

Tribally Controlled Community College Libraries: A Paradigm for Survival

Lotsee Patterson and Rhonda Harris Taylor

This study reports on the results of a mail survey instrument administered to tribally controlled college libraries during 1993, just before the colleges were granted federal land-grant college status. Data obtained from sixteen respondents, representing 66.66 percent of the twenty-four tribally controlled colleges, provided a baseline profile of the fundamental characteristics of tribally controlled college libraries. The report focuses on the data most comparable to nontribal college libraries: budget, personnel, service population, advisory committees, collections, facilities, services, networking, and computer utilization. The portrait that emerged is of small academic libraries. However, these libraries also reflect the broad-based missions of their parent institutions, combining academic library functions with public library services and elements of tribal culture. Driven by unmet educational needs and the will to retain and strengthen tribal heritages and to support traditional values, these college libraries represent a paradigm for survival.



The evolution and growth of tribally controlled community colleges represent one of the most remarkable developments in American higher education during the latter half of this century. These colleges, numbering twenty-four at the time of this study, are geographically clustered in thirteen states, with fifteen of the colleges located in Montana, North Dakota, and South Dakota. Table 1 illustrates the geographic dispersal of the other nine colleges. Collectively, tribal colleges enrolled more than 16,000 students in 1994.¹

The paradigm that institutions of higher education traditionally share has been redefined in tribal colleges. Although there are many similarities between tribal colleges and those owned and operated by a state government, there also are a number of striking differences. Perhaps the most obvious differences are the tribal institutions' philosophies, missions, goals, and objectives, which reveal a mixture of the usual academic programmatic statements combined with an articulation of the necessity to promote preservation of traditional tribal culture. Driven by unmet educational needs and

Lotsee Patterson is an Associate Professor and Rhonda Harris Taylor is an Assistant Professor at the School of Library and Information Studies, University of Oklahoma; e-mail: lpatterson@uoknor.edu and rtaylor@uoknor.edu.

TABLE 1
List of Tribally Controlled Colleges in the United States
with Date of Charter and Name of Chartering Entity, 1994*

Tribally Controlled College	Charter Date	Chartered By
Bay Mills Comm. College, MI	1984	Bay Mills Tribe
Blackfeet Comm. College, MT	1974	Blackfeet Tribal Business Council
Cheyenne River Comm. College, SD	1973	Cheyenne River Sioux Tribe (1st charter)
College of the Menominee Nation, WI	1993	Menominee Nation
D-Q University, CA	1971	[Indian-controlled]
Dull Knife Memorial College, MT	1975	Northern Cheyenne Tribal Council
Fond du Lac Comm. College, MN	1987	Fond Du Lac Reservation
Fort Belknap College, MT	1984	Fort Belknap Community Council
Fort Berthold Comm. College, ND	1973	Three Affiliated Tribes of the Fort Berthold Reservation
Fort Peck Comm. College, MT	1978	Fort Peck Assiniboine and Sioux Tribes (Tribal Executive Board)
Lac Courte Oreilles Ojibwa College, WI	1982	Lac Courte Oreilles
Leech Lake Comm. College, MN	1993	
Little Big Horn College, MT	1980	
Little Hoop Comm. College, ND	1974	Devils Lake Sioux Tribe
Navajo Comm. College, AZ	1968	Navajo Nation
Nebraska Indian Comm. College, NE	1979	Omaha, Santee Sioux, and Winnebago Tribes of Nebraska
Northwest Indian College, WA (formerly Lummi Comm. College)	1983	Lummi Indian Business Council
Oglala Lakota College, SD	1971	Oglala Sioux Tribe
Salish Kootenai College, MT	1976	Confederated Salish and Kootenai Tribes
Sinte Gleska, SD	1971	Rosebud Sioux Tribe
Sissteon Wahpeton Comm. College, SD	1979	Tribal Council of the Sissteon Wahpeton Sioux Tribe
Standing Rock College, ND	1973	Standing Rock Sioux Tribal Council
Stone Child College, MT	1984	Chippewa-Cree Business Committee
Turtle Mountain Comm. College, ND	1972	Turtle Mountain Chippewa Tribe

*Sources: American Indian Higher Education Consortium and current catalogs of individual colleges.

