

# TRAILS

**Tribal Library Procedures Manual**

**4<sup>th</sup> Edition**

WORKING  
DOCUMENT  
2017

# **Tribal Library Procedures Manual 4<sup>th</sup> Edition**

**WORKING DOCUMENT UNDER REVISION  
COMPLETE REVISION IN 2017-18  
TRAILS**

**Training and Assistance for Indian Library Services  
School of Library and Information Studies  
The University of Oklahoma Norman,  
Oklahoma**

**Lotsee Patterson  
Program Director**

## **Contributors**

**Carlene Engstrom  
(Salish & Kootenai)**  
*Director, Salish Kootenai College Library,  
AILA Past President*

**Susan Feller**  
*Development Officer, Oklahoma Department of  
Libraries*

**Susan Hanks**  
*Library Programs Consultant, California State  
Library, AILA Vice President Elect*

**Zora Sampson (Choctaw & Chickasaw)**  
*Director of the Library & IIT, University of Wisconsin-  
BarronCounty*

**Kelly Webster (Oneida)**  
*Catalog Librarian, Boston College, Past AILA  
President*

**Sandra Littletree  
(Navajo & Shoshone)**  
*Library Fellow, North Carolina State University  
Libraries*

**Lotsee Patterson (Comanche)**  
*Professor, University of Oklahoma, ALA Honorary member*

This manual was revised through the American Library Association's Office for Literacy and Outreach Services (OLOS) and Committee on Rural, Native, and Tribal Libraries of All Kinds. It is made possible with ALA's 2010 funding. Please send comments or questions to [olos@ala.org](mailto:olos@ala.org).

This manual was first produced as part of the original TRAILS program funded by the U.S. Department of Education's Office of Educational Research and Improvement, Library Programs. The contents of this publication do not necessarily reflect the views or policies of the American Library Association or the U.S. Department of Education, nor does mention of trade names, commercial products, library suppliers, jobbers or organizations imply endorsement by the U.S. Government.

# Tribal Library Procedures Manual

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## **Preface**

This publication is the result of the exceptional work of a team of American Indian librarians and others, members of the American Library Association, who began working on a tribal libraries advocacy toolkit. The project was funded by an ALA 2010 grant, submitted by the ALA Office for Literacy and Outreach Services (OLOS).

While collecting useful tools for the advocacy toolkit, the team members were inspired by the resourcefulness of a 1992 publication entitled "Training Resources for American Indian Library Services," or TRAILS. This popular and well-respected training document, originally was developed by Dr. Lotsee Patterson. Under Dr. Patterson's guidance, team members updated and revised the content of this Tribal Library Procedures Manual to benefit local tribal communities.

This resulting document reflects dedication, experience, cultural sensitivity, and integrity, along with collective exploration and sincere respect toward the opportunities to share these resources with tribal library staff. In the process, it is anticipated that the benefit will spread to small, rural, and other library systems where similar challenges of library operations seem familiar, and whose missions are to, with honor and credibility, provide valuable resources to their local communities.

In October 2008 I had the opportunity to participate in the conference on 'Guardians of Language, Memory, and Lifeways: Tribal Archives, Libraries and Museums,' funded through the Institute of Museums and Library Services (IMLS) and sponsored by the Oklahoma Department of Libraries. It gives me great pride that ALA is working with the Native American library community toward resolving the issues of an additional support system for tribal libraries.

There is much to learn within these pages, and I applaud the initial efforts to develop it, the recent energies toward updating it, and the promise of the countless good local works that are ensured in its use in communities across the country, and around the world.

Satia M. Orange  
Director, Office for Literacy & Outreach Services (OLOS)  
American Library Association  
December 2008

# Chapter 1 INTRODUCTION

Tribal libraries are an integral part of tribal operations and often play a fundamental role in tribal programs. While many of them face problems of limited resources, staff training, and adequate facilities, they continue to expand.

The basic elements of a tribal library are very much the same as any public library. They both contain collections of materials, are organized for use by the community, operate in a space or facility set aside for that purpose, and are managed by personnel with specialized skills.

The purpose of most tribal libraries is to provide the following:

**Recreational Reading**—Providing materials of popular interest to community members of all ages.

**Community Information Center**—Providing accurate and useful information for individuals and organizations.

**Community Activities Center**—Providing activities and services in cooperation with other community agencies and organizations and serving as a meeting place for groups.

**Independent Learning Center**—Providing materials and services to individuals to support their formal and informal educational and self-improvement interests.

**Research Center**—Providing specific information on selected subject areas.

**Community Computer Access Center**—Providing free Internet access and computer usage to library patrons of all ages.

Tribal libraries may also function as a cultural center, an archive, or as the records management program for the tribal government.

Added activities may include those designed to preserve the history and culture of the tribe. Special attention may be given to storage and retrieval of tribal documents needed by tribal legal representatives.

Each library is unique, however, with collections, services, and programs designed to fit the needs of the tribe it serves.

Since many tribes do not have professional librarians on their staff, this manual is designed to provide guidance in managing library procedures. The information is meant to serve as an overview. For more in-depth information, readers are encouraged to consult the additional online and print resources provided.

## Chapter 2 DEVELOPING A TRIBAL LIBRARY

To initiate and develop a good tribal library is a serious undertaking, and requires a great deal of planning as well as specialized knowledge. While planning, you should consider who needs to be involved in the project: community leaders, educators, tribal government officials, local librarians, potential funders, volunteers, and key partners. You should also consider who, or what group, will be responsible for leading the development of the library, and to what entity they will report progress. In addition, you always want to keep the needs and expectations of the stakeholders in mind.

This chapter provides basic information on planning and developing a tribal library and addresses the following questions:

**Community Needs**—Whom will the library serve? How does the intended service population currently access library services? For example, is there a public library within the service area? If so, what are the service gaps and how will the tribal library differentiate its programs and services?

**Mission, Goals, and Objectives**—What is the purpose of the library? What are its goals and objectives? What services and programs will the library provide to meet these goals?

**Strategic Planning**—How will the goals and objectives be prioritized to ensure optimum service to the community? What activities support each priority service? What are the strengths and weaknesses? What are the threats and opportunities? What is the timeline? How will progress be evaluated?

**Governance and Organizational Structure**—Where in the organizational structure of the tribe will the library be placed? How will it be governed?

**Coordination With Other Area Libraries**—Will the tribe coordinate the development of the library with other libraries in the area? If so, what networks are available?

It is recommended that the tribal governing authority adopt a formal resolution authorizing the creation of the library and establishing its form of governance. A sample formal resolution can be found in appendix A.

### Assessing Community Needs

Conducting a formal community needs analysis, which includes asking tribal members specifically what their information needs and interests are, enables the library to be designed to provide more useful services. An analysis of the responses will

- enable the tribe to identify current and future needs of the identified service population;
- rank the needs in order of importance;
- set goals and objectives to meet the needs;
- select and acquire appropriate material;
- design library services to address the identified needs; and
- help establish a case for financial support.

Categories that may be included in a community needs analysis are:

1. **Community Historical Development**—How did the community become what it is today?
2. **Geographical Information**—Where do people in the community live? If the library is located on a reservation, how many people live on the reservation? How many live in neighboring communities, and what are the growth patterns?
3. **Transportation Availability Information**—How will people get to the library? This information will help determine the best location for the library, hours of service, parking needs, signage, etc.
4. **Demographic Data**—What are the age characteristics, languages spoken, educational levels, and transience of the population?
5. **Economic Data**—What is the community's economic base and who are the major employers?
6. **Social, Cultural, Educational, and Recreational Organizations**—What are the community's values and social patterns? How will the community look in twenty years? Is the population size increasing or decreasing?

Information can be collected in a variety of ways and from a variety of sources:

- Interviews with the targeted population, either in person or via the telephone
- Interviews with people who are well informed about the needs of the community, including elected tribal officials, tribal leaders, and business leaders
- Community meetings
- Census data and other public records
- Studies and other tribally collected data
- Phone books
- Questionnaires or surveys

A sample information needs assessment instrument is provided in appendix B of this manual. A basic template for a community assessment is available at the State Library of New Mexico website, [www.nmstatelibrary.org/index.php?option=com\\_content&view=article&id=206&Itemid=104](http://www.nmstatelibrary.org/index.php?option=com_content&view=article&id=206&Itemid=104).

## Additional Resources

**Community Needs Assessment Guidelines for Rural Libraries.** An excellent site from the Collection Development Training for Arizona Libraries website, sponsored by the Arizona State Library. [www.lib.az.us/cdt/commneeds.aspx](http://www.lib.az.us/cdt/commneeds.aspx).

Carter, Keith A. and Lionel J. Beaulieu. **Conducting a Community Needs Assessment: Primary Data Collection Techniques.** Florida Cooperative Extension's Electronic Data Information Source. <http://edis.ifas.ufl.edu/pdf/HE/HE06000.pdf>.

Cassel, Kay Ann and Elizabeth Futas. **Developing Public Library Collections, Policies, and Procedures, A How-To-Do-It Manual for Small and Medium-Sized Public Libraries, #12.** New York: Neal-Schuman, 1991.



Childers, Thomas A. and Nancy A. Van House. ***What's Good? Describing Your Public Library's Effectiveness***. Chicago: American Library Association, 1993.

**Community Analysis Methods and Evaluative Options: The CAMEO Handbook.** Prepared by the Consulting Librarians Group for the Library of Virginia, this handbook provides background information and tools.  
<http://skyways.lib.ks.us/pathway/cameo/index.htm>.

**Community Tool Box Assessing Community Needs and Resources Workplan.** Work Group on Health Promotion and Community Development, University of Kansas, Lawrence. This website provides a substantial tutorial on the different tasks necessary to develop and implement a needs assessment.  
[http://ctb.ku.edu/tools/en/chapter\\_1003.htm](http://ctb.ku.edu/tools/en/chapter_1003.htm).

**Library Research Service Community Analysis Scan Form.** A template from the Library Research Service that helps define community demographics.  
[www.lrs.org/public/ca\\_form.php](http://www.lrs.org/public/ca_form.php).

**New Mexico State Library Website.** The Librarians' Toolkit includes sample and template planning documents for community needs assessment, collections development, long-range planning, staff development, marketing, and technology planning. [www.nmstatelibrary.org](http://www.nmstatelibrary.org).

**New Pathways to Planning.** A strategic planning tool customized for use by librarians in small- and medium-sized Kansas communities. Developed by Northeast Kansas Library System (NEKLS), Martha Hale, Patti Butcher, and Cindi Hickey.  
<http://skyways.lib.ks.us/pathway/index.html>.

## Mission, Goals, and Objectives

The formulation of mission statements and the development of goals and objectives give the library direction and allow it to focus on meeting priority community needs.

A sample mission statement may read, "The mission of the Tribal Library is to support tribal members of all ages through the sharing of wisdom, to promote cultural awareness, and to provide opportunities to enrich lifelong learning."

Goals are developed from the mission statement. They are broad in scope, describing what the library wants to accomplish. Goals provide long-range direction for the library. Here is an example of a goal: "Collect all materials available about the Sac and Fox Tribe."

An objective further defines a goal. An objective concerns only one proposed accomplishment, is measurable, and states when it is supposed to be accomplished. The following is an example of an objective: "Obtain an index of all materials in the National Archives by, for, or about the Sac and Fox Tribe by the end of the fiscal year."

When writing objectives, consider what services and programs the library can provide to meet the library's goals—for example, public computers, literacy programs, after school programs, genealogy and family history resources, young reader programs, classes, language programs,

meeting space, cultural awareness programs, lifelong learning programs, consumer information, business and career information, community service referrals, government information, and so on.

Objectives can be further broken down into activities and tasks for a clearer picture of library responsibilities and actions:

**Activity**—Obtain a copy of Edward E. Hill’s Guide to Records in the National Archives of the United States Relating to American Indians published in 1982.

**Task**—Contact the U.S. National Archives to find out how to order a copy of Edward E. Hill’s Guide to Records in the National Archives of the United States Relating to American Indians.

## Strategic Planning

To guide the implementation of the library’s goals and objectives, a strategic plan should be developed. An up-to-date plan makes it easier for library staff to perform duties and responsibilities consistent with community needs.

While plans can cover a range of time periods, tribal librarians applying for the Institute of Museum and Library Services (IMLS) Basic Grant or Enhancement Grant should consider establishing three-year plans to fit the requirements of the application process.

The basic steps of planning include

1. appointing a planning committee;
2. hiring a facilitator, if desired;
3. assessing the library and informational needs of the library’s community (may be accomplished by reviewing the community needs assessment report);
4. identifying strengths and weaknesses;
5. identifying current resources and the need for additional resources;
6. reviewing/updating/creating a mission and vision statement;
7. determining and prioritizing library goals and objectives;
8. identifying supporting programs and activities and creating associated timelines and benchmarks; and
9. evaluating the effectiveness of the programs and activities.

## Planning Committee

Consider including the following people on the committee:

**Tribal Administrator**—The library is a part of tribal operations; therefore its goals and objectives must be compatible with those of the tribe. A representative of tribal government is needed to assure that this point of view is represented.

**Community Representative**—A representative of the community can bring concerns and insights to the planning process.

**Outside Librarian**—A librarian who has experience in planning can be a valuable contributor to the planning team. A librarian from the state library or a local or regional library may be willing to assist.

**School System Representative**—A representative from the local school system can help avoid duplication of school programs and services and help design a more comprehensive library program for the community.

Committee members should be provided with copies of reports generated from the community needs assessment and user surveys, the status of current library programs, the preliminary vision statement, and samples of strategic plans from other library organizations. If the initial community assessments and user surveys have not been conducted, the committee can begin work by gathering this information.

The role of the committee is to

1. draft a mission statement and, if desired, a vision statement and statement of core values;
2. develop goals and objectives;
3. identify the primary functions of the library;
4. specify activities to support the goals and objectives;
5. establish evaluative benchmarks;
6. draft a document to be submitted to others for review and comment;
7. consider the comments received and re-draft the document; and
8. submit the document to the library board or other designated governing authority for formal approval and adoption.

The planning document, because it reflects an ongoing process, should be evaluated and updated regularly.

An annotated bibliography of additional resources for planning a project and related topics (e.g., needs analysis and goals, evaluation, and writing grant proposals) may be found in the Institute of Museum and Library Services tutorial, [www.ims.gov/project\\_planning/module01/resources/selectedResources.asp](http://www.ims.gov/project_planning/module01/resources/selectedResources.asp).

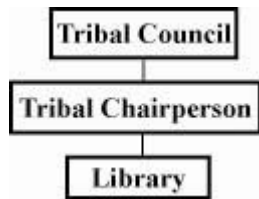
## **Governance and Organizational Structure**

Tribal libraries are generally governed by official bodies consisting of several individuals who are elected, appointed, or selected by some established procedure. In some cases, the tribal council may serve as the board.

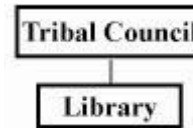
Library boards fall into two main types: advisory and administrative. Administrative boards employ the librarian and determine and approve library policies. Advisory boards make recommendations to the governing body concerning the employment of a librarian and the approval of library policies.

Organizational placement of the library should be analyzed before deciding which board best meets tribal needs. Some examples of organizational placement are given below.

Example 1



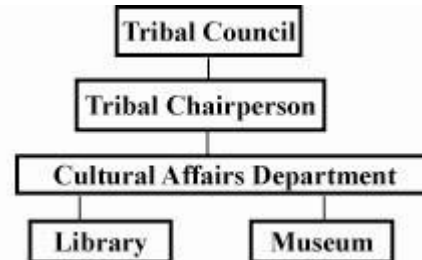
Example 2



Example 3



Example 4



Membership on the board should be kept at an odd number (5, 7, 9), should not be too large in number, and should serve staggered terms so that there will always be experienced representation on the board.

Duties of the library board vary with the authority it is given. Among the most common duties are to

1. employ or recommend for employment a competent and qualified librarian;
2. adopt or recommend for adoption written policies to govern the library's operation;
3. determine the library's purpose;
4. know the library needs and interests of the community;
5. locate and secure funds for the library;
6. establish, support, and participate in a public relations program;
7. assist in the preparation of the annual budget and submit the budget request to the governing body;
8. know laws affecting the library program; and to
9. report regularly to governing officials and the community.

To prepare members of the library board for their duties and responsibilities, you should orient them to the library by taking the following steps:

1. Informing them of their duties and responsibilities.
2. Reviewing the library's history with them.
3. Reviewing with them the library's finances.
4. Providing them a copy of the current budget; a current organization chart; a list of personnel; a copy of current policies, goals, and objectives; a copy of agendas and

minutes from previous board meetings; a copy of local and other relevant laws, rules, and regulations; and a copy of the library's plan of operation.

5. Giving them a tour of the library and introducing them to library personnel.
6. Providing them with information sessions on such topics as intellectual freedom, book selection and processing, information services, and other such topics as would be of value to them in performing their duties.

The library board should meet regularly (at least quarterly) and operate according to an established agenda. The board chairperson and the librarian should work closely with each other in developing an agenda. The following steps are suggested in establishing an agenda:

1. Establish the time and date for the next meeting.
2. Review the minutes from the past board meeting.
3. Determine which unfinished or old business needs to be discussed.
4. Determine if any new written or oral communication needs to be discussed.
5. Determine if an executive (nonpublic) session is needed.
6. Identify committee or subcommittee reports to be made.
7. Develop, type, and distribute the agenda one week ahead of the board meeting. A sample agenda can be found in appendix C.

## Additional Resources

**About.com.** Comprehensive site for many issues related to nonprofit management. Online newsletter: Weekly. <http://nonprofit.about.com>.

**Center for Excellence in Nonprofits.** Promotes excellence in nonprofit organization performance. [www.cen.org](http://www.cen.org).

**CompassPoint Nonprofit Services.** Based in Northern California, this site has valuable information on board governance, human resources, fundraising, technology, volunteer management, marketing, management, and other topics. Check out the publication "Board Café" for ideas, opinions, news, and resources to help board members give and get the most out of board service. [www.compasspoint.org](http://www.compasspoint.org).

**Internet Nonprofit Center.** Monthly topics of interest and "The Nonprofit Files," a collection of useful Frequently Asked Questions. [www.idealists.org/if/i/en/npofaq](http://www.idealists.org/if/i/en/npofaq).

**Management Assistance for Nonprofits.** Capacity-building site with a free management library, templates, and other materials for nonprofit managers. Online newsletter: Weekly, free. [www.mapfornonprofits.org](http://www.mapfornonprofits.org).

## Chapter 3 PARTNERSHIPS AND LIBRARY COOPERATION

### Partnerships

The tribal library will require the support of the surrounding community throughout its development. Partnerships must be arranged between the legislative body of the tribe, state representatives, the county and local townships, the local schools, and the state library. The following are examples of the types of partnerships a tribal library may initiate:

- Partnerships within the tribal government may involve the governing body or elected officials. Perhaps a councilperson could be appointed as liaison to the library board. Cooperation with the senior citizen group in the tribe could be beneficial to the group and the library, providing a meeting place, volunteer help in the library, contacts for oral histories, and special services for the elderly.
- Partnerships with the local courts may result in being considered as a community services worksite.
- Partnerships may include working with local Johnson-O'Malley programs and Title IV programs in the local school districts.
- Partnering with MLS or MLIS programs can bring in graduate students who can work on special projects for the library as a class project. With e-mail, the Internet, wikis, conference calls, and discussion boards, the communication between students and the library can occur at a distance if a library school is not in the immediate area.
- Contact with regional vocation education institutions or community colleges may result in possible classroom teaching in the tribal library.
- Making contact with county historical societies may give you leads on local history and sources for future sharing of information.
- Contact the local schools, informing them of your collection strengths, and offer to give the teachers and classes a tour of your library.

Each state library is different, but as their goal is to provide library service to the state, there should be, at the least, consulting services in such areas as building construction, selection, children's services, and literacy training. In most state libraries, personnel working in a library have borrowing privileges.

In addition, it is recommended that the library, as an institution, join a professional library association, whether it is the national American Library Association, the state library association, or a regional library association. These contacts will enable you to become aware of new methods of providing service to the tribe as well as giving others an opportunity to get to know about your tribe's library. Joining the American Indian Library Association will put you in contact with other Indian library personnel.

These partnerships will provide different avenues that you can draw on for support in managing a successful tribal library.

## **Library Cooperation**

The tribal library will not have all the staff, materials, and services available to meet all of the requests for service they receive. To compound this problem, funds for libraries are becoming much more difficult to obtain, thus forcing library programs to look to alternate sources of support. One method for obtaining additional support is to form cooperative agreements with other libraries.

Library cooperation involves the tribal library working with one or more libraries in the region and state to better serve their communities. Cooperation may be in the form of personnel and/or material resources and may be accomplished informally or by formal agreement. Cooperation may include involvement in a consortia, system, or network. Examples of areas where library cooperation is beneficial include interlibrary loan, cataloging, group purchasing of materials, databases, electronic utilities and online systems, rotating book collections, continuing education activities, public relations activities, and planning.

Tribal librarians should first find out what forms of cooperative services are available by talking to other librarians in the area as well as the state library. Participation in some cooperative programs involves no direct costs while participation in others does. If the tribal librarians decide to participate in a formal cooperative effort, appropriate tribal staff (including attorneys) should check the wording of the formal agreement. A sample agreement can be found in appendix D.

Tribes that want to start a library or expand an existing one should contact their state library or county library system for advice about and assistance with determining the feasibility of cooperation with other libraries.

To find out what other tribal librarians are doing in their libraries, contact some in your area or around the nation. The National Directory of Tribal Archives, Libraries, and Museums (from March 2005) is available at [www.statemuseum.arizona.edu/aip/leadershipgrant/directory/directory.shtml](http://www.statemuseum.arizona.edu/aip/leadershipgrant/directory/directory.shtml).

You can also join the American Indian Library Association (AILA) and participate on their electronic list to collaborate and communicate with others with an interest in tribal libraries.

The type and amount of cooperation currently in practice varies from informal to legally binding contracts. In the state of Washington, several tribes are benefiting from their relationship with the King County Library System. The system provides funds for purchase of library materials and professional expertise. Tribal members manage day-to-day operations of the library, but they may call on professional librarians in the larger system for assistance. The tribal libraries are also linked by computer to the collections of the much larger system.

An example of an agreement between a tribal library and a county library system can be found in appendix D.

## Chapter 4 THE LIBRARY FACILITY

The location, appearance, and organization of the library facility can greatly affect the community's perception of the library and its programs; the ease or difficulty the library staff will have in operating its programs and services; and the ability of the community to use library programs and services. The library facility should be attractive but also meet the library's goals and objectives and the needs of the community. It should be designed for economic operation and maintenance, flexibility in use, easy access, and with sufficient space.

The selection of the library site is critical to the success of the library program. The facility should be centrally located where the largest percentage of the tribal community passes in the conduct of their everyday life and in the vicinity of other tribal facilities. It should be accessible to the public during hours that are appropriate to the needs of the intended users. If the library is part of a larger complex, it should be located so that entrance and exit can be made through outside doors. If the rest of the building is not in use (such as after business hours), library patrons should be able to come and go to the library without disturbing other areas.

Here are other considerations to make:

- The site should be large enough to allow for parking and, if applicable, future expansion of the facility.
- Existing utility services (water, electric, and sewer) should be readily available.
- All services should be accessible to persons with disabilities.
- Factors such as flooding, wind direction, and sun angle should be considered.
- The space should provide adequate environmental controls to maintain the proper temperature and humidity for preserving materials.
- The library facilities should accommodate technology needs, such as computer workstations with Internet access, wireless capability, as well as seating and tables with proximity to electrical outlets.
- Most importantly, the safety and security of the location and the facility should always be considered.

The next consideration should be the size of the facility needed. There is no simple formula to use in determining the amount of space needed. But a standard of seven square feet per capita is recommended.

Make sure to include areas for the following when planning for space allocation:

1. Entrance and lobby
2. Restroom(s)
3. Circulation
4. Reference
5. Shelving and book cases
6. Current periodicals
7. Administration, including an office for the librarian
8. Public computer workstation space
9. Photocopiers/Printers



- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>10. Reading and study</li> <li>11. Conference rooms</li> <li>12. Children's section</li> <li>13. Technical services workspace, including space for processing and repair</li> <li>14. Shipping and receiving</li> <li>15. Audio-visual</li> <li>16. Microform</li> <li>17. Dictionary stands and atlas cases</li> </ul> | <ul style="list-style-type: none"> <li>18. Special rooms (meeting rooms, classrooms, listening, etc.)</li> <li>19. Other areas (archives, records, government documents, display cases, etc.)</li> <li>20. Area for any special activities that are anticipated on a regular basis</li> <li>21. Multi-purpose room</li> <li>22. Staff lounge</li> <li>23. Janitor's closet</li> </ul> |
|--|---|

The actual needs of the community should be reviewed in making decisions about how much space is needed. Generally, the size of the library depends upon the use. Some tribal libraries have to share space with other tribal departments such as an archive, records center, museum, or a school.

The services and programs provided will dictate the type and quantity of furniture needed, i.e., shelving, computer workstations, storage, etc. When selecting library furnishings and equipment, it may be tempting to purchase all items through office supply sources or to obtain items second-hand. Although these items may be lower in cost, most are not designed for library use. Library-quality shelves, tables, and chairs will be more durable, and quality library shelving will be safer because they are designed to avoid swaying and collapsing. Library supply vendors often have exhibits at library conferences where you can learn more about their products and ask about discounts. A list of library vendors is included in appendix G.

A planning team could be formed if a new facility is to be built. It can include a representative of the BIA, an architect, a representative of the state library and the librarian. The planning team could also be used to evaluate and/or reorganize an existing library facility. Some state libraries have consultants who can provide guidance in facility planning.

## Additional Resources

McCarthy, Richard C. ***Designing Better Libraries: Selecting and Working with Building Professionals***. Ft. Atkinson, Wis.: Highsmith Press, 1999.

Woodward, Jeannette A. ***Countdown to a New Library: Managing the Building Project***. Chicago: American Library Association, 2000.

**The Libris Design Project**. Supported by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian. [www.librisdesign.org](http://www.librisdesign.org).

**Library Space Planning Guide**. A step-by-step planning guide developed by the Connecticut State Library, available through Web Junction. <http://ct.webjunction.org/do/DisplayContent?id=6181>.

**Library Construction and Renovation Projects**. Part of the New Mexico State Library's Librarians' Toolkit, this page lists resources and general advice for public libraries. [www.nmstatelibrary.org](http://www.nmstatelibrary.org).

## Chapter 5 DEVELOPING THE LIBRARY COLLECTION

Developing the library collection includes the activities of evaluating, selecting, acquiring, and weeding materials.

### Selecting Library Materials

Selection is the process of deciding which materials should be acquired for the library's collection. Library materials may include books, magazines, newspapers, audiovisual materials, pamphlets, reports, photographs, etc.

Selection is the responsibility of the librarian who purchases, accepts, rejects or weeds material in accordance with a written, board-approved policy. A written policy will aid the librarian in selecting material that is consistent with the purpose of the library. It serves as not only a guide for the librarian, but also to inform others about the nature of the collection and the procedures used in selection.

The selection policy must be consistent with the general mission, goals, and objective of the library and based on community needs. The selection policy could contain statements that

- describe the library's mission, goals and objectives;
- detail who has the responsibility and authority to select materials;
- state the guidelines and procedures for selecting materials;
- detail the selection tools to be used such as *Booklist*, *Library Journal*, *Publishers Weekly*, and others;
- identify materials that will not be selected (school textbooks or duplicates for example);
- state under what conditions gifts will be accepted;
- describe materials that will be discarded (worn-out materials, outdated materials, etc.);
- indicate the type of special materials that will be collected (tribal or cultural materials for example); and
- give the steps to be taken in handling complaints.

The selection policy provides general guidelines for the selection of materials to be included in the library's collection. The actual selection of materials begins by knowing what is already in the collection. Working with patrons, the librarian learns what subjects they are interested in and what types of materials they want. The librarian tries to provide this material by consulting selection tools for items to be ordered. A sample selection policy can be found in appendix E.

Two highly recommended sources useful for selecting current material are *Booklist* and *Library Journal*. These two professional journals along with some others are listed and described in appendix F. Appendix L lists publishers and vendors specializing in Native American materials.

Some libraries use lists of award-winning books, especially those from their state library association, to help guide new book selection. The American Indian Library Association sponsors the American Indian Youth Services Literature Award, which represent the best in American Indian books for children and youth. The Young Adult Library Services Association (YALSA) and the Association for Library Service to Children publishes their own lists of notable books each year, including YALSA's Best Books for Young Adults, Quick Picks for Reluctant Young Adult Readers, and Notable Children's books.

To prepare an order using selection aids, the following steps can be taken:

1. Make choices from the selection aids.
2. Mark the items in the selection aid that are to be ordered.
3. Check these items against the library catalog and the on-order file and delete any duplicates.

It is also recommended that a file be maintained of materials that are wanted but cannot be purchased at the time. This will allow quick response to unexpected funds and facilitate the normal ordering process.

