



SRRT Newsletter

October 2022 • Issue 220

Social Responsibilities
Round Table

EST. 1969

A photograph of a woman in traditional Indigenous attire, possibly from the Navajo or Hopi tribes, performing a dance. She is wearing a white, long-sleeved, fringed dress with a colorful, beaded necklace and a large, ornate earring. She is holding the sleeves of her dress out to the sides. The background shows a large, ornate building with columns, likely a library or museum.

Tribal Libraries/ Indigenous Populations

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ADVOCACY & TASK FORCES

All SRRT members are encouraged to volunteer for groups in which they have an interest. Personal members may choose to join groups or form their own for specific purposes, in line with the goals of the Social Responsibilities Round Table. These groups may be Task Forces (usually long-term) or project groups (usually of a very short duration).

If you're interested in being involved in an active task force, please feel free to contact the Task Force's chair.

- Feminist Task Force (FTF)
Coordinator: Katelyn Browne

Provides feminist perspectives and initiates action on issues related to libraries, librarianship, information services, and ALA.

Subscribe to the Feminist discussion list.

- Hunger, Homelessness, and Poverty Task Force (HHPTF)
Co-Coordination: Lisa Gieskes and Julie Ann Winkelstein

Fosters greater awareness of the dimensions, causes, and ways to end hunger, homelessness, and poverty.

- International Responsibilities Task Force (IRTF)
Coordinators: Al Kagan and Tom Twiss

Advocates socially responsible positions on issues of international library concern.

- Martin Luther King Jr. Holiday Task Force (MLKTF)
Chair: LaJuan Pringle

Supports and advances the observance of the Martin Luther King, Jr. Holiday as an American celebration.

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On the Cover: A Native dancer performs during the Kansas City Public Library's Big Read kickoff on April 6. (KCPL photo)



SRRT Newsletter Co-Editor

Julie Ann Winkelstein

Hello everyone and welcome to the SRRT October 2022 newsletter. We're excited to bring you such a range of articles in response to this newsletter's theme on tribal libraries and serving Indigenous populations. If you have suggestions for future themes or would like to submit an article, please reach out – we're always looking for passionate and social justice-related articles about libraries and the work that's being done.



SRRT Newsletter Co-Editor

Doreen Dixon

It is always a pleasure to read articles that are submitted to each issue of the SRRT newsletter. These articles showcase various individuals and groups that demonstrate a commitment to addressing social issues in our society through the work that they do. As you read this month's issue, I hope that you are motivated to strive towards being more proactive in building partnerships with Indigenous communities to connect the past to the future and facilitate better understanding of the rich cultures embeded in these communités.

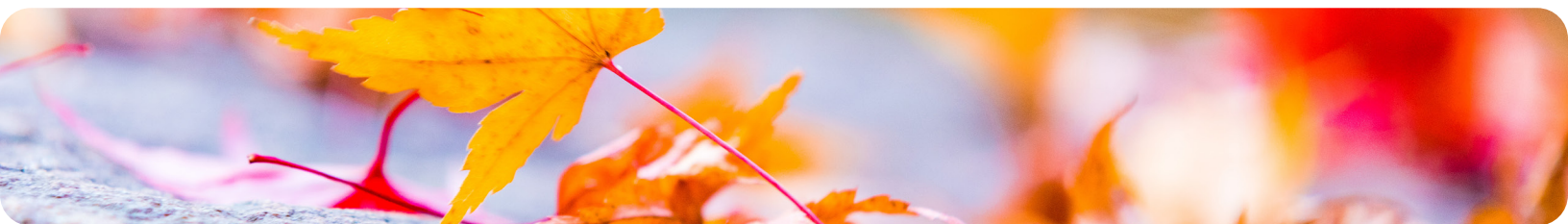


photo by [Chepko Danil](#)



SRRT Action Council Coordinator

April Sheppard

Annual and Beyond

SRRT has always believed that social responsibility is a core value of librarianship and being human. One of my favorite statements in our founding documents is, “the library is a castle where librarians wait for people to enter; the library should be an octopus.”¹ I’ve always understood this to mean that instead of sitting and watching things unfold around us, that we have an obligation to act, to “shorten the lag between what needs to be done and the problem that we know exists.”¹ Or, in the words made famous by Solomon Burke, “if you don’t say it’s wrong, then that says it’s right.”² And I think that’s exactly what we tried to accomplish at the 2022 ALA Annual Conference. We submitted five resolutions, resulting in mixed results.

Our first resolution was the [Resolution Calling for Student Loan Cancellation](#). This resolution asks that ALA, on behalf of its members, call on President Biden to cancel student loan debt for all borrowers. This resolution passed and a letter was sent to President Biden on August 22nd. Coincidentally, Biden did announce cancellation of \$10,000 of student debt for low- to middle-income borrowers. While this move is appreciated, I believe that only full forgiveness addresses the inequalities that student debt exacerbates, particularly the racial wealth gap.³

Our [Resolution on Continuing Virtual Access to ALA Membership Meetings](#) passed the Membership Meeting but was unsurprisingly deferred to the Budget Analysis and Review Committee. This resolution calls for ALA to provide virtual access to Membership Meetings to those ALA members who are unable to attend in-person meetings. We will monitor this resolution and push for its approval at a later date.

Our third resolution, [Resolution on Damage and Destruction of Libraries, Schools, and Other Cultural Institutions in Ukraine](#), passed the Membership Meeting, then passed Council, 130-6-7. While the resolution easily passed, SRRT did receive some feedback asking why ALA, and SRRT, always seems to focus on Western institutions. I feel this is a fair question and I am interested in learning how SRRT can be more equitable in the issues we champion for.

Fourthly, our [Resolution in Defense of the Right to Engage in Political Boycotts](#) passed the Membership Meeting with amendments, but was defeated at Council, 51-83-9. While we expected this result, we were pleased to see that this resolution fared better than previous attempts at anti-boycott resolutions. In the past, we have received some criticism that our anti-boycott resolutions appear to be anti-Israel. This is not the case at all. With this criticism in mind, we did try to strengthen this resolution to show how anti-boycott laws are increasing and how any anti-boycott law, regardless of theme, is a free speech issue. We made progress, but there was still some criticism. Unfortunately, I believe anti-boycott laws will only grow in scope, theme, and severity and I do foresee future resolution attempts.



photo by [Chepko Danil](#)

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Tribal Libraries/ Indigenous Populations

How is your library working with local, state, and national Indigenous peoples?