Omitted from this table: Three vocational technical colleges (Crownpoint Institute of Technology, Southwest Polytechnic Institute, United Tribes Technical College), Haskell Indian Nations University (Bureau of Indian Affairs postsecondary institution), and the Southwestern Indian Polytechnic Institute.

the need to maintain tribal traditions, these colleges exemplify, for their respective tribes, a paradigm for survival.

Most of the tribally controlled colleges have followed a pattern of development not unlike many state institutions. They began as two-year colleges and, over time, some progressed to four-year institutions. Several of them now offer a limited number of graduate programs. Al-

most all have gained, or are candidates for, regional accreditation, the majority of them with the North Central Association of Colleges and Schools. They are expected to make significant strides forward with the recent congressional action giving them land-grant status.²

The relationship of the libraries within these colleges to the overall educational mission presented a management sce-

nario worthy of investigation. The harsh realities imposed upon the operation of these libraries, situated in sparsely settled areas with extremely limited funding and faced with institutional mandates to help fulfill the special needs of the tribes they serve, raised interesting questions about tribal college library services, collections, facilities, budgets, and staffs.

This study was undertaken to compile a baseline profile of the fundamental characteristics of tribally controlled college libraries. The resulting report also explores the relationship of college library operations to the parent institutions' missions, goals, and objectives.

Historical Development

Because community colleges are products of the twentieth century, tribally controlled colleges are a manifestation of the late twentieth century. Pursuant to the Navajo Community College Act, the Navajo tribe chartered the first tribally controlled community college in 1968.³ Oth-

Third was the desire to strengthen the tribe through academic learning, vocational training, and cultural preservation.

ers quickly followed: Sinte Gleska College in South Dakota, D-Q University in California, and Oglala Lakota College in South Dakota, in 1971; and Turtle Mountain College in North Dakota, in 1972. These are representative of a flurry of tribally controlled colleges established in the 1970s and 1980s. Most owe their existence to the Tribally Controlled Community College Assistance Act, passed by Congress in 1978, which provides annual appropriations based on the number of full-time students attending the college.⁴ These funds are nominal contributions to the total operating budgets. Tuition and grants from government and private sources provide the rest of the revenue for what are always tight budgets.

Statements obtained from the colleges' catalogs reveal a uniqueness of purpose articulated in their missions, goals, and objectives. For example, Bay Mills Community College, Michigan's only tribally controlled college, includes as one of its objectives: "To foster a spirit of pride in Native American language, culture and history through participation in classes and cultural activities."⁵ The mission statement of Fort Belknap College, located in north central Montana, reads in part: "The College will strive to provide opportunities for individual self-improvement for survival in a rapidly changing technological world and maintain the cultural integrity of the Assiniboine and Gros Ventre Tribes."⁶ The philosophy of Fort Berthold Community College in North Dakota is representative of the cultural sensitivity reflected in almost all of the tribal colleges' mission statements: "The philosophy of the Fort Berthold Community College emphasizes the interweaving of tribally distinctive cultural elements into the post-secondary process."⁷ These statements articulate the reasons why tribal colleges were formed.

The results of a study conducted by James F. Hill, in which he examined the history of the establishment of tribal colleges, found that: "The colleges began in response to the conditions experienced at off-reservation institutions."⁸ Sinte Gleska University President Lionel R. Bordeaux addressed some of these challenges. They centered on financial-aid limitations, cultural isolation, and family considerations. Second was the need for a local forum to discuss community and tribal issues, and third was the desire to strengthen the tribe through academic learning, vocational training, and cultural preservation.⁹

Almost all the colleges are commuter campuses. Main campuses lack residential halls, but many of them offer other amenities such as food service. Several provide a college-sponsored transportation system and child care.¹⁰ The average

student is thirty-one years old, is Native American, and comes from a home whose average income is far below the national average.¹¹

Two organizations have been established to support the tribal colleges: the American Indian Higher Education Consortium (AIHEC) and the American Indian College Fund (AICF). AIHEC was founded in 1972 by six tribally controlled community colleges with a view toward mobilizing a concerted effort to address the developmental problems common to them all. Today, it is a cooperatively sponsored effort on the part of thirty-one member institutions to provide a direct mechanism for facilitating access to resources needed for their continued development.¹² The AICF, launched in 1989, models the United Negro College Fund and has yet to fulfill its potential as an important source of financial support for tribal colleges.