Before selecting material using non-standard selection aids, make sure that it meets the library's need and has received a favorable review or has been recommended by a reputable source. In summary, some suggestions for material selection are

1. select materials based on the library's established selection policy
2. Select materials based on the needs and interests of the community.
3. select materials from approved lists or by using selection aids; and
4. purchase materials from reputable jobbers to receive good service and maximum discount (a partial list of vendors can be found in appendix G).

The Collection Development Training website from the Arizona State Library ([www.lib.az.us/cdt](http://www.lib.az.us/cdt)) is an excellent resource to learn more about the collection development processes at a small library.

## **Ordering**

Library materials can be ordered from a variety of sources including the local bookstore; individual publishers; and a jobber (wholesaler).

It is possible that all three of these sources will be used for purchasing items. For example, purchasing from a local bookstore or Amazon.com is a good method of handling rush or special orders, but generally does not result in high discounts. Some publishers only sell directly to the customer (instead of through a jobber). This is particularly true of some reference books, such as encyclopedias. Purchasing through a jobber is the best method of ordering most materials as they give significant discounts. It is best to contact their customer service department before placing an order to discuss discounts, the method of placing the order, payment of postage, and other matters related to ordering.

An order form obtained from a library supply company may be used for ordering, or some other form recommended by the jobber may be preferred. Many jobbers offer online ordering options

and have developed them to be user-friendly. All orders should be numbered in order to simplify bookkeeping tasks.

## Receiving

A carefully planned receiving process needs to be implemented. This process will vary depending on whether you have an ILS (Integrated Library System) in place. Here are some suggested steps:

1. Upon receipt of the shipment, locate the packing slip and write the date of receipt on it.
2. Match the items on the packing slip with the contents of the package or box and with your copy of the purchase order.
3. Other things to check at this time are materials that may be included in the shipment but were not ordered; incorrect editions; backorders; and imperfect copies.
4. Notify the jobber promptly of any errors in shipment and make arrangements to correct them.
5. For non-automated libraries, pull the order slip from the on-order file and return the library's copy of the order (requisition) to the pending file if incomplete.
6. The invoice for payment is often received prior to or following receipt of the actual shipment of material. The corrected invoice should be processed for payment. Follow your tribe's or institution's accounting and payment procedures.
7. Follow the library's technical services procedures for cataloging and preparing materials for use.

## Gifts

The tribal library will undoubtedly be the recipient of "gifts" from a variety of sources. Some gifts are of value while others are of no use whatsoever. In order to provide consistent handling of gifts, the library should adopt a policy regarding them. A statement to that effect is included in the selection policy provided in appendix E. Communicate clearly with potential donors about your collection needs.

Gifts and donations can present real problems for libraries. They all too frequently consist of items that are of no practical use to the library and should be discarded. Paperbacks are often donated to the library and these can be of interest to patrons. One method for handling paperback books is to set up a paperback exchange where patrons can bring in their paperbacks and exchange them for others, rather than adding them to the collection.

If individuals wish to support the library through book donations, consider setting up a publicly available Amazon.com or Barnes and Noble gift registry or wish list for books needed at the library.

Adoption of a standard form for use in accepting gifts should be used. It will show only the number of volumes being donated. No listing will be made nor any value be assigned to the

donation. It also contains a place for the donor to sign acknowledging his or her understanding of the library's gift policy. Be sure to include sending a thank you letter into all gift procedures so donations are acknowledged and appropriate donations are encouraged. Information about a wish list can be included in the letter.

## Mending

Not all materials in need of mending should be repaired. Consider the following questions before making the decision to repair:

- Should the material be discarded?
- Should the material be rebound? Generally, materials should be sent to a professional bindery when replacement copies cannot be obtained, but not if the subject matter must be readily available and not if rebinding is not economically viable.
- Is it worth the time and effort to make the repairs? The general rule is that if the repairs cannot be made in 10–15 minutes of staff time, then it is not economically viable to do so.
- What will it look like when it is finished? The end product must be suitable for use by the general public.

If the decision is to repair, then there are several sources available that give step-by-step instructions on how to do so. Here are some of the sources available:

**Guide to Book Care and Repair.** A PDF document available from the Brodart website. [www.shopbrodart.com/style\\_scripts/downloader.asp?file=/pdf/2006/BookRepairManual.pdf](http://www.shopbrodart.com/style_scripts/downloader.asp?file=/pdf/2006/BookRepairManual.pdf).

Lavender, Kenneth. *Book Repair: A How-To-Do-It Manual*. New York: Neal-Schuman, 2001.

Schechter, Abraham A. *Basic Book Repair Methods*. Englewood, Colo.: Libraries Unlimited, 1999.

**A Simple Book Repair Manual.** A web-based manual from Dartmouth College Library's Preservation Services. [www.dartmouth.edu/~preserve/repair/html/introduction.htm](http://www.dartmouth.edu/~preserve/repair/html/introduction.htm).

**Conservation Book Repair: A Training Manual.** Written by Artemis BonaDea from the Alaska State Library, this manual has numerous illustrations and was written to support the trainees of BonaDea as well as those who have not been able to attend her workshops. [www.library.state.ak.us/hist/conman.html](http://www.library.state.ak.us/hist/conman.html).

## Weeding

Weeding is the process of discarding or transferring to storage library materials no longer used. As noted previously, the Material Selection Policy should contain a section on weeding that gives the guidelines for the process.

Weeding your collection has important benefits:

1. Saving space and ultimately money by getting rid of unused materials that take up valuable space.
2. Locating materials that need to be repaired, replaced, or rebound.
3. Improving the overall appearance of the library, thus making it more pleasant to use.
4. Helping identify the collection's overall strengths and weaknesses.
5. Allowing the collection to remain up-to-date.

Weeding is an ongoing activity and should be done periodically. The following should be weeded:

- Material that has not circulated in the past three to five years.
- Material that is in poor physical condition or of poor appearance.
- Material that is poor in content (for example, outdated information, particularly in the sciences and technology; false information; and biased or stereotyped content).
- Old editions of current titles.
- Unnecessary duplicates.
- Unsolicited and unwanted gifts.
- Periodicals with no indexes.
- Material that is no longer in demand or no longer supports the community needs

Do not weed the following:

- Materials on local or tribal history, local authors, or that which contain texts about local settings.
- Materials considered to be "classics."

When weeding, some librarians like to check to see if the book is listed in one of the retrospective selection tools listed below: (If these are published selection tools they should be formally cited like any published material.)

1. Children's Catalog
2. Junior High/Middle School Library Catalog
3. Senior High School Library Catalog
4. Fiction Catalog
5. Public Library Catalog
6. The Elementary School Library Collection

Because all of these tools contain recommended titles, they serve as a guide in the decision to keep or weed a book. These selection tools are described in appendix F.

Here are some guidelines for weeding by subject:

<b>Dewey II</b>	<b>Subject</b>	<b>Guideline</b>
000	Encyclopedias	Replace after five years.
100	Philosophy	Keep if being used.
200	Religion	Keep if being used.
300	Social Sciences	Keep materials representing all sides of controversial issues.
310	Almanacs, Yearbooks	Replace annually, if possible.

320	Political Science	Replace old with new editions as available. Materials on historical aspects keep if used; discard others after five years.
330	Economics	
340	Law	Replace as new material is available.
350	Public Administration (Government)	Replace old with new material as available. Materials on historical aspects keep if used; discard others after five years.
370	Education	Keep historical materials if used; discard others after five years.
390	Customs	Keep up-to-date.
	Folklore	Keep indefinitely.
	Etiquette	Replace periodically with new editions.
400	Languages	Weed according to use. Keep all material related to the tribe's language.
500	Science	Discard after five years except for botany, math, and natural history and material of historical value.
600	Technology	Discard after five years unless of historical value.
700	Arts	Keep basic materials and well-illustrated materials.
800	Literature	Keep classic materials as well as that of the local or tribal setting or by local authors.
900	Geography and History	Keep that which meets community needs and is accurate.
910	Travel	Replace with new material as available; discard after five years.
	Biography	Retention depends upon subject. Any and all that are of local people should be kept indefinitely.
	Periodicals and Newspapers	Keep if locally or tribally produced. Discard others depending on space, use and availability on microfilm.

The general subject guides should be used in accordance with the considerations given earlier in this section and the library's book selection policy.

If material is to be discarded, the following procedures should be implemented:

1. If your library is automated, delete the bibliographic record and any attached order from the ILS.
2. Remove the book card and pocket from the material and put the cards in shelf list order.
3. Remove the shelf list card.
4. Remove or cover up the call number on the spine and any other area that identifies it as library property and write "DISCARD" in large letters on the title page.
5. Withdraw all cards from the card catalog for the material (for example, author, title, and subjects).
6. Discard the book card, shelf list card, and all catalog cards for the material.
7. Discard the material, being sure that all tribal policies regarding the disposal of tribal property are followed.

8. If discarding only one copy of several, it is not necessary to remove all catalog cards. Rather, remove or cross out the copy number from the shelf list card.

For more weeding hints, see the Collection Development Training for Arizona Libraries site at [www.lib.az.us/cdt/weeding.aspx](http://www.lib.az.us/cdt/weeding.aspx).



## Chapter 6 DEVELOPING SPECIAL TRIBAL COLLECTIONS

Good planning is essential in developing a tribal history special collection. The tribal library has a unique opportunity to develop a quality collection. There may be nationally known research library collections with vast amounts of information on your tribe, but serious researchers will contact the tribal government and tribal library for new information or confirm information found in other institutions. The tribe may want to begin using the tribal library as the public's first contact to sort out the types of questions and information needed.

As the tribal library becomes established and trusted in the community, it will very likely receive gifts and donations of various print material, photographs, and other artifacts. Library policy needs to allow for such situations and provide a system to accept or deny these gifts.

Planning starts with creating a collection development policy that outlines the objectives, parameters, and purpose of the Tribal History Special Collection. Whom will the special collection serve? How will the intended service population access the special collection? Will some of it circulate? Will some be closed to only cultural authorities? Determine what the mission, goals, and objectives of this special collection will be. See appendix H for examples of mission statements for a tribal history special collection.

The following is a discussion of some issues regarding special tribal collections.

### **Vertical File**

With the Internet, the vertical file, in most situations, is not needed for current brief information on a topic. However, in developing a special tribal collection you may find little material that is current or in print. A vertical file of news and periodical clippings may be one of the few ways to create a topical collection about your tribe or tribes.

The vertical file is one of the least expensive collections in terms of purchasing, but it will consume hours of staff time. Whenever you see items of interest such as maps, pamphlets, newspaper clippings, etc., you should include them in the vertical file. Perhaps a complete issue of a magazine you do not normally carry is devoted to American Indians and your tribe is profiled. Or an article on your tribe, a tribal program, or tribal member is found. It would become a part of the vertical file. Any news articles in the local papers regarding your individual tribe should be included. This type of collection would provide information on contemporary issues and trends in tribal government and the tribal community.

Development of a vertical file is a good way to involve the tribal community, including tribal members off the Reservation. Volunteers can scan magazines and newspapers to pick up interesting articles. They will need simple instructions on how to identify the source of the newspaper and magazine clippings. A clipping is not valuable to your collection if the source of the article is not indicated. Notation of the title of newspaper and date (including day and year) is essential as well as the page and column number. Magazine notation should include the title of the magazine, date, volume, issues, and page number.

Maps of past and present Indian populations and reservations, tribal removals, allotment maps, or current jurisdictional maps can be part of this collection. Map resources may include

magazines, commercial map producers, or government offices including tribal and Bureau of Indian Affairs (BIA).

Pamphlets created by tribal departments are free, and many will gladly include your library on their distribution list.

The vertical file requires a filing cabinet or its equivalent, file folders, and someone to maintain the file. Look for a lateral file cabinet that is adjustable for both letter and legal size folders. Materials in this collection should be reviewed often, as a great deal will be updated and replaced by book material.

Mounting clippings does cost money, but the investment can be more than justified because it helps make the material easy to use and provides some preservation. There are several methods for mounting clippings discussed in Miller's *The Vertical File and Its Satellites*. Photocopying is another form of preservation, as long as it is done in accordance with fair-use and copyright law.

In organizing the collection, subject heading assignment needs to be established. Good subject headings are essential to locating appropriate information in your vertical file. Keep the headings specific, simple, and direct. "Houses" will mean more to the general public than "Architecture, Domestic." Headings should go from general to specific hierarch, emphasizing keywords and bringing affiliated subjects together. Input from other staff members who use the file on a day-to-day basis is encouraged, but one person should have an overall view of the system and provide for the intermeshing of its many parts.

Before you know it, you could become awash with clippings, maps, and brochures. Keeping a growing vertical file collection organized so it can be used is probably easier now than thirty years ago. With the development of off-the-shelf database programs such as Microsoft Access, much of the items can be listed in the database with keywords, titles, dates, and publication names. Have someone familiar with the software (volunteer or staff) set the database up with guidelines on how to add content to it. Periodically, a copy of the database could be burned into a CD where it cannot be tampered with, available on a public computer for the public to search.

## **Oral History**

Traditionally, tribal history, culture, and traditions have been transmitted by word of mouth rather than in written form. Oral history projects have become common in many tribal and nontribal libraries. Careful planning is needed if the library develops its own oral history project. Background information, training of interviewers, release statements, and funding are just some of the things one needs to plan for and organize.

Often, local schools and other tribal cultural groups have created oral history projects. Check with schools, culture committees, tribal departments, and tribal colleges to see if there are oral history recordings or publications available for placement in the special collection or purchased for it. Some of the recordings may be closed to the public because of the content of the material. Depending on the confidence and relationship the tribal library has with tribal cultural and heritage departments, their recordings could be available to the library. Tribal libraries special collections could serve as a tribal archive repository of such recordings. Those recordings would not be available to public nontribal entities.

If the library decides to produce their own oral history project, there are sites on the Internet that provide information to assist in the planning and implementation.

## **Photographs**

Libraries are concerned with photographs as a medium that stores information. Aside from the possible value of a photograph as an original historical artifact or work of art, photographs contain important information that may not be found in any other source.

Because of their fragility and sensitivity to light, original photographs should never be exhibited or even frequently used. Most large photographic collections rely on duplication of the original as their primary method of preservation. Archival processing and storage can extend the preservation of the image and its information. With inexpensive desktop scanners, reproduction of a photo collection for public access can be accomplished. Whether a tribal library chooses to duplicate original photographs immediately or a few at a time as the budget will allow, storage is the same for negatives, originals, or duplicates.

It is with photographs that ownership of the image can come into question. The photos done by studios and individuals before or during the year 1923 are considered public domain, and libraries do not need to worry about fair use when duplicating them. All images after 1923, even those done by family members, will have to have copyright ownership identified. When photos are donated to the library, and the donors own the copyright, the library should try to acquire a written copyright release statement with the donation. A sample release statement can be found in appendix I. When reproduction of an image in the library's photograph collection for publication or display is requested, use of a "Request for Permission to Use and/or Publish from Collections" form is recommended. See appendix J for an example of a permission form.

## **Digitization and Digital Access**

"Digitization," "electronic resources," and "online access" are becoming buzzwords for photographic and document collections and preservation. The process encompasses a range of procedures and technologies that need to be carefully considered before commitment to this type of activity is made. Strongly consider outsourcing options.

The first question to answer is who owns the copyright? If the proposed material is not in the public domain, can permission be secured? If permission is not available, the material cannot be reproduced.

Next, determine the availability of expertise and infrastructure to manage and support digitization. Does the library have the space to house the required scanning equipment? Does the library have the staff expertise that can operate and run the equipment, image software, and metadata for each digital object required for a digital project? Does the library have access to software that can provide Internet publication? Does the library have the institutional support, server space, and IT personnel to maintain file storage over a period of years?

Because of the complexity of digitization projects, it is highly recommended that libraries that need to digitize parts of their collection join in collaboration with other institutions that have done similar projects and are willing work in a partnership. Possible partnership institutions could be state historical societies, state universities, or state libraries.

If your library has a webpage on the Internet, consider placing links to your tribal organizations, culture groups, and tribal government on it. If you do not have a webpage, make hotlinks from your library's public access terminals to those sites.

## Finding Resources

It can be challenging to identify, locate, and acquire historical and cultural information for a tribal special collection. The following are only a few suggestions of where to go for tribal material.

**National Archives.** In doing a BIA search, some of the records you will find are Federal Records of the BIA, original administrative records of the BIA, photographs, tribal enrollment records, Dawes Rolls, and census records. The majority of these records are available for purchase on microfilm. Some material is digitized online.

[www.archives.gov](http://www.archives.gov).

**Human Relations Area Files (HRAF).** HRAF is a fee-based but not-for-profit consortium that provides web access to two electronic collections: the eHRAF Collection of Ethnography and the eHRAF Collection of Archaeology. There is special pricing for tribal libraries. Check [www.yale.edu/hraf/collections.htm](http://www.yale.edu/hraf/collections.htm) to see if your tribal group is covered in their databases before considering this resource for your collection.

**Missionary and Church Records.** There are several resources for missionary and church records that may be appropriate for a special tribal collection. Look for the church records of those denominations that were active in your tribal areas.

**Hudson's Bay Records.** Meticulous records were kept by the Hudson's Bay Company and form part of the holdings of the Archives of Manitoba. To find information on the holdings and how to access go to [www.gov.mb.ca/chc/archives/hbca/about/hbca.html](http://www.gov.mb.ca/chc/archives/hbca/about/hbca.html).

**Used and Rare Book Dealers.** You will most likely find a large portion of the titles you need about your tribe are out of print. Become a regular reader of rare book offerings. Periodically check into the used book dealers online for the titles and subjects you need. Alibris ([www.alibris.com](http://www.alibris.com)) and Abebooks ([www.abebooks.com](http://www.abebooks.com)) are two online used book dealers.

**Tribal Resources.** Many tribes and culture committees generate literature and histories, which would be valuable in the tribal special collection. Request that they send the library copies of environmental reports, tribal council meeting minutes, and language materials. Other documents a tribal library should have available for their community includes tribal ordinances, tribal constitution, and tribal charter.

**Treaties and Claims.** "Indian Treaties 1778–1883" and the multi-volume "Indian Affairs Laws and Treaties," both compiled and edited by Charles J. Kapper, can be accessed freely online through the Oklahoma State University Library at <http://digital.library.okstate.edu/kappler>.

For Indian claims information online, go to <http://digital.library.okstate.edu/icc/index.html>, which is hosted by the Oklahoma State University Library Electronic Publishing Center.

# Chapter 7 USER SERVICES

A public library exists to serve all the residents of a community. The value of the public library depends upon its ability to provide services that meet the community's needs. This chapter discusses several of the basic services offered by most public libraries.

## Circulation

Circulation is the process that facilitates the loaning of library materials. There are three steps in the circulation process are

1. establishing a borrower registration procedure;
2. establishing a circulation system to check out and check in library materials; and
3. establishing a system to return "overdue" library materials to the library.

## Registration Procedure

A registration system, either automated or paper-based, is required to establish a borrower registration procedure. The image below shows an example of a registration card that is filed alphabetically by the user's last name and kept in the library for record purposes. A borrower's card is then issued to the patron. Information on the borrower's identification card usually includes dates of issuance and/or expiration in addition to borrower's name and address. Expiration dates allow you to verify and update the patron's information if necessary when they renew their card. Library rules and regulations are given to the borrower along with the card.

## Circulation Procedure

The purpose of the library's circulation (check-out) system is to allow the borrower to use library materials outside of the library while giving the library staff a record of materials on loan, the names of the borrowers, and the date the materials are due. To check materials out, follow these steps:

1. When the borrower brings materials to be checked out to the counter, verify that the borrower does have a valid library card and that the materials may be used outside of the library. (For security and convenience, it is often best to have the circulation desk near or at the point of exit.)
2. Remove the book card from the book pocket and have the borrower sign it using his or her signature, borrower's card number, or both. If a library automation system is used, the bar code will be scanned and the information will be recorded in the system.
3. Stamp the date due on the book card attached to the circulating material. Use an adjustable date stamp and ink for stamping the due date on the material. If there is not book card the date due can be stamped on a slip of paper and given to the borrower or put in the book as a bookmark. If a security system is in place de-sensitize the book.
4. File the book card by the due date in a date due file. This file should have dividers for each month of the year as well as for numbers for each possible day of the month and one divider for overdue materials. The files and stamps can be ordered from a library

supplier such as those given in appendix G. If an automation system is used, the computer will automatically record the date due.

		Number: _____
		Expires: _____
I hereby agree to obey all of the rules and regulations of the library.		
Name (Printed): _____	Signature: _____	
E-mail Address: _____	Home _____	
Address: _____	Home _____	
Phone: _____		
Business Address: _____	Business _____	
Phone: _____	Parent's _____	
Signature: _____	(If borrower is under 13)	

Registration Card

To check materials in, follow these steps:

1. Check the due date of the materials being returned. If an automated system is used, scan the barcode in the check-in or discharge mode.
2. Collect overdue fines if the material is overdue and if fines are charged.
3. Locate the book card in the appropriate divider and place it back in the book pocket of the returned item or in the case of an automated system; clear the item from the borrower's record. If a security system is in place re-sensitize the book.
4. Reshelve the materials.

## Overdues

There is no recommended policy for handling overdue materials. Librarians have tried everything from charging no fines to charging heavy fines. No one system resolves the problem. Use a policy that best suits your library. Here are some suggested procedures:

1. Mail an overdue notice to the borrower when materials are overdue; include the due date and the name(s) of overdue item(s). The notice should be enclosed in a sealed envelope to protect the borrower's privacy.
2. If an e-mail address is available, send a notice to the borrower indicating the due date and name of overdue item.
3. Telephoning patrons to remind them to return overdue materials may also be an option.
4. If using a manual system, file the book card in the overdue section of the file either by the author or borrower's last name and noting the date the notice was sent. Also consider dividing the overdue section into "First Notice" and "Second Notice."

5. If the overdue material is not returned, send a second notice using a form letter. The letter would detail the overdue materials, their due dates, and their replacement costs.
6. Re-file the book card noting the date the “Second Notice” was mailed.
7. If the overdue material is not returned, consider other courses of action, including temporarily halting check-out privileges until the matter is resolved.
8. If the borrower pays for a lost book and then finds it or replaces it, consider refunding the fine paid.

Consider providing “amnesty” several times a year for overdue penalties. This could be a way to bring people back to the library who may be afraid of their overdue fines. A well-publicized amnesty event can bring lots of attention to the library through the local media.

Cash receipts – It is useful to have a firm policy in place to deal with the receipt of money for fines, fees or donations, whether you accept checks or credit cards and how. The amount of change you want to keep on hand and how often deposits are made. Auditing procedures dictate how cash records are kept.

## Reference

A major function of a public library is to provide information. Public libraries generally have a separate reference section that contains materials frequently used for that purpose. The materials are not circulated outside the library and are identified with an “R” or “Ref” at the beginning of the call number. Materials in the reference section of the library are usually of two types:

1. Those that provide the information directly such as an encyclopedia, dictionary, directory, handbook, almanac, manual, yearbook, atlas, gazetteer, and biographical sources.
2. Those that guide you to a source that has the information needed such as an index, bibliography, and abstract.

Reference materials should be current, accurate, easy to use, and relevant to the community. All of these factors should be considered when selecting them. Guides useful in selecting reference materials are

O’Gorman, Jack (Ed.). ***Reference Sources for Small and Medium Sized Libraries***, 7th edition. Chicago: American Library Association, 2007.

Hysell, Shannon Graff (Ed.). ***Recommended Reference Books for Small and Medium-sized Libraries and Media Centers, Volume 27***. Westport, Conn.: Libraries Unlimited, 2007.

A list of reference resources is included in appendix K. For further assistance in creating a good reference collection, consider visiting a local library to review their reference materials and contacting the librarian to introduce yourself.

If material in your library is not sufficient to answer patrons' reference questions, other resources outside the library will need to be consulted. Large public and state libraries have many additional resources and skilled professionals to assist in locating information.

Librarians should record the number and type of reference requests. This serves several purposes. It aids in collection development by justifying budget requests and planning. It is also useful to note on the record those questions that were answered at the local level.

The librarian should always be enthusiastic, knowledgeable, friendly, and persistent in assisting users locate the information they need.

## **Internet and Computer Access**

Public-access computers at libraries are often the only places where patrons can access the Internet. However, funding and reliable access to the Internet can be a problem for many small libraries. Fortunately, outside agencies such as the Bill and Melinda Gates Foundation and federal grant programs have given funds for rural and tribal libraries to obtain the technology and telecommunications necessary to provide this service to communities. The Gates Foundation now funds the MaintainIT Project, a free, web-based resource for public librarians focused on providing tips and techniques on maintaining public computers (<http://maintainitproject.org>).

Computers in the library can not only be used for Internet access, but also for access to the library's catalog, electronic books and journals, CD-ROMs, DVDs, games, word processing, and other software programs. Libraries that are part of a consortium of other libraries can often have access to subscription-based services for a reduced rate, often based on library size or type.

Examples of computer usage by user age group can be found throughout this chapter.

If the public has access to computers and the Internet, it is important to have a computer usage policy in place that users agree to before using the computers.

## **Children's Services**

Children, as a group, present an excellent opportunity for a library to show how it can be a positive contributor in the community. Children are generally considered to be those individuals up to fourteen years of age. The actual choice of defining this service population rests with individual libraries.

Children have individual needs and interests that should be determined in order to serve them well. Further, because most children from age 6 are attending school and many younger children attend programs such as Head Start, it is important to offer programs and services that complement, not duplicate, those programs and services offered by the school library/media center and other programs. This is especially important to tribes where funding for libraries is limited. Tribal librarians need to work closely with the staff of the school library/media centers and Head Start programs in their area. Knowing what the children are doing in school will help librarians assist students in selecting material to read and in locating information.

If staff size will allow, and the service population is large enough, one person should be assigned to work full-time with children's services. If staff size is limited, volunteers who can



help provide children's services might be recruited. Responsibilities for the children's librarian include

1. identifying the changing needs of children;
2. selecting library materials (both print and nonprint);
3. developing and operating programs;
4. assisting children in selecting library materials;
5. monitoring and assisting children with computer usage;
6. designing, developing, and instituting exhibits and displays;
7. weeding the children's collection;
8. instructing children on the library's services and programs and how to use them;
9. supervising volunteers; and
10. promoting children's programs and services.

The library facility should be organized in a manner that provides the children with a comfortable, friendly environment. Use appropriate furniture (size, height, etc.), bulletin boards, hands-on displays (those that a child can touch and hold) on the level of the children targeted by the display; plants, cultural displays, and other items that appeal to children. Water fountains and restrooms should be available. The circulation counter should be at a level that accommodates children or a step stool should be provided for their use. Here are some activities commonly offered for children:

**Readers Advisory**—Some children will want help identifying library material of interest to them. Interviewing the child to determine exactly what he or she wants and knowing the collection well enough to suggest appropriate materials are critical to this process. It is important to determine what the child wants, not what others think he or she should be interested in.

**Programs**—Specific programs designed to encourage use of the library can vary from storytelling to demonstrations. Tribal libraries might want to include elders who tell traditional stories or give demonstrations on making traditional arts and crafts. This type of programming also presents an opportunity to get parents and their children together to participate in a library program. Summer reading programs encourage children to read as well as develop good reading habits.

**Reference**—Basically the same type of informational services discussed in the "Reference" section of this chapter.

**Print and Nonprint Materials**—The availability of appropriate printed materials such as books and magazines is essential to the success of the library's children's program. Equally desirable is the availability of nonprint materials such as videos, DVDs, audio tapes, toys, and games.

**Outreach**—Not all children will come to the library. The use of outreach programs helps bring unserved children to the library by informing them of the library's programs and services. Outreach activities can be held in cooperation with school and other community events. Consider consulting the Association for Library Service to Children ([www.ala.org/ala/alsc/alsc.htm](http://www.ala.org/ala/alsc/alsc.htm)), a division of the American Library Association (ALA), for outreach ideas and other resources.

**Computer Access**—Computer access at the library can be a useful resource for the many families who do not have a computer at home. Electronic games and educational software programs can complement children's development. For older children, computers can be used

for classes, homework, and online research and Internet access. If children are given access to the Internet, careful consideration to an Internet policy should be given. ALA provides a useful set of links to Internet policies for public libraries, most of which contain language specific to children

([www.ala.org/ala/alsc/alscpubs/childrentheinternetpolicieshatwork/ChildrenInternetSampPol.htm](http://www.ala.org/ala/alsc/alscpubs/childrentheinternetpolicieshatwork/ChildrenInternetSampPol.htm)).

## Young Adult Services

Young adults are usually defined as teenagers, or individuals from fourteen to eighteen years of age. Librarians recognize that young adults have unique interests and needs, needs that reflect the transition to adulthood that they are experiencing.

One method available for acquiring initial data on young adult needs is by observing current fads and things that interest them. Needs can also be determined by cooperating with nearby school library/media centers. Knowing what the school curriculum is and what kinds of school assignments students are working on enables the tribal librarian to assist students in selecting material to read and in locating information.

The availability of qualified, caring staff is essential to successfully serving young adults. Staff must be able to communicate easily with young people. While a full-time staff person working with young adults might be preferable, it is not always necessary (for example, tribes with small populations) or practical (for example, tribes with budget restrictions).

The library facility should provide an environment in which the young adult feels comfortable.