Kansas City Public Library Spotlights Native Culture Through Big Read, Joy Harjo's *An American Sunrise*

Steve Wieberg, Senior Writer/Editor
Kansas City Public Library



Left: Promotional card for the Kansas City Public Library's Big Read in April and May Center & Right: A Native dancer performs during the Kansas City Public Library's Big Read kickoff on April 6. (KCPL photo).

U.S. Poet Laureate Joy Harjo stood smiling on an auditorium stage at the Kansas City Public Library. She was draped in a long-fringed shawl and a Native-design blanket, which were presented to her as gifts at the end of a warmly received reading and discussion of her work a few days before Easter.

"This is really about the community. It's not about one person standing up here," Harjo told an audience of 219, the most for an evening speaking event at KCPL in more than two years.

"This is all of us coming together."

The event featuring the first Native American to serve as the nation's poet laureate was the centerpiece of the library's 2022 Big Read initiative. Running for six weeks, it

revolved around Harjo's acclaimed collection of poetry *An American Sunrise* and served not only as a celebration of poetry and reading but also Native literature and culture.

Among the Library's partners on the project were the Kansas City Indian Center, the area's only multi-purpose social service agency for American Indians, and Haskell Indian Nations University in nearby Lawrence, Kansas. The latter was front and center in an exhibition at the downtown Central Library, *The*

Heart Is a Fist: Contemporary Art From Haskell Indian Nations University, spotlighting paintings, drawings, textiles, and sculptures by current and former Haskell students.

More than 2,000 Kansas Citians, young and old, engaged in an array of speaking presentations, film screenings, and group discussions of the book, putting Harjo's

When someone like Joy Harjo, an American Indian person or author, looks to the past, it's with a tie to the present and how it's connected and how things are built upon

"coming together" in broader context. Children could choose from their own menu of Big Read-related events and resources, from in-person story time and phone-in Dial-a-Story sessions to make-and-take-home activity kits.

The library distributed 700 free copies of *An American Sunrise* and logged 460

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We are Water: Sharing Stories and Inspiring Conversations in Rural, Four Corners Libraries

Claire Ratcliffe Adams, Education Associate at the Space Science Institute; Brigitta Rongstad, Education & Outreach Associate at CIRES; Anne Gold, Director of Education & Outreach at CIRES; Nancy Maryboy, Founding President and Executive Director of Indigenous Education Institute; David Begay, Vice President and Founder of Indigenous Education Institute

Project Overview

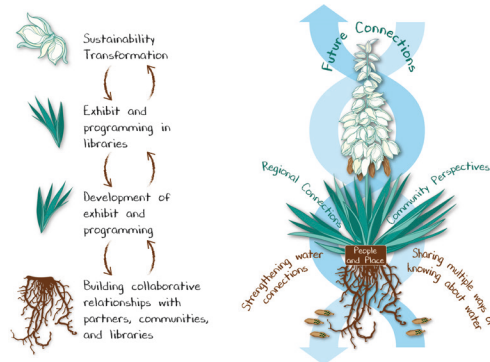
We are Water brings a traveling exhibition and educational programs to libraries in the Four Corners Region of the Southwestern U.S. (CO, UT, NM, AZ), specifically to Indigenous, Latinx, and rural communities. With funding from the National Science Foundation, the project is a collaboration between scientists, Indigenous science educators, learning researchers, informal educators, and library staff, led by the Education & Outreach program at the University of Colorado's Cooperative Institute for Research in Environmental Sciences (CIRES). **Partners** include the Space Science Institute (SSI), The Indigenous Education Institute (IEI), CoCoRaHS, Western Water Assessment (WWA), and Native Pathways, among others.

The project supports public and tribal libraries to create a place for communities to share their connections to water and to explore multiple ways of knowing water. Partner libraries host a traveling exhibition, engage visitors in STEAM (Science, Technology, Engineering, Art, and Math) activities and events, and connect with community partners to bring meaningful learning experiences to Indigenous and Latinx communities.

Development of the Exhibition

Community reflections around the importance of water inspired the design of the We are Water traveling exhibition. Before exhibit and program development began, our team met virtually with community members to learn about people's perspectives about water and to identify pertinent water topics. We are Water team members, including water scientists, informal educators, and Indigenous educators, used community input to identify relevant water topics and develop interactives, programming, and exhibit content.

The model, inspired by Indigenous ways of knowing, was developed in collaboration with Nancy Maryboy and David Begay from IEI, Shelly Valdez from Native Pathways, and Jill Stein of Reimagine Research Group. The focus of the model is cyclical processes of holistic reflection, evaluation, and adaption. As the exhibition travels to libraries in the Four Corners Region, we continue to use this model, reflecting on the experiences and how to grow in our communication, understanding, and integration of community and partner perspectives.



Above: Logic Model

Four main water topics were identified as relevant to local communities: (1) water and community, (2) water and life, (3) water in the landscape, and (4) water use and water rights. These topics are mirrored in four exhibit pieces. The first exhibit piece is a Story Wall featuring touchscreens and community art boards, allowing community members to listen

to and share stories about water. Next is a life-size connect four game, which includes game tokens that display plants, animals, landscape features, and weather events from the Four Corners Region, featuring names in English, Navajo, Spanish, and Ute. The third exhibit piece is an augmented reality sandbox, where visitors can create their own landscape and watch how water moves through it. Finally, there is a plinko game, which allows visitors to explore different scenarios of water availability and use. The exhibit content is available in English, Navajo, and Spanish, with audio for all three languages and text for Navajo and Spanish translations accessible via QR codes displayed on the exhibit panels. Community feedback around relevant topics for the area was also used as the foundation for the We are Water programming, including take-home kits, mini film festivals, and storytelling workshops.

First Host Site

After piloting the exhibition at two libraries in northern Colorado, the exhibition officially launched at the first Four Corner Region host site at the public library in Aztec, New Mexico. Following a series of virtual check-in calls, library staff were offered an in-person training to prepare for hosting the exhibit and engaging visitors in STEAM learning experiences. Library staff also discussed ways in which the library could serve as an inclusive environment for diverse audiences that visit the exhibit.