Tribal colleges represent a relatively new presence in American higher education. This report provides preliminary data gathered on the tribal college libraries and suggests directions for further inquiry.

Terminology

No study involving Native Americans can be presented without first clarifying terms. Some terms used throughout this report are described and defined below.

Indian tribe means an Indian tribe, band, nation, or other organized group or community, including a Native Village, Regional Corporation, or Village Corporation (as those terms are defined in the Alaska Native Claims Settlement Act), which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.¹³

Tribally controlled colleges refers to those institutions that are administered and operated by a federally recognized Indian tribe. In 1994, the U.S. Senate's Committee on Indian Affairs identified twenty-

four tribally controlled community colleges and also listed two tribally controlled vocational colleges, two Bureau of Indian Affairs postsecondary institutions, and the Institute of American Indian Arts (IAIA).¹⁴ For purposes of this study, the authors considered only the twenty-four

Most of the colleges are located in the Western states where access to an accredited library school is extremely difficult.

institutions listed in table 1 (omitting three technical-vocational colleges, one Bureau of Indian Affairs postsecondary institution, and the specialized IAIA).

Land-grant colleges are those colleges established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862, as amended in 12 Stat.503; 7 U.S.C. 301-305, 307, and 308.¹⁵

Tribal College Libraries

Undertaking a study of libraries in tribally controlled colleges is not an easy task, as they are often overlooked in the literature addressing academic librarianship. Even obtaining their names and addresses requires research. In fact, the many articles, reports, and studies on tribal colleges seldom mention the libraries. Also, Indian people and Native American institutions have been subjected to so many studies that there is a reluctance to be part of another one.

It is assumed that many of the challenges endemic to tribal colleges are also ones affecting tribal college libraries and their management. Critical factors include recruiting and retaining staff from a limited pool of qualified personnel. Most of the colleges are located in the Western states where access to an accredited library school is extremely difficult. It would not be surprising, then, to find that only a few tribal librarians possess a graduate degree in library and informa-

TABLE 2
Total Annual Budgets of Responding
Libraries, with Estimated Percentage
of Funding Received from LCSA Title IV,
Special Grants, or Basic Grants*

Total Annual Budgets in Ascending Rank Order**	Estimated % Funding from LCSA Title IV, Special Grants, or Basic Grants
\$4,000	100%
\$10,000	50%
\$10,000	none indicated
\$10,000	none indicated
\$40,000	10%
\$42,400	9%
\$45,500	none indicated
\$50,000***	none indicated
\$60,000***	80%
\$65,000	none indicated
\$106,200	none indicated
\$135,500	none indicated
\$172,300	2%
\$175,000	0.5%

*Two respondents did not answer this question.
 **Rounded to nearest \$100.
 ***Figure is the low end of a range provided by respondent.

tion studies. Low salaries and isolation from other library professionals would be expected to contribute to a high turnover rate of library employees.

Inadequate facilities are another challenge confronting tribal colleges and their libraries. Some tribal libraries can be found in quarters such as old tribal gymnasiums and temporary buildings; others are housed in new, beautifully designed spaces.

Tribal college libraries share the necessity of overcoming budgetary constraints with nontribal college libraries. Money to purchase library materials to support both the curricula and all the other

community-based information needs is often woefully lacking for these young libraries. In some instances, LSCA (Library Services and Construction Act) funds have been used to supplement college budget appropriations to the libraries.

A number of the tribal college libraries function as both academic library and public library for their reservations. This strategy, though reasonable, places additional burdens not only on budgets, but also on staff and collections.

The diversity of services provided, the unique status of the parent institutions of these libraries, and the general lack of information about them in the professional literature prompted this study. The authors wanted to determine the present status of tribal college libraries and to identify some of their unique characteristics.

The timing of this study was significant because land-grant status was granted to tribally controlled colleges by the federal government in 1994. This status is expected to bring changes for the tribal colleges, especially if funding for which the colleges are now eligible is actually appropriated.

TABLE 3
Terminal Degrees Held by Library Directors
and Library Directors Identified As Native*

Terminal Degree Held By Library Dir.	No. of Dirs. Holding This Degree	No. of Native Dirs. Holding This Degree
No degree indicated (has college-level work)	1	1
Bachelor's degree	3	1
Bachelor's degree with additional hours	1	0
Master's degree	9	1
Doctorate	1	0

*One respondent did not answer this question.