Some libraries may want to provide a separate young adult collection. If this is the case, the collection should be close to the adult collection, not the children's collection. If no separate collection is provided, young adult materials should be shelved with adult materials. The collection should include fiction and nonfiction materials and be in both print and nonprint formats. Paperbacks and graphic novels have proven to be especially popular.

Here are examples of young adult activities:

**Readers Advisory**—The library staff, after carefully determining the young adult patron's interests/needs, should be familiar enough with the library's collection to identify library materials that meet their interests and needs and should direct them to it. Even if no young adult collection is maintained, young adult displays can be very useful.

**Programs**—Specific programs designed to appeal to young adults include those with Native cultural history, traditions, storytelling, and arts and crafts. Those held in conjunction with other agencies, such as health agencies, might include topics on alcoholism, community service, safety and drug abuse. (Not just negative topics!) Libraries can also host games, contests, summer reading programs, video games, and book clubs to appeal to young adults. All programs should be evaluated to see if they are reaching the young adult.

**Reference**—This includes the same types of services discussed in the "Reference" section of this chapter. Young adults will most often need to use reference material in conjunction with their school assignments.

**Interlibrary Loan**—Those materials of interest to young adults but not available in the local library may be obtained through interlibrary loan from another library. Contact the state library to determine what interlibrary loan services and systems are available.

**Print and Nonprint Materials**—The library's collection should contain print and nonprint materials most popular with young adults. Nonprint material most popular with young adults are videos, DVDs, and CD's. Types of print most popular with this age group are graphic novels, magazines, and paperback books.

**Outreach**—Outreach is used to bring young adults to the library. It can be used to advise and notify them of library programs and services and to encourage them to use the resources available to them in the library. Cooperation with local schools, particularly high schools and middle schools, is one very efficient way to develop outreach activities. Consider consulting the Young Adult Library Services Association (YALSA, [www.ala.org/ala/yalsa/yalsa.htm](http://www.ala.org/ala/yalsa/yalsa.htm)), a division of ALA, for outreach ideas, national outreach programs such as Teen Read Week, and other resources.

**Computer Access**—If available, computers can be a valuable resource for young adults and can help bring them into the library. Computers can be used to teach tech classes; for homework, games, and online research; and for Internet access. If young adults are given access to the Internet, careful consideration to an Internet policy should be given.

For guidance in creating a collection of materials that would appeal to young adults, libraries could consult YALSA's book lists, including Best Books for Young Adults, Great Graphic Novels for Teens, Outstanding Books for the College Bound, Popular Paperbacks for Young Adults, and Quick Picks for Reluctant Young Adult Readers.

## Adult Services

Adults are generally considered to be those people over eighteen years of age. There are a number of subgroupings within the adult population including college students, senior citizens, and others. Because of the number of adult subgroupings, there is a wide variety of activities the library might offer.

As with children and young adults, the needs and interests of adults must be determined to plan those activities that will best meet their needs. Initially, adult informational needs can be determined as part of a comprehensive needs assessment. Additionally, more current data on adult needs can be acquired through an awareness of tribal events as well as trends and events at the state and national levels.

To serve the adult population well, library staff must be people-oriented, that is, enjoy working directly with people, know the community and know how to determine individual needs and know the library's collections and services. Here are some of the duties and responsibilities of staff:

1. Identify adult library and information needs and interests.
2. Work with tribal departments and government to identify information needs and provide materials.
3. Select print and nonprint materials for the library's collection that meet these needs and interests.

4. Weed the library's collection of materials that are outdated, worn, or no longer of any interest.
5. Design, develop, and operate library programs.
6. Instruct patrons on how to use the library.
7. Promote library programs and services.
8. Assist patrons in identifying materials of interest.
9. Assist patrons with computer usage.

The library facility should provide a pleasant environment for the adult patron. Appropriate furniture and equipment will make the library comfortable and easy to use. The facility, if at all possible, should have a meeting room available for public use. The availability of a meeting room will bring people in to the library and expose them to its programs and services.

Here are some examples of adult library activities:

**Readers Advisory**—Staff will direct users to materials that meet their needs. Users will ask a wide variety of questions from “I want something to read” to “I want information on the history of the Seminole Nation.” Staff should be able, by talking with the patron, to determine the exact information being requested and then direct the patron to it.

**Programs**—Programs of interest to the adult community may include Indian history and culture, career development and employment, legal and civil rights, adult education, and services for Indian people. Program costs, in terms of both time and money, can be minimized by cooperating with other agencies and individuals.

**Reference**—This includes the same types of services discussed in the “Reference” section of this chapter.

**Interlibrary Loan**—Your library will not have all the information and materials needed. However, materials may be available through interlibrary loan. Contact your state library to find out how your library can qualify to participate in interlibrary loan services in your state. You may also explore partnerships with local public and academic libraries.

**Print and Nonprint Materials**—Books, magazines, and newspapers selected to meet community needs will help ensure the success of the library program. A basic collection of books by and about Native Americans is listed in appendix K. Nonprint materials such as DVDs, audio books, cassette tapes, video tapes, CDs, and photographs are items of high interest to adult users. Subjects of particular interest to Native Americans include Indian history and culture; repair manuals, such as those on auto repair or construction; legal and civil rights; health; consumer information; and contemporary events.

**Outreach**—Bringing new adult users into the library can be accomplished by working closely with service agencies from the Bureau of Indian Affairs (BIA), Public Health Service, and other tribal departments. For instance, the library staff may work with BIA adult education specialists to develop programs and services for adults. The library may want to work with the tribal or BIA records office to provide genealogical information.

The library should be visible at council meetings and other community events. At the events, give library reports and issue library cards. Set up a table of new resources, host special celebrations at the library, i.e., anniversaries, annual elders' day, book sales. Be creative and invite the community. The ALA provides resources on outreach to the

public that can be used by any type of library. See also the information on advocacy and public relations in chapter 8, section IX. The ALA Office for Literacy and Outreach Services, Outreach Areas website ([www.ala.org/ala/olos/outreachresource/libraryoutreach.cfm](http://www.ala.org/ala/olos/outreachresource/libraryoutreach.cfm)) may be a good starting point.

## Archival Services

Incorporating archival services with the library is becoming very popular with Indian tribes. There are three reasons for setting up a tribal archive:

1. Archival records help preserve the history and culture of the tribe.
2. Archives collect, organize, and retain valuable and irreplaceable tribal records that can be used in tribal litigation and as a reference in other legal matters.
3. Archival records provide invaluable data in planning for the future.

An excellent source of information on establishing a tribal archives program is a book by John A. Fleckner, entitled *Native American Archives, An Introduction* (Chicago: Society of American Archivists, 1984).

To start an archives program Fleckner recommends the following steps:

1. Establish the archives on a solid foundation.
2. Develop the facility and staff.
3. Build the holdings of the archives.
4. Establish control over the holdings.
5. Build community support.
6. Find outside assistance. (Fleckner, 41)

The *Protocols for Native American Archival Materials* ([www2.nau.edu/libnap-p](http://www2.nau.edu/libnap-p)) is an outstanding resource to consult for best practices of Native American archive materials.

Providing a firm foundation for an archives program is most critical to its success. An archives program should be operated with permanent, not grant, funds. An archival program, if it is to achieve its objectives, must have some assurance that it will have future funding. Other elements needed for providing a firm base from which the archives program would operate include the legal establishment of the archives program (most appropriately by tribal resolution), authority to acquire appropriate materials or have them deposited with the archives program, and determination of who may use archival materials and how they will be preserved and protected. This is especially important as some archival materials may well be very sensitive (for example tribal religious practices) and restricted access may be necessary.

The materials stored in a tribal archive will vary with the tribe. Some archives will separate record keeping functions from the archival program (business records from tribal resolutions for example). Some tribes will combine archival and record keeping functions, especially smaller tribes with limited resources.

Archival materials are not necessarily limited to official tribal documents. Other materials that contribute to its purpose should be included in the archives collection. Other sources of material include individuals; nontribal agencies, such as the BIA and Public Health Service; nongovernmental organizations, such as veterans groups, church groups, or civic groups; and

materials stored in other archives such as state archives, the National Archives, university archives, and local history groups.

Archival materials are not classified in the same manner as other library materials, that is, by Dewey Decimal or Library of Congress classification. Archival materials are organized by group, that is, by the person, agency, and so on, that put the collection together. For example, the files of a tribal leader would be kept together, not filed individually in a general collection. Special training is necessary for the person responsible for organizing archival collections and is available from a variety of sources. Contact the state library to determine the assistance available.

## **Summary**

The purpose of the library is to serve its community by meeting its informational and recreational needs and interests. The tribal library, in most cases, will never be able to reach all of the members of the community, but it should always strive to do so.

Tribal libraries generally operate with limited staff and funding. Ideally, the library would have enough personnel to handle individual activities such as reference, children's, young adult, and adult services. In reality, small libraries have to provide these services with very limited staff, usually one or two persons. Volunteers can be used for some activities. Cooperation with personnel from other tribal programs can extend services. Other librarians, either locally or at the state library, can be consulted for guidance and assistance.

Archival services, because of their importance to tribes both culturally and legally, will probably be of interest to the community at large and tribal government in particular. Begin to collect important tribal documents and information so the material will be preserved and available to the tribal community for present as well as future use.

## Chapter 8 TECHNICAL SERVICES

After library materials have been selected, ordered, and received, they must be organized in a manner that allows the user to locate materials of interest easily and quickly. This is accomplished through cataloging and classifying the materials. The catalog is the key to finding materials in the library. Keeping the cataloging of your collection up to date as materials arrive is important. Library materials must be processed before they can be placed on the shelf.

### Initial Considerations

#### Exploring Partnerships

For most small libraries without a technical services staff, it is highly recommended that books be ordered “shelf-ready,” i.e., already cataloged, classified, and labeled. Most major vendors/jobbers provide this service for a fee, and it is one very good reason to do most of your ordering from one of them. When the books are sent to the library, the vendor/jobber can also send cataloging records in batches to be loaded into your integrated library system. A variety of end processing can also be done with this service, including labeling, stamping, and adding security strips and date-due slips.

Where this option is too costly, libraries can subscribe to a utility such as OCLC, obtain cataloging records created by other libraries, and export them into the local system. Representatives from these utilities can explain the options for smaller libraries and provide training. Once an agreement is in place, routine copy cataloging of incoming materials will help make the collection accessible to library users. Even without a subscription to a utility, the Library of Congress allows users to download MARC records directly from their catalog (<http://catalog.loc.gov>).

Another option is to join a consortium. Partnering with other libraries with more extensive resources can be a great help to tribal libraries. Joining a consortium with a shared catalog can make cataloging a collection simple because, in many cases, the records are already in the catalog, and it is just a matter of adding data to show your library holds that item as well. When there are no local consortia, it is still a good idea to build relationships with larger libraries and keep in contact with your state library as well to gain support for technical services needs.

In addition to partnering with larger libraries, developing tribal libraries might consider partnering with MLIS or MIS programs to bring in graduate students who can assist with strategic technical services planning as well as the hands-on processing. This can benefit the library while providing a great opportunity for library school students to become exposed to the needs of tribal libraries. Though cross-cultural competence might be an issue in some of these relationships, internships and work-study relationships have been successful for a number of tribes who are eager to draw on the knowledge and skills of soon-to-be professionals. Working particularly with programs that recruit and train Native information professionals (such as Knowledge River or the University of British Columbia First Nations Core Curriculum) can help address cultural competence issues.

## General Organization

Consider the space and layout of the library facility, as well as the interests of the patrons, and decide what kinds of groupings will make sense for the collection. For instance, the library might have the following sections: adult, juvenile, reference, media, and special collections such as tribal materials and Native American materials in general.

Another initial step is deciding which classification system to use for the library collection. The two most commonly used are the Dewey Decimal System and Library of Congress classification. Most small public libraries in the United States use the Dewey Decimal System as their classification system and Sears List of Subject Headings as their subject heading index. However, those tribes either possessing or planning to possess large amounts of materials by, for, and about Native Americans may find Library of Congress classification and subject headings more suitable to their needs. Be sure to evaluate which classification system and which subject heading list best meets the need of your community. Also consider the system used by the other libraries in your consortium, if applicable.

The wiki maintained by the American Indian Library Association's Subject Access and Classification Committee (<http://ailasacc.pbwiki.com>) is an excellent place to go to learn how existing subject headings and classification schemes may be changing to facilitate improved access to information about Native Americans.

## Choosing an Integrated Library System

Choosing an integrated library system (ILS) has become somewhat easier for smaller libraries. There are many low-cost or free alternatives available.

An open-source ILS is a good option for libraries without funds to purchase commercial systems. Koha (<http://www.koha.org>) is an example of a free open-source ILS. It includes modules for cataloging, acquisitions, and circulation. Options in this area are expanding. The open-source option is especially suited for tribal libraries applying for grant funding, since there may be an initial cost to get the system set up but no ongoing license fees to worry about when the grant period is over.

There are also systems designed for smaller school and church libraries that are not as costly as others. Finally, Librarything.com and Delicious Library ([www.delicious-monster.com](http://www.delicious-monster.com)) are examples of web-based systems with attractive features at very little cost.

## Basic Copy Cataloging Procedures

When using a utility like OCLC or sharing records in a consortium catalog, first search for a record that matches the item you have. Search by ISBN first when available. Check to make sure the following match your item:

020 \$a ISBN

245 \$a title \$c statement of responsibility

250 \$a edition



260 \$a place \$b publisher \$c year (Printing dates can be ignored if there is no evidence of revision. Look for a matching publication or copyright date.)

300 \$a paging

If these match, the record can be used. When the record has been added to your catalog, you may need to correct any typos, add subject headings if they are missing (see the next section, Basic Original Cataloging Procedures), and create a call number if there is not one available in the record. Be sure that the record reflects the location where the item is available in the library (Reference, Juvenile, etc.) either in the call number or designated field in your system.

## **Basic Original Cataloging Procedures**

If you are unable to find a matching record for an item, and it has been published in the last year or so, it is advisable to set it aside and check later for copy. If none appears, an original record will need to be created. Original cataloging requires training and can be time-consuming and expensive. Cataloging that is not done according to standards can result in confusion for library users, or render resources inaccessible. Vendor/jobbers can be paid for this service, but it can also be done in-house using your library management system. When possible, contact professional catalogers you know for guidance.

Review documentation for your ILS to determine how to open a template for a new record, then follow the steps below.

### **Description**

Familiarize yourself with how related records have been constructed. The record should follow the standards established in the Anglo-American Cataloging Rules, 2nd ed. (AACR2) and International Standard Bibliographic Description (ISBD). These standards help us to share records more easily and access data in a predictable way.

Description in a minimal record should include title, author, place of publication, publisher, date, paging, and size.

### **Subject headings**

A subject heading indicates the primary subject content of the work and serves as an access point when searching. When assigning a heading, a good rule of thumb is to use three or fewer headings that sum up the overall content. For example, a book on cars, trucks, and bicycles can have the subject headings Automobiles, Trucks, and Bicycles; a book on cars, trucks, bicycles and trains should only have the subject heading Vehicles.

The Library of Congress Subject Headings (LCSH) is the most commonly used thesaurus. The resource Classification Web, or ClassWeb, (<http://classificationweb.net>), which allows easy searching of Library of Congress subject headings and classification, is available as an online tool for a yearly fee. For libraries doing only minimal original cataloging, this option is preferable to subscribing to the print versions of these tools. If print versions are desired, contact larger libraries who may be discarding previous editions.

## Call numbers

A call number indicates the unique location of an item in the library. Both Library of Congress and Dewey call numbers are often available through copy cataloging. When constructing an original record, browse records on the same topic to get an idea of what the classification should be, then verify it using ClassWeb or print resources. After selecting the classification number, a cutter number is added using the first letter of the main entry (either the title, or author if there is a 100 field) followed by numbers to give the item a unique call number. Standard tables are available to construct the cutter number, such as the Cutter-Sanborn three-figure or Library of Congress cutter table. Verify that the call number you assign is not already being used in your collection.

Here is an example of a call number:

Z (class number)  
693  
.C37 (cutter number)  
1996 (date)

## Alternatives for Tribal Libraries

The most commonly used subject heading and classification schemes are convenient because they are shared by so many libraries and they are effective in many ways. But they can also be difficult or confusing to use and mysterious to patrons. In addition, they were created from a white, Western perspective for collections with a white, Western focus, which means that many offensive, frustrating, and marginalizing examples can be found in these schemes. Some libraries have opted to use alternative subject headings or classification schemes that bring an Indigenous perspective to the organization of the collection. Maintaining such systems means that copy cataloging will be slowed down because each record will need to be adapted using the local system. Libraries need to commit time and staff training to maintain a local scheme. Nevertheless, the benefits may outweigh the complications. Examples include Brian Deer Classification, the Native American Educational Services (NAES) Subject Index, Maori Subject Headings, and the First Nations House of Learning Thesaurus.

## When Automation Is Not an Option

If it is not possible to use an ILS to organize your collection, some vendors/jobbers will provide catalog cards for the items you have purchased from them. Others must be typed by hand. Some small libraries with access to the Internet and a printer have opted to print MARC records from sources such as the Library of Congress, WorldCat, or other libraries' catalogs, and organize them in the same manner as a card catalog. For each item, cards must be made for access by author, title, and subject.

For subject access, cross-reference cards can be supplied. A cross-reference is a reference made from one subject term to another. The two basic types are SEE and SEE ALSO references. These are typed on cards and filed in the appropriate places in the catalog. SEE references refer a user from a subject term not used to the subject term that is used. For instance, in the subject file under American Indians, a card might be filed showing "AMERICAN INDIANS, see INDIANS OF NORTH AMERICA." This tells the user to look under INDIANS OF NORTH AMERICA in the subject file instead. A SEE ALSO reference refers to user to other

related subject terms. For instance, in the subject file under Chatino Indians, a card might be filed showing “CHATINO INDIANS, see also ZAPOTEC INDIANS.” This lets the user know that related items can be found under that heading.

Libraries that are not automated should also maintain a shelf list. A shelf list is a record of items in the library. It consists of main entry cards filed by call number. In other words, catalog cards appear in the same order as the materials on the shelf. The shelf list is maintained primarily as an inventory tool for the librarian.

## Preparation for Use

After cataloging, there are certain steps that must be taken to prepare items to be placed on the shelf for use.

1. Attaching a date due slip and a book pocket and circulation card if a manual check-out system is used. The book pocket and circulation card should include the call number, author (last name first), title, and copy number, if there is one. Book pockets, date due slips, and circulation cards can be ordered from library suppliers and are also provided by jobbers if books are ordered pre-processed. For automated systems a barcode must be attached.
2. Stamping for ownership. A rubber stamp with the library's name is used for this purpose. Certain pages and book edges are usually stamped.
3. Identifying the material with a call number. The item's call number should be marked, in the case of a book, on the spine (about 2 ½ inches from the bottom) so it may be easily shelved and easily located on the shelf by the user. The call number can be placed on the spine by a variety of methods including labels, transfer paper, electric stylus and markers, all of which can be obtained through a library supplier. This too can be done by the jobber if items are ordered pre-processed.
4. Attaching a protective cover. This step is optional because it is an extra cost and is not needed by all libraries. Protective book covers are most valuable and popular materials. Protective covers are available through library suppliers and can also be provided by jobbers.

## Summary

Following these basic procedures for cataloging and classifying the library collection will make resources more accessible to users. If staffing is limited, shortcuts are recommended such as using the services of a jobber/vendor or joining a consortium. More and more tools are becoming available to make technical services processes easier and cheaper. For further help with technical services questions, consider contacting the American Indian Library Association, which has many professional catalogers among its members.

## Further Reading

**AILA Subject Access and Classification Committee** (wiki). <http://ailasacc.pbwiki.com>.

Furrei, Betty. ***Understanding MARC Bibliographic: Machine-Readable Cataloging.*** Washington, D.C.: Library of Congress, 2003. Available in print or online at [www.loc.gov/marc/umb](http://www.loc.gov/marc/umb).

## Chapter 9 MANAGING THE LIBRARY

This chapter discusses some of the primary functions involved in administering a library. Administering the library requires a librarian to have a great deal of professional knowledge and a wide range of skills. The librarian will perform a number of different tasks ranging from the selection, ordering, and processing of materials to long range planning. Please refer to chapter 2, "Starting a Tribal Library," for information on planning and setting library goals and objectives. This chapter discusses some of the primary functions involved in administering a library.

### Policies

Policies are written statements that provide guidelines for implementing library actions or activities. Policies state the library's position in a given situation. Policies are useful and necessary because they

1. allow for consistent actions and decisions on similar situations and actions;
2. give pre-determined answers to questions; and
3. avoid misunderstandings about routine decisions among staff and users.

Policies are based on the goals and objectives of the library and should be formally adopted by the governing body. All library personnel should be expected to abide by library policy. The following should have written policies:

**Material Selection**—This policy was discussed in chapter 3. In brief, major components of this policy should cover the subject areas of materials to be collected; types of media to be collected; who is responsible for selection activity; guidelines for selecting new library materials; the professional tools to be used in selecting material (*Booklist*, etc.); specific collection goals, such as those for cultural materials; guidelines for accepting gifts; and the guidelines for weeding.

**Circulation**—Major components of this policy statement should include who may have a card, the library card registration procedure, which materials may be taken out of the library and for how long, an overdue material guideline, and interlibrary loan.

**Rules of Conduct**—This policy should be written to ensure the safety of individuals in the library, to protect the rights of individuals, to preserve facilities and materials, and to maintain order in the library. This policy should cover specific unacceptable behaviors (such as cell phone use) and their consequences.

**Safety/Disaster Policies**—These policies could be extensive to prepare for disasters such as fires and severe weather as well as health and safety emergencies. See the Resources section at the end of this chapter for websites to help develop a disaster policy.

**Privacy**—Libraries need to provide information to patrons regarding how their personal information will be used and protected by the library. See the Resources section for directions to ALA's guidelines for developing a library privacy policy.

Policies might also be considered for a variety of other activities and including facilities usage; use of the library meeting room; service hours; computer and Internet use; photocopier, printers, computers, telephones, faxes, and other equipment use; copyright law compliance; personnel regulations; confidentiality of patron records; and others as necessary. In developing policies, be sure to include staff input.

A number of libraries now have their policies online. The following websites contain sample library policies:

**The State Library of Ohio's Sample Library Policy Statements.**  
<http://winslo.state.oh.us/publib/policies.html>.

**Massachusetts Regional Library Systems Sample Policies.** [www.cmrls.org/policies](http://www.cmrls.org/policies).

**Web Junction policies page.** <http://ct.webjunction.org/do/DisplayContent?id=7050>.

Disaster Planning and Privacy Web Resources:

**Disaster Response: A Selected Annotated Bibliography.** An ALA fact sheet regarding disasters. [www.ala.org/ala/alalibrary/libraryfactsheet/alalibraryfactsheet10.cfm](http://www.ala.org/ala/alalibrary/libraryfactsheet/alalibraryfactsheet10.cfm).

**Disaster Preparedness and Recovery.** ALA's information about disaster preparedness and recovery. [www.ala.org/ala/washoff/woissues/disasterpreparedness/distrprep.cfm](http://www.ala.org/ala/washoff/woissues/disasterpreparedness/distrprep.cfm).

**Library Security Guidelines.** These guidelines, housed at the Library Administration and Management Association's website, provide detailed information to help library directors adopt security and safety guiding principles.  
[www.ala.org/ala/lama/lamapublications/librarysecurity.htm](http://www.ala.org/ala/lama/lamapublications/librarysecurity.htm).

**Guidelines for Developing a Library Privacy Policy.** An ALA web resource.  
[www.ala.org/ala/oif/iftoolkits/toolkitsprivacy/guidelinesfordevelopingalibraryprivacypolicy/guidelinesprivacypolicy.htm](http://www.ala.org/ala/oif/iftoolkits/toolkitsprivacy/guidelinesfordevelopingalibraryprivacypolicy/guidelinesprivacypolicy.htm).

## Staff Manual

Consideration should be given to developing a staff manual that is updated regularly. It should be developed in consultation with the library staff. The staff manual will help new staff jobs faster and perform better. If saved to a computer file, the manual can be updated easily. Here are the items suggested for inclusion in a staff manual:

**Planning Document**—The document that states the library's mission, goals, objectives, activities, and tasks.

**History**—A brief description of the history of the development of the tribal library.

**Policies**—Policy statements affecting the library such as selection, circulation, and personnel.

**Procedures**—Descriptions of procedures such as facilities usage; security; ordering library materials, supplies, equipment, and furniture; circulating library materials; interlibrary loan; patron complaints; and those for handling emergencies.

**Job Descriptions**—Details of staff duties and responsibilities, benefits, and the evaluation process.

**Organization Chart**—Shows the placement of library personnel in the tribal structure. An organization chart helps define the chain of command within the library and provides visual confirmation of the lines of authority given in the job description. An example of an organization chart is presented in chapter 2, “Developing a Tribal Library.”

Job descriptions provide a written statement of the job duties and responsibilities and the qualifications necessary for the person filling it. Items included in a job description include the following:

**Job Title**—The exact title for the position. Examples are Librarian, Library Technician, and Clerk.

**Hours of Work**—A general statement of the number of hours of work per week. As an example, forty hours per week.

**Salary**—The salary to be paid for the position. Examples are \$6 per hour or \$960 per month.

**Supervision**—Given at two levels. Name the position responsible for supervising the job being described. For example, “The Librarian reports and is responsible to the Tribal Chairman.” Also give, if appropriate, the positions to be supervised. For example, “The Librarian will supervise the Library Technician and Clerk.”

**Educational Requirements**—States the educational requirements for the position. For example, “The Library Technician must have a high school diploma or its equivalent.”

**Experience and/or Abilities Requirement**—States non-educational requirements for the position. For a professional Librarian position, the experience section might read as, “Two years experience in a library is preferred and the Librarian must be computer proficient and possess a valid state driver’s license.”

**Specific Duties**—Detail the job duties and responsibilities to be performed. For a professional Librarian position, the duties section might read as, “Responsible for the overall management of the library and its staff, recommends for employment library staff, oversees the development and implementation of all library policies and procedures, participates in all planning for the library, manages all the library’s fiscal activities, and performs a variety of other duties as assigned.

Sample job descriptions can be found on Webjunction’s website, <http://ct.webjunction.org/do/DisplayContent?id=14502>.

## Volunteers

Volunteers in the library can assist in many library activities. They can be used in conducting special library programs, such as summer reading programs; in performing routine library duties, such as checking materials in and out; and in outreach activities, such as working with senior citizens. They can be particularly valuable in public relation activities. Because volunteers will be official representatives of the library, they should be carefully selected and receive the same orientation and training as regular library employees. A careful record of each volunteer's hours should be documented for statistical purposes. If your employees are covered by insurance, it is a good idea to check into possible coverage for volunteers.

## **Budgeting**

To a large degree, the success of a library is dependent upon the money available for materials and programming. Similarly, the money available for library programs is often dependent upon the presentation of a sound justifiable budget.

Budgets are usually prepared by the librarian with input from the entire library staff. The tribal library will have to compete with other departments and agencies for a limited amount of money, so it is very important that budgets be prepared in an appropriate and timely manner. The entire budgeting process is made much easier when appropriate planning has taken place because goals and objectives with time lines have already been established.

Budgeting techniques and timetables vary with the funding sources being used. For example, if the tribal library receives funding from the tribe, the county, and grants, individual budgets must be developed and submitted in accordance with appropriate time schedules and procedures. Therefore an initial step in the budget process is to determine what budgets must be prepared, the timetable for submitting them, and the forms and formats to be used.

Once the basic information on the budget process has been obtained, the next step is to establish a reasonable timetable for preparing the budget. The timetable should include the following steps:

1. A discussion with administrators about the budget outlook so a realistic determination of a budget ceiling can be made. At this time, determine the administration's requirements for the budget format.
2. A notice to library staff of the budget process with forms to request their input.
3. Gathering of information to be used in formulating the budget, such as the present and previous year's budget, the planning document, appropriate library statistics, and the current financial records.
4. Formulation of a draft budget by the librarian using the accounting system adopted. It is advisable to ask for assistance from the tribe's financial officer before setting up your budget so you can use appropriate line item numbers and accounting methods.
5. Review of the draft budget with the staff and appropriate administrators.
6. Review of the budget with the library board (if one is being used).



7. Presentation of the library budget to the appropriate administrator or administrative agency.
8. Revision of the budget if necessary.
9. Presentation of the finalized budget.

It is important that throughout the budget process all budget figures be supported with facts. Backup justification might include a current needs assessment identifying services wanted by the community; a current planning document detailing the library's plans for meeting identified community needs; an evaluation of the library's performance to the last and current year's budget expectations; an evaluation of the library's performance to the goals and objectives given in the planning document; documentation explaining the basis for forecasting budget costs (for example, how the average price of a book was determined); and letters of support from citizens, the library board, community groups, local businesses and schools, other tribal programs, and any other community sources.

The most common type of budget system in use is the line item budget. The line item budget breaks expenditures down into a series of categories:

**Salaries**—Included here are wages for all library staff. Also in this line item are fringe benefits including social security and other mandated withholdings.