An opening day celebration was hosted at the library with hands-on activities about the water cycle and short presentations from local water-focused organizations. Library visitors were able to talk with library staff and We are Water team members and explore the We are Water exhibit. Local teachers, their students, and community members visited the library to participate in the activities. The nearby Southern Ute tribe worked with the project team to translate some exhibit components in the Ute language, and we were honored to have members of the Southern Ute Indian Tribe Cultural Preservation Department join us for the opening day celebration.

As a library partner of the We are Water project, Aztec Public Library received free take-home activity kits about water for families, a story walk featuring We are Water Protectors by Carole Lindstrom, and We are Water branded materials to be used as prizes and giveaways. The We are Water team also organized a mini film festival, which included a series of short documentary-style video clips and news reports about water topics and challenges in New Mexico and the local region.

One example of the take-home kits is *Be a Water Historian*, which showcases how interviews can preserve community stories and knowledge. Learners are guided through the entire interview process, from initial set-up and writing effective questions to recording and sharing stories. This kit is available in English, Navajo, and Spanish languages.



Above: Story Wall



Above: Connect Four



Above: AR Sandbox

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Updates continued from p. 5

From the Action Council Coordinator: Annual and Beyond

Lastly, SRRT members drafted the [Resolution on Body Autonomy, Equity and ALA Conference Sites](#) in the late-night hours after the Supreme Court decision overturning *Roe v. Wade*. The resolution asked ALA to limit future conference sites to states that support body autonomy, using similar conference sites resolutions regarding equal rights and LGBTQ discrimination as a foundation. It was defeated in Council 31-97-7. However, since Annual, ALA has issued a statement: [American Library Association \(ALA\) Condemns Proposed State Legislation Limiting Access to Information on Reproductive Health](#).

In addition to our resolutions, SRRT also learned of the [No Tech for ICE](#) campaign demanding that LexisNexis stop selling names, addresses, phone data, license plate images, utility bill information, credit history, and more to ICE that is later used against immigrant communities. SRRT is currently having discussions regarding the campaign and possible action, including resolutions, that SRRT can take to help bring awareness.

I will close with a few reminders. First, any ALA member can submit resolutions to Membership Meetings. I encourage you to use your voice and your passion to bring to light the issues that are important to you. Second, SRRT members can always come to Action Council or myself to discuss any issues that they would like SRRT to take on.

1. SRRT. (September 21, 1968). *Organizing Meeting of Round Table on Social Responsibilities of Libraries*. American Library Association. https://www.ala.org/rt/sites/ala.org/rt/files/content/SRRT/Minutes/Minutes_19680921.pdf
2. Burke, Solomon. *"None of Us Are Free." Don't Give Up On Me*, Fat Possum Records, 2002.
3. Hanson, Melanie. (June 13, 2022). *Student Loan Debt by Race*. Education Data Initiative. <https://educationdata.org/student-loan-debt-by-race>

Hunger, Homelessness and Poverty Task Force (HHPTF)

Submitted by Julie Ann Winkelstein, co-coordinator

The HHPTF continues to be committed to addressing homelessness and poverty in communities and examining what libraries can do.

I am particularly appreciative of the work my co-coordinator, Lisa Gieskes, does to maintain the HHPTF blog. If you haven't had a chance to check it out, here's the link: <https://hhptf.org/>

The range of articles she finds and posts – from [libraries going fine-free](#) to an article about the ["homeless industrial complex"](#) to a [film series](#) and much more - are such great examples of writings and actions from those who are doing the work.

In addressing homelessness and poverty in our communities, it's easy to be overwhelmed by all the statistics, vocabulary, organizations and needs. I hope if you are looking for places to start or for conversations about what needs to be done, that you will reach out to the HHPTF. We're always looking for people who want to make a difference. You can contact us at: jwinkels@utk.edu and lgieskes@richlandlibrary.com.

We look forward to hearing from you!

Community and Junior College Libraries Section (CJCLS) Community

The CJCLS Community in ALA Connect needs our voices to thrive! Please join us there. No formalities: just ask a question that's been on your mind, or reply to an existing post. Strike up a conversation about any aspect of community college libraries and librarianship.

To join the community, just visit [the CJCLS Community website](#) and click **Login** in the upper right corner. If you are not an ALA or ACRL member, you can create a free [ALA Connect account](#). Once you're logged in, if you see a big blue **JOIN COMMUNITY** button at the top of the CJCLS Community page, click it and you're in! If the Join button isn't there, you are already a community member. Either way, you may need to opt into receiving our community posts, so read on...

Once you've joined, you can send and receive posts by email – like a listserv.

Add this email address to your address book:
ALA-ACRL-CJCLS@ConnectedCommunity.org

When you send a message to the above address, it will post to the community. You can start a new discussion on any relevant topic! Make sure you're sending from the same email you signed up with on the ALA website.

You can also make sure that you receive discussion posts by email. This [short tutorial](#)

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shows how to adjust these settings (individual messages, digest mode, etc.).

Learn more on the [CJCLS Blog](#).

Any questions? Please email Ken Simon, CJCLS ALA Connect Group moderator, at ksimon@pasadena.edu.

Crete Public Library

Submitted by Joy Stevenson



Crete Public Library, in conjunction with Crete Public Schools Special Programs, celebrated its twentieth anniversary of Reading with Friends. This program, held for four weeks in July, is designed to help Spanish-speaking children in K-5th grades with their reading skills.

The children meet with a volunteer for one hour on Tuesdays to read or be read to. The goal is to give them a boost with reading abilities during the summer months, as well as keeping their English skills active. On Thursday afternoons, the kids (and a number of the moms!) meet for a story time. We read a story, do an activity and a craft (the moms love doing the craft as much as the kids), ending with a snack. They are also given a picture book to keep.



This year's theme was based around camping, with titles such as *A Camping Spree with Mr. Magee* by Chris Van Dusen, *Butterflies are Pretty...Gross!* by Rosemary Mosco, and *The King of Bees* by Lester L. Laminack.

This year we averaged about 22 children and had a great time with each one of them! Some of the kids are second generation attendees, as one of

their parents participated in the early years! It's a great program, which explains why it has stood the test of time.

Above: Photos of children participating in reading and art and craft activities in the Reading with Friends program at Crete Public Library in Crete, Illinois.

