 8.10); type out the check out card (Figure 8.11); paste in the pocket (Figure 8.12); and date due slip (Figure 8.13).

Step 8:   File the cards in the public catalog. The public catalog consists of drawers which house the cards. The cards are filed alphabetically. For example, the cards for the McNickle book would follow this order:

GOVERNMENT RELATIONS
HISTORY
McNickle, D'Arcy, 1904-1977.
Native American tribalism

Note: The procedure we have just gone through is for a book, since that is the most likely content of your collection. The same procedure is followed for media materials, indicating in the public catalog the format of that particular item. For example, if you have the record, *Custer Died for Your Sins* by Floyd Westerman, your card would look like Figure 8.14.

Table 4 presents a list of the major library suppliers carrying the materials necessary for technical processing.

LABEL

Indian
Community ◄——— Name of Center
Library

E
91
M234n ◄

Figure 8.10

CHECK OUT CARD

Author ———►   E   McNickle, D'Arcy
└─ Call   91
Number ►   M234n   Native American tribalism

Title ———

Date Due —	DATE	ISSUED TO
Signature of User		*Levi Jones*

CAT NO 23-243 ———— PRINTED IN U.S.A.

Figure 8.11

Figure 8.13

DATE DUE SLIP

DATE DUE

POCKET

Center address and
telephone number

Indian Community Library and
Information Center
P.O. Box 100
Anytown, U.S.A.

(481) 666-4444

Figure 8.12

Figure 8.14

```
*M          Westerman, Floyd

23             Custer died for your sins. Perception Records.

Wes          Recorded at Al Studios, New York City and Music

Record     City Recorders, Nashivlle, TN  1972(?)


                  1.Records.    2.Protest Songs.    I.Title.
```

TABEL 4.   LIBRARY SUPPLIERS

The following are addresses of library suppliers. They offer supplies needed to operate a library-oriented operation. You can order not only cards, date due slips, pockets and labels, but also furniture such as tables, media cabinets and newspaper displayers. Send for free catalogs.

Brodart, Inc. (Western Division)   (Eastern Division)
1236 South Hatcher Street   1609 Memorial Avenue
City of Industry, CA   91749   Williamsport, PA   17705

Gaylord Bros, Inc.
Box 8489
Stockton, CA   95208

The Highsmith Co., Inc.
P. O. Box 25
Highway 106 East
Fort Atkinson, Wisconsin   53538

Circulation

One of your responsibilities is to disseminate needed information; therefore, the critical matter here is the hours the center will be open for use. In writing your statement of hours, be aware of when most of the people can come to use the center. Keep in mind that if your hours are 9 to 5, you really cannot expect any business, since many people are at work and the children are at school. It is critical that services be available and be provided when most of the people stay in the community.

A simple statement of a loan period (the length of time materials can be kept) should be included. You may want to include the number of rene-

wals allowed, although it is not necessary. Remember that some communities are scattered and not many of the community people can travel often; therefore, a month is not an unreasonable loan period.

In the same statement, include whether or not fines will be charged for missing or late books. Remember that you collected the materials for use by the community and that fines may discourage community use.

Weeding

Weeding is the process by which you systematically take materials out of the collection and either give away or destroy the materials. It is a way of getting rid of materials containing information that is obsolete and/or inaccurate as well as making space available for needed material. The collection is evaluated for weeding by use, contents, condition, and availability. The statement is most useful if it includes a checklist of the kinds of thing one should look for in determining whether or not the center should keep questionable materials. For example:

The material was purchased in 19 ; how many times was it used?
Is there a more current source for this information?
Are there any damaged pages?   Covers?

Storage is directly related to weeding; that is, do you have the room to adequately store and shelve your materials for ready accessability? Keeping a list of priorities helps remind you that materials not meeting high priority needs are the kinds of materials that are not necessary.

Pamphlet and Other Ephemeral Material

A vertical file, or a pamphlet file are terms used to signify the filing cabinets which contain such items as brochures, flyers and other thin documents too flimsy to be on the shelves. Use the subject headings you have developed to label file folders and insert the pertinent materials. In the public catalog, file a card which shows the following information under the subject heading:

For Additional Information on the Above
                     SEE
      Vertical File (or Pamphlet file)

REFERENCE

Reference is the service a librarian performs in answering questions; ranging from traditional questions such as, "Do you have a current tribal

directory?" to "I'm looking for information on traditional hunting practices for a term paper." Keep track of the questions you are asked; someone may ask the same question and you will be on step ahead. By keeping the communication lines open with your established resources, you become a part of the information network, as well as a referral center.

Reference works do not circulate; therefore you do not paste in a pocket, date due slip and check-out card. Reference works are identified with special labels on the spine. On the title page, "Reference" is indicated with the call number. Reference materials must be kept at the center, available for public use there.

CONCLUSION

The American Indian is still fighting a battle against the stereotypic image promoted by most books and the media. Although socio-economic conditions have improved in the past few years, there is still much to be done in upgrading the socio-economic status of Americn Indian life. Indians cannot afford to sit back and let technology happen around them; hence, the need for information in print or non-print. Information is too powerful and vital not to reach Indian people. The number of and/or the lack of professionals is related to the knowledge of, and the utilization of, the available information. In particular, access to information is essential for any community-based research that leads to Indian solutions to Indian community needs.

To make this information accessible and to put these materials in an orderly, usable form is the main purpose of community information and library centers. Because every community varies widely from every other community in interests and wants, only someone who knows the community well, who understands the culture and lifestyle can be effective in performing information-giving services.

This chapter has been designed to give an overview of the purpose and importance of locating, obtaining, organizing and giving information services for community-based research. The need for this service cannot be underestimated. There is a tremendous wealth of material available. One of the major values or corner stones inherent in Indian culture is sharing. Without this, Indians would not have been able to progress.

Although this chapter is intended to be a general guide to locating and organizing research materials, it is also included to give non-professionals a broader idea of the kinds of questions to ponder while establishing an information and library center within a particular community.

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ADDITIONAL SOURCES

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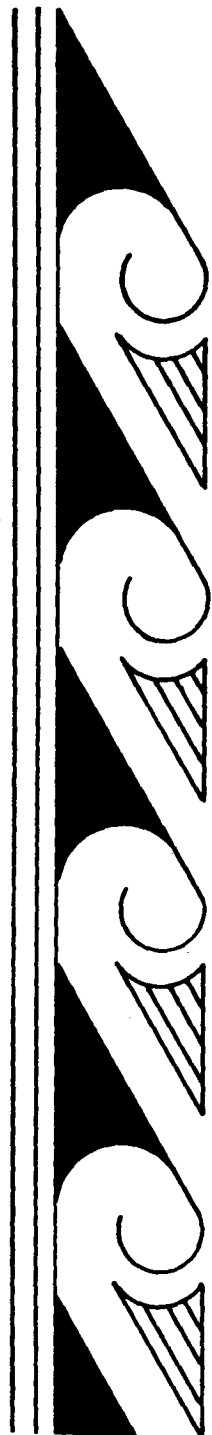
Chapter 9

RESEARCH
PROPOSALS
AND REPORTS

Proposal preparation is a valuable process for planning out the details of a project. The first section of this chapter outlines the basic parts to a proposal and gives examples of useful items to include. You will find sample budgets and timetables. Although funding agencies are discussed, the primary purpose of a proposal is regarded as a work plan that staff can use to coordinate their efforts. Checklists and a funding documentation form are provided for your organization to copy and use. The section on research reports describes content for both progress and final reports. Reporting program results is an important aspect of sharing information.