**Staff Training**—If professional development of staff is required or desirable as part of the library operation, it should be part of the budget. These expenses would include travel expenses and training registration fees, including conferences and course fees for professional development. You may also consider including professional membership fees and subscriptions to professional publications in your budget.

**Supplies and Postage**—Items for organization of the library such as tape, glue, storage boxes, and circulation materials are included under this item. Depending on the services you provide, postage may be a significant expense.

**Equipment**—The purchase, repair, and maintenance of equipment may be separated under different line items in some budgets, but be sure to include money for the upkeep of these items in your budget.

**Books and Materials**—Usually you will list books, magazine subscriptions, and nonprint items (including online databases, electronic utilities, and other electronic resources) separately.

**Utilities (including telecommunications)**—These are usually paid for by the tribe, as are janitorial services, but be sure have an understanding with the tribe about these expenses.

Careful planning and development of a thoroughly justifiable budget that has strong community support will greatly aid the library's chances of receiving priority funding.

Another budget activity to be considered is transferring or reallocating approved funding. During the course of a fiscal year, priorities may change or emergencies may arise that need

addressing. One method of obtaining funding for such activities is to reallocate existing funding. The methods for transferring funds vary, but certain steps should be followed:

1. Determine the method of transferring funds.
2. Identify the budget items to be changed. The items identified may be those where savings were realized or items for activities that have a lower priority.
3. A new budget showing which funds are being transferred and where they are being transferred to must be developed, justified, and presented to the appropriate administrators for approval.
4. Accounting records, as well as the planning document, will need to be adjusted to reflect the budget change.

Budgeting provides an excellent opportunity for the staff of the tribal library to plan, operate and evaluate the library's programs.

Sample budgets from public libraries of varying sizes are available at [www.neilsa.org/consulting/budgetsample.html](http://www.neilsa.org/consulting/budgetsample.html).

An online tutorial on budgeting basics is available at [www.webjunction.org/do/SearchDetails?id=1780&programType=ContinuingEducation](http://www.webjunction.org/do/SearchDetails?id=1780&programType=ContinuingEducation).

## **Financial Records**

Once a budget has been established, a system of accounting for use of funds must be developed. Tribes have different ways of accounting for their funds, and the librarian should contact the tribe's business office to determine what method their tribe uses to determine the proper procedures for spending budgeted monies (what is the process for ordering library supplies, books, etc.). The library must operate within the policies and procedures of its governing body.

Regardless of tribal accounting procedures, it is also appropriate for the librarian to keep basic financial records for the library because immediate, up-to-date information is needed from time to time.

Financial records will be needed for each source of funding. For example, if the library receives funding from the tribe and a grant, then separate records for each should be maintained. Usually only records for money spent (expenditure records) must be maintained, but sometimes records for money coming into the library (revenue records) must also be maintained.

If the library is receiving money from payments on lost library materials or fines collected for overdue materials, then a revenue sheet should also be kept.

There are various methods for handling library revenue, ranging from depositing it in the tribe's general fund to being allowed to use it as a petty cash fund. A written procedure for the handling of revenue should be adopted. The librarian should consult with the tribal financial officer before establishing any procedures. The tribe may already have a fiscal accounting system that can and should be used. Also note that because the amount of fine money collected is usually small,

recording each fine is usually not necessary. Rather, fines can be recorded on a weekly or bi-weekly basis.

## Records/Statistics

Statistics regarding library use (visitors and circulation, computer use, and so on) are crucial to demonstrating the need for library services. However, keeping statistics can be expensive and time consuming, so it is necessary to decide which statistics will be useful and should be kept, which format to maintain them in, and how long to keep them.

Records are the written accounts of the library and include correspondence, memorandum, business records, reports, and other paperwork of the library. A system to file these records, along with a policy on how long the records should be kept, simplifies library routines. When developing a records policy, ask tribal administrators if such a policy exists for the tribe. If there is such a policy, then the library will observe the same practice. If no such policy exists, then one can be developed.

As a general guideline, business records should be kept until an official audit of accounts has been completed. Library reports of all types as well as matters regarding policies, rules, and regulations should be kept indefinitely. Matters involving formal contracts should be kept for several years. Routine correspondence should be weeded and discarded annually. Personnel records should be maintained indefinitely, although the folders for those personnel no longer working for the library should be kept in a separate area from the active personnel folders. All inactive files may be placed in proper folders and properly labeled boxes and stored elsewhere to provide more room in the active file area.

The type of statistics to be maintained and reported by a library is determined by

- tribal (or other governing body) requirements (monthly and quarterly reports, etc.);
- reporting requirements (state reports, grant reports, etc.);
- evaluation requirements (to measure objectives, etc.);
- planning requirements (demographic data, etc.);
- advocacy needs (to demonstrate the need for library services); and
- licenses for Software and use of Videos, DVDs, CDs, and so on.

Some statistics are easy to gather (such as counting the number of items loaned) while others require more time. You should know how statistics are going to be used before they are collected. Only those statistics that will be useful should be compiled. Here are some typical statistics to be kept:

**Circulation**—The number of materials checked out each day, the types of materials checked out (adult, children's, recordings, etc.), the number of materials checked out by classification (100s, 200s, 300s, etc.), and the number of interlibrary loans processed.

**Technical Services**—The number of new materials ordered, the number of new materials cataloged, and the number of materials weeded from the collection.

**Services**—The number of library visitors, computer usage, the number of programs (storytelling, community classes, etc.) offered, the number of people attending each

program, and the number of reference questions asked and answered (in person, over the phone, and through e-mail).

If accurate records are kept, libraries can easily do a “cost for services” analysis from their statistics. To figure out how much money your library saves users, you can do a quick cost analysis, for example:

Q. How much money did you save your patrons by loaning books, movies and other items?

A. Number of items circulated multiplied by the average cost of the items equals money saved

Find this equation and more from the Mid-Hudson (N.Y.) Library System’s website, [www.maine.gov/msl/services/calculator.htm](http://www.maine.gov/msl/services/calculator.htm).

## Inventory

Taking inventory of library materials is usually thought of as matching the shelf list with the books on the shelves and the books checked out. It also includes accounting for other major library items such as furniture, audio-visual equipment, and other equipment.

An annual inventory of library furniture and equipment can be useful as both a planning (should furniture and equipment need repair or replacement) and a reporting (accounting for equipment and furniture) device. Furniture and equipment inventories can also be important supporting documents for insurance policies. An annual accounting for library materials may or may not be necessary depending on local conditions. Because this can be a time-consuming process, it may be better to identify particular sections of the collection to be inventoried each year. For example, inventory adult materials one year, children’s materials the next, and so on.

An inventory of library materials can help determine if the library is in good order (are books shelved where they are supposed to be?), what materials are missing, and if there are shelf list records for each item inventoried.

Appropriate action can be planned and taken if problems are noted because of the inventory. For example, if many library materials are found out of order on the shelves the librarian may determine that additional staff or volunteer training is necessary or that a policy be adopted that only library staff will shelve books. Another example would be that many materials are found to be missing. This may mean that the library has a control problem and needs to adopt a policy of checking patrons’ bags as they leave to ensure that library books have been properly checked out. Or it may mean that a security system is needed and work the investment.

The actual process of inventorying the library collection is easy. Because the shelf list (either printed cards or a printed report) is ordered exactly as books appear on the shelf, it is very easy to compare the two. If a book is not on the shelf, the circulation files should be checked to see if the item has been checked out. If it has not been checked out, then the card or list is tagged as “missing” and the inventory date is recorded. When missing books are declared lost, the catalog must be updated either by suppressing the record in the automated circulation system, or by re-filing the shelf list cards to a lost file. If you are using a traditional card catalog, cards from the author, title and subject catalogs may be discarded.

## Library Hours

The library exists to serve the community. Accordingly, the library should be open during those hours most convenient to the community. The hours the library is open, along with a list of holidays when it will be closed, should be posted on the doors, on the website and be included in a written policy statement.

Identifying the hours that would make the library available to the greatest number of community residents can be accomplished during the community needs assessment process. In considering the hours of operation, be sure the hours can and will be maintained.

Continuity of tribal library services is a must. People should know that their library will be open and not have to call and ask, "Will the library be open today?"

## Computers in Libraries

The use of computers in tribal libraries is a reality due to recent developments and growth of technology. Computers have become very affordable, easier to use, and have a large variety of software available to aid the librarian in library related tasks. Tribal librarians who want to consider the use of computers in their libraries should consult public librarians in the area who are using computers in their library. State library personnel can probably offer good advice regarding computers and software.

The following are important uses for computers in the library:

**Administrative**—Word processing software can be used to handle all correspondence, memoranda, mailing lists, newsletters, etc. Spreadsheet software can handle all budgeting activities. Computers can also handle statistics, inventories, and any number of other administrative tasks.

**Automation**—An integrated library system (ILS), or library automation system, can assist with acquisitions (ordering, receiving, and invoicing materials), cataloging (classifying and indexing materials), circulation (checking materials out to patrons and back in), serials (tracking magazine and newspaper holdings), and the online public interface. Each patron and item has a unique ID in the database that allows the ILS to track activity.

**Public Services**—Libraries can provide computers and Internet access for public use, computer usage training, participation in interlibrary loan networks, development of community databases, and other services that meet identified needs.

**Communication**—With a basic website, perhaps tied to the tribe's homepage, a tribal library can provide information about hours of operation, the collection, staff, upcoming events, and so on. E-mail can be used to communicate with other offices, libraries, patrons, colleagues, and so on. Librarians should consider participating in electronic discussions on electronic lists and discussion boards to stay current on library issues and to have an avenue to post questions or concerns. Joining the American Indian Library Association or other professional associations will give members access to these types of communication. Other ways to communicate electronically include blogs and wikis.

Rapid developments in the use of computers in libraries are freeing librarians from some of the routine tasks and enabling them to provide better, quicker service to library users. Covered briefly in this chapter have been the essential elements of library management. However, tribal librarians should recognize that many things are changing in libraries. Newer technologies are drastically altering the way material can be stored and retrieved. Networking and telecommunications are offering access to an ever expanding amount of information. Librarians must accept change and adapt to it, for many of the changes represent opportunities for tribal libraries.

Check out the MaintainIT Project (<http://maintainitproject.org>), a project funded by the Bill and Melinda Gates Foundation, which makes available tips, techniques, and stories from public libraries on how they support public computers.

## Chapter 10 ADVOCACY

The importance of asserting the value of the tribal library cannot be overemphasized. Libraries are in danger of losing funding and support when the public believes that they do not need the services libraries provide. Advocacy is the responsibility of every library employee and should be put into effect both inside and outside the library so that the community understands the value of the library. Every employee who communicates and works with library patrons is involved in advocacy and public relations.

### What is Advocacy?

Advocacy is about getting the support you need from people who are in a position to help you and the library. It is about getting decision makers, potential partners, and community members on the side of the library through the messages you send on an ongoing basis. You'll not only need the support of the community, but also tribal leaders, elders, educators, funders, government officials, and other decision-makers to help you sustain Native library services.

Advocacy is a combination of public relations and lobbying.

1. Lobbying is advocacy directed at decision-makers and politicians. This may include activities ranging from making presentations at council meetings to keeping local decision-makers informed about the library.
2. Public relations is the everyday advocacy of working to provide the best library services and taking everyday opportunities to tell people about the library.

### Being an Effective Advocate

Use every opportunity to tell people what's going on in the library. Never assume that others understand what the tribal library does or what it takes to do it.

Don't be afraid to speak up and ask for support. Most people who don't use the library appreciate its role and wish to support it.

Don't do this alone. Your message is most powerful when others speak up for you.

The following tools will help you become a successful advocate:

**Annual Report**—A basic tool for telling your library's story, it should be brief, attractive, and reinforce the library's key message. Make sure it gets into the hands of tribal government officials, funders, and other key stakeholders.

**Business Card**—Be sure to include the library's URL and hours. Give it out as often as you can.

**Communication Plan**—The plan should include goals, objectives, positioning, key message, target audiences, strategies for delivering the message, and evaluation.

**Fact Sheet**—A fact sheet is good way to present key points and statistics quickly. Use bullets to highlight key facts/statistics. Use with tribal officials, community groups, reporters, or anyone who wants information.

**News Release**—Newspapers and other media welcome a well-written news release and will often run it as is. Start with the most important information and end with the least. Be sure to cover the 5Ws (Who, What, When, Where, Why) and H (How). Keep it short, one page if possible.

**Public Service Announcement**—Free space for ads may be available from local newspapers and radio stations. Ask about availability and guidelines.

**Website and Blog**—Both can be useful tools for providing timely information, especially to those who might not come into the library. The trick is to keep them simple and current. You might consider utilizing social networking sites, such as MySpace and Facebook, to keep people informed about the library.

For tips, strategies, and more tools, see the American Library Association's (ALA) Communications Handbook for Libraries at [www.ala.org/commhandbook](http://www.ala.org/commhandbook).

Tribal library workers should be prepared to advocate for their libraries at any time. ALA's Office for Literacy and Outreach Services has prepared an online and print advocacy toolkit to help rural libraries win support for their libraries. These guides provide quick tips and examples of advocacy tools to help libraries get the message out about their services and programs. The online tip sheet and toolkit can be found at [www.ala.org/rural/advocacytoolkit.htm](http://www.ala.org/rural/advocacytoolkit.htm).

## Advocacy Resources

**American Library Association's Public Information Office.** The PIO website is the place to go to find resources, ideas, tools, and support for your library promotion efforts. [www.ala.org/Template.cfm?Section=pio](http://www.ala.org/Template.cfm?Section=pio).

**ALA @ your library<sup>®</sup> Campaign.** Promotion ideas, sample press materials, downloadable artwork and PSAs, tips and suggestions; free and designed to be customized by your library. [www.ala.org/@yourlibrary](http://www.ala.org/@yourlibrary).

**Canadian Association of Public Libraries.** Online Toolkit: "Library Advocacy Now!" [www.cla.ca/divisions/capl/advocacy/resources.htm](http://www.cla.ca/divisions/capl/advocacy/resources.htm).

**The Small but Powerful Guide to Winning Big Support for Your Rural Library.** A tipsheet provided by ALA's Office for Literacy and Outreach Services. [www.ala.org/rural/advocacytoolkit.htm](http://www.ala.org/rural/advocacytoolkit.htm).

Siess, Judith, A. *The Visible Librarian: Asserting Your Value with Marketing and Advocacy*. Chicago: American Library Association, 2003.



## Chapter 11 FUNDING LIBRARY OPERATIONS

The tribal governing authority should provide funding for basic services, staffing, and facilities through an annual appropriation. Supplemental funding for special projects, collection expansion, and other activities may be sought from a variety of sources including federal, state, and local government, foundations, corporations, individuals, and earned income through fundraising activities.

To ensure continuity of services, tribal libraries should not operate from supplemental funding, also known as “soft money,” which may be available only for a limited period of time. However, due to limited tribal funding, a library may be able to supplement its funding through outside sources.

### Developing a Fundraising Plan

Prior to commencing fundraising, it is helpful to develop a fundraising plan that clearly articulates your case for support, identifies potential funders, assigns staff responsibility, and budgets for fundraising expenses. A fundraising plan has the potential to

- enhance credibility;
- clarify goals;
- establish tangible objectives;
- define roles of staff, volunteers, and other stakeholders;
- identify potential funders;
- increase buy-in on part of stakeholders;
- help establish a realistic budget; and
- provide a greater knowledge and understanding of the program areas you are addressing.

For help in creating a plan, visit “Basics in Developing Your Fund Raising Plan” at [www.managementhelp.org/np\\_progs/fnd\\_mod/fnd\\_raise.htm](http://www.managementhelp.org/np_progs/fnd_mod/fnd_raise.htm).

### Planning and Implementing Successful Projects

All the steps listed below may not apply to the project you are proposing; however, this outline provides a general overview of what goes into planning and implementing successful projects.

#### **Define and Substantiate the Problem**

1. Describe the history of the problem; examine the causes.
2. Identify stakeholders.
3. Complete a literature review and examine previous work.
4. Conduct a needs assessment, if feasible or useful.
5. Document need for change.
6. Identify barriers and supports.

#### **Setting Goals and Objectives**

1. Write goal statements.
2. Write outcome objectives for each goal.

### **Project Design**

1. Define the target population.
2. Define program components.
3. Determine methods, based on objectives.
4. Describe sequence of activities.
5. Write job descriptions.
6. Define staff skills and training needs.
7. Identify needs and opportunities for collaboration.

### **Develop Action Plan**

1. Prepare resource needs and cost projections.
2. Prepare resource acquisition and/or reallocation plan.
3. Specify dates by which implementation tasks will be accomplished.
4. Assign responsibility for implementation of tasks.
5. Develop fundraising plans, both short- and long-term.
6. Anticipate resistance and develop responses.

### **Develop Evaluation Plan**

1. Develop outcome measures based on objectives.
2. Identify potential confounding factors.
3. Assign responsibility for data collection, storage, and analysis.

### **Preliminary Preparation**

1. Prepare a concept paper.
2. Share your concept paper with others, amending it as necessary.
3. Discuss proposed project with your board and get approval.
4. Research funders to find ones whose interests match your program.
5. Prepare letters of inquiry to send to funders.
6. Contact funding agencies through letters and telephone calls to discuss project.
7. Request guidelines and study carefully.

**Prepare Full Proposal** (depending on the funder's guidelines, the full proposal may or may not include all of the following components)

1. Cover Letter
2. Title Page (also referred to as Cover Sheet)
3. Table of Contents
4. Executive Summary or Abstract
5. Narrative
  - i. Problem Statement or Need

- ii. Goals and Objectives
  - iii. Methodology (also referred to as Plan of Work or Specific Activities)
  - iv. Impact
  - v. Staff and Administration
  - vi. Organizational Information (also referred to as Description of Organization)
  - vii. Available Resources
  - viii. Sustainability
  - ix. Evaluation
  - x. Dissemination of Results
6. Budget (both organizational and project)
  7. Supplementary Materials and/or Appendices

### **Do the Project**

1. Upon receiving news of receiving a grant, immediately acknowledge the gift and thank the funder for its consideration and support.
2. Carry out the activities described in your action plan.
3. Monitor the project, ensuring that go through with your evaluation plan.
4. Report and maintain contact with funders and stakeholders.
5. Evaluate the project and determine if anything needs to be modified for future projects.

## **Identifying Potential Funding Sources**

When identifying potential funders, consider these four levels:

1. The inner circle, or your most likely prospects, consists of your board members, tribal government, and staff. Most funders and other funding agencies will want to see strong evidence of support from the people who know and benefit from your organization.
2. The second level of giving comes from existing donors, tribal members, local government, civic organizations, local funders, local businesses, and the local community.
3. The third circle of giving comes from large corporations, statewide funders, and state government. These institutions generally want to have a presence in your community or know that your project has a regional or statewide impact.
4. The fourth level of giving comes from national funders, corporations, and federal government sources.

National corporations, funders, and federal granting institutions generally require model programs that can be replicated in other areas or projects that have a national impact.

Unless your project clearly meets the stated requirements of the funder, it is highly recommended that you concentrate your fundraising efforts on local sources.

*Source: Adapted from Sarkeys Foundation, "Circle of Giving," [www.sarkeys.org](http://www.sarkeys.org).*

## Sources of Supplemental Funding and Resources

**County or Local Library Appropriation**—Some counties and public library systems offer budgetary appropriations for public library services throughout their service area. Tribes do not always have access to these funds; however, it is an option that should be examined.

**State Library Appropriation**—Inquiries should be made to the state library agency to determine tribal eligibility for state funds. See appendix N for a listing of state library agencies. If funding is not provided, state libraries may provide services at no charge to tribal libraries, including professional consultations, training, access to electronic databases, website development, collection development assistance, and other valuable resources. If you would like to seek a state appropriation for tribal libraries, endeavors by the Oregon State Library and the New Mexico State Library have been successful and may serve as good models.

**Other State Resources**—Every state has organizations that are devoted to the humanities, arts, and education. Most of these organizations provide valuable resources in the form of program funding, resources, training, and promotion. To find these organizations in your area, visit the following websites:

Humanities Councils. [www.neh.gov/whoweare/statecouncils.html](http://www.neh.gov/whoweare/statecouncils.html).

Arts Councils. [www.nasaa-arts.org/aoa/saaweb.shtml](http://www.nasaa-arts.org/aoa/saaweb.shtml).

Departments of Education.

[http://wdcrobcop01.ed.gov/Programs/EROD/org\\_list.cfm?category\\_ID=SEA](http://wdcrobcop01.ed.gov/Programs/EROD/org_list.cfm?category_ID=SEA).

**Foundations**—To find foundations that fund in your area, Community Foundation Libraries have resource materials, local directories, and more information about funding opportunities in your area. To locate regional Foundation Libraries, visit the Council on Foundations Community Foundation Locator ([www.cof.org/Locator/index.cfm?menuContainerID=34&crumb=2](http://www.cof.org/Locator/index.cfm?menuContainerID=34&crumb=2)).

**Corporations**—The best source of information on corporate giving is to visit the websites of corporations that operate in or near your library or provide services to your tribe. Look for information on community relations, giving programs, public relations, and so forth. The *National Directory of Corporate Giving, 13th Edition* (ISBN 978-1-59542-138-6) provides the most comprehensive information available in print on America's corporate donors, with descriptions of 3,000 company-sponsored foundations, 1,400 corporate giving programs, and 8,000 selected grants. It is available for purchase online and is in the reference collection of most public libraries.

**American Library Association**—The American Library Association and other professional associations provide grants, awards, and scholarships ([www.ala.org/Template.cfm?Section=grantfellowship](http://www.ala.org/Template.cfm?Section=grantfellowship)).

**State Library Associations**—The American Library Association provides links to state and regional affiliated organizations ([www.ala.org/ala/ourassociation/chapters/stateandregional/stateregional.htm](http://www.ala.org/ala/ourassociation/chapters/stateandregional/stateregional.htm)).

**Individuals**—Libraries have long depended on “Friends of Libraries” organizations to help with special fundraising events such as book sales, “adopt a book,” and other fundraising activities. Friends groups also are good advocates for the library and provide volunteer support.

**Federal Funding**—The following are two popular sources of federal funding for tribal libraries. For additional sources, see appendix N.

**Institute of Museum and Library Services**—Federally recognized tribes and Alaska Native Villages can apply for Basic Grants and Enhancement Grants to support existing library operations or new programs. Consult the IMLS website (<http://www.ims.gov>) for application details and eligibility guidelines.

**The Schools and Libraries Program of the Universal Service Fund (“E-Rate”)**—E-Rate provides discounts to assist libraries to obtain affordable telecommunications and Internet access. It is administered by the Universal Service Administrative Company ([www.universalservice.org/sl](http://www.universalservice.org/sl)) under the direction of the Federal Communications Commission.

The New Mexico Tribal Librarians formed a “Friends of the Tribal Libraries” foundation, an entity that can receive grants and gifts on behalf of all of them. The process has developed a strong network among the libraries and improved their long-term sustainability.

The Miami Tribal Library ([www.myaamia.org/friends.htm](http://www.myaamia.org/friends.htm)) provides a good example of how to organize a “Friends” group. For as little as \$5, people can become members and elect to volunteer and receive library updates.

More information on starting a friends group may be found at the national Friends of Libraries site, [www.folusa.org](http://www.folusa.org).

## Researching Funders

Funders estimate that they fund less than 5 percent of proposals received, primarily because more than 90 percent of proposals received are outside of the funder’s stated guidelines. Therefore it is essential that you have a clear understanding of a funder’s scope of interest before applying.

The number of funders to which you apply does not necessarily increase your chance of securing funds. Do your homework and make sure that your request demonstrates how your program matches the interests of the funder.

There are several methodologies for researching funders. While a great deal of research can be accomplished over the Internet (additional information can be found in the Sources of Supplemental Funding and Resources section of this chapter), a visit to one of the Foundation Center Cooperating Collections is recommended. These centers are located in every state and provide free access to information on funders as well as books and other reference materials on fundraising and proposal preparation. Each center has a knowledgeable staff person who can guide you through the process and familiarize you with the collection. To locate a center in your area, visit <http://foundationcenter.org/collections>.

When beginning your search, you can use three criteria: **Geographic** (funders generally limit their funding area); **Program Type** (some funders do not fund capital campaigns, endowments, operating support, etc.); and **Population Served** (some funders only fund projects related to children, senior citizens, and so on). It is a good idea to maintain a computerized database of funder information and update it regularly.

## Approaching Funders

As you will discover during your preliminary research, funders often list their areas of interest in such broad terms that it is difficult to tell if your project fits within the funder's scope. In this case, or if the funder states "no unsolicited proposals," it is acceptable to initiate dialogue through a brief letter if you feel strongly that the funder may be interested in your project. Be judicious in approaching funders who indicate they are not accepting proposals. Unless you can demonstrate a clear and compelling case, you are not making the best use of anyone's resources.

## Telephone Contact

Initial telephone inquiries provide an opportunity to talk about your project and ask questions. Most funding officers are knowledgeable about the most current information and are often willing to provide useful information that will help you develop your proposal. Here are some suggestions to help guide telephone contact:

**Inquiry call** —Before phoning, make a list of information you need and develop a list of talking points. Upon phoning, identify yourself and your organization and mention that you are interested in submitting a proposal. If the funder's policies, application forms, guidelines, and annual reports are not available online, ask to have the information sent. Make careful notes of your conversation, including the name of the person with whom you spoke.

**Preliminary call to pitch project/no letter**—After identifying yourself and your organization, say, "If this is a good time for you, I would like to give you a brief overview of a project I think you may find interesting. (Provide a brief summary of the project). I would appreciate an opportunity to explore your involvement in our efforts and hear your thoughts on the project." If the answer is yes, make an appointment.

If the answer is no, try to ascertain the reason.

**Follow-up call to proposal or preliminary letter**—Inquire if the funder received the letter of inquiry. If the funder representative does not remember the letter, ask for a few moments of his or her time to describe your project and then ask for an appointment to further explore the funder's involvement.

If, during any of your contacts, the funder indicates that he or she is not able to fund the project, inquire if there is interest in having the project submitted at a later date.

Conclude the conversation by thanking the person for his or her time. Make careful notes about with whom you spoke, the date, and the level of interest. If you arrange a meeting, immediately send a letter of confirmation.

## Letters of Inquiry

Often the best approach is with a letter of inquiry. In one or two paragraphs, summarize the project you are planning to propose and the connection between your project's goals and the funder's interests. Cover the significance or uniqueness of the project, who will benefit, the intended results, and the role the funder can play. It is not necessary to include a budget in the letter but do include an overall cost estimate.

The letter should be on official letterhead, signed by a person in a leadership role within the organization, and addressed to a specific person.

## Proposal Letter

As you will note from your research, some funders ask that the initial contact be "a brief letter" or a "preliminary proposal." These funders then use the proposal letter as a screening device and request an expanded proposal if they are interested in the project.

A proposal letter differs from a letter of inquiry in that it provides more information about your project and takes on the form of a short grant proposal. Because of its brevity, it is sometimes more difficult to write than a full-blown proposal. You can build a strong, compelling case by including the following information:

1. **Project Summary**—Summarize the entire proposal in one paragraph, preferably in one sentence. Elements to address include your organization's name, the uniqueness of your organization, what you want the funder to do, how much money you need, and the benefits of the project. This paragraph may begin by mentioning any previous phone contact or meetings with the funder.
2. **Why the funder is being approached**—Explain why the project meets the stated purposes or mission of the funder. Since this may be the only opportunity to approach the funder, demonstrate that you are acquainted with the purposes of the funder and the connection between its goals and objectives and those of the proposed project.
3. **Need Statement**—Summarize the current problem. Document the need with statistics, quotations, reasoning, or surveys. Do not be excessive in the use of statistics.
4. **Plan of Action**—Describe your approach to the problem. Rather than using extensive methodological detail in the letter, consider attaching a detailed timeline with tasks identified.
5. **Your credentials**—Establish that you have a credible organization proposing a credible project directed by credible people.
6. **Budget**—Summarize your needs and request a specific dollar amount. Again, this is where your funder research comes into play. Based on the range of grants previously funded by the, what is an appropriate amount?
7. **Conclusion**—Identify the desired action you wish the funder to take. Offer to submit a full proposal if the funder is interested in learning more about the program. Include your telephone numbers and e-mail address.

The letter should be on letterhead, signed by an official, and addressed to a specific person.

## Concept Paper

Before developing a master proposal, it is frequently helpful to prepare a concept paper. Also referred to as a prospectus, a concept paper serves several purposes: (1) it helps clarify and organize ideas in a written form; (2) it serves as a communication tool to inform others about your intentions; (3) it saves time and enables funders to learn program specifics and explore innovative ideas without imposing heavy burdens on prospective applicants or the funder.

While it can vary in form, the general format follows these guidelines:

1. Cover Sheet—including project title, contact information, a one-paragraph synopsis, name of the funder or grant program, and estimated length of the proposed project
2. Narrative—focusing on the essential idea of the project. It includes a statement of need (with limited statistical data if appropriate) and goals and objectives. It should be clear and concise. If the paper is to be provided to a funder, indicate why the project is relevant to the funder's priorities.
3. Methodology—summarize how the project will be conducted in relationship to the previously stated objectives.
4. Resources and personnel available—what significant facilities, equipment, and personnel are available for the project?
5. Evaluation—How will the effects and quality of the project be evaluated in relation to the goals and objectives of the project?
6. Budget—Indicate funding needs. Only major category totals need to be listed.
7. Attachments—Do not attach additional material unless it is essential to providing a clearer understanding of the project.