The 12th National Conference of African American Librarians (NCAAL XII)



The Black Caucus of the American Library Association (BCALA) announces its **12th National Conference of African American Librarians**. The conference will be held July 11-16, 2023 in Indianapolis, Indiana, at the [Hilton Indianapolis Hotel & Suites](#). The conference theme is **Culture Keepers XII: Unity in Diversity: Stronger Together in the African Diaspora**. The conference co-chairs are Mahasin Ameen and Rhonda Oliver who can be contacted at: NCAALXII@bcala.org

Conference tracks include but are not limited to:

- Advocacy
- Technology
- Information Literacy
- Medical/Health
- Programming Ideas
- DEI Best Practices
- Black Consciousness Principles
- International Relations Across the African Diaspora
- Emotional Labor
- Academic Libraries
- Public Libraries

Information regarding registration, the call for proposals, and the call for volunteers is forthcoming.

About the Black Caucus of the American Library Association (BCALA)

BCALA serves as an advocate for the development, promotion, and improvement of library services and resources to the nation's African American community; and provides leadership for the recruitment and professional development of African American librarians.

Revitalizing Indigenous Oral Histories at the University of Florida

Evangelina Giaconia (M.A. in Museum Studies student and Doris Duke Oral History Revitalization Transcription Assistant, University of Florida) and Indica Mattson (M.S. in Information, Florida State University, and Doris Duke Oral History Revitalization Project Manager, University of Florida)

Introduction

Over the last two years, the University of Florida Libraries and the Samuel Proctor Oral History Program have utilized a Doris Duke Charitable Foundation (DDCF) grant in order to retranscribe and digitize over 1,000 Native American oral history interviews originally recorded in the 1960s and 1970s.^[1] Collaboration with the Tribes from which these materials were collected has been central to this work, and the primary aim of our grant team has been to prioritize Tribal decisions to provide responsible and ethical access to these oral histories.

Project History and Scope

Beginning in 1966, philanthropist Doris Duke provided funding to seven academic repositories in order to gather the oral histories of Native communities across North America.^[2] At the University of Florida, the Duke funds helped to establish the Samuel Proctor Oral History Program (SPOHP) in 1967. In 2021, decades after the initial project, the Doris Duke Charitable Foundation provided additional funding to these original repositories to revitalize the collections and digitally share them with their communities of origin.

The University of Florida, the only repository with collections representing Tribes east of the Mississippi River, holds over 1,000 oral histories recorded predominantly from the late 1960s through the late 1970s. The collection has suffered from inaccurate or partial transcripts and metadata, missing documentation, and an overall lack of attention since the original project ended. Over the last two years, UF's DDCF team has worked to revitalize the collection and reconnect with the source Tribal communities for these oral histories.

This project has been divided into several initiatives: inventorying and cataloging the collections, digitizing the original project materials and optimizing digital audio files, retranscribing interviews to ensure accurate transcripts, updating metadata and materials to digital repositories, and preparing digital and physical materials for sharing, or in some cases, full repatriation. Consulting with Tribal curation teams has been critical in informing all project steps and decisions.

Building Relationships with Indigenous Partners

We have partnered with six Tribal communities that represent 95% of our total collection: the Catawba Indian Nation, the Eastern Band of Cherokee Indians, the Lumbee Tribe of North Carolina, the Mississippi Band of Choctaw Indians, the Poarch Band of Creek

Indians, and the Seminole Tribe of Florida. The Poarch Creek were the only Tribe with a previous relationship with SPOHP and the UF Libraries, and a paramount goal of the project has been to gradually build sustainable relationships with the other communities represented in this collection.

To redress past institutional and procedural wrongs, acting according to the needs and preferences of our community partners has been an utmost priority. For example, the grant team has been working with Tribal curation teams to determine their preferences for online sharing and access. Factors influencing the Tribal curation teams' decisions regarding access policies for interviews include, but are not limited to, signed permission forms, consultation with descendants of interviewees, the presence of culturally sensitive information, and/or consultation with Elders. Our meetings with Tribal curation teams have allowed us a deeper understanding of the historical context and importance of this collection. Further, each partnership is unique in its own right, and thus the path forward for each collection is unique as well. These new partnerships have created opportunities for the collection of additional oral histories, inspired ideas for future community-oriented programming, and fostered the exchange of ideas regarding curatorship, archiving, and preservation of Indigenous materials. For example, SPOHP has recently traveled to record more interviews and to provide training to Tribal communities so that they may conduct and preserve their own, new oral histories.

Ethical Considerations

This project has provided the opportunity to evaluate past harms and consider the ethical issues surrounding the access to and dissemination of legacy collections, especially those from underserved, underrepresented, and marginalized communities.

For instance, many interviews on UF Digital Collections had no clear permission from the interview participants or had deeds of gift signed by a third party. This places ownership (copyright) of the materials in question and also challenges whether these materials should have been placed online in the first place. Further, in cases where interviewees did grant permission to share their interview in the 1970s, they could hardly have anticipated the instantaneous and worldwide access granted by the Internet today. Thus, project discussions regarding use and access require a rethinking of the traditional librarianship understanding that information should be accessible to all without restrictions (i.e. open access).

The ethical questions raised during the project led to the creation of an internship dedicated to gathering resources that would help develop guidelines for such

ambiguous situations. The results of this research are a [Resource Guide](#) consisting of an annotated bibliography with related readings and initiatives, as well as a recorded [workshop](#) on archival ethics and Indigenous materials.

Ultimately, when it came to interviews with sensitive materials or communities with heightened privacy concerns, limiting access to Tribal members proved to be the most favored decision from our partners and the most ethical decision for our institution. In some cases of ambiguous permissions, at one Tribe's request, we removed certain interviews from the database altogether, including their metadata.

Conclusion

The end goal of the project is to share or repatriate original and revitalized materials with their communities of origin, and for UF's Tribal partners to have the freedom to decide how their collections are maintained, accessed, and used. For some of UF's partner communities, these revitalized collections could support applications for federal recognition, which would legitimize Tribal entities in the eyes of U.S. federal and state governments and provide economic opportunities and legal protections.^[3]

This project highlighted numerous ethical considerations that repositories holding Indigenous oral histories must learn to consider. The prioritization of Tribal decisions shaped the UF DDCF teams' process, and our work revealed that these principles must extend beyond the confines of this grant to other collections. As we learned over the course of this project, institutions must carefully evaluate the questions of use, access, and ownership when working with historically marginalized collections in order to avoid future harms.