Methodology

The authors attempted to gather baseline data on the libraries of the tribally controlled colleges by mailing a survey questionnaire, accompanied by a cover letter, in 1993. They also requested and obtained current college catalogs from the institutions.

Data Collection and Analysis

Sixteen responses were eventually received, representing 66.66 percent of the twenty-four tribally controlled colleges (see table 1). This report focuses on the data most comparable to nontribal college libraries: budget, personnel, service population, advisory committees, collections, facilities, services, networking, and computer utilization.

Budget

In response to a query requesting a figure for the "library's total annual budget," fourteen of the sixteen respondents provided a total dollar amount, as indicated in table 2 (budgets have been rounded to the nearest \$100). As table 2 shows, the fourteen libraries responding to this question reported total budgets ranging from \$4,000 per year to \$175,000, with a mean of \$66,135. Of the fourteen respondents replying to a checklist of funding sources, seven (50%) identified federal LSCA monies, whether special grants or basic grants, as one source of funding for the library (also shown in table 2).

Personnel

Data provided by respondents helped to profile the personnel staffing of tribally controlled college libraries. Table 3 lists terminal degrees held by the directors of these libraries at the time of the study (1993). Fifteen of the sixteen respondents completed the question about the educational attainment level of the library director. Ten (66.66%) of the fifteen responding libraries completing this question had directors with master's or doctorate de-

TABLE 4
Number of Paid Full-Time and Part-Time Library Staff Members Identified As Native

No. of Paid Full- and Part-Time Library Staff Including Director**	No. of Paid Full- and Part-Time Library Staff Identified As Native
1	0
1	0
1	0
1	0
1	0
1	1
2	1
2	1
2	2
3	2
3	2
4	3
4	4
5	4
6	*
8	7

*Respondent did not provide this information.

**Ranked in ascending order.

grees. However, of these fifteen responding libraries, only three (20%) of the library directors of the libraries responding to a question about ethnicity were identified as being Native American. Respondents identified all three of those Native directors as being members of the tribe controlling the college. Out of the ten library directors identified as holding a master's degree or doctorate, only one (10% of this group holding graduate degrees) was identified as being Native American. Also, it should be noted that respondents were not asked to identify the graduate degrees held by library directors as being in library/information studies, so it is possible that the graduate degrees were in other discipline areas. Also worthy of note is the fact that for the sixteen responding libraries, twelve

TABLE 5
Use of Library Boards and Library Committees By Responding Libraries*

Type of Library Board/Committee	Number of Libraries Reporting Use
Use of Library Board	4
Use of Library Committee	6
Use of Both Library Committee and Library Board	1
Use of College Board	1

*Four respondents did not answer this question.

(75%) of the directors were female and four (25%) were male.

Table 4 helps to profile the larger picture of overall staffing for the tribal libraries. For the sixteen responding libraries, the number of paid staff positions (combining full-time and part-time staff members and including the directors) for those libraries ranged from one to eight, for a mean of 2.81 positions. Only three (18.75%) of the sixteen responding libraries reported using volunteers.

As shown in table 4, fifteen of the sixteen responding libraries identified

TABLE 6
Percentage of Service Population Identified As Tribal Members*

% of Service Population Identified As Tribal Members**	No. of Libraries Reporting This %
45%	1
60	1
80	2
85	2
86	1
90	2
95	2
97	1
98	1

*Three respondents did not answer this question.

**In ascending rank order.

whether paid full- and part-time staff members were Native American. The thirty-nine full- and part-time positions reported by those fifteen libraries included twenty-seven (69.23%) that were held by Native Americans. This percentage is in contrast to the earlier percentage of library directors (20%) identified as Native American.

Advisory Committees

Typically, college libraries have advisory committees, usually composed of faculty and student members. Responses in this study reflected a similar pattern.

As seen in table 5, of the sixteen respondents in this study, twelve answered the survey question about use of library boards/committees. Four respondents indicated that the tribal college library used a library board, six indicated use of a library committee, and one indicated use of both. One response indicated use of a college board, presumably in lieu of a library board/committee. It should be noted that respondents were not asked to describe the membership of these boards/committees.