A concept paper can accompany a letter of inquiry that you send to a funder, or it can be used in-house to present to people within your institution. If you need to send a master proposal to the funder, the concept paper can be used as way to begin preparing to write a formal grant proposal.

## **Writing the Master Proposal**

Writing a formal grant proposal requires a great deal of careful planning and preparation. Even though your library may have excellent ideas for projects to enhance library services, a poorly written proposal will likely stifle any chances of securing additional funding. Some funders will provide you with samples of successful applications upon request.

Master proposals are typically submitted for larger requests, i.e., \$5,000 and up. If you are requesting a small amount of money (less than \$1,000), you can keep the proposal to a two- or three-page letter with required attachments.

A funder will generally specify what you are to include in a proposal, with many wanting the same basic information. Some funders prefer that, in addition to submitting a proposal, you fill out an application form. When explicit application guidelines are published, carefully follow the instructions and provide information in the indicated order.



At some point, you will need to create a project title that will be used throughout your materials. The title of your project should paint a quick picture for the reader and should clearly reflect the focus of your proposal. It should be a single sentence, with the most important words coming first. Delete any words that are not necessary for understanding.

The basic components used in most proposal preparation follows. Each section will be discussed further.

1. Cover Letter
2. Title Page (also referred to as Cover Sheet)
3. Table of Contents
4. Executive Summary or Abstract
5. Narrative
6. Budget (both organizational and project)
7. Supplementary Materials
8. Appendices

## **Cover Letter**

There are two schools of thought on what the cover letter should contain. Some fund seekers feel it should be very brief (two paragraphs) while others are of the opinion that it should go into greater detail, since this may be the only thing read during the screening process. A determining factor might be based on how much prior contact you have had with the funder.

Here are some points to consider in preparing your cover letter:

- Address your letter to a specific person.
- The letter should be typed on letterhead and signed by the chair of the board of directors or the director of the agency. If possible, your letterhead should list your board of directors and perhaps a brief mission statement.
- Briefly describe the scope of the proposal and indicate how the proposed project will help the funder fulfill its own goals and objectives. Be specific about your request.
- It is not necessary to provide a lot of detail about the history of the problem.
- If your proposal does not fit the funder's guidelines, acknowledge this immediately and explain why you are approaching the funder. As stated earlier, unless you have a clear and compelling case, you should respect the funder's stated funding preferences.
- Mention any prior discussions you have had with the funder regarding the proposal.
- Indicate what the reader will find enclosed with the letter.
- In concluding the letter, request a meeting with the funder, either at the funder's office or your agency. Provide your phone number. Do not consider the cover letter a substitute for the Executive Summary or Abstract, as it may be detached from the proposal.

## **Title Page or Cover Sheet**

A title page provides key information in a concise format:

1. Title of project (should be clear and unambiguous; see description above)
2. Name and address of your organization
3. Names and contact numbers of key staff

4. Name of funder receiving proposal
5. Inclusive dates of the project
6. Amount of the request
7. Total project budget
8. Date of submission
9. One-paragraph summary of project

## Table of Contents

This is generally reserved for long proposals of ten pages or more, although some funders request a Table of Contents regardless of proposal length.

## Executive Summary or Abstract

Usually not more than 250–500 words, the Executive Summary or Abstract offers a brief review of the major points in the statement of need, objectives, procedures, evaluation, dissemination components, and amount of request. It generally identifies the applicant and establishes its credibility. It may be all that is read when applications are screened by funders.

At the very least, it will be your first opportunity to interest the reader, so make sure it is compelling and concise. Although it comes at the beginning of the proposal, the Executive Summary is usually written last, at a time when your arguments and key points are well established.

## Narrative

In general, the Narrative will include these components: Problem Statement or Need; Goals and Objectives; Methodology; Impact; Staff and Administration; Organizational Information; Available Resources; Sustainability; Evaluation; and Dissemination.

**Problem Statement or Need**—This is where you enable the funder to understand the problem that you are proposing to address. The problem statement presents the facts and evidence that support the need for the project and establishes that you understand the problem and can address it. Providing well-documented data indicates that you have researched what others are doing and establishes that you are not operating in a vacuum. Document your assessment of the problem with recent studies, articles, current statistics, and statements by public officials, other agencies, or professionals.

The problem statement should clearly identify the population group to be served by the project and describe the issue on local terms. It should address what other sources or programs exist in the community that support these needs and your relationship to them.

**Goals and Objectives**—Goals are sometimes confused with objectives, and objectives are sometimes confused with methods. Distinguishing between them is of critical importance in the preparation of your proposal.

Goals are conceptual and state the ultimate accomplishment a program intends to achieve. Goals must be supported by well-defined objectives. An example of a goal is, *“Through its Summer Reading Program, the tribal library will increase reading scores among elementary-grade students in the tribal school.”*

Objectives are the measurable outcomes of the project. They define your methods and must be tangible, specific, concrete, measurable, and achievable. Objectives should tell who will be served, what is going to be accomplished, when it will be accomplished, and how it will be measured. Objectives usually include terms like *to develop, to reduce, to determine, to involve, to identify, to begin*. An example of an objective is, “*At the conclusion of the public awareness campaign, at least five hundred new students will have enrolled in the Summer Reading Program, an increase of 10 percent over the current enrollment of five thousand.*”

As you are formulating your objectives, keep in mind that an evaluation mechanism needs to be developed for each of your stated objectives.

In formulating measurable goals and objectives, answer the basic questions of who, what, where, when, and how. Who is the target population? What will happen as a result of your project? Where will the project take place? When will the results come about? How will you obtain the results? How will you measure success? This relates to evaluation and the use of baseline data.

**Methodology, Plan of Work, or Specific Activities**—This part of the proposal describes the steps you will take to achieve your objectives. Clearly link the methods you describe to the objectives you have previously defined.

An example of a method that supports the above mentioned objective is “*The tribal library will work with the tribal school to disseminate information to students and parents.*”

State how the methods you have chosen will fulfill your project’s objectives and help address the needs on which your proposal is focused. Be specific and provide enough background to show that you are knowledgeable about what is currently happening in the field. Demonstrate how your approach is different from others and that it is not duplicating previous efforts or reinventing the wheel.

- Describe the problem.
- Describe what project planning has taken place; for example, if you have conducted a needs assessment, if the project is part of your strategic plan, and so on.
- Define your overall approach and scope of activities, in sequential order.
- Describe who is going to do the work.
- Describe the direct and indirect beneficiaries and how they will be involved in the activity.
- In what ways have you had contact? Can you demonstrate that you have the support of the beneficiaries?
- Specify the project start date and end date.
- Describe where the project will take place.
- Explain what other activities similar to yours are taking place and how yours is different.
- Explain why you have chosen your particular approach.
- Append a detailed timeline for the various stages of the project.

**Impact**—Explain the impact of your project and what change will result from your activities.

**Staff and Administration**—Use this section to let the funder know you have excellent people who are committed to the project. Staffing may refer to volunteers, consultants, and paid staff. Describe the roles of staff associated with your project and what percentage of their time will be devoted to the project. If staff is already employed by your organization, indicate how their time will be reallocated for the new project. Clarify how each person is essential to the success to the project and how his or her activities clearly relate to the methods you have described. Include name, title, experience, and qualifications. Attach vitae of key project personnel.

If new staff members are to be hired, detail how many, what type of work they will perform, and how they will be selected.

Identify consultants, describe their experience, and justify their use.

If you are using a steering committee, describe how it will be organized and who will be included. Steering committees can be politically helpful and enable you to enlist the help of other organizations. A viable steering committee suggests that the project has strong links to the local community and increases the likelihood that the project will continue after the funding period is concluded.

Volunteer time spent on the project can be treated as an in-kind contribution.

**Organizational Information**—There are two schools of thought on where Organizational Information should fall within the proposal. Some grant writers believe it should be at the beginning, in order to establish your credibility. Others, including most federal organizations, are of the opinion that it should be included in the Staff and Administration area. When available, follow the guidelines provided by the funder. When not available, use your best judgment.

Briefly summarize your organization's history and governing structure, its primary activities, audience, and services. Describe your mission and your record of achievement. List and describe your programs. If you have many programs, consider adding an attachment that briefly outlines them. Describe where you are located, your administrative structure and other details that build the credibility of your organization. The purpose of this section is to assure the funder that your organization will use its funds effectively.

**Available Resources**—Most funders like to know that local resources are available and are supporting the project. Local resources can include time that volunteers donate to your project, materials that local merchants may provide, facilities, local experts who serve on an as-needed basis, and other in-kind resources.

**Sustainability**—Funders want to know how you plan to continue the program at the conclusion of the grant. Even with requests for one-time support, such as the purchase of equipment, you should describe how you will handle related expenses in the future.

**Evaluation**—There is a growing demand for evidence that programs funded by funders and other funding agencies are making a difference. Funders want to know how you will determine if your project has been successful.

In addition to helping you communicate to the funder that the investment it made in your project was a good one, the process of developing an evaluation plan generally strengthens a project because it helps clarify objectives and methods. A plan does not have to be elaborate, but it must be able to indicate to the funder that you will be able to substantiate the success of your project.

Most evaluation plans have two components: program evaluation and process evaluation. The **program evaluation** component evaluates the results of the program and addresses the extent to which the program achieved its stated objectives. The **process evaluation** examines how the program was conducted and helps determine if the program was conducted in a manner consistent with the proposed plan.

Evaluation is important because it

- helps clarify goals and objectives;
- builds credibility with funders;
- demonstrates your diligence and commitment to producing results;
- allows for greater economies as the cost–benefit ratio is examined;
- allows for redirection of efforts if certain elements of the project are not having the desired results;
- can help determine the direction of project; and
- can provide benchmark data for future programs.

Basically, when constructing your evaluation plan, follow these steps:

1. Develop evaluation criteria for each stated objective.
2. Determine what type of information will be collected and by what means.
3. Determine how the information will be analyzed and the results reported.
4. Indicate how the evaluation will be used for program improvements.

If you use a survey or questionnaire, include it in the appendix section of your proposal.

## Dissemination of Results

How will the final product be shared with others? What reports will be given to the funder?

## Budget

Funders are generally experienced in evaluating costs, so make sure your budget is realistic. It must demonstrate that you have considered the full range of needs and problems that may arise.

You should supply two types of budgets: a project budget and an organizational budget.

To begin the process of developing your project budget, review the proposal narrative and make a list of personnel and non-personnel items. Items can include staff, benefits, consultants, travel, phone, postage, supplies, printing, photocopies, rent, utilities, professional services, equipment, and other costs.

Determine indirect costs, which generally covers a percentage of operating costs that are directly attributable to the project, but cannot be allocated to it. This is usually a percentage of the project budget. Indirect costs can include utilities, insurance, etc.

Divide the budget into categories such as personnel, supplies and materials, travel, facilities and equipment, and indirect costs. From these basic categories you can add additional detail such as individual staff positions, various pieces of equipment, and other items.

Income to support the project should be listed, including earned income, federal grants, state and local government funding, corporate funding, foundation grants, and individuals.

Some people include in-kind funding if it offsets an expense, for example, pro-bono professional services, free rent, etc.

Funding sources are usually more willing to provide funds to support personnel than they are to purchase equipment. However, if you do need funding for equipment, research the actual cost and specifications. Describe any unique equipment or facilities already available as well as those that will be acquired. Provide detail on where the project will take place (for example, hours of operation, location, and physical description of facilities).

**Budget Narrative**—A budget narrative is used to explain any unusual line items in the budget. It can have footnote-style numbers on the line items in the budget, keyed to numbered explanations.

## Supplementary Materials

Funders may ask for a variety of materials:

- A copy of your IRS letter (if you are not tax exempt you may need to apply through a fiscal agent or sponsor. In that case, send a copy of your sponsor's letter.)
- A list of your board of directors and their affiliations
- Financial statements for your last fiscal year
- An organizational budget for your current fiscal year
- Your most recent IRS Form 990

- Newsletters, brochures, annual reports, or other materials describing your organization

If you are including a lot of supplementary materials, consider adding a sheet that lists them in the order they are attached.

## Appendices

Appendices cover information that is of secondary interest to the reader. Here are some possible sections:

- Dissemination Plan—Include here if it is too extensive to include in narrative.
- Fundraising Plan—This generally applies to proposals that are requesting significant amounts of funds or if you have to exhibit how you will raise matching funds.
- Time Line—This helps demonstrate the feasibility of the project.
- Letters of Support—Funders like to know that you have support from the community. Have the letters addressed directly to the funder.
- Cooperating Agency Descriptions—If you referenced other collaborating organizations, provide a detailed description of each agency. Include the name of the agency, address, key personnel, and brief descriptions of the major services provided.
- Evaluation Instrument—Include a draft of the actual evaluation instrument you plan to use (survey, questionnaire, interview guide, etc.).
- Vitae for key project personnel.

## Proposal Presentation

Your proposal should look professional and neat. Do not waste money using fancy report covers, expensive binding, or other methods that may send the wrong message. The best way of presenting your proposal is with a clip binder so that it may be easily taken apart at the funder if additional copies are needed. If you have several attachments, it is acceptable to enclose the package in a pocket folder.

## What to Expect After Submitting Your Proposal

Once the funder receives your completed proposal, it is generally first reviewed by a staff member. In smaller, un-staffed organizations, a trustee or board member may have the responsibility. In general, these individuals determine if the project falls within the funder's fields of interest, meets any special priorities, or has obvious merit. If it does not, or if the funder has committed its funds for the immediate future, you can expect a brief letter to that effect.

If it passes preliminary review, additional material may be requested or the funder may wish to conduct a site visit. If all goes well, your proposal will be submitted to the board for consideration. It should be noted that not all requests that make it to the board level are approved.

Funders without paid staff sometimes do not have the resources to do a thorough review of each application and elect to fund projects that are familiar to their boards. That is one reason you will find "funder does not accept unsolicited proposals" when you are conducting your research.

## **The Site Visit**

If a funder is interested in funding your proposal, site visits are frequently initiated. If your organization is selected for a site visit, consider the following points:

- Funders are interested in organizations that are active. They want to see people, to hear the phones ring, to see if people talk and smile at one another.
- Be hospitable. Offer coffee, tea, and other refreshments.
- Help the funder understand your mission by giving your best show-and-tell performance.

## **Factors positively influencing funding decisions**

- Evidence that the proposed project matches the funder's interests
- Evidence of local support and history of funding by other sources
- Evidence that the organization is qualified to implement the project
- Evidence that the plan is well thought out and feasible
- Evidence that the project addresses an existing need
- Evidence that the project can be sustained without future funding from the funder
- Realistic budget
- Evidence of nonprofit, tribal, or government status

## **Reasons a funder may reject a proposal**

- Not an original idea
- Weak rationale
- Vaguely written proposal
- Funding request exceeds the amount of funding offered by the funder
- Proposal submitted after the funder's deadline.
- Uncertain outcomes
- Project is not relevant to the mission of the organization or the funder
- Budget is not sound
- Project is too large or beyond the scope of the organization's capacity
- Problem is not of great significance
- Funds already committed

## **What if your project is not funded?**

If your proposal is turned down, try to determine why before seeking future grants. When phoning the funder, ask if there is anything they can tell you that will help you at another time.

## **What if your project is funded?**

If your proposal is funded, you may receive a check with a cover letter or you may receive a contract stipulating the terms of the grant. The contract generally states when reports are due. Immediately acknowledge the gift and thank the funder for its consideration and support.



## **What if you do not receive the full amount of your request?**

You will have to decide if you can do the project in a meaningful way with the money you have been awarded. If you can't, you can either ask the funder to consider another project or return the funds.

## **Reporting and Maintaining Contact**

The funder will inform you of any periodic reports it expects to receive. Be sure to follow the guidelines and submit reports on schedule. If a funder does not ask for a report, consider sending one anyway. This is part of the relationship-building process. If your project is covered in the press, send a copy of the article. If you get letters of thanks from participants, send a copy to the funder.

For more information on preparing a full proposal, be sure to see the additional resources in appendix M. Keep in mind that different funders will have different guidelines for proposals; smaller, local funders may only require a one or two page proposal while larger programs may require a full proposal as outlined above.

When appropriate, you should apply to multiple funders, asking each for partial support. The rule of thumb is to submit funding requests that total about 200 percent of the funds needed. This allows for the distinct possibility that some funders will turn you down or award less than you requested.

## Appendix A Sample Resolution: Establishing a Tribal Library

### **Resolution of the Muckleshoot Indian Tribal Council**

WHEREAS, The Muckleshoot Indian Tribal Council is the governing body of the Muckleshoot Tribe in accordance with Article III, Section I of its Constitution and Bylaws, approved by the Secretary of the Interior, May 13, 1936; and

WHEREAS, the Muckleshoot Tribe has been without a community facility building since the destruction of the Muckleshoot Tribal Hall by fire in March of 1970; and

WHEREAS, the Muckleshoot Tribe is planning to construct a community facility to be used for the benefit of the Tribe and surrounding community; and

WHEREAS, the Muckleshoot Tribal Council desires to provide within the community facility educational services for the Muckleshoot people and residents of the surrounding community; and

WHEREAS, the Muckleshoot Tribal council believes that including a limited rural library branch of the King County Library System in the Muckleshoot Community Facility would be of great assistance in providing the educational services desired by the Tribe;

NOW, THEREFORE, BE IT RESOLVED,

That the Muckleshoot Tribal Council requests that the Board of Directors of the King County Library System assist the Tribe in constructing the Muckleshoot Community Center, by allocating the sum of \$35,000 for the construction of a limited rural library facility within the Muckleshoot Community Center.

Muckleshoot Tribal Chairman

#### CERTIFICATION

I, \_\_\_\_\_, Secretary of the Muckleshoot Indian Tribal Council do hereby certify that the attached Resolution No. is a true and correct copy of the original Resolution adopted on the \_\_\_\_\_ day of \_\_\_\_\_, (year), as said Resolution appears in the Minute Book of the Muckleshoot Tribe, Inc.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, (year).

SECRETARY

## Appendix B Tribal Information Needs Survey

In order to serve you and your family better, we would like to have your input. Please return this survey by \_\_\_\_\_.

For categories A–H, please mark the kinds of information and materials you and your family would like at the library. Please check all that apply and add any other information needs not listed that are of importance to you.

### A. American Indian Culture

- |  |   |
|--|---|
| <input type="checkbox"/> history of tribes                                   | <input type="checkbox"/> philosophies of religions among American Indian tribes |
| <input type="checkbox"/> noted leaders of American Indians, past and present | <input type="checkbox"/> American Indian music and dances                       |
| <input type="checkbox"/> arts and crafts of American Indian tribes           | <input type="checkbox"/> types of American Indian dress                         |
| <input type="checkbox"/> native medicine used by American Indian tribes      | <input type="checkbox"/> important tribal events and customs                    |
| <input type="checkbox"/> legends and stories of American Indian tribes       | <input type="checkbox"/> languages of American Indian tribes                    |
|  | <input type="checkbox"/> <i>other, please explain below</i>                     |

### B. Family Life

- |  |   |
|--|---|
| <input type="checkbox"/> family planning             | <input type="checkbox"/> puberty                            |
| <input type="checkbox"/> pregnancy                   | <input type="checkbox"/> parenting                          |
| <input type="checkbox"/> caring for infants          | <input type="checkbox"/> aging                              |
| <input type="checkbox"/> early childhood information | <input type="checkbox"/> <i>other, please explain below</i> |

### C. Service Agencies

- |  |   |
|--|---|
| <input type="checkbox"/> information about employment in urban areas                                 | <input type="checkbox"/> Small Business Administration and its efforts to aid Indian-owned businesses     |
| <input type="checkbox"/> information about housing availability and conditions in urban areas        | <input type="checkbox"/> information about federal government agencies that directly affect Indian people |
| <input type="checkbox"/> social agencies designed to assist Indian people in urban areas             | <input type="checkbox"/> state and local agencies that provide services to members of your village        |
| <input type="checkbox"/> locations of and services available from Indian centers and interest groups | <input type="checkbox"/> <i>other, please explain below</i>   |
| <input type="checkbox"/> Public Health Service and their agencies that provide services to Indians   |   |

### D. Legal and Civil Rights Information

- |  |  |
|--|--|
| <input type="checkbox"/> information about the U.S. Constitution   | <input type="checkbox"/> information about access to legal counsel and legal proceedings         |
| <input type="checkbox"/> information about the Alaskan Constitution  | <input type="checkbox"/> information about organization of courts and their functions            |
| <input type="checkbox"/> information about the Village Constitution  | <input type="checkbox"/> the legality of land claims as they relate to your tribe                |
| <input type="checkbox"/> laws dealing with jurisdiction  | <input type="checkbox"/> information that explains equal employment opportunities of individuals |
| <input type="checkbox"/> treaties made by your tribe with the United States government.                              | <input type="checkbox"/> <i>other, please explain below</i>                                      |
| <input type="checkbox"/> information about bills passed by congress that affect American Indians and Alaskan Natives |  |
| <input type="checkbox"/> information about the Code of Federal Regulations, Title 25                                 |  |

**E. Consumer Information**

\_\_\_information about loans; how interest rates are figured

\_\_\_information about kinds of insurance that can be purchased

information about how mortgages are made and what is involved  
 preparing family budgets

information on different kinds of taxes  
 *other, please explain below*

#### **F. Education Information Needs**

information about scholarship and fellowships available

information about college entrance exams  
 educational videos

information about colleges and universities  
 information about adult education, including Adult Basic Education Courses

*other, please explain below*

**NLM's K-12 Science and Health Education resources:** The National Library of Medicine provides resources to help introduce, reinforce, and supplement education programs covering biology, careers, HIV/AIDS, genetics, toxicology, environmental health and more with lesson plans and interactive activities. Great for students to use for health and science projects and papers.

**NLM Traveling Exhibits:** Informative exhibits with interdisciplinary educational resources that enhance awareness of an array of health topics affecting society now and in the past. Great for health and science projects and papers. Some exhibit information includes career information as well as career exploration opportunities for K-12 and higher education students.

**Healthy Native Youth:** is a new one-stop-shop for educators and health advocates who want to expand learning opportunities for American Indian and Alaska Native youth. The site was designed for tribal health educators, teachers and parents – providing the training and tools needed to access and deliver effective, age-appropriate programs.

#### **G. Health and Safety Information**

information about diet and nutrition  
 effects of alcohol, drugs, narcotics, and treatment programs  
 information on communicable diseases, symptoms, and possible effects  
 information on mental health  
 first aid information

information on different agencies that are concerned with health and safety information  
 information on individual grooming and appearance  
 personal growth material  
 *other, please explain below*

#### **G. Health and Safety Information**

Providing health information at your library, in many ways, is no different from other reference services you may already be providing. Privacy, confidentiality, and other ethical issues are a part of many reference services and especially so when it comes to health. Your patrons may be in need of health and wellness information concerning private and intimate issues which need to be taken into consideration. To assist you with this you may wish to consult some of the following resources.

- Information about providing a health reference service at your library can be freely accessed using ***Finding Health and Wellness @ the Library: A Consumer Health Toolkit for Library Staff*** at <http://www.library.ca.gov/lids/docs/healthtoolkit.pdf> This resource was made possible as a project between the California State Library and the National Network of Libraries of Medicine Pacific Southwest Region (NN/LM PSR). Here is everything needed to begin a health reference service

with information links to specific health conditions, specific age groups, health literacy, technology and much more. The second edition of this toolkit was published in 2013.

- The National Network of Libraries of Medicine ([NN/LM](http://www.nlm.nih.gov/nnlm/)) has a lot of good information that is freely available for you to refer to when providing a health reference service.
  - The Consumer Health Reference Interview and Ethical Issues <https://nnlm.gov/professional-development/topics/ethics> provides tips to keep in mind
  - An introduction to understanding Health Literacy culturally, socioeconomically as well as other factors is explained at <https://nnlm.gov/professional-development/topics/health-literacy>
  - Evaluating Health Websites provides criteria to assist in know which websites are reliable sources for health information to include on your website as well as to guide your patrons <https://nnlm.gov/professional-development/topics/health-websites>
  - Professional Development tab lists opportunities to find webinars, classes to develop skills and knowledge to help you feel more confident in providing health information at your library <https://nnlm.gov/professional-development>
- The Medical Library Association ([MLA](http://www.mlanet.org/)) offers a specialization in consumer health. By taking approved MLA classes you can receive a level 1 or 2 in Consumer Health Information Specialization. This specialization is good for 3 years and does not require a MLA membership. A fee is involved and many of the NN/LM consumer health classes qualify towards this specialization. Learn more at <http://www.mlanet.org/p/cm/ld/fid=329>
- Also, the Consumer and Patient Health Information section of MLA, provides a community of other librarians involved in consumer health. Support, networking, news about consumer health, as well as an opportunity for professional growth can be available when joining this section. Learn more at <http://www.mlanet.org/p/cm/ld/fid=523>
- ALA's Reference and User Services Association (RUSA) provides health reference information at their Health and Medical Reference Guidelines web page at <http://www.ala.org/rusa/resources/guidelines/guidelinesmedical> including a health and medical reference listserv <http://www.ala.org/rusa/resources/guidelines/guidelinesmedical>
- Books regarding consumer health reference service:
  - [Consumer Health Information Services and Programs: Best Practices](#), edited by M. Sandra Wood: New York: Rowman & Littlefield, 2016. 161p. (Nine chapters by different authors, each one describing a successful program or service)
  - [The Medical Library Association Guide to Providing Consumer and Patient Health Information](#) edited by Michele Spatz: Lanham, MD: Rowman & Littlefield, 2014. 240p. (This is an overall "how-to" book; excellent resource.)
  - [Answering Consumer Health Questions: The Medical Library Association Guide for Reference Librarians](#) (Medical Library Association Guides) by Michele Spatz: Neal-Schuman Publishers, 2008. 142p.

### Consumer Health Resources

The National Library of Medicine offers a variety of freely available consumer and professional biomedical and health resources. A few of the consumer resources will be highlighted here. The National Network of Libraries of Medicine (NN/LM) has 8 regional locations around the country as well as national offices. The NN/LM is a program of NLM whose mission is to enhance access to biomedical and health information for

researchers, health professionals and the public. Learn more about NN/LM and locate your regional library location at <https://nnlm.gov/>

**MedlinePlus**: This consumer health resource from the National Library of Medicine provides an array of information about health and wellness and it is encouraged that it be used as a starting point when the library has health related questions from patrons.

MedlinePlus includes information:

- regarding over 900 health conditions
- drug, herbs, and supplements
- in Spanish and other languages
- medical encyclopedia
- medical dictionary (with audio)
- health and surgery videos
- quizzes, videos, tutorials, games related to health and wellness
- clinical trials information
- daily health news
- MedlinePlus Magazine
- list of organizations providing health information
- directories to find local libraries, health professionals, services and facilities

**NIH Senior Health**: This senior focused resource includes health and wellness topics important to older adults including information caregivers may find valuable in an easy-to-read format as well as videos.

**American Indian Health**: The web site is designed to bring together health and medical resources focused on the American Indian population, including policies, consumer health information, and research. Health on this web site is used in its broadest sense, and includes physical, mental, social / cultural, and environmental aspects.

**Genetics Home Reference**: Consumer health information about genetic conditions and the genes responsible for those conditions. The resource includes descriptions of the symptoms, diagnostic process, and treatment options.

**Household Products Database**: Information from the Material Safety Data Sheets (MSDS), regarding about 11,000+ consumer products and their health effects of common household products under the sink, in the garage, in the bathroom and on the laundry room shelf.

**Pillbox**: This resource is primarily to be used as a pill identifier that combines high-resolution images of tablets and capsules with appearance information to enable users to visually search for and identify an unknown solid dosage pharmaceutical.

**Drug Information Portal**: A portal that provides quick access to high quality drug information from a variety of U.S. government agencies. Searches can be done using a drug's trade name or generic name.

**National Center for Complementary and Integrative Medicine**: This NIH center provides information for both consumers and professionals. On the homepage information regarding health topics, herbs, and other useful information for consumers regarding complementary and alternative treatments from a quality website.

Nearly all of the [National Institutes of Health](#) provide a dedicated web page to consumer health information.

#### **Additional Resources from NLM:**

- **[MedlinePlus Magazine](#)**: Quarterly issues cover a range of health related topics including research, resources, celebrity features. Available online and print, in Spanish and English, can order in bulk
- **[Native Voices](#)**: The Native Voices [traveling exhibition](#) examines the concepts of health and wellness among contemporary American Indians, Alaskan Natives and Native Hawaiians. Honoring the native tradition of oral history, the exhibition features personal stories from native people across the country. The [online version](#) of the Native Voices exhibition includes interviews, lesson plans, a timeline of Native Peoples' health that chronicles the survival and resurgence of traditional ways to promote well-being, and career-planning and educational resources.
- **[Arctic Health](#)**: The Arctic Health website is not specifically a consumer health resource but rather a central source for information on diverse aspects of the Arctic environment and the health of northern peoples. The site gives access to evaluated health information from hundreds of local, state, national, and international agencies, as well as from professional societies and universities.
- **[Disaster Information Management Research Center \(DIMRC\)](#)**: Information for preparing, responding and recovering from human and natural disasters specifically for libraries
- For a complete list of consumer health resources from NLM go to <https://www.nlm.nih.gov/hinfo.html#SP>

#### **Resources and services from NN/LM:**

Take some time to explore your NN/LM regional office to find resources and information that will enhance your health reference services and programming to bring awareness and improve the health of your communities.