[1] In addition to the University of Florida, the original academic repositories to receive Doris Duke funding are the University of Arizona, the University of Illinois, the University of New Mexico, the University of Oklahoma, the University of South Dakota, and the University of Utah.

[2] This grant has been managed by the Association for Tribal Archives, Libraries, and Museums (ATALM).

[3] McCulloch, A. M., & Wilkins, D. E. (1995). "Constructing" Nations within states: The quest for federal recognition by the Catawba and Lumbee Tribes. *American Indian Quarterly*, 19(3), 361-388. <https://doi.org/10.2307/1185596>

A Public Librarian's Perspective on Building Connections with Indigenous Communities

Holly Broman, Youth Services Librarian II, Santa Barbara Public Library

The City of Santa Barbara, like many California towns, was built in the shadow of a Mission. During Spanish colonization, local Indigenous populations who had lived on the land for 14,000 years were subjugated at the Mission of Santa Barbara. "Forced hard labor, deadly outbreaks of disease, and the prohibition of native languages were the reality for the Chumash Indians." [1]

As an institution, Santa Barbara Public Library (SBPL) has integrated an equity, diversity and inclusion ideology into our mission statement and has been working on programs and collection development choices that increase cultural awareness and appreciation for the land and Indigenous people, particularly the Chumash, since the library is located on Chumash land. In doing this work, it is essential to consult with local Indigenous people, and the Library took a multi-pronged approach that included reaching out to formal tribal leadership, networking with existing partner organizations to identify Indigenous experts, and broad public outreach.

There are several bands of Chumash active in our area, including Coastal, Barbareño, and Santa Ynez, and our Library has reached out to all three in order to establish relationships and invite collaboration. For example, when Library staff selected Joy Harjo's *An American Sunrise* for the annual community-wide reading event, we held focus groups with leaders from these groups to discuss complimentary library programs that celebrated local Indigenous knowledge and voices.

While this was helpful in providing context and ideas, many of the actual program presenters came through networking with other community partners to identify Indigenous experts who could share their knowledge. For example, a local Indigenous speaker on Native plants was referred to us by a frequent collaborator on our ongoing Trail Talks series. SBPL invited a past collaborator from American Indian Health and Services to organize a panel on Indigenous Voices, and paid them for their work, since this project was beyond the scope of their job. Critical to the Library's mission of supporting equity has been to invest in local Indigenous communities by paying collaborators for their time and expertise is fundamental to the Library's mission of supporting equity. It is important to begin conversations early and touch base often. We began 18 months in advance of the annual programming, and all the details of the events only came together 6 weeks prior to launch. Even if potential collaborators don't have the capacity to work on the immediate project, leaving the door open for future endeavors and showing support for their work is key to building solidarity and mutually beneficial partnerships.

In addition to intentionally seeking partnerships with

formal organizations that represent Indigenous peoples or working with our existing contacts, SBPL felt it was important to put out an open call through our newsletter and social media, as well as through press releases and media promotion, inviting local Indigenous peoples to collaborate. Taking this approach found new voices ready to share and led to a particularly successful collaboration. Monique Sonoquie, a local Indigenous educator of Chumash heritage, created a beautiful art activity to complement the *My Heart Fills with Happiness Storywalk*® SBPL hosted in local parks. It turned out Monique knew the author of the book (Monique Gray Smith), which strengthened their collaboration on the project to center and uplift indigenous voices as well as share their culture with the wider community.

While it is so important to create programs that reflect the Indigenous community, it can be challenging to find people that have the time, the background, and the passion to assist in consulting for these programs. Unfortunately, libraries often have to combat historic lack of acknowledgement of local indigenous peoples or worse, past attempts at inclusion that fell short, resulting in cultural appropriation. We have attempted to follow up with patrons who are Chumash and express interest in our programs related to Indigenous peoples, but that has not always been successful. We've even had instances where there is initial excitement but communication falters upon attempts to reach out. Persistence with putting out feelers into the community through our current partners and through

As an institution, Santa Barbara Public Library (SBPL) has integrated an equity, diversity and inclusion ideology into our mission statement and has been working on programs and collection development choices that increase cultural awareness and appreciation for the land and Indigenous people, particularly the Chumash, since the library is located on Chumash land.

press releases, social media, and continual community engagement has been necessary. Staff invest a lot of time into developing and navigating these relationships to make sure that programs and materials provided to the public are within the capabilities and scope of the library while also following the lead and staying true to the vision of Indigenous consultants.

The Santa Barbara Public Library has successfully hosted programs such as:

- SB Reads programming surrounding Joy Harjo's book *American Sunrise*
- Native People, Native Voices: A community panel in collaboration with American Indian Health & Services

- Trail Talks: The Beauty of Basketry and Tending the Land by Tima Link Lotah
 - An evening of discussion with Tima Link Lotah Member of The Owl Clan and Coastal Band of the Chumash Nation.
- Santa Barbara Ecology with Nicholas Hummingbird
 - A presentation by California Native plant expert Nicholas Hummingbird (Cahuilla/Apache) about Santa Barbara ecology.
- My Heart Fills with Happiness Storywalk with take home activity kits for children
 - Shared with permission of Author Monique Gray Smith, illustrator Julie Flett and publisher Orca Book Publishers
 - Consultant Monique Sonoquie (Chumash) provided the craft and input on the activities in the take home kit for children.
- Chumash Stories
 - An all ages event where Alan Salazar (Chumash/Tataviam) shares Native American songs and stories using traditional storytelling.

Through a grant from the California State Library and California State Parks, SBPL is currently collaborating with Chumash consultants to assist in programming surrounding the Chumash Painted Caves State Park, conservation, and sustainability. Monique Sonoquie and Alan Salazar have already agreed to help with this project, and we can't wait to see what we create together. Building equity measures into grant proposals can be a win-win for libraries with limited program budgets.

Ultimately, Santa Barbara Public Library has found the most success through leveraging partnerships, inviting proposals, and paying Indigenous experts. SBPL has found that designating some program budget to equity measures is of great value. We are replicating this approach with other cultural groups to ensure our programming is community-driven and authentic.