Service Population

Of the sixteen returned survey questionnaires, thirteen answered the question about ethnicity of the population served by the library (see table 6). Eleven (84.61%) of the thirteen libraries answering this question indicated that at least 80 percent of their service populations were tribal members. Two of the thirteen libraries answering this question profiled service populations of tribal members at 45 and 60 percent.

It is worth noting that in addition to tribal members being served by these libraries, eleven of the thirteen responding libraries answering the

question about the ethnicity of their service populations identified Native American nontribal members. In addition to tribal members being served by these libraries, percentages of Native American nontribal members being served by these eleven libraries ranged from one to 13 percent, with a mean of five percent.

Collections

Table 7 illustrates the estimated size of collections held by the tribally controlled college libraries in this study. It shows estimates for the number of print volumes, nonprint items, and periodical titles held by the sixteen responding libraries. Table 7 also displays a range of 4,000 to 46,000 volumes for print collections of these libraries, with a mode of 8,000 volumes and a mean of 14,500 volumes. The estimated number of nonprint titles held by the sixteen responding libraries ranged from 100 to 2,000 titles, with a mean of 521.88 titles. The estimated number of periodical titles held by the sixteen responding libraries ranged from 48 to 750 titles,

TABLE 7
Estimated Size of Library
Collections of Responding Libraries

Estimated No. Print Volumes*	Estimated No. Nonprint Items	Estimated No. Periodical Titles
4,000	200	50
5,000	100	50
7,000	500	170
8,000	200	110
8,000	300	130
8,000	250	150
8,000	450	135
9,000	250	48
10,000	500	120
10,000	600	75
10,000	1,000	160
16,000	150	90
20,000	350	75
28,000	750	750
35,000	2,000	240
46,000	750	95

*In ascending rank order.

with a mean of 153 titles. As expected, 100 percent of the sixteen respondents indicated there was specialized collection development in the areas of Indian and/or tribal materials for these tribal college libraries.

As with other academic libraries, responses from the sixteen returned survey questionnaires indicated that the tribally controlled college libraries were using standard sources of acquisitions to build collections: publishers, vendors, and gifts (see table 8). Respondents were allowed to indicate more than one source of acquisitions on the survey questionnaire. Fifteen of the sixteen responding libraries, or 93.75 percent of the respondents, indicated that they used ven-

TABLE 8
Sources of Acquisitions for Responding Libraries

Source of Acquisitions*	No. of Libraries Reporting Use of This Source
Purchased directly from publishers	13
Purchased from vendors	15
Purchased from bookstores	8
Gifts from individuals	15
Gifts from other libraries	12
Gifts from publishers	6
Other	
Remainder houses	1

*More than one source could be indicated by respondents.

TABLE 9
Organization of Materials Classification
Schemes Used By Responding Libraries

Classification Schemes	Number of Libraries Reporting Use of This Scheme
Dewey Decimal Classification	12
Library of Congress Classification	2
Both Dewey Decimal and Library of Congress Classification	2

dors for purchasing materials, and the same percentage indicated that they received gifts from individuals. Close to the percentage of respondents using vendors was the percentage of respondents using direct purchase from publishers (81.25%) for acquisitions.

The sixteen returned survey questionnaires revealed that all sixteen tribal college library collections were at least partially cataloged and classified (see table 9). Dewey Decimal Classification was the most popular classification scheme, being cited by twelve (75%) of the sixteen responding tribal libraries. Use of the Library of Congress Classification Scheme was cited by two (12.5%) of the sixteen responding tribal libraries. One tribal library indicated use of both Dewey Decimal and Library of Congress Classification Schemes in order to accommodate a juvenile collection.

Facilities

Fifteen of the sixteen responding libraries indicated whether they had more than one facility. As seen in table 10, of the fifteen libraries responding to this question, two (13.33%) were housed in more than one facility, with one providing nine centers at off-site locations.

Table 10 illustrates the estimated square footage of the library facilities for eleven of the sixteen respondents. These eleven respondents provided a

square footage estimate for their libraries' facilities. The estimates, as shown in table 10, ranged from 1,100 to 16,000 square feet, with a mode of 4,000 square feet and a mean of 5,141.81 square feet.