- **[Blogs and Social Media](#)**: The various NN/LM regional offices provide information about health in the news, monthly health observances, information about new resources through their own blogs and newsletters as well as through social media such as Twitter and Facebook. Staff also contribute to the national blog, [Bringing Health Information to the Community](#) (BHIC).
- **[Continuing Education Classes](#)**: An array of consumer health topics as well as topics of interest to clinical professionals are offered through [webinars and classes](#) through the various NN/LM offices. These classes are all free and are online with Medical Library Association (MLA) continuing education credit. Many of the consumer health classes can be applied toward the MLA Consumer Health Information Specialization (CHIS) to bring expertise to your health information reference service.
- **[Funding](#)**: Each year, the NN/LM funds subcontracts and awards to support network members and encourage outreach activities aligned with the NN/LM mission. Contact the Regional Medical Library in your area for regional funding information, review of proposals before they go to NLM, letters of support for NLM grant applications, and training support for awarded projects.

Your library or organization is invited to join with others in our mutual goal: to ensure access to quality biomedical and health information by health professionals and the public. Membership is free but offers



opportunities to network, partner, and for funding.

### **Specific Native American Health information Websites**

**American Indian Health:** The web site is designed to bring together health and medical resources focused on the American Indian population, including policies, consumer health information, and research. Health on this web site is used in its broadest sense, and includes physical, mental, social / cultural, and environmental aspects.

**MedlinePlus Native American Health:** This topic page from MedlinePlus includes health information specifically for Native Americans and Alaska Natives.

**Indian Health Service:** The Indian Health Service is a federal health care provider and health advocate for Native Americans and Native Alaskans. A wide variety of information for patients, providers and more can be found here.

**Older Americans Act Title VI:** This website provides information, through webinars and various resources, regarding nutrition, support services, and caregiver support services for American Indians, Alaska Natives, and Native Hawaiians.

**Native Voices:** The Native Voices [traveling exhibition](#) examines the concepts of health and wellness among contemporary American Indians, Alaskan Natives and Native Hawaiians. Honoring the native tradition of oral history, the exhibition features personal stories from native people across the country. The [online version](#) of the Native Voices exhibition includes interviews, lesson plans, a timeline of Native Peoples' health that chronicles the survival and resurgence of traditional ways to promote well-being, and career-planning and educational resources.

**Arctic Health:** The Arctic Health website is not specifically a consumer health resource but rather a central source for information on diverse aspects of the Arctic environment and the health of northern peoples. The site gives access to evaluated health information from hundreds of local, state, national, and international agencies, as well as from professional societies and universities.

**Healthy Native Youth:** is a new one-stop-shop for educators and health advocates who want to expand learning opportunities for American Indian and Alaska Native youth. The site was designed for tribal health educators, teachers and parents – providing the training and tools needed to access and deliver effective, age-appropriate programs.

### **Other Recommended Health Websites**

**WomensHealth.gov:** This informative website for women, from the Office of Women's Health, is a wealth of information for women of all ages with information on a variety of health topics and issues important to women. The website also has a section on American Indians/Alaska Natives at <https://www.womenshealth.gov/minority-health/american-indians/>

**GirlsHealth.gov:** Specifically focused on girls ages 10-16 years of age, GirlsHealth.gov was created by the Office of Women's Health to offer reliable health and wellness information of interest to girls.

**KidsHealth.org:** This informative website is part of the Nemours Foundation's Center for Children's Health Media. Information is available for parents, kids, teens, and educators with reliable health and wellness information and other topics related to kids and teens. MedlinePlus often links to information from this great website.

## Quick Links

### Diet/Nutrition

- ❖ American Indian Health <https://americanindianhealth.nlm.nih.gov/eating.html>
- ❖ CDC (not so much consumer) <http://www.cdc.gov/diabetes/ndwp/traditional-foods/index.html>
- ❖ AHA (not so much consumer) [http://www.heart.org/idc/groups/heart-public/@wcm/@adv/documents/downloadable/ucm\\_475566.pdf](http://www.heart.org/idc/groups/heart-public/@wcm/@adv/documents/downloadable/ucm_475566.pdf)
- ❖ Indian Health Service <https://www.ihs.gov/forpatients/healthtopics/EatingHealthy/>
- ❖ Indian Health Service booklet <https://www.ihs.gov/healthyweight/>
- ❖ Native Food System Resource Center information for consumers <http://www.nativefoodsystems.org/consumers>

#### Non-Native American specific

- MedlinePlus list of food and nutrition topics <https://medlineplus.gov/foodandnutrition.html>
- MedlinePlus nutrition page <https://medlineplus.gov/nutrition.html>
- Nutrition.gov website <https://www.nutrition.gov/>
- ChooseMyPlate.gov website <https://www.choosemyplate.gov/>
- Eat Right from Academy of Nutrition and Dietetics <http://www.eatright.org/>
- CDC healthy eating for a healthy weight [https://www.cdc.gov/healthyweight/healthy\\_eating/](https://www.cdc.gov/healthyweight/healthy_eating/)

### Diabetes

- ❖ NIDDK <https://www.niddk.nih.gov/health-information/diabetes/delaying-preventing-type-2-diabetes/we-have-power-prevent-diabetes>
- ❖ Indian Health Service <https://www.ihs.gov/forpatients/healthtopics/Diabetes/>
- ❖ American Indian Health <https://americanindianhealth.nlm.nih.gov/diabetes.html>
- ❖ NIH Senior Health video [https://nihseniorhealth.gov/diabetes/causes/video/db1\\_na.html?intro=yes](https://nihseniorhealth.gov/diabetes/causes/video/db1_na.html?intro=yes)

#### Non-Native American specific

- MedlinePlus diabetes topic list <https://medlineplus.gov/diabetesmellitus.html>
- National Institute of Diabetes and Digestive and Kidney Diseases (NIDDKD) Diabetes A-Z <https://www.niddk.nih.gov/health-information/diabetes/diabetes-a-z>
- National Institute of Diabetes and Digestive and Kidney Diseases (NIDDKD) Living with Diabetes <https://www.niddk.nih.gov/health-information/health-communication-programs/ndep/living-with-diabetes/Pages/index.aspx>
- American Diabetes Association, Living with Diabetes <http://www.diabetes.org/living-with-diabetes/>

### Substance Abuse

- ❖ Indian Health Service <https://www.ihs.gov/forpatients/healthtopics/substanceabuse/>
- ❖ American Indian Health <https://americanindianhealth.nlm.nih.gov/substance-abuse.html>

### **Non-Native American specific**

- MedlinePlus substance abuse problems <https://medlineplus.gov/substanceabuseproblems.html>
- National Institute on Drug Abuse (NIDA) for patients and families <https://www.drugabuse.gov/patients-families>
- National Institute on Drug Abuse (NIDA) for children and teens <https://www.drugabuse.gov/children-and-teens>
- National Institute on Drug Abuse (NIDA) for Teens <https://teens.drugabuse.gov/>
- Substance Abuse and Mental Health Services Administration (SAMHSA) offers a variety of information for professionals and the public <http://www.samhsa.gov/>

### **Alcohol Abuse**

- ❖ American Indian Health <https://americanindianhealth.nlm.nih.gov/alcoholism.html>

### **Non-Native American specific**

- MedlinePlus alcohol abuse <https://medlineplus.gov/alcoholismandalcoholabuse.html>
- National Institute on Alcohol Abuse and Alcoholism (NIAAA), Alcohol & Your Health <https://www.niaaa.nih.gov/alcohol-health>
- Substance Abuse and Mental Health Services Administration (SAMHSA) booklet for families <http://store.samhsa.gov/shin/content//SMA08-4126/SMA08-4126.pdf>

### **Mental Health**

- ❖ American Indian Health <https://americanindianhealth.nlm.nih.gov/mental-health.html>

### **Non-Native American specific**

- MedlinePlus mental health and behavior including child and teen mental health <https://medlineplus.gov/mentalhealthandbehavior.html>
- National Institute of Mental Health (NIMH) mental health information <https://www.nimh.nih.gov/health/topics/index.shtml>
- MentalHealth.gov focuses on all kinds of health information <https://www.mentalhealth.gov/index.html>

### **Suicide**

- ❖ Indian Health Service <https://www.ihs.gov/forpatients/healthtopics/suicideprevention/>
- ❖ American Indian Health <https://americanindianhealth.nlm.nih.gov/suicide.html>

### **Non-Native American specific**

- MedlinePlus suicide topic page <https://medlineplus.gov/suicide.html>
- National Institute of Mental Health (NIMH), suicide prevention <https://www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml>
- National Institute of Mental Health (NIMH), FAQ <https://www.nimh.nih.gov/health/publications/nimh-answers-questions-about-suicide/index.shtml>
- Substance Abuse and Mental Health Services Administration (SAMHSA), finding help <http://www.samhsa.gov/find-help>

### **Heart Disease**

- ❖ American Indian Health <https://americanindianhealth.nlm.nih.gov/heart-diseases.html>

**Non-Native American specific**

- MedlinePlus list of heart diseases: <https://medlineplus.gov/heartdiseases.html>
- National Heart, Lung, and Blood Institute (NHLBI) health topics list <https://www.nhlbi.nih.gov/health/health-topics>
- American Heart Association [http://www.heart.org/HEARTORG/Conditions/What-Are-Heart-Disease-and-Stroke\\_UCM\\_308835\\_Article.jsp#](http://www.heart.org/HEARTORG/Conditions/What-Are-Heart-Disease-and-Stroke_UCM_308835_Article.jsp#)

**Cancer**

- ❖ Indian Health Service <https://www.ihs.gov/forpatients/healthtopics/Cancer/>
- ❖ American Indian Health <https://americanindianhealth.nlm.nih.gov/cancer.html>

**Non-Native American specific**

- MedlinePlus cancer types <https://medlineplus.gov/cancers.html>
- National Cancer Institute (NCI), cancer basics <https://www.cancer.gov/about-cancer/understanding/what-is-cancer>
- National Cancer Institute (NCI), types of cancer <https://www.cancer.gov/types>
- OncoLink- University of Pennsylvania <https://www.oncolink.org/>
- American Cancer Society <http://www.cancer.org/>

**H. Contemporary Events**

- |  |  |
|--|--|
| <input type="checkbox"/> information concerning new or current government Indian Policies                | <input type="checkbox"/> information about current Indian organizations and their work |
| <input type="checkbox"/> information about current business, market and economic news                    | <input type="checkbox"/> information about local-personal/social events                |
| <input type="checkbox"/> information about government policies that directly affect you as an individual | <input type="checkbox"/> <i>other, please explain below</i>                            |
| <input type="checkbox"/> current sports or recreational activities                                       |  |

**I. What kinds of services do you see a need for in the community? Please check all that apply.**

- |  |  |
|--|--|
| <input type="checkbox"/> programming for children such as storytelling | <input type="checkbox"/> workshops on how to search the Internet |
| <input type="checkbox"/> GED support programs                          | <input type="checkbox"/> after school homework support for teens |
| <input type="checkbox"/> literacy programs                             | <input type="checkbox"/> <i>other, please explain below</i>      |

**J. Please mark items that are true for you and your family.**

- Library rules and regulations (return dates, fines, check out procedures, for example) prevent me from using the library.
- The lack of Native-related material discourages me from using the library.
- The lack of other materials I have an interest in discourages me from using the library.
- The library's hours discourages me from using the library.
- Transportation problems make it difficult for me to use the existing library facilities.
- Distance to the library causes difficulty in using the existing library facilities.

**K. How often do you come to the library?**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Never          | <input type="checkbox"/> Twice per month   | <input type="checkbox"/> 4 time per month or more |
| <input type="checkbox"/> Once per month | <input type="checkbox"/> 3 times per month |   |

**L. How far is the nearest library from your home?**

0-1 mile  
 2-3 miles

4-5 miles  
 6-10 miles

11 or more miles

**PERSONAL INFORMATION**

**Sex:** \_\_Male \_\_Female

**Do you speak your native language?** \_\_YES \_\_NO

**Age:** \_\_15–20 \_\_21–30 \_\_31–40  
\_\_41–60 \_\_60–Over

**Do you read/write your native language?** \_\_YES \_\_NO

**What is the highest level of education you have completed?**

**Which general employment description best fits your present work?**

- Less than high school
- High school/GED
- Some college
- College degree

- Self-Employed
- Government Job
- Tribal Job
- Commercial/Industrial Employee
- Unemployed

**How many children are in your household?** \_\_\_\_\_

**Internet access:** \_\_at home \_\_at work  
**Computer access:** \_\_at home \_\_at work

## Appendix C Sample Agenda

SAC AND FOX LIBRARY BOARD Meeting

Place: Date: Time:

1. Call to order
2. Reading of minutes of previous meeting and action on same
3. Board correspondence and communication
4. Librarian's report
5. Financial report
6. Report(s) of standing committee(s)
7. Report(s) of special committee(s)
8. Unfinished business
9. New business
10. Other business
11. Adjournment

# Appendix D Sample Cooperating Agreement

## Agreement for Library at Muckleshoot Community Center

THIS AGREEMENT is made and entered into this day of \_\_\_\_\_, (year), by  
and between THE KING COUNTY RURAL LIBRARY DISTRICT and the  
MUCKLESHOOT INDIAN TRIBE, INC., as follows:

### RECITALS

1. The Muckleshoot Indian Tribe, Inc., has heretofore determined to construct a community center for the use of its members and others, to be known as "The Muckleshoot Community Center";
2. The King County Rural Library District, in order to provide library service for residents of King County and the members of the Muckleshoot Indian Tribe residing within the area of the proposed community center, desires to obtain space and facilities within the Muckleshoot Community Center; and,
3. The Muckleshoot Indian Tribe, Inc., is desirous of having said library facilities within the Muckleshoot Community Center to be administered by the King County Rural Library District;

NOW, THEREFORE, IT IS HEREBY AGREED BETWEEN THE PARTIES  
HERETO AS FOLLOWS:

1. The Muckleshoot Indian Tribe, Inc., will, at its own cost and expense, proceed with all diligence to construct and complete upon its land in King County, Washington, in the vicinity of Auburn, Washington, a building to be known as the Muckleshoot Community Center. Said Muckleshoot Indian Tribe, Inc., will consult with the King County Rural Library District regarding the specifications and plans for said building in order to assure that space in the building will be designed and set aside according to the specifications of the library district, or use by it as a library facility.
2. Upon completion of the building, the Muckleshoot Indian Tribe, Inc., agrees to execute appropriate instruments granting to the King County Rural Library District the exclusive right to operate library facilities in said community building for such period of time as the library district requires for the discharge of its duties of providing library service from said Muckleshoot Community Center. It is understood between the parties that the library district shall have the exclusive authority to appoint personnel to manage the library center and control the operation of said library center;
3. Upon notification by the proper authorities of the Muckleshoot Indian Tribe, Inc., that construction is about to commence, the King County Rural Library District will, upon receipt of an authorized statement from said Muckleshoot Indian Tribe, Inc., to that effect, together with a billing therefore for \$35,000.00 (Thirty-Five Thousand Dollars), pay to the National Bank of Commerce, Auburn Branch,



Muckleshoot Community Center Account No. 203 1-1 12-974 1, the depository account for this project, for the sole purpose of contributing to the construction of the Muckleshoot Community Center and equipping a library as an integral part of said Muckleshoot Community Center; and,

4. In the event that said community center is not completed or constructed, said Muckleshoot Indian Tribe, Inc. does hereby agree to refund unto the King County Rural Library District all of said sums paid by the library district for the construction and/or equipping of the Muckleshoot Community Center and/or library therein.

THE BOARD OF TRUSTEES, KING COUNTY RURAL LIBRARY DISTRICT

MUCKLESHOOT INDIAN TRIBE, INC.

By President

By Secretary

# Appendix E Sample Selection Policy

## The Sac and Fox Tribe Collection Development Policy

### **THE RESERVATION**

The library has a special responsibility in serving the needs of individuals and groups on or near the reservation. Knowledge of the tribe is a vital ingredient in the responsible selection of library materials. There must be knowledge of tribal interests, needs, and problems.

### **PHILOSOPHY AND GOALS**

The library seeks to promote endeavors that will stimulate and expand the reading interests of both children and adults and to coordinate this work with that of other educational, social, and cultural groups in the tribe in cooperative effort. The library has the responsibility then, as is appropriate, to provide

- expertly selected books and other materials for use in development and enrichment of the human spirit;
- advice and guidance in the use of these materials;
- information and research services to help in the search for knowledge and learning;
- Cooperation with groups and agencies in the tribe in stimulating education and cultural activities; and
- Sponsorship of discussion groups, institutes, and film forums to encourage continuing learning through use of books and other materials.

### **CRITERIA FOR SELECTION**

Library materials are selected by the Librarian and staff, since no one person is fully qualified to determine the reading needs of all persons in all sections of the community. Suggestions from tribal members are always welcomed and given serious consideration. Competent reviewing media and basic lists of standard works are consulted as an aid in selection. All acquisitions, whether purchased or donated, are considered in terms of the following standards. When judging the quality of materials, several standards and combinations of standards may be used.

#### General Criteria:

- Suitability of physical form for library use
- Insight into human and social conditions
- Suitability of subject and style for intended audience
- Present and potential relevance to tribal needs
- Appropriateness and effectiveness of medium to content
- Importance as a document of the times
- Relation to existing collection and other materials on subject
- Reputation and/or significance of author
- Attention of critics, reviewers, and public
- Budgetary considerations

- Availability of materials through interlibrary loan and in special or more comprehensive library collections in the area
- General commercial availability of library materials

Specific Criteria for the Evaluation of Works of Information and Opinion:

- Authority
- Comprehensiveness and depth of treatment
- Clarity, accuracy, and logic of presentation
- Statement of challenging or original point of view

Specific Criteria for the Evaluation of Works of Imagination:

- Representation of important movement (literary or social), genre, trend, or national culture
- Vitality and originality
- Artistic presentation and experimentation
- Sustained interest
- Effective characterization
- Authenticity of historical, regional, or social setting

Materials to satisfy highly specialized interests are bought if real or potential demand exists. In certain cases, the most satisfactory service to a reader is to obtain the book on loan from a state or national library or to refer the individual to another institution or to an expert in that field.

## **PROBLEM AREAS**

### **Binding, Mending, and Withdrawal**

Keeping materials in good physical condition is essential. Decisions to mend, bind, or withdraw are based on the actual condition of the book, current validity of its contents, availability for reorder, cost of binding vs. replacement, and physical attractiveness of the solution.

### **Theft and Mutilation**

Stolen or mutilated materials will be replaced when they are deemed necessary for the maintenance of a well-rounded collection. Materials of marginal importance whose use cannot be adequately controlled may, at times, not be replaced.

## **SPECIAL FORMATS**

Nonbook materials (recordings, microfilm, films, paintings, etc.) are an integral part of the library's holdings and will be provided as far as possible within the budget. The same philosophy and standards of selection that apply to books apply to the selection of material other than books. Need, demand, and use are factors to be considered.

## **GIFTS**

Gift additions must meet the same selection criteria as purchased materials. Materials that fail to meet established criteria will be returned to the donor or disposed of at the discretion of the librarian. In some cases, titles are received or purchased that could not have been acquired from library funds because of budget limitations. The Library encourages monetary gifts not earmarked for specific items in order to permit the most flexible use of the donation for the enrichment of the collection.

## **WEEDING**

Weeding is a thorough and conscientious effort to achieve a well-balanced collection suitable to the clientele served and should be a continuous, continuous, consistent process. Factors to consider in weeding are

- the physical condition of the book;
- slow moving material not listed in standard sources;
- books containing subject matter no longer of current interest;
- multiple copies of titles no longer in demand; and
- old editions replaced by later revisions of nonfiction titles.

## **INTELLECTUAL FREEDOM**

The library collection must obtain the various positions expressed on important, complicated, or controversial questions, including unpopular or unorthodox positions. The library does not promote particular beliefs or views. It provides a resource where the individual can examine issues freely and make his own decisions.

Selection will be made on the merits of the work in relation to the building of the collections and to serving the interest of the readers.

Responsibility for the reading of minors rests with their parents and legal guardians. Selection of adult material will not be limited by the possibility that books may inadvertently come into the possession of minors.

## **CHALLENGED MATERIAL**

The complainant will be requested to file the objection in writing on the form provided by the librarian. The director will then present the written complaint to the library board who will read and examine the material in question. The value and faults of the material as a whole will be weighed. The board will then recommend retaining or withdrawing the questioned material. The complainant will be advised of the decision.

## **REVISION**

This statement of policy will be revised as time and circumstances require.

## Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.

## Appendix F Selection Aids

**RETROSPECTIVE SELECTION AIDS**—to be used when starting a library, filling gaps in the collection, or evaluating the library collection.

Many jobbers and vendors offer “Opening Day Services,” which provides your library with a collection of books and resources tailored to your library’s needs. These are not free services, of course. Brodart ([www.books.brodart.com](http://www.books.brodart.com)) and Book Wholesalers, Inc. ([www.bwibooks.com](http://www.bwibooks.com)) are two examples of such companies.

### **Wilson Publications**

Public Library Core Collection: Nonfiction, online version (Public Library Catalog print version).

Public Library Core Collection: Fiction, online version (Fiction Catalog, print version).

Available from H. W. Wilson, these tools are available in print or through an online subscription. The print format is a multi-year service (usually four or five years) with a hardcover volume and yearly supplements. Entries provide complete bibliographic data, price, a descriptive annotation, notes about related works, and evaluative quotations from a review when available. The online version is updated more frequently, gives you the ability to search the content, and can be connected to your OPAC, if available. Other Wilson selection aids include **Children’s Core Collection** (Children’s Catalog); **Middle and Junior High Core Collection** (Middle and Junior High School Library Catalog); **Senior High Core Collection** (Senior High Core Collection: A Selection Guide); **Graphic Novels Core Collection**; and **Nonbook Materials Core Collection**. Visit [www.hwwilson.com](http://www.hwwilson.com) for pricing and more information.

**CURRENT SELECTION AIDS**—to be used for selecting new material to add to the collection.

### ***Booklist***

*Booklist* is published by the American Library Association (ALA) and is targeted toward public and school librarians. It reviews eight thousand books every year including adult books, books for youth, reference works, as well as media (DVDs, videos, and audio books). *Booklist* Online is available at [www.booklistonline.com](http://www.booklistonline.com).

### ***Library Journal***

Available in print and online, *LJ* reviews materials in broad subject areas appropriate for public libraries. This publication also contains library news and articles about library issues. The online version is available at [www.libraryjournal.com](http://www.libraryjournal.com).

### ***New York Times Book Review***

The *New York Times Book Review* contains book reviews of new releases, author interviews, and even the first chapter of reviewed books. Their well-known bestseller lists for fiction, nonfiction, and paperbacks makes this a popular book selection resource. The online version is available at [www.nytimes.com/pages/books](http://www.nytimes.com/pages/books).

### ***Publishers Weekly***

You will find book reviews, best-sellers lists, articles, and more in *Publishers Weekly*.

[www.publishersweekly.com](http://www.publishersweekly.com).

### ***Times Literary Supplement***

The *Times Literary Supplement* is a weekly publication that reviews thirty to forty books from a variety of subjects. A selection of the best recent articles is available free online at <http://tls.timesonline.co.uk>.

### ***Horn Book Guide***

Twice a year, the *Horn Book Guide* publishes short, critical reviews of virtually every hardcover children's trade book. Over two thousand reviews are included in each issue. Horn Book, Inc., publishes the print version, and an electronic version is available by subscription from Greenwood Electronic Media at [www.hornbookguide.com](http://www.hornbookguide.com).

## **VIDEO**

### **Video Librarian**

Based on a print magazine, the Video Librarian website provides free access to video reviews written by librarians, teachers, and film critics. A paid subscription gives you access to the searchable database and the print magazine.  
[www.videolibrarian.com](http://www.videolibrarian.com).

### **Internet Movie Database (IMDB)**

IMDB is a comprehensive resource for current and older movies. It provides information regarding best renters and top-rated movies. The site also features a way to browse films according to many different criteria including genre, year, rating, and keyword. Tribal libraries might also find the articles and discussions helpful when making video selections.  
[www.imdb.com](http://www.imdb.com).

### **Oyate**

This organization not only reviews books, but it also includes a listing of recommended Native American videos. This listing can be found at <http://oyate.org/catalog/video.html>.

### **H. W. Wilson Nonbook Materials Core Collection**

See description from the previous section. [www.hwwilson.com](http://www.hwwilson.com).

## **CHILDREN'S AND YOUNG ADULT MATERIALS AWARD WINNERS**

### **Caldecott Medal Winners**

Established 1938 by ALA, the Caldecott Medal is presented annually to the illustrator of the most distinguished American picture book for children published in the United States in the preceding year. Many Caldecott Medal winners go on to become classics and staples of children's literature collections.  
[www.ala.org/ala/alsc/awardsscholarships/literaryawds/caldecottmedal/caldecottmedal.htm](http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/caldecottmedal/caldecottmedal.htm).

### **Newberry Medal Winners**

The Newberry Medal was named for eighteenth-century British bookseller John Newberry. It is awarded annually by the Association for Library Service to Children, a division of ALA, to the author of the most distinguished contribution to American

literature for children. Like Caldecott Medal winners, books that receive the Newberry Medal often go on to become classics.

[www.ala.org/ala/alsc/awardsscholarships/literaryawds/newberymedal/newberymedal.htm](http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/newberymedal/newberymedal.htm).

### **Native American Youth Services Literature Award Winners**

The children's book award was created as a way to identify and honor the very best writing and illustrations by and about American Indians. Books selected to receive the award will present Native Americans in the fullness of their humanity in the present and past contexts. <http://aila.library.sd.gov>.

## **YOUNG ADULT MATERIALS**

ALA provides lists of recommended books that have been carefully reviewed by its members.

### **Best Books for Young Adults**

Selected by the Young Adult Library Services Association (YALSA), a division of ALA, this list presents books published in the past sixteen months that are recommended reading for young adults ages twelve to eighteen. It is a general list of fiction and nonfiction titles selected for their proven or potential appeal to the personal reading tastes of the young adult. [www.ala.org/yalsa/booklists/bbya](http://www.ala.org/yalsa/booklists/bbya).

### **Quick Pics for Reluctant Young Adult Readers**

Also created by YALSA, this list is for young adults who, for whatever reasons, do not like to read. The purpose of this list is to identify titles for recreational reading, not for curricular or remedial use. [www.ala.org/yalsa/booklists/quickpicks](http://www.ala.org/yalsa/booklists/quickpicks).

Miller, Steve. *Developing and Promoting Graphic Novels*. Neal-Schuman Publishers, 2005.

Nichols, C. Allen (Ed.). *Thinking Outside the Book: Alternatives for Today's Teen Library Collections*. Conn.: Libraries Unlimited, 2004.

## **NATIVE AMERICAN MATERIALS**

### **Oyate**

A Native American organization that advocates for accurate portrayals of the lives of Native peoples, Oyate ([www.oyate.org](http://www.oyate.org)) provides reviews of books for children and lists of resources recommended by their Native American reviewers. Their two print resources, *Through Indian Eyes: The Native Experience in Books for Children* (1987), 2006, and *A Broken Flute: The Native Experience in Books for Children*, 2005, both edited by Doris Seale (Santee/Cree) and Beverly Slapin, are excellent resources for selecting Native American books for kids.

### **Oyate's Books to Avoid**

While many book review tools provide recommended books, the Oyate reviews include a long list of books to avoid that are about Native Americans. This blacklist of books can be found at [www.oyate.org/books-to-avoid/index.html](http://www.oyate.org/books-to-avoid/index.html).



**“I is for Inclusion: The Portrayal of Native Americans in Books for Young People.”**

Compiled by Naomi Caldwell, Gabriella Kaye, and Lisa A. Mitten. A program of ALA/OLOS Subcommittee for Library Services to American Indian People and the American Indian Library Association, Washington, D.C., June 23, 2007.

<http://aila.library.sd.gov/publications/I%20IS%20FOR%20INCLUSION-rev%2010-07.pdf>.

**Paula Giese**

Giese, a well-known activist for American Indian rights, created a website

([www.kstrom.net/isk/books/all\\_idx.html](http://www.kstrom.net/isk/books/all_idx.html))

to provide reviews of materials about Native Americans. Although this site has not been added to since the author's death in 1997, it remains a viable resource for reviews and lists of books important to Native American culture.

**American Indians in Children's Literature**, blog by Debbie Reese (Nambe Pueblo)

Reese's blog is an excellent resource for discussions of American Indian books for children as well as American Indian education and issues related to popular culture.

<http://americanindiansinchildrensliterature.blogspot.com>.