[1] <http://www.santamariasun.com/cover/17217/hidden-history-the-chumash-rebellion-of-1824-illustrates-the-changing-conversation-surrounding-life-at-californias-missions/>

Voices from the field: Three library workers share their experiences working with Indigenous populations

Todd M. Grooten, MLS Ruth Lilly Medical Library

My first memory of Indigenous people was from 1981. I was in kindergarten in Michigan, and I recall tracing my hand on brown construction paper and making a turkey out of the cutout hand. Because it was nearing Thanksgiving, we also had the customary "Indians and Pilgrims" lesson that involved making either a Pilgrim-style hat (did you know these have a name? the 'capotain') or a headdress with feathers. I think I chose the feathers, because it allowed us to use a variety of colored construction paper instead of the subdued brown and black. (I guess I was part of the rainbow troupe long before I even realized it).

Many of us of a certain age grew up going through the public school system learning a specific 'brand' of history (one told through a lens of whiteness) and perhaps by the time we were leaving high school and entering college we began to 'unlearn' much of what we carried with us through our early years. The professor for one of my first undergraduate classes assigned the book "Lies My Teacher Told Me" by James W. Loewen. How curious it is that we must wait so long to learn the truth about our country, especially the truth about the role Indigenous peoples played in the infancy of our country. Anthropologist Sol Tax is quoted in Loewen's book: "Native Americans are not and must not be props in a sort of theme park of the past, where we go to have a good time and see exotic cultures."

I hope that society has now progressed enough that most people realize that the story of the "First Thanksgiving" and subsequent portrayal of Native Americans in US history is largely a product of some white man's imagination. Land acknowledgement statements are now common in meetings and in event programs and literature. This is a good start - a first step. Acknowledging injustice is easy but we must go beyond that and DO something otherwise we run the risk of being 'slacktivists'. One thing we can do is to educate people and bring the voices of historically marginalized groups to light.

I was elated to be able to speak to some library workers who have worked with indigenous populations to learn more about their experiences. Elia Juarez is

a Teen and Youth Services Librarian with the Yuma County (AZ) Library District, Naomi Bishop is the Health Sciences Librarian at the University of Arizona College of Medicine in Phoenix, and Alexis Kantor was the first archivist at the Ganondagan State Historic Site, which is a New York State Historic Site and a National Historic Landmark and is operated under the New York State Office of Parks, Recreation and Historic Preservation. The first question I asked my colleagues was to describe some of their job responsibilities. Elia is responsible for overseeing and presenting library programming to patrons ages 0 to 12 across 8 library locations. Naomi supports the students and faculty of the College of Medicine with access to collections, as well as help with research needs and reference questions. Alexis was the site's first archivist, so her role was unique in that one of her first priorities was to introduce a cataloging system, sensitive to the needs and language of the area's indigenous cultures, from the ground up.

If we want to improve access to higher education and opportunities in healthcare and STEM professions we must advocate for affordable housing, tuition and representation through both library materials and Native American staff and faculty members

When I asked them about some misconceptions people have about these populations, I got a variety of answers. Elia talked about stereotypes. She said that people believe that Indigenous people have more issues with substance abuse and are likely to be violent or belligerent towards staff. She also mentioned they can be perceived as being unfriendly and hence may not visit the library or ask for help from a library employee who isn't a POC. Naomi talked about the tendency to view all Native people as the same. She pointed out that they are not only not the same, each tribe, community and family is different. Some still speak their native language and continue to live on their ancestral land while others live and work in cities and urban areas. Phoenix has a diverse Native population with people representing many different tribes. Alexis pointed out that many believe that Indigenous populations have all died out and are relegated to the history books when in fact they are still thriving cultures with modern day challenges. Their work has not been without challenges.

Elia described the location of one of their branches as being a challenge because it is near Winterhaven, which is in California and is completely within the Quechan tribe reservation. Their "home" library is in El Centro (45 minutes away), so they often seek services at the library closest to them, which is not in their service area, but library workers are still attempting to address their needs, even though they technically don't have to. Naomi pointed out the lack of knowledge about Native populations and the lack of knowledge about the differences between Tribes, which can become evident when people have never worked with these populations before. Alexis mentioned the sheer enormity of the tasks she faced, as the first archivist. She had to "bring order to the chaos" of the book collection and dealt with the limitations of existing library classification and metadata schemas when it came to indigenous populations.

People not currently working with these populations can continue to learn more about them and be allies and advocate for their needs. Both Elia and Naomi addressed the economic challenges that these populations face. Elia said that people often think tribes have it easy because of "casino money"

but vital services such as medical care and educational resources are either non-existent or underfunded and operating with outdated materials and technology so libraries are often trying to fill these gaps. By going to

a reservation for something other than gambling we can support these communities by patronizing their local businesses and attending their cultural events and become more aware of their needs. Naomi said that as members of sovereign nations living on US soil, they have rights afforded to them via treaties with the federal government, but financial assistance is minimal. If we want to improve access to higher education and opportunities in healthcare and STEM professions we must advocate for affordable housing, tuition and representation through both library materials and Native American staff and faculty members. We can continue to support these tribes by joining their non-profits and supporting their arts and cultural activities.

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Indigenous Data, Indigenous History of MIT and MIT Libraries

Ece Turnator, Humanities and Digital Scholarship Librarian, MIT Libraries

Massachusetts Institute of Technology is an 1862 Land Grant Institution funded by resources derived from the sale of land that belonged to 82 Indigenous Nations across the United States. MIT also rests on the legacy of its third president Francis Amasa Walker, who is deemed responsible for advancing the reservation system. As one of the leading institutions of science and technology in the U.S. and the world, the concept of the superiority of the White race and the European people was a central element of the historical context at MIT's founding. As part of the efforts to understand that past, there are a number of MIT classes where faculty and students actively work with historical content to study the various ways that racism shaped MIT and vice versa.