Services

Table 11 illustrates the number of hours per week that the responding libraries were open. The sixteen responding libraries reported being open for a mean of 49.12 hours per week, ranging from a low of 40 hours per week to a high of 69 hours per week. The mode was 42.5 hours per week.

All sixteen responding libraries indicated that they provided interlibrary loan services. In addition, fifteen of the sixteen responding libraries responded in the affirmative to a query about availability of "a copy machine for paper materials (books, magazines)" for library users.

There also was some indication that the

TABLE 10
Estimated Size of Facilities
of Responding Libraries*

Estimated Sq. Footage of Library Facility**	No. of Libraries Reporting This Estimated Sq. Footage
1,100	1
1,500	1
1,560	1
2,400	1
2,500	1
4,000	2
7,000	1
7,500	1
9,000	1
16,000	1

*Five respondents did not answer this question.

**Ranked in ascending order.

service functions performed by these tribal college libraries resembled those of public library services. For instance, out of sixteen respondents, four (25%) answered in the affirmative to a question about delivery of library materials to patrons. The four indicated that they delivered materials to senior citizens, and three of the four also indicated delivery services to detention centers and to individuals with disabilities.

Table 12 reports the results of a checklist question dealing with the preservation methods, records management, and archival functions being performed by the tribal college libraries. Respondents could indicate more than one function on the survey questionnaire. Of the sixteen respondents, ten (62.5%) reported engaging in preservation, records management, and/or archival functions, with the archival function being performed least often.

Networking

The authors expected that given the broad-based service missions of the parent institutions, the tribal college libraries would be more likely to provide services usually considered to be in the purview of a public library. Several questions on the survey questionnaire addressed

TABLE 11
Weekly Number of Hours Responding Libraries Are Open for Service

Weekly No. of Hours Library Is Open*	No. of Libraries Reporting This No. of Hours
40.0	3
42.5	4
45.0	1
48.5	1
51.0	1
51.5	1
56.0	1
57.0	1
57.5	1
60.5	1
69.0	1

*Ranked in ascending order.

the question of whether these tribal libraries had a relationship with their state library consultants. The survey questionnaire asked responding librarians to name a state library consultant and to indicate the number of contacts within the past six months. Of the sixteen responses received, eight (50%) of the respondents named a state library consultant. Four of the eight (50%) reported consulting this individual one to five times over the past six months. Two of the eight respondents who named a state library consultant reported having eleven or more contacts over the past six months. Interestingly, two of the sixteen respondents did not name a state library consultant, but did report having contact with one within the past six months.

Computer Resources

Table 14 shows the tasks performed by library staff

TABLE 12
Preservation, Records Management, and Archival Functions Reported by Responding Libraries*

Function**	Number of Libraries Reporting This Function
Preservation Activities	6
Records Management	5
Archival Functions	4
Preservation, Records Management, and Archival Functions Not Reported	6

*Six respondents did not answer this question.

**More than one function could be indicated by respondents.

TABLE 13
Estimated Number of
Contacts with State Library
Consultant Over Last Six Months*

Estimated No. of Contacts	No. of Libraries Reporting This No. of Contacts
0	2
1-5	4
11 or more	2

*As reported by respondents who indicated the name of a consultant.

using the computer resources of the tribal college libraries. More than one task could be indicated on the survey questionnaire by the respondents and all sixteen respondents answered this question. Five (31.25%) indicated that they performed circulation functions with computer resources. Four (25%) indicated that budgeting and accounting functions were performed using automation, whereas five (31.25%) used computer resources for e-mail purposes. However, the highest percentage of responses regarding use of computer resources centered on cataloging and word processing, at 87.50 percent and 75 percent, respectively.

Table 15 illustrates the breakdown of the kinds of computer resources used by library patrons, based on the sixteen respondents' survey answers. The sixteen responses indicated that the computer resources available for patrons were used most frequently for word processing (68.75% of respondents) and for locating books or audiovisual materials in other libraries (62.50% of respondents). In contrast to the percentage (62.50%) of respondents who indicated that library computer resources were being used by patrons to

locate materials in other libraries, only eight (50%) of the respondents indicated that computer resources were being used by patrons to locate materials in the college library. The use of computer resources by tribal college library patrons for educational purposes also was indicated, surprisingly, by only four (25%) of the sixteen respondents. A similar percentage of respondents (31.25%) indicated that their patrons used library computer resources for computer games. The same percentage of respondents indicating patron use of computer resources for games (31.25%) also indicated that their patrons used library computer resources to find periodical articles.