**The Internet Public Library**

The IPL provides a listing of Native American authors that the librarians can refer to when selecting materials for the library. The listing is categorized by authors' last names, by tribes, and by titles. [www.ipl.org/div/natam](http://www.ipl.org/div/natam).

## Appendix G List of Library Suppliers and Jobbers

The following is a sampling of selected library suppliers, jobbers, and vendors. Consult Library Journal's Buyer's Guide (The Gold Book) for a larger listing: <http://goldbook.libraryjournal.com>.

Many companies offer multiple services; check their listing in the buyer's guide or consult their website for further information.

### **SYSTEMS AND SOFTWARE** (e.g., automation, ILS, OPAC)

The Library Corp. (TLC), Research Pk, Inwood, WV, 25428  
Toll Free: 800-325-7759 | Fax: 304-229-0295 | E-mail: [info@tlcdelivers.com](mailto:info@tlcdelivers.com)  
[www.tlcdelivers.com](http://www.tlcdelivers.com)

LibrarySoft, Dept 844, Box 34069, Seattle, WA, 98124  
Tel: 800-661-7112 | Fax: 6043274670 | E-mail: [mail@librarysoft.com](mailto:mail@librarysoft.com)  
[www.librarysoft.com](http://www.librarysoft.com)

Softlink America, Inc., 5482 Wilshire Blvd., Suite 1540, Los Angeles, CA, 90036  
Tel: 877-454-2725 | Fax: 310-943-2393 | E-mail: [info@us.softlinkint.com](mailto:info@us.softlinkint.com)  
[www.softlinkint.com](http://www.softlinkint.com)

### **LIBRARY EQUIPMENT AND SUPPLIES**

Brodart Library Supplies & Furnishings, 100 North Rd., PO Box 300, McElhattan, PA, 17748  
Fax: 800-283-6087 | E-mail: [supplies@brodart.com](mailto:supplies@brodart.com)  
[www.shopbrodart.com](http://www.shopbrodart.com)

DEMCO, Inc, 4810 Forest Run Rd., Madison, WI 53704  
Tel: 800-356-1200 | Fax: 800-245-1329 | E-mail: [custserv@demco.com](mailto:custserv@demco.com)  
[www.demco.com](http://www.demco.com)

Gaylord Bros., PO Box 4901, Syracuse, NY 13221-4901  
Tel: 800-448-6160 | Fax: 800-272-3412 | E-mail: [customerservice@gaylord.com](mailto:customerservice@gaylord.com)  
[www.gaylord.com](http://www.gaylord.com)

Highsmith Inc., W5527 Hwy. 106, PO Box 800, Fort Atkinson, WI 53538  
Tel: 920-563-9571 | Fax: 800-835-2329 | E-mail: [service@highsmith.com](mailto:service@highsmith.com)  
[www.highsmith.com](http://www.highsmith.com)

### **BOOK WHOLESALERS AND DISTRIBUTORS**

Baker & Taylor, 1550 W Tyvola Rd, Suite 300, Charlotte, NC 28217  
Tel: 800-775-1800 | Fax: 704-998-3316 | E-mail: [btinfo@btol.com](mailto:btinfo@btol.com)  
[www.btol.com](http://www.btol.com)

The Book House, Inc., 208 W. Chicago St., Jonesville, MI 49250  
Toll Free: 800-248-1146 | Fax: 800-858-9716 | E-mail: [bhinfo@thebookhouse.com](mailto:bhinfo@thebookhouse.com)  
[www.thebookhouse.com](http://www.thebookhouse.com)

Brodart Books and Automation, 500 Arch St, Williamsport, PA, 17705  
Toll Free: 800-474-9816 | Fax: 800-999-6799 | E-mail: [support@brodart.com](mailto:support@brodart.com)  
[www.books.brodart.com](http://www.books.brodart.com)

BWI, 1847 Mercer Rd., Lexington, KY, 40511  
Toll Free: 800-888-4478 | Fax: 859-225-6700 | E-mail: [jfnelson@bwibooks.com](mailto:jfnelson@bwibooks.com)  
[www.bwibooks.com](http://www.bwibooks.com)

Follett Library Resources, 1340 Ridgeview Dr., McHenry, IL 60050  
Tel: 888-511-5114 | Fax: 815-759-9831 | E-mail: [isc@flr.follett.com](mailto:isc@flr.follett.com)  
[www.titlewave.com](http://www.titlewave.com)

Ingram Library Services, Inc. One Ingram Blvd, La Vergne, TN 37086-1986  
Toll Free: 800-937-5300 | Fax 615-793-3810 | E-mail:  
[customer.requirements@ingrambook.com](mailto:customer.requirements@ingrambook.com)  
[www.ingramlibrary.com](http://www.ingramlibrary.com)

Perma-Bound Books, 617 E. Vandalia Rd., Jacksonville, IL 62650  
Tel: 217-243-5451 | Fax: 800-551-1169 | E-mail: [books@perma-bound.com](mailto:books@perma-bound.com)  
[www.perma-bound.com](http://www.perma-bound.com)

## Appendix H Sample Mission Statements for Tribal Special Collections

### **Sample One:**

The Mission of the Confederated Salish and Kootenai Tribal Collections shall be to collect, safeguard, and provide access to library materials and artifact items that document the Flathead Reservation community.

Some materials will be kept in restrictive access and non-circulation because they are considered rare, culturally unique, culturally valuable, or monetarily valuable.

### **Sample Two:**

The Mission of the Confederated Salish and Kootenai Tribal Special Collections is to develop a local tribal history collection and library website into a research resource that will be a significant asset in the study and teaching of the cultural heritage of the Salish, Pend d'Oreille, and Kootenai peoples of the North American plateau region. The range of the special collections and their website will encompass pre-contact to current tribal and reservation issues as they arise.

### **Sample Three:**

The Mission of the Confederated Salish and Kootenai Tribes Special Collections is to acquire and make available books, periodicals, documents, photographs, films, and original materials documenting the history and culture of the Interior Salish, Pend d'Oreille, and Kootenai people. The special collections are accessible primarily through the library's online computer system. Special collections holdings do not circulate because of the rarity or value of the item and primarily to ensure that researchers will have ready access to them.

### **Sample Four:**

The mission of the Confederated Salish and Kootenai Tribes Special Collections is to identify, acquire, organize, preserve, and make available materials pertaining to the Interior Salish, Pend d'Oreille, and Kootenai Tribes, including materials of historical, archaeological, ethnographic, administrative, legal, fiscal, or informational significance to warrant their long-term preservation. The special collection is in part the memory of the Flathead Reservation community, serving as an information resource for all persons interested in the history and culture of the Salish, Pend d'Oreille, and Kootenai Tribes.

# Appendix I Sample Release Statement

## **Deed of Gift**

*Tribal Library Name*

*Tribal Library Address*

*Tribal Library Phone*

I (we) irrevocably and unconditionally give, transfer, and assign to the (Place Tribal Library Name Here) by way of gift, all right, title, and interests including all intellectual property rights in the items described below:

It is my (our) intent that these materials shall be available for research in accordance with the Special Collections policy. I understand that they will be freely open to me (us) as a regular Archives patron.

I (we) affirm that to the best of my (our) knowledge I (we) own or otherwise have unconditional legal authority to make this donation and execute this Agreement regarding said items. I (we) agree that the donated items will become the exclusive and absolute property of the (Tribal Library Name) and that they may be managed in a manner consistent with established professional standards and (Tribal Library Name) policies, with no restrictions on their use or disposition, except as noted below:

In the event I (we) may from time to time hereafter give additional papers or materials to the (Tribal Library Name), title to such additions shall pass to the Special Collections upon their delivery, and all of the provisions of this instrument of gift shall be applicable to them.

Donor name(s): \_\_\_\_\_ Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Organization (if applicable): \_\_\_\_\_

Accepted for Special Collection by: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix J Sample Request for Permission to Use and/or Publish from Collections

*Tribal Library Name*  
*Tribal Library Address*  
*Tribal Library Phone Number*

Name of Applicant: \_\_\_\_\_

Organization or Agency (if appropriate): \_\_\_\_\_

Address: \_\_\_\_\_

City, State & Zip Code: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

Item(s) to use:  
*(Detailed description of item(s). Include photo numbers if known.)*

Nature and purpose of use, including format, method of distribution, proposed date of publication or display, and estimated size of distribution (i.e., edition or circulation):

## Conditions of Use

- All requests for publication or display must be submitted on this application. The applicant agrees to abide by all terms, conditions, and provisions of this agreement.
- Permission for reproduction is granted only when this application is signed by the applicant and a representative of (Tribal Library Name). Permission is granted only for the applicant and is non-transferable.
- Permission for reproduction is granted for **one time use**, and only for the expressed purpose or purposes described in this application. This permission is non-exclusive. Any subsequent use (subsequent editions, other media, etc.) constitutes reuse and must be applied for in writing. Any change in use from that stated on the application requires permission, and an additional fee may be charged for that reuse.
- In the event the applicant engages in unauthorized reproduction of materials, the applicant agrees to pay the (Tribal Library Name) a sum equal to three times the normal commercial use fee and not less than \$50, not as a penalty but as liquidated damages agreed upon due to the difficulty in assessing actual damages incurred.
- The (Tribal Library Name) does not claim to control the rights of reproduction for all

materials in its collections. The publishing party assumes **all responsibility** for clearing production and privacy rights and for any infringement of the U.S. Copyright Code. The applicant assumes liability for any infringement and agrees to hold harmless (Tribal Library Name) and its agents against any and all claims arising or resulting from the use of this image and shall indemnify (Tribal Library Name) and its agents for any and all costs and damages arising or resulting from any such unauthorized use.

- The publisher agrees to send (Tribal Library Name) a copy of the publication(s) containing the image(s)/item(s) used. In the case of motion pictures, slideshows, videos, or any other such work, the publisher undertakes to send still photographs or photocopies of the title frame and frame showing picture credits.
- If nonprofit, the User certifies that all funds it collects from fees, charges, royalties, or other income from its use of the material obtained from (Tribal Library Name) shall be used for nonprofit purposes.
- If permission is granted to distribute an image copy electronically, the distributed copy shall not exceed a display or print resolution greater than VGA screen resolution (72 dots per inch, or 640 x 480 pixels), and must include a visible statement that discourages unauthorized use.
- All reproductions must include a credit line, as follows:  
[item/image number (if known)], [collection or photographer (if known)], (Tribal Library Name)  
Credits should appear in close proximity to the image or in a special section devoted to credits.
- Payment of a use fee does not exempt the user from the credit line requirement. Failure to include a credit line shall require the applicant to pay \$100 per image (or per second) as liquidated damages and not as penalty in view of the difficulty of assessing actual damages for this breach.
- The (Tribal Library Name) reserves the right to refuse any order for reproductions that it feels might damage the original. The decision to allow reproduction of (Tribal Library Name) holdings rests solely with the Library Director responsible for that material.

## Signatures

By signing this application, I accept personally and on behalf of my organization the conditions set forth above:

\_\_\_\_\_  
Signature of Requestor

\_\_\_\_\_  
Date

When signed by an authorized agent of (Tribal Library Name), this form constitutes permission for reproduction as outlined in this application.

\_\_\_\_\_  
Accepted for (Tribal Library Name)

\_\_\_\_\_  
Date

# Appendix K Basic Native American Collection for Tribal Libraries

## GENERAL REFERENCE <sup>1</sup>

### Dictionary/Thesaurus

*Random House Webster's Unabridged Dictionary*. 2nd ed. New York: Random House, 2005.  
ISBN: 0375425993.

*American Heritage Spanish Dictionary*. 2nd ed. Boston: Houghton Mifflin, 2001.  
ISBN: 0618127704.

*Random House Webster's College Thesaurus*. 2nd ed. New York: Random House, 2005.  
ISBN: 0375425969.

### Encyclopedia/Almanac/Atlas

*World Book Encyclopedia*. Chicago: World Book, 2007. ISBN: 0716601079.

*World Almanac and Book of Facts 2008*. New York: World Almanac, 2007.  
ISBN: 1600570739 / ISBN: 1600570720.

*Times Atlas of the World: Comprehensive Edition*. 11th ed. London: HarperCollins UK, 2005.  
ISBN: 0007157207.

## NATIVE AMERICAN REFERENCE

Champagne, D. (Ed.). *Native North American Almanac: A Reference Work on Native North American Indians in the United States and Canada*. Detroit: Gale Research, 2001. ISBN: 0787616559.

Healy, Donald T. and Peter J. Orenski. *Native American Flags*. University of Oklahoma Press, 2003. ISBN 0806135565.

Keoke, Emory Dean and Kay Marie Porterfield. *Encyclopedia of American Indian Contributions to the World: 15,000 years of Inventions and Innovations*. Facts on File, 2002. ISBN 0816040524

Konstantin, Phil. *This Day in North American Indian History: Events in the History of North America's Native Peoples*. Cambridge, Mass.: Da Capo Press, 2002. ISBN: 0306811707.

Langer, Howard J. (Ed.). *American Indian Quotations*. Westport, Conn.: Greenwood, 1996.  
ISBN: 0313291217.

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<sup>1</sup> Bibliography adopted from "Reference Bibliography," compiled by Holly Tomren and Susan Hanks, 2007 National Conference: Tribal Archives, Libraries, and Museums. Collection Development for Tribal Libraries in the Electronic Age: Dialogue, Discussion, and Demonstration, pre-conference, Oct. 22, 2007, Lotsee Patterson and Joan Howland, co-chairs.



- Malinowski, S. and G. H. J. Abrams (Eds.). *Notable Native Americans*. New York: Gale Research, 1995. ISBN: 0810396386. <http://gale.cengage.com>.
- Malinowski, S. (Ed.). *Encyclopedia of Native American Tribes* (4 vol.) . Detroit: Gale, 1998. <http://gale.cengage.com>.  
 Vol. 1: *Southeast & Northeast*  
 Vol. 2: *Great Basin & Southwest*  
 Vol. 3: *Arctic, Subarctic & Great Plains*  
 Vol. 4: *California & the Pacific Northwest*
- Matuz, Roger (Ed). *St. James Guide to Native North American Artists*. St. James Press, 1997. ISBN 1558622217.
- Tiller, Veronica E. Velarde. (Ed.). *Tiller's Guide to Indian Country*. Albuquerque, N.M.: BowArrow, 2005. ISBN: 9781885931047. [www.unmpress.com](http://www.unmpress.com).
- Utter, Jack. *American Indians: Answers to Today's Questions*. 2nd ed. Norman: University of Oklahoma Press, 2001. ISBN: 0806133090.
- Waldman, Carl. *Biographical Dictionary of American Indian History to 1900 Revised Edition*. Checkmark Books, 2001. ISBN 0816042535.
- Handbook of North American Indians*. Sturtevant, William C. (General Editor). Washington, D.C.: Smithsonian.  
 This encyclopedia summarizing knowledge about all Native peoples north of Mesoamerica, including cultures, languages, history, prehistory, and human biology. Each chapter is written by the main authorities on each topic. Area volumes include separate chapters on all tribes. It is heavily illustrated, has extensive bibliographies, and is well indexed. Each volume may be purchased and used independently. <http://bookstore.gpo.gov/collections/handbook-na-indians.jsp>.
- V 3: *Environment, Origins, and Population*. 2006.  
 V 4: *History of Indian-White Relations*. 1988.  
 V 5: *Arctic*. 1984.  
 V 6: *Subarctic*. 1981.  
 V 7: *Northwest Coast*. 1990.  
 V 8: *California*. 1978.  
 V 9: *Southwest*. 1979.  
 V 10: *Southwest*. 1983.  
 V 11: *Great Basin*. 1986.  
 V 12: *Plateau*. 1998.  
 V 13: *Plains*, Pt. 1–2 (two books separately bound). 2001.  
 V 14: *Southeast*. 2004.  
 V 15: *Northeast*. 1978.  
 V 17: *Languages*. 1996.

## EDUCATION

- Four Year Colleges 2008*. Lawrenceville, N.J.: Peterson's, 2007. ISBN: 0768924006.
- Two Year Colleges 2008*. Lawrenceville, N.J.: Peterson's, 2007. ISBN: 0768924014.

*Financial Aid for Native Americans, 2006–2008*. El Dorado Hills, Calif.: Reference Service Press, 2007. ISBN: 1588411362.

## **HEATH**

*2007 Physicians' Desk Reference (PDR)*. Oradell, N.J.: Medical Economics/Thomson Healthcare, 2006. ISBN: 1563635682,

*The Merck Manual of Medical Information*. 2nd ed. Whitehouse Station, N.J.: Merck, 2003. ISBN: 0911910352.

*The Gale Encyclopedia of Alternative Medicine* (4 vol.). 2nd ed. Detroit: Gale, 2004. ISBN: 0787674249.

## **EVERYDAY LAW**

Irving, Shae (Ed.). *Nolo's Encyclopedia Of Everyday Law: Answers To Your Most Frequently Asked Legal Questions*. 6th ed. Berkeley, Calif.: Nolo Press, 2005. ISBN: 1413301894.

Warner, Ralph and Robin Leonard. *101 Law Forms for Personal Use-Book with CD-Rom*. 5th ed. Berkeley, Calif.: Nolo Press. ISBN: 1413303714.

## **AMERICAN INDIAN LAW**

Canby, William C. *American Indian Law in a Nutshell*. 4th ed. St. Paul, Minn.: West, 2004. ISBN: 0314146407.

Johansen, Bruce E. (Ed.). *Encyclopedia of Native American Legal Tradition*. Westport, Conn.: Greenwood Press, 1998. ISBN: 313301670.

Pevar, Stephen L. *The Rights of Indians and Tribes: The Authoritative ACLU Guide to Indian and Tribal Rights*. 3rd ed. New York: University Press, 2004. ISBN: 0814767184.

Porter, Robert Odawi. *Sovereignty, Colonialism and the Indigenous Nations: A Reader*. Durham, N.C.: Carolina Academic Press, 2005. ISBN: 0890893330. [www.cap-press.com](http://www.cap-press.com).

Prucha, Francis Paul. *Documents of United State Indian Policy*. 3rd ed. Lincoln: University of Nebraska Press, 2000. ISBN: 0803287623.

## **NATIONAL ARCHIVES**

Hill, Edward E. (Compiler). *Guide to Records in the National Archives Relating to American Indians*. Washington, D.C.: National Archives and Records Administration, 1981, 1984. ISBN: 0911333134. [www.archives.gov](http://www.archives.gov).

## **GEOLOGY AND ENVIRONMENTAL RESOURCES <sup>2</sup>**

Bonewitz, Ronald Louis. *Rock and Gem: The Definitive Guide to Rocks, Minerals, Gems, and Fossils*. London: Dorling Kindersley, 2005. ISBN: 0756609623.

Bortman, Marci (Ed.). *Environmental Encyclopedia* (2 vols.). Detroit: Gale/Thomson-Gale, 2003. ISBN: 0787654868.

Clow, Richmond L., and Imre Sutton. *Trusteeship in Change: Toward Tribal Autonomy in Resource Management*. Boulder: University Press of Colorado, 2001. ISBN: 0870816225.

Deloria, Vine. *Red Earth, White Lies: Native Americans and the Myth of Scientific Fact*. New York: Scribner, 1995. ISBN: 0684807009.

Formica, Ronald J. *Famous First Facts About the Environment*. New York: H. W. Wilson, 2002. ISBN: 0824209745.

Gulliford, Andrew. *Sacred Objects and Sacred Places: Preserving Tribal Traditions*. Niwot: University Press of Colorado, 2000. ISBN: 0870815601.

Harkin, Michael E., and David Rich Lewis. *Native Americans and the Environment: Perspectives on the Ecological Indian*. Lincoln: University of Nebraska Press, 2007. ISBN: 0803273614.

Johansen, Bruce E. *Indigenous Peoples and Environmental Issues: An Encyclopedia*. Westport, Conn.: Greenwood Press, 2003. ISBN: 0313323984.

Wolberg, Donald, and Patsy Reinard. *Collecting the Natural World: Legal Requirements & Personal Liability for Collecting Plants, Animals, Rocks, Minerals & Fossils*. Tucson, Ariz.: Geoscience Press, 1997. ISBN: 0945005202.

## **NATIVE AMERICAN ART, MUSIC, AND DANCE <sup>3</sup>**

Archuleta, Margaret and Rennard Strickland. *Shared Visions: Native American Painters and Sculptors in the Twentieth Century*. Phoenix, Ariz.: Heard Museum, 1991. ISBN: 1565840690.

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<sup>2</sup> This section's bibliography adopted from "Geology and Environmental Resources: Core Collection," compiled by Sarah Timm, 2007 National Conference: Tribal Archives, Libraries, and Museums. Collection Development for Tribal Libraries in the Electronic Age: Dialogue, Discussion and Demonstration, pre-conference, Oct. 22, 2007, Lotsee Patterson and Joan Howland, Co-chairs.

<sup>3</sup> This section's bibliography based on "Native American Music and Dance: Basic List of Books, Videos, CDs, Websites," compiled by Paula Conlon, and "Native American Art: Core Collection," compiled by Jennifer A. Flygare, 2007 National Conference: Tribal Archives, Libraries, and Museums. Collection Development For Tribal Libraries in the Electronic Age: Dialogue, Discussion and Demonstration, pre-conference, Oct. 22, 2007, Lotsee Patterson and Joan Howland, co-chairs.

Berlo, Janet Catherine and Ruth Phillips. *Native North American Art*. Oxford; New York : Oxford University Press, 1998. ISBN: 0192842668.

Browner, Tara. *Heartbeat of the People: Music and Dance of the Northern Pow-wow*. Urbana: University of Illinois Press, 2002. ISBN: 0252027.

Burton, Bryan. *Moving Within the Circle: Contemporary Native American Music and Dance*. Danbury, Conn.: World Music Press, 1993. ISBN: 0937203653 / 9780937203651.  
[www.worldmusicpress.com](http://www.worldmusicpress.com).

Dubin, Lois Sherr. *North American Indian Jewelry and Adornment: From Prehistory to the Present*. New York: Harry N. Abrams, 1999. ISBN: 0810936895.

Ellis, Clyde. *A Dancing People: Powwow Culture on the Southern Plains*. Lawrence: University Press of Kansas, 2003. ISBN: 0700612742.

Fane, Diana, Ira Jacknis, and Lise M. Breen. *Objects of Myth and Memory: American Indian Art at the Brooklyn Museum*. Brooklyn: The Brooklyn Museum, 1991. ISBN: 0872731227.

Feest, Christian F. *Native Arts of North America*. New York : Thames and Hudson, 1999, 1992. ISBN: 0500202621.

Heth, Charlotte (Ed.). *Native American Dance: Ceremonies and Social Traditions*. Washington, D.C.: National Museum of the American Indian, 1992, 1984. ISBN: 1563730200.

Nabokov, Peter, and Robert Easton. *Native American Architecture*. New York: Oxford University Press, 1989. ISBN: 0195066650.

Paterek, Josephine. *Encyclopedia of American Indian Costume*. New York: Norton, 1996. ISBN: 0393313824.

Wright-McLeod, Brian. *The Encyclopedia of Native Music: More Than a Century of Recordings from Wax Cylinder to the Internet*. Tucson: University of Arizona Press, 2005. ISBN: 0816524475.

## **AMERICAN INDIAN LITERATURE RESOURCES**

McClinton-Temple, Jennifer and Alan Velie. *Encyclopedia of American Indian Literature*. Facts On File, 2007 ISBN 9780816056569.

Slapin, Beverly, and Doris Seale (Eds.). *A Broken Flute: The Native Experience in Books for Children*. Berkeley, Calif.: Oyate, 2005. [www.oyate.org](http://www.oyate.org).

Slapin, Beverly, and Doris Seale (Eds.). *Through Indian Eyes: The Native Experience in Books for Children*. Berkeley, Calif.: Oyate, 1987 (2006) [www.oyate.org](http://www.oyate.org)

## **SELECTED AMERICAN INDIAN LITERATURE**

Alexie, Sherman	Smoke Signals; The Lone Ranger and Tonto Fistfight in Heaven; Reservation Blues; Ten Little Indians; The Business of Fancydancing; Indian Killer; Toughest Indian in the World; Flight; The Absolutely True Diary of a Part Time Indian
Allen, Paula Gunn	The Woman Who Owned the Shadows; The Sacred Hoop; Spider Woman's Granddaughter: Traditional Tales and Contemporary Writings by Native American Women
Blasser, Kimberly	Absentee Indians and Other Poems; Trailing You
Bruchac, Joseph	Dawn Land; Songs From this Earth on Turtle's Back: Contemporary American Indian Poetry
Cook-Lynn, Elizabeth	Aurelia: A Crow Creek Trilogy; I Remember the Fallen Trees; The Power of Horses and Other Stories
Earling, Debra Magpie	Perma Red
Erdrich, Louise	Love Medicine; Last Report on the Miracles at Little No Horse; Original Fire; Baptism of Desire; The Blue Jay's Dance; A Birth Year; The Birchbark House; Tracks; The Beet Queen; The Bingo Palace; Tales of Burning Love; The Antelope Wife
Harjo, Joy	In Mad Love and War; The Woman Who Fell From the Sky
Hogan, Linda	Seeing Through the Sun; Woman Who Watches Over the World, Mean Spirit; Solar Storms; Power
Laduke, Winona	Last Standing Woman
Momaday, N. Scott	House Made of Dawn; Way to Rainy Mountain; The Ancient Child; In the Presence of the Sun; The Man Made of Words; The Names; Conversations With N. Scott Momaday
Rose, Wendy	Itch Like Crazy; Halfbreed Chronicles; Bone Dance
Ortiz, Simon	Woven Stone; Men on the Moon; Out There Somewhere; Fightin': New and Collected Stories
Silko, Leslie Marmon	Almanac of the Dead; Ceremony; Storyteller
Tapahonso, Luci	Blue Horses Rush In; Sáanii Dahataal/The Women Are Singing; A Breeze Swept Through
Welch, James	Fools Crow; The Heartsong of Charging Elk; Winter in the Blood; The Indian Lawyer; The Death of Jim Loney; Riding the Earthboy

Young Bear, Ray                      Black Eagle Child: The Facepaint Narratives; Remnants of the First Earth; The Invisible Musician; The Rock Island Hiking Club; Winter of the Salamander

## NONFICTION

Adams, David Wallace              Education for Extinction: American Indians and the Boarding School Experience 1875–1928

Brown, Dee                              Bury My Heart at Wounded Knee

Crow Dog, Mary                      Lakota Woman (autobiography)

Deloria, Vine                          Custer Died For Your Sins; Spirit and Reason; Red Earth; White Lies Behind the Trail of Broken Treaties

Hogan, Linda                          The Woman Who Watches Over the World (autobiography)

Laduke, Winona                      All Our Relations: Native Struggles for Land and Life

Mankiller, Wilma                      Mankiller: A Chief and Her People (autobiography)

## NATIVE AUTHORS: CHILDREN’S AND YOUNG ADULT BOOKS <sup>4</sup>

These are books by Indian authors writing on a variety of topics. Works by Indian authors writing on contemporary Native America appear in that section below.

Bruchac, Joseph (Abenaki). *Navajo Long Walk: The Tragic Story of a Proud People’s Forced March from their Homeland*. Illustrations and Captions by Shonto Begay (Navajo). National Geographic Society, 2002. ISBN: 0792270584.

Carlson, Lori Marie (Ed.). *Moccasin Thunder: American Indian Stories for Today*. HarperCollins, 2005. ISBN: 0066239591.

Erdrich, Lise (Ojibway). *Bears Make Rock Soup And Other Stories*. Paintings by Lisa Fifield (Oneida). Children’s Book Press, 2002. ISBN: 9780892391721.

Erdrich, Louise (Ojibwe). *The Game of Silence*. HarperCollins, 2005. ISBN: 9780060297893.

Grace, Catherine O’Neill and Margaret M. Bruchac (Abenaki), with Plimoth Plantation. *1621: A New Look at Thanksgiving*. National Geographic Society, 2001. ISBN: 0792270274.

Kusugak, Michael Arvaarluk (Inuit). *My Arctic 1, 2, 3*. Annick Press Ltd. 1996. ISBN: 1550375059.

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<sup>4</sup> Adopted from “I’ is for Inclusion: The Portrayal of Native Americans in Books for Young People,” a program of ALA/OLOS Subcommittee for Library Services to American Indian People and the American Indian Library Association, Washington, D.C., June 23, 2007, compiled by Naomi Caldwell, Gabriella Kaye, and Lisa A. Mitten.

Manitonquat (Medicine Story; Wampanoag). *The Children of the Morning Light: Wampanoag Tales*. Illustrated by Mary F. Arquette (Mohawk). Macmillan, 1994. ISBN: 0027659054. (Grades 3 and up)

Medicine Crow, Joseph (Crow). *Counting Coup: Becoming a Crow Chief on the Reservation and Beyond*. National Geographic, 2006. ISBN: 0792253914.

Parsons-Yazzie, Evangeline (Navajo). *Dzání Yázhí Naazbaa': Little Woman Warrior Who Came Home: A Story of the Navajo Long Walk*. Illustrated by Irving Toddy (Navajo). Salina Bookshelf, 2005. ISBN: 1893354555.