In a relatively short period of time MIT took important strides in terms of establishing relationships with its own active Indigenous student body and to understand its own history to begin to repair its relationships with Indigenous peoples. The Office of the President outlined the first steps that MIT administration will take in order to meet these wider goals in a letter addressed to the MIT community in April 2022.¹ The initiatives described in the letter include the hiring of a tenure track faculty member in the School of Humanities, Arts and Social Sciences, the establishment of academic programs, and a one-time fund to support Indigenous efforts.² As new and recent as these very welcome developments are, much ground needs to be covered to realize systemic change. The biggest challenge remains to be, in the eyes



David Shane Lowry, left, distinguished fellow in Native American Studies at Massachusetts Institute of Technology, and Alvin Donel Harvey, president of the MIT Native American Student Association, on Oct. 7, 2021 in front of the Walker Memorial building in Cambridge, Massachusetts. (AP Photo/Steven Senn)

We hope that these efforts will eventually lead to more tangible desired outcomes such as the establishment of an archival collection dedicated to MIT's Indigenous community, its history, and heritage

of the author, building an Indigenous-led community of faculty, staff, and elders to support current and future Indigenous students and to advise the MIT administration on Indigenous topics.

MIT Libraries' Data Management Services (DMS), Liaison and Instruction Services (LIRS) and Distinctive Collections (DDC) staff are involved in efforts within the library to help raise community awareness about Indigenous topics. Phoebe Ayers (LIRS/DMS) and Ece Turnator (LIRS/DMS) studied the specifics of Indigenous Data and C.A.R.E. principles and presented about these topics to MIT Libraries' staff, sparking useful internal conversations. Ayers and Turnator also documented the best practices for library staff assisting researchers who intend to work with Indigenous communities.³ Further, Turnator is involved in liaising with MIT's first "Indigenous History of MIT" course (21H.283) which investigates the ties between MIT's history and racism through archival resources from MIT's Distinctive Collections. We hope that these efforts will eventually

lead to more tangible desired outcomes such as the establishment of an archival collection dedicated to MIT's Indigenous community, its history, and heritage.⁴ Since we consider that community building is currently the biggest challenge for MIT on Indigenous-related



MIT Building 50 is dedicated to Francis Amasa Walker. It was built in 1916 and currently houses various student groups.

efforts, we believe that MIT Libraries could play a significant role in covering more ground in understanding MIT history and sharing it with the MIT community through



Jeffrey Gibson, I DON'T WANT TO SEE MYSELF WITHOUT YOU. Public Art in Vassar Street Student Residence Hall Lobby, Building W 46.

various outreach activities. To that end, MIT Libraries was a co-sponsor of a talk and a round table discussion

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Kansas City Public Library Spotlights Native Culture Through Big Read, Joy Harjo's *An American Sunrise*

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Top & Center: Visitors view works in the Kansas City Public Library's *The Heart Is a Fist* exhibition as part of the library's Big Read initiative in April and May. (KCPL photo)

Bottom: U.S. Poet Laureate Joy Harjo speaks at the Kansas City Public Library on April 14. (KCPL photo).

checkouts of print, audiobook, and e-book versions of the book – more than 10 a day from the first of April to the middle of May.

The National Endowment for the Arts-supported Big Read, the seventh staged by the Library dating to 2007 and first to feature a work of poetry, “exceeded all expectations,” Director of Readers’ Services Kaite[cq] Stover said.

Cindy Hohl, the library’s director of branch services, was particularly gratified. A member of the Santee Sioux Nation of Santee, Nebraska, and immediate past president of the American Indian Library Association, she was part of the Big Read planning committee and served throughout as a cultural consultant and advisor.

With the connection to Harjo and her book, “it only

made sense to invite our partners at the Kansas City Indian Center, Haskell Indian Nations University, and the University of Kansas to join us on this program series,” Hohl said. “Native communities prioritize ‘gathering in a good way,’ and the success of this program was largely due to this group effort.”

When approached to join KCPL and Haskell in the Big Read, Kansas City Indian Center Executive Director Gaylene Crouser, a member of the Standing Rock Sioux Tribe, didn’t hesitate. “I said, ‘How can we help? What can we do? Where can be of the most assistance to bring this into the community?’ ” she recalled.

“I feel like a lot of times, when anything is brought into the public eye about the American Indian community, it is always in a past tense, in some kind of historical setting – like we don’t exist anymore in a contemporary society. When someone like Joy Harjo, an American Indian person or author, looks to the past, it’s with a tie to the present and how it’s connected and how things are built upon.

“That’s the thing I love about Indigenous authors. They usually make that connection.”

Public enthusiasm for the Big Read was apparent from the start. A crowd of 215 filled the majestic first-floor foyer of the Kansas City Public Library’s downtown Central Library for the kickoff celebration, which featured Native American dancers, singers, and drummers. In addition to those who attended Harjo’s presentation, the following week, an audience of 211 watched her via live stream and more than 1,100 other people viewed the video event on the library’s YouTube channel in the month of May.

The programming lineup also included the screening of five Native- and Indigenous-centric films, with University of Oklahoma film historian Joanna Hearne discussing the significance and impact of Indigenous moviemaking in a separate speaking event. Glenn North, poet laureate of Kansas City’s historic 18th & Vine Jazz District, led a series of poetry writing workshops for teens and adults who then shared their works in an open-mic reading.

Book discussions are at the core of the Big Read, and the Library held 18 of them, pulling in 170 participants.

The *Heart Is a Fist* exhibition, meanwhile, drew visitors who signed in from Arizona and New Jersey, from South Dakota and Ohio, from Texas and California – in addition to scores from Missouri and Kansas. Works touched on the themes of history, culture, justice, and empathy in Harjo’s poetry and were accompanied by passages from *An American Sunrise*.

Many who took in the display were compelled to comment.

Impactful.

Wonderfully done. Beautiful yet sad.

Thought-provoking and an opportunity to ... ask forgiveness for atrocities while looking with hope to the future.

“It was an honor,” Hohl said, “to welcome Joy Harjo to share her work with us during National Poetry Month (in April), offering her words of life, ceremony, pain, and

the love that endures between us all. We appreciate all of our partners who joined us and especially the artists who traveled to present their works of art, poetry, songs, and dance.

“Strong communities have strong libraries,” Hohl said, “and offering inclusive programs helps strengthen the bond between organization and community.”

We are Water: Sharing Stories and Inspiring Conversations in Rural, Four Corners Libraries

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Above: Plinko

The Aztec Public Library staff hosted the We are Water exhibition for three months. ztec’s Library Director, Angela Watkins, shared with the project team, “We make sure that our customers can come into the library and identify with something we offer that will enhance or enrich their lives. ‘We never know the worth of water until the well runs dry’ - Thomas Fuller. The exhibit did just that!”