Summary

Data from this study of tribally controlled college libraries provide insight into the status of the sixteen responding libraries. Significant to this study is the youth of the parent institutions. The oldest tribal college in the United States is not quite thirty years old; thus, the tribal college libraries are in their infancy. The colleges are small, with the largest enrollments hovering around 2,000 FTE (full-time enrollment).¹⁶

The special emphasis on collecting tribal material, as well as information about Indian tribes in general, was clearly

TABLE 14
Tasks Performed by Library Staff Using
Computer Resources of Responding Libraries

Task Utilizing Computer Resources*	No. of Libraries Reporting Performance of This Task by Staff
Circulation	5
Cataloging	14
Budgeting/accounting	4
Word processing	12
E-mail	5

*More than one task could be indicated by respondents.

a pattern in all libraries responding to the survey. Such an emphasis was to be expected of libraries where no less than 45 percent of their user populations are tribal members and the curriculum is infused with tribal cultural elements. Services were perhaps the most at variance with traditional academic libraries. The philosophy of these tribally controlled colleges reflects their integration with, and dedication to the improvement of, the tribal community at large. This inclusiveness extends to library services. Delivering materials directly to off-campus users and providing other public library services, managing tribal records, and serving as archival centers were some of the more common roles performed by the tribal college libraries. However, given the emphasis in college missions on preservation of culture and language, the authors anticipated that archival functions would be performed by a larger percentage of respondents than was indicated by this study. However, the most likely explanation for this lack of involvement with archives could lie in the small number of staff members, or could simply be that no tribal or college archives exist. It might also be attributed to the unavailability of dedicated funding, a need for grantsmanship, a lack of staff training, or other limitations ubiquitous to small academic libraries. It also is possible that archival and records management functions were being performed by other entities within the academic or tribal institutions.

At the time of this study, networking through computers was just beginning to appear in these tribally controlled college libraries, although this is expected to change rapidly given the format of available information resources and the expan-

TABLE 15
Tasks Performed by Patrons Using Library Computer Resources of Responding Libraries

Task Utilizing Library Computer Resources*	Number of Libraries Reporting Performance of This Task by Patrons
To find periodical articles	5
To find books or audiovisual materials in this library	8
To find books or audiovisual materials in other libraries	10
To word process	11
To use computer games	5
To use computer educational packages	4

*More than one task could be indicated by respondents.

sion of the "information highway." Tribal libraries in Montana, for example, have joined other college libraries in the state and formed a group called Outreach Montana Networked Information (OMNI), which seeks to share networks in order to link databases, college catalogs, and other library resources.¹⁷

It remains to be seen what overall effect recent technological developments, such as the rapidly expanding use of the Internet, will have on tribal colleges and their library users. Its use and that of CD-

Delivering materials directly to off-campus users and providing other public library services, managing tribal records, and serving as archival centers were some of the more common roles performed by the tribal college libraries.

ROM technology can have a significant impact on sparse print collections by offering access to additional resources both on and off campus.

Given the environments reported in the surveys, it is clear that most of the tribal college libraries will be struggling

for some time to match the collections, facilities, and staffing levels made possible by annual budgets provided by state legislatures to their sister institutions. Tribes that must rely on often unpredictable federal funding and grantsmanship are at a distinct disadvantage in planning for further development of their campuses, including library facilities and services.

It is evident that tribal college administrators are determined to overcome the circumstances that impede their institutions' progress, and are succeeding in their efforts to provide postsecondary educational opportunities for their own people. Also clear to the authors of this study is the fact that these colleges will continue to shape their own paradigm for survival, melding classic educational programs with tribal culture.

This study provided some preliminary data describing the tribally controlled college libraries. As with most studies, however, it raised almost as many questions as it answered. Questions yet to be explored include, but are not limited to:

- How many of the graduate-degree-holding directors have degrees from ALA-accredited programs? Of those who do not, what degrees do they hold, and where have they obtained library and information studies courses? Can the trend toward offering distance education programs by many library schools positively affect library personnel likely to be employed in these colleges?

- Who serves on the advisory committees/library boards of these libraries? Given the