Shenandoah, Joanne (Oneida) and Douglas M. George (Mohawk). *Skywoman: Legends of the Iroquois*. Clear Light, 1998. ISBN: 0940666995. (Grades 6 and up)

Swamp, Chief Jake (Akwesasne Mohawk). *Giving Thanks: A Native American Good Morning Message*. Illustrations by Erwin Printup Jr. (Cayuga/Tuscarora). Lee & Low, 1995. ISBN: 1880000156. (All ages)

Tapahonso, Luci (Dine (aka Navajo)) and Eleanor Schick. *Navajo ABC: A Dine Alphabet Book*. Illustrations by Eleanor Schick. Simon & Schuster, 1995. ISBN: 0689803168.

Tingle, Tim (Choctaw). *Crossing Bok Chitto*. Illustrated by Jeanne Rorex Bridges (Cherokee). Cinco Puntos Press, 2006. ISBN: 9780938317777.

Van Camp, Richard (Dogrib). *A Man Called Raven*. Pictures by George Littlechild (Plains Cree). Children's Press, 1997. ISBN: 9780892391448.

## **CHILDREN'S AND YOUNG ADULT BOOKS: CONTEMPORARY INDIANS <sup>5</sup>**

Alexie, Sherman (Spokane/Coeur d'Alene) *Flight*. New York: Black Cat, 2007. ISBN: 9780802170378.

Cannon, A. E. *The Shadow Brothers*. New York: Delacorte Press, 1990. ISBN: 9780385299824. (Grades 6–10)

Dennis, Yvonne Wakim (Cherokee) and Arlene Hirschfelder. *Children of Native America Today*. Charlesbridge, 2002. ISBN: 1570914990.

Highway, Tomson (Cree). *Fox on the Ice*. HarperCollins, 2003. ISBN: 0002255324. *Fox on Ice*, *Caribou Song* (2001), and *Dragonfly Kites* (2002).

Lacapa, Kathleen (Mohawk, Irish, English) and Michael Lacapa (Apache, Hopi Tewa). *Less Than Half, More Than Whole*. Northland, 1994. ISBN: 9780873585927.

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<sup>5</sup> From "I' is for Inclusion: The Portrayal of Native Americans in Books for Young People," a program of ALA/OLOS Subcommittee for Library Services to American Indian People and the American Indian Library Association, Washington, D.C., June 23, 2007, compiled by Naomi Caldwell, Gabriella Kaye, and Lisa A. Mitten.

Maher, Ramona. *Alice Yazzie's Year*. Tricycle Press, 2003. ISBN:1582460809.

Mitchell, Barbara. *Red Bird*. Illustrated by Todd L. W. Doney. Lothrop, Lee & Shepard, 1996. ISBN: 0688208601.

Orona-Ramirez, Kristy (Taos Pueblo/Tarahumara). *Kiki's Journey*. Illustrated by Jonathan Warm Day (Taos Pueblo). Children's Book Press, 2006. ISBN: 0892392142.

Robinson, Margaret A. *A Woman of Her Tribe*. New York: Scribner's, 1990. ISBN: 9780684192239. (Grades 5–8)

Slipperjack, Ruby (Ojibwa). *Little Voice*. Couteau Books, 2001. ISBN: 1550501828.

Smelcer, John (Ahtna Athabaskan). *The Trap*. Henry Holt and Company, 2006. ISBN: 0805079394.

Smith, Cynthia Leitich (Muscogee Creek). *Jingle Dancer*. Morrow Junior Books, 2000. ISBN: 0688162428.

Watkins, Sherrin (Shawnee/Cherokee). *Green Snake Ceremony: Mary Greyfeather Learns More about her Native American Heritage*. Illustrated by Kim Doner. Council Oak Publishing Com, 1995. ISBN: 9780933031890.

## **BOOKS IN SERIES <sup>6</sup>**

*My World: Young Native Americans Today*. A photo-essay series by the Smithsonian National Museum of the American Indian. Currently there are three books in this series:

*Meet Naiche: A Native Boy from the Chesapeake Bay Area* by Gabrielle Tayac, 2002. ISBN: 1582700729.

*Meet Mindy: A Native Girl from the Southwest* by Susan Secakuku, 2003. ISBN: 1582700915.

*Meet Lydia: A Native Girl from Southeast Alaska* by Miranda Belarde-Lewis Tlingit/Zuni), 2004. ISBN: 151781471.

*North American Indians Today*. Mason Crest. There are fifteen books in this young adult series, published beginning in 2004. Martha McCollough (Series editor). Grades 6 and up. Each title in the series profiles a different tribal nation to teach readers not only about these nations' histories, but about their present realities and hopes for the future. Excellent contemporary focus.

*Apache* by Kenneth McIntosh, 2004. ISBN: 9781590846643.

*Cherokee* by Philip Stewart, 2004. ISBN: 9781590846650.

*Cheyenne* by Kenneth McIntosh, 2004. ISBN: 1590846664.

*Comanche* by Joyce Libal, 2004. ISBN: 1590846672.

*Creek* by Autumn Libal, 2004. ISBN: 1590846680.

*Crow* by Kenneth McIntosh, 2004. ISBN: 1590846699.

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<sup>6</sup> From "I is for Inclusion: The Portrayal of Native Americans in Books for Young People," a program of ALA/OLOS Subcommittee for Library Services to American Indian People and the American Indian Library Association, Washington, D.C., June 23, 2007. Compiled by Naomi Caldwell, Gabriella Kaye, and Lisa A. Mitten.



*Huron* by Autumn Libal, 2004. ISBN: 1590846702.  
*Iroquois* by Kenneth McIntosh, 2004. ISBN: 1590846710.  
*Navajo* by Kenneth McIntosh, 2004. ISBN: 1590846729.  
*Ojibwa* by George L. Cornell and Gordon Henry Jr., 2004. ISBN: 9781590846735.  
*Osage* by Philip Stewart, 2004. ISBN: 1590846745.  
*Potawatomi* by Ellyn Sanna, 2004. ISBN: 1590846753.  
*Pueblo* by Kenneth McIntosh, 2004. ISBN: 1590846761.  
*Seminole* by Joyce Libal, 2004. ISBN: 159084677X.  
*Sioux* by Karen Lonehill, 2004. ISBN: 1590846788.

*We Are Still Here: Native Americans Today*. Lerner Publications. There are twelve books in this photo essay series, published between 1992–98. Grades 3–6.

*Clambake: A Wampanoag Tradition* by Russell M. Peters (Wampanoag), 1992. ISBN: 9780822596219.

*The Sacred Harvest: Ojibway Wild Rice Gathering* by Gordon Reggiunti (Ojibway), 1992. ISBN: 9780822596202.

*Children of Clay: A Family of Pueblo Potters* by Rina Swentzell (Santa Clara Pueblo), 1993. ISBN: 9780822596271.

*Kinaalda: A Navajo Girl Grows Up* by Monty Roessel (Navajo), 1993. ISBN: 9780822596417.

*Ininatig's Gift of Sugar: Traditional Native Sugarmaking* by Laura Waterman Wittstock (Seneca), 1993. ISBN: 9780822596424.

*Shannon: An Ojibway Dancer* by Sandra King, 1993. ISBN: 9780822596431.

*Songs from the Loom: A Navajo Girl Learns to Weave* by Monty Roessel (Navajo), 1995. ISBN: 9780822597124.

*Drumbeat . . . Heartbeat: A Celebration of the Powwow* by Susan Braine (Assiniboine), 1995. ISBN: 082259711x.

*Fort Chipewyan Homecoming: A Journey to Native Canada* by Morningstar Mercredi (Dene), 1997. ISBN: 9780822597315.

*Four Seasons of Corn: A Winnebago Tradition* by Sally Hunter (Ojibwe), 1997. ISBN: 9780822597414.

*Weaving a California Tradition: A Native American Basketmaker* by Linda Yamane (Ohlone), 1997. ISBN: 9780822526605.

*A Story to Tell: Traditions of a Tlingit Community* by Richard Nichols (Tewa Pueblo), 1998. ISBN: 9780822598077.

## Appendix L Publishers and Jobbers Specializing in Native American Books and Materials<sup>7</sup>

**Children's Book Press**, 965 Mission St., Ste. 425, San Francisco, CA 94103

Harriet Rohmer publishes a book series called Fifth World Tales, featuring strikingly illustrated bilingual stories for children from the different ethnic groups in this country. Several Latin American Native peoples are also represented, such as the Miskito of Nicaragua.

[www.childrensbookpress.org](http://www.childrensbookpress.org).

**Goodminds.Com**, Six Nations of the Grand River, 188 Mohawk Street, Brantford, Ontario, Canada, N3S 2X2

This website includes educational resources for Native American Studies, First Nations Studies, Indigenous Studies, and Aboriginal Studies. There is a catalogue of Aboriginal and Native American educational resources for schools, libraries, and the general public for grades K to post-secondary. It offers Bias-free books, videos, audiocassettes, kits, and CD-ROM's by and about First Nations/Native Americans. [www.goodminds.com](http://www.goodminds.com).

**Iroqrafts**, Tuscarora Road, RR#2, Ohsweken, Ontario, Canada N0A 1M0

This is an Iroquois-run craft mail order house that carries a very large inventory of titles on Native peoples, with an emphasis on the Iroquois and other eastern Canadian groups. They even do their own reprinting of important works. [www.iroqrafts.com/CatalogueR/Books1.html](http://www.iroqrafts.com/CatalogueR/Books1.html).

**The Native Book Centre**, 150 York Hill Blvd., Thornhill, Ontario L4J 2P6 Canada

Another excellent and well-established Canadian distributor of Indian titles.

[www.nativebooks.com](http://www.nativebooks.com).

**Oyate**, 2702 Mathews Street, Berkeley, CA 94702

These folks are the compilers and publishers of *A Broken Flute*, and sell many of the books recommended in that bibliography. [www.oyate.org](http://www.oyate.org); [www.oyate.org/catalog/index.html](http://www.oyate.org/catalog/index.html).

**Salina Bookshelf, Inc.**, A Navajo Language Publishing Company, 1254 W. University Ave. Suite 130 Flagstaff, Arizona 86001

An independent publisher of textbooks, children's picture books, reference books, and electronic media in Navajo and English. [www.salinabookshelf.com](http://www.salinabookshelf.com).

**Theytus Books, Ltd.**, Green Mountain Rd., Lot 45, RR#2, Site 50 Comp. 8, Penticton, British Columbia V2A 6J7 Canada; U.S. address: Theytus Books, P.O. Box 2890, Oroville, Washington 98844

A Canadian Native-run publishing house, featuring children's and young adult novels.

[www.theytusbooks.ca](http://www.theytusbooks.ca).

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<sup>7</sup> From "'I' is for Inclusion: The Portrayal of Native Americans in Books for Young People," a program of ALA/OLOS Subcommittee for Library Services to American Indian People and the American Indian Library Association, Washington, D.C., June 23, 2007, compiled by Naomi Caldwell, Gabriella Kaye, and Lisa A. Mitten.

## Appendix M ADDITIONAL FUNDRAISING RESOURCES

### Federal Funding

**Grants.gov**—The purpose of the site is to streamline the process of finding and applying for federal grant opportunities. At the Grants.gov website, you may (1) search for funding opportunities by entering keywords, e.g., library, tribal, literacy, education, museum, and so forth, (2) request e-mail notification of grant opportunities, (3) register your organization (if you plan to apply for a federal grant, you must complete this process well in advance—it can take up to two weeks to complete the process), (4) complete and submit applications online, and (5) track submitted applications. [www.grants.gov](http://www.grants.gov).

**Catalog of Federal Domestic Assistance**—Find a program in the catalog by function or subject area. <http://12.46.245.173/cfda/cfda.html>.

**Federal Grant Writing Tutorial**—Valuable information on preparing federal applications. [http://12.46.245.173/pls/portal30/CATALOG.GRANT\\_PROPOSAL\\_DYN.show](http://12.46.245.173/pls/portal30/CATALOG.GRANT_PROPOSAL_DYN.show).

**Institute of Museum and Library Services (IMLS)**—Federally recognized tribes and Alaska Native Villages can apply for Basic Grants and Enhancement Grants to support existing library operations or new programs. Consult the IMLS website ([www.ims.gov](http://www.ims.gov)) for application details and eligibility guidelines.

**The Schools and Libraries Program of the Universal Service Fund (“E-Rate”)**—E-Rate provides discounts to assist libraries in obtaining affordable telecommunications and Internet access. It is administered by the Universal Service Administrative Company ([www.universalservice.org/sl](http://www.universalservice.org/sl)) under the direction of the Federal Communications Commission.

**National Endowment for the Humanities**—Offers many different funding opportunities, both small and large. Complete information, as well as applications, are available online at [www.neh.gov/grants/index.html](http://www.neh.gov/grants/index.html).

**National Historical Records and Publications Commission**—Supports a wide range of activities to identify, preserve, publish, and increase public access to non-Federal sources that document the history of the United States. [www.archives.gov/nhprc](http://www.archives.gov/nhprc).

**U.S. Department of Education**—Provides information about ED programs, including purpose, funding, contacts, and more. [www.ed.gov/fund/grant/apply/grantapps](http://www.ed.gov/fund/grant/apply/grantapps).

**National Endowment for the Arts**—An independent federal agency supporting artists and arts organizations and bringing the arts to all Americans. [www.nea.gov](http://www.nea.gov).

**National Institute for Literacy**—Provides valuable statistics on literacy amount American Indians as well as LINCS, a supplementary website for literacy funding. [www.nifl.gov/nifl/grants\\_contracts.html](http://www.nifl.gov/nifl/grants_contracts.html).

## Fundraising, Proposal Development, Training, and Resources

**Chronicle of Philanthropy**—While some information on this site is available only to subscribers, valuable free information is available as well. Online newsletter: weekly, free. [www.philanthropy.com](http://www.philanthropy.com).

**Funders.org**—Although this is a Northern California–targeted website, it covers valuable information on corporate and private funders with direct links to their websites. It also has sections on philanthropic ventures, educational and scholarship links, charities, government grants, tax links, and other diverse sites. [www.funders.org/page2.html](http://www.funders.org/page2.html).

**Gifts In Kind International**—Creates partnerships that link corporations and their product donations with nonprofit organizations. [www.giftsinkind.org](http://www.giftsinkind.org).

**Grant Proposal.com**—Aesthetics and technicalities for grant writers; very comprehensive site with timely information.

**Grantsmanship Center**—Leading website for grant information and grantsmanship training. Online newsletter: free. <http://tgci.com>.

**Grants for Libraries**—A resource maintained by Stephanie Gerding and Pam MacKellar, authors of *Grants for Libraries*. <http://librarygrants.blogspot.com>.

**Grantwriters.com**—This site is organized into four parts: free information; the bookstore; training; and services. The free information section is worth visiting.

**Institute of Museum and Library Services**—This site includes *Project Planning Tutorial*. [www.imls.gov/project\\_planning](http://www.imls.gov/project_planning).

**Philanthropy News Network**—Philanthropy news updates daily. Online newsletter: daily, free. <http://pnnonline.org/>

**Proposal Writer.com**—Website of an independent consultant, Deborah Kluge, with many good links covering a variety of interesting topics. [www.proposalwriter.com/grants.html](http://www.proposalwriter.com/grants.html).

**SchoolGrants.com**—Offers grant writing tips, grant opportunities, sample proposals, and other information.

**Council on Funders**—Website for funders and corporations. [www.cof.org](http://www.cof.org).

**InsideGiving.com**—Covers corporate giving.

**GrassrootsFundraising.org**—Targeted to smaller organizations, this site offers advice, publication information and ideas for grassroots fundraising. Of particular value is the article archives. Online newsletter: Yes, free e-mail newsletter.

**Internet-Fundraising.com**—Dedicated to using technology and the Internet to help nonprofits raise money.

**WebJunction's Fundraising for Libraries**—Online Course. [webjunction.org](http://webjunction.org).

## **Newsletters, Funding Notices, and Blogs**

**Charity Channel**—Online discussion groups. <http://charitychannel.com/subscribe>.

**Foundation Center**—Request for Proposals Bulletin, online newsletter, information on proposal preparation, research, and news. <http://foundationcenter.org/pnd/rfp>.

**Grants.gov**—E-mail notification of Federal funding opportunities.  
[www.grants.gov/applicants/email\\_subscription.jsp](http://www.grants.gov/applicants/email_subscription.jsp).

**Internet Prospector**—A nonprofit service to the prospect research community. Free weekly online newsletter. [www.internet-prospector.org](http://www.internet-prospector.org).

**Library Grants Blog**—Free website of library grant opportunities.  
<http://librarygrants.blogspot.com>.

**NEH Connect!**—The National Endowment for the Humanities' electronic newsletter.  
[www.neh.gov/news/nehconnect.html](http://www.neh.gov/news/nehconnect.html).

**Primary Source**—The Institute of Museum and Library Services' monthly e-mail newsletter. [www.ims.gov/news/source.shtm](http://www.ims.gov/news/source.shtm).

## **Research**

**Guidestar**—Database of 850,000 IRS-recognized nonprofit organizations.  
[www.guidestar.org](http://www.guidestar.org).

**Grantsmart.org**—A powerful tool for researching private funder tax returns.

## Appendix N State Library Agencies

### **Alabama Public Library Service**

<http://statelibrary.alabama.gov>

6030 Monticello Drive  
Montgomery, Alabama 36130  
Toll Free: 800-723-8459

### **Alaska State Library & Historical Collections**

[www.library.state.ak.us](http://www.library.state.ak.us)

Ph: 907-269-6570  
In-State Toll Free: 800-776-6566

Anchorage Office  
344 West 3rd Avenue, Suite 125  
Anchorage, AK 99501

Juneau Office  
PO Box 110571  
Juneau, AK 99811-0571

### **Arizona State Library**

[www.lib.az.us](http://www.lib.az.us)

1700 West Washington, Suite 200  
Phoenix, AZ 85007  
Ph: 602-926-4035  
Fax: 602-542-4972  
E-mail: [services@lib.az.us](mailto:services@lib.az.us)

### **Arkansas State Library**

[www.asl.lib.ar.us](http://www.asl.lib.ar.us)

One Capitol Mall  
Little Rock, AR 72201  
Ph: 501-682-2159

### **California State Library**

[www.library.ca.gov](http://www.library.ca.gov)

California State Library  
Information Resources and Government  
Publications  
P.O. Box 942837  
Sacramento, CA 94237-0001  
Ph: 916-654-0266

### **Colorado State Library**

[www.cde.state.co.us/index\\_library.htm](http://www.cde.state.co.us/index_library.htm)

201 East Colfax Avenue, Room 309  
Denver, CO 80203  
Ph: 303-866-6900  
Fax: 303-866-6940

### **Connecticut State Library**

<http://www.cslib.org>

31 Capitol Avenue  
Hartford, CT 06106  
Ph: 860-757-6500  
Toll free: 866-886-4478

### **Delaware Division of Libraries**

[www.state.lib.de.us](http://www.state.lib.de.us)

43 S DuPont Hwy  
Dover DE 19901-7430  
Ph: 302-739-4748 |  
Toll free: 800-282-8696 |  
Fax: 302-739-6787

### **State Library and Archives of Florida**

<http://dlis.dos.state.fl.us>

R.A. Gray Building  
500 South Bronough Street  
Tallahassee, FL 32399-0250  
Ph: 850-245-6600  
E-mail: [info@dos.state.fl.us](mailto:info@dos.state.fl.us)

### **Georgia Public Library Service**

<http://www.georgialibraries.org>

1800 Century Place Suite 150  
Atlanta, GA 30345-4304  
Ph: 404-235-7200  
Fax: 404-235-7201

### **Board of Education, State of Hawai'i, Department of Education**

<http://lilinode.k12.hi.us/STATE/BOE/HomePage.nsf?OpenDatabase>

P.O. Box 2360  
Honolulu, HI 96804  
Ph: 808-586-3332  
Fax: 808-586-3433  
E-mail: [BOE\\_Hawaii@notes.k12.hi.us](mailto:BOE_Hawaii@notes.k12.hi.us)

**Idaho Commission for Libraries**

<http://libraries.idaho.gov>

325 W State St.,  
Boise, ID 83702  
Ph: 208-334-2150  
In-State Toll Free: 800-458-3271  
Fax: 208-334-4016

**Illinois State Library**

<http://www.cyberdriveillinois.com/departments/library>

Gwendolyn Brooks Building  
300 South 2nd Street  
Springfield, IL 62701-1796  
Ph: 217-785-5600  
In-State Toll Free: 800-665-5576

**Indiana State Library**

[www.in.gov/library](http://www.in.gov/library)

140 North Senate Avenue  
Indianapolis, IN 46204-2296  
Ph: 317-232-3675  
Toll Free: 866-683-0008

**State Library of Iowa**

[www.statelibraryofiowa.org](http://www.statelibraryofiowa.org)

Ola Babcock Miller Building  
1112 E. Grand Ave.  
Des Moines, IA 50319-0233  
Ph: 515-281-4105  
Toll Free: 800-248-4483  
Fax: 515-281-6191

**State Library of Kansas**

<http://skyways.lib.ks.us/kansas/KSL>

State Library of Kansas  
Capitol Building, Room 343-N  
300 SW 10th Avenue  
Topeka KS, 66612-1593  
Ph: 785-296-3296  
In-State Toll Free: 800-432-3919  
E-mail: [infodesk@kslib.info](mailto:infodesk@kslib.info)

**Kentucky Department for Libraries and Archives**

[www.kdla.ky.gov](http://www.kdla.ky.gov)

300 Coffee Tree Road  
Frankfort, Kentucky 40601  
Ph: 502-564-8300

**State Library of Louisiana**

[www.state.lib.la.us](http://www.state.lib.la.us)

701 North 4th Street  
P.O. Box 131  
Baton Rouge, LA 70802  
Ph: 225-342-4923  
Fax: 225-219-4804  
E-mail: [admin@state.lib.la.us](mailto:admin@state.lib.la.us)

**Maine State Library**

[www.state.me.us/msl](http://www.state.me.us/msl)

64 State House Station  
230 State Street  
Augusta, ME 04333-0064  
Ph: 207-287-5620

**Maryland State Department of Education,  
Division of Library Development and Services**

[www.marylandpublicschools.org/msde](http://www.marylandpublicschools.org/msde)

200 West Baltimore Street  
Baltimore, MD 21201

**Massachusetts Board of Library  
Commissioners**

<http://mblc.state.ma.us>

98 North Washington St., Suite 401  
Boston, Massachusetts 02114  
Ph: 617-725-1860  
In-State Toll Free: 800-952-7403  
Fax: 617-725-0140

**Library of Michigan**

[www.michigan.gov/hal/0,1607,7-160-17445\\_19270---,00.html](http://www.michigan.gov/hal/0,1607,7-160-17445_19270---,00.html)

702 W. Kalamazoo St.  
Lansing, MI 48909-7507  
Ph: 517-373-1580  
Fax: 517-373-4480

**Massachusetts Board of Library  
Commissioners**

<http://mblc.state.ma.us>

98 North Washington St., Suite 401  
Boston, Massachusetts 02114  
Ph: 617-725-1860  
In-State Toll Free: 800-952-7403  
Fax: 617-725-0140

**Minnesota Department of Education,  
State Library Services**  
[http://education.state.mn.us/MDE/Learning\\_Support/Library\\_Services/index.html](http://education.state.mn.us/MDE/Learning_Support/Library_Services/index.html)  
1500 Highway 36 West  
Roseville, MN 55113  
Ph: 651-582-9791

**Mississippi Library Commission**  
[www.mlc.lib.ms.us](http://www.mlc.lib.ms.us)  
3881 Eastwood Drive  
Jackson, MS 39211  
Ph: 601-432-4111  
Toll free: 800-MISS-LIB  
(800-647-7542)  
Fax: 601-432-4480

**Missouri State Library**  
[www.sos.mo.gov/library](http://www.sos.mo.gov/library)  
State Information Center, 600 W Main  
Jefferson City, MO 65101  
Ph: 573-751-4936  
E-mail: [SOSmain@sos.mo.gov](mailto:SOSmain@sos.mo.gov)

**Montana State Library**  
<http://msl.state.mt.us>  
1515 East 6th Avenue  
P.O. Box 201800  
Helena MT 59620-1800  
Ph: 406-444-3115

**Nebraska Library Commission**  
[www.nlc.state.ne.us](http://www.nlc.state.ne.us)  
The Atrium  
1200 N Street, Suite 120  
Lincoln, NE 68508-2023  
Ph: 402-471-2045  
In-State Toll Free: 800-307-2665  
Fax: 402-471-2083

**Nevada State Library and Archives**  
<http://dmla.clan.lib.nv.us/docs/nsla>  
100 North Stewart Street  
Carson City, Nevada 89701-4285  
Ph: 775-684-3322  
Toll Free: 800-922-2880

**New Hampshire State Library**  
[www.nh.gov/nhsl](http://www.nh.gov/nhsl)  
20 Park Street  
Concord, NH 03301  
Ph: 603-271-2397

**New Jersey State Library**  
[www.njstatelib.org](http://www.njstatelib.org)  
185 W. State Street  
P.O. Box 520  
Trenton, N.J. 08625-0520  
Ph: 609-278-2640

**New Mexico State Library**  
[www.nmstatelibrary.org](http://www.nmstatelibrary.org)  
1209 Camino Carlos Rey  
Santa Fe, NM 87507  
Ph: 505-476-9700

**New York State Library**  
[www.nysl.nysed.gov](http://www.nysl.nysed.gov)  
Cultural Education Center  
Albany, New York 12230  
Ph: 518-474-5355

**State Library of North Carolina**  
<http://statelibrary.dcr.state.nc.us>  
Archives and History/State Library Bldg.  
109 E. Jones Street  
Raleigh, NC  
Ph: 919-807-7450  
Fax: 919-733-5679

**North Dakota State Library**  
<http://ndsl.lib.state.nd.us>  
604 E. Boulevard Avenue  
Bismarck, ND 58505-0800  
Ph: 701-328-2492  
Toll Free: 800-472-2104  
Fax: 701-328-2040  
E-mail: [statelib@nd.gov](mailto:statelib@nd.gov)

**State Library of Ohio**  
<http://winslo.state.oh.us>  
274 E. First Ave., Suite 100  
Columbus, OH 43201  
Toll Free: 800-686-1532



**Oklahoma Department of Libraries**

[www.odl.state.ok.us](http://www.odl.state.ok.us)

200 N.E. 18th St.  
Oklahoma City, OK 73105  
Ph: 405-521-2502  
Toll Free: 800-522-8116

**Oregon State Library**

<http://oregon.gov/OSL>

250 Winter St. NE  
Salem, Oregon 97301-3950  
Ph: 503-378-4243

**State of Rhode Island Office of Library  
and Information Services**

[www.olis.state.ri.us](http://www.olis.state.ri.us)

One Capitol Hill  
Providence RI 02908-5803  
Ph: 401-574-9300  
Fax: 401-574-9320

**South Carolina State Library**

[www.statelibrary.sc.gov](http://www.statelibrary.sc.gov)

P.O. Box 11469  
Columbia, South Carolina 29211  
Ph: 803-734-8666  
Fax: 803-734-8676

**South Dakota State Library**

<http://library.sd.gov>

800 Governors Drive  
Pierre, SD 57501-2294  
Ph: 605-773-3131  
In-State Toll Free: 800-423-6665

**Tennessee State Library and Archives**

[www.tennessee.gov/tsla](http://www.tennessee.gov/tsla)

403 Seventh Avenue North  
Nashville, TN 37243  
Ph: 615.741.2764

**Texas State Library and Archives  
Commission**

[www.tsl.state.tx.us](http://www.tsl.state.tx.us)

Library Development Division  
P.O. Box 12927  
Austin, TX 78711  
Ph: 512-463-5465

**Utah State Library**

<http://library.utah.gov>

250 North, 1950 West, Suite A  
Salt Lake City, UT 84116-7901  
Ph: 801-715-6777

**Vermont Automated Library System**

<http://dol.state.vt.us>

Department of Libraries  
109 State St.  
Montpelier, VT 05609-0601  
Ph: 802-828-3265

**The Library of Virginia**

[www.lva.lib.va.us](http://www.lva.lib.va.us)

800 East Broad Street  
Richmond, Virginia 23219-8000  
Ph: 804-692-3500

**Washington State Library**

[www.secstate.wa.gov/library](http://www.secstate.wa.gov/library)

Point Plaza East  
6880 Capitol Blvd Tumwater  
PO Box 42460  
Olympia, WA 98504-2460  
Ph: 360-704-5200

**West Virginia Library Commission**

[wvlc.lib.wv.us](http://wvlc.lib.wv.us)

1900 Kanawha Blvd. E.  
Charleston, WV 25305  
Ph: 304-558-2041  
In-State Toll Free: 800-642-9021

**Wisconsin Department of Public  
Instruction's Division for Libraries,  
Technology and Community Learning  
(DLTCL)**

<http://dpi.wi.gov/dltcl/index.html>

125 S. Webster Street  
P.O. Box 7841  
Madison, WI 53707-784  
Ph: 608-266-2205

**Wyoming State Library**

<http://www-wsl.state.wy.us/>

516 S. Greeley Hwy.  
Cheyenne, WY 82002  
Ph: 307-777-6333