The We are Water Exhibition is currently on display at the Navajo Nation Library and Navajo Nation Museum through October 31st. We encourage anyone in the area to visit it and explore how water connects communities across the Four Corners Region. Please reach out with any questions, water stories or interest in partnering with our team at wearewater@colorado.edu.



Above: Opening Day at Aztec Public Library

Voices from the field: 3 library workers share their experiences working with indigenous populations

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Alexis highlighted the need for people to continue to do their research. She discovered the limitations of our existing organizational systems in LIS, and instead of just 'making them work' she looked for better options and discovered Canadian Indigenous cataloging systems and adapted them to meet the needs of her collections and populations, alongside the site curator. She touches on what I mentioned earlier: these groups have a long history of being affected by colonization and a land acknowledgement is the least someone could do to respect Indigenous cultures.

One thing seemed to shine through when I asked everyone what they loved most about their job. They all focused on the people. Elia loved working with a variety of people; Naomi loved helping students learn and to do her part to ensure they became compassionate physicians who were willing to take the time to listen. Alexis loved her coworkers because they were genuine

in their desire to be there and to help educate others.

It is easy for library workers to become siloed, especially if we aren't working in areas that deal directly with patrons. Through my discussions with these colleagues, I do feel more educated on this topic and these library users and going forward I'll be able to advocate better for their needs. I will end with a question: how can we as library professionals continue to learn and grow about the needs and struggles of populations we don't work with daily?

Indigenous Data, Indigenous History of MIT and MIT Libraries

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on National Parks that took place in April of 2022.⁵ Another awareness raising event from April was Prof. David Shane Lowry's presentation on MIT's role in Indigenous genocide. This presentation was part of the MIT Digital Humanities Lab's workshop series and MIT Libraries hosted it in its newly renovated space, the Nexus.⁶

MIT is at the early stages of repairing its relationships with Indigenous peoples. Especially the publication of the "Land-Grab Universities" report in High Country News in 2020 sparked a nationwide discussion, and especially since then, various initiatives have emerged, with many inspiring examples involving debt forgiveness for Indigenous students, and student recruitment, retention, and community building efforts.⁷ As inspiring initiatives from within academic institutions are being reported, we are also seeing examples where libraries play a central role in making systemic change and reconciliation with Indigenous communities more visible and tangible.⁸ As MIT forges its own unique path, we remain confident that MIT Libraries will continue to raise awareness, work directly with Indigenous students/faculty, and support scientists and engineers who intend to work with Indigenous communities.

VOICES FROM THE PAST

In every issue, we offer excerpts from past newsletters. This excerpt is from the September 1981 newsletter, issue #61 and is about the Librarians Urgent Action Network. The SRRT newsletter archive can be found here: <https://www.ala.org/rt/srrt/newsletter-archive>



Notes from the SRRT Coordinator, Barbara Pruitt

SRRT gained a lot of attention when we introduced 2 Resolutions before the Membership Meeting of ALA and successfully argued/defended them until they passed. SRRT Action Council brought before Membership a Resolution asking that the draft of the Operating Agreement between ALA and its Divisions be published so that the Membership could be aware of this document and the potential changes it could create within ALA. This Resolution was argued for over an hour, at times with great spirit, before it was passed almost without dissent by the nearly 500 members at the meeting.

The KKK Awareness Resolution was also treated with great interest by the membership and created nearly an hour of discussion before being passed with only a few dissenting votes. In all, it was SRRT at our best!

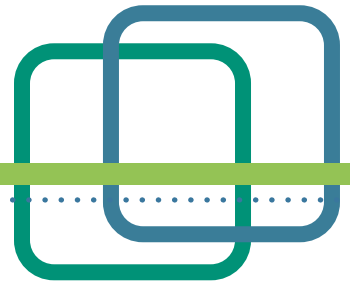


If not now, when?

Don't hesitate to
answer the **CALL**

photo by [vectorfusionart](#)

Call for Submissions



The SRRT Newsletter is always looking for good articles, essays, and letters to the editor. The next submission deadline is **November 30, 2022**.

The SRRT Newsletter invites submissions from library and information workers, students, educators, and all others who recognize the critical importance of libraries in addressing community and social issues. Please send your submissions electronically in one of the following formats: MS Word, RTF, PDF, or plain text pasted into the body of an email. Submissions should be 500 to 1,000 words and should include the article title, author's name and title, and school or place of work (optional). Graphics are encouraged. If using images that are already on the Internet, the URL of the image and a caption or description may be added to the text of the submission.

Please email original submissions to SRRT Newsletter Co-Editors Julie Winkelstein and Doreen Dixon at jwinkels@utk.edu and srrt.newsletter.content@gmail.com, indicating "SRRT Newsletter" within the subject line of your email. A confirmation of receipt will be sent in a timely manner.

Submissions to SRRT Newsletter Reviews

Submissions for book or media reviews should be sent to Laura Koltutsky, SRRT Newsletter Reviews Editor, at laurakoltutsky@gmail.com, indicating "Reviews" in the subject line of your email.

Submissions should be sent electronically in MS-Word format or a Word compatible format. Reviewers should keep their reviews to 300-500 words; any length much shorter or longer should be discussed with the reviews editor prior to submission. Reviewers should avoid conflicts of interest. Full disclosure should be made to the reviews editor when appropriate.

Submissions to SRRT Newsletter Letters to the Editors

The Newsletter invites readers to submit letters to the editors relating to social responsibilities and libraries. The letters should be respectful and thoughtful, either respond to specific content in the newsletter or include suggestions for topics of interest to SRRT members to be addressed in future issues. We will only publish letters of more than 200 words in exceptional circumstances.

Letters may be edited for length, grammar, and accuracy. You will be notified if your letter will be published.

Submit your letters to Laura Koltutsky at laurakoltutsky@gmail.com. Please indicate "SRRT Newsletter Letter to Editors" in the subject line of your email. You may submit your letter as an attachment in one of these formats: .doc, docx; or in the body of your email message.

Letters must include your full name, address, a telephone number and email address if you have one. This is for us only -- we don't share this information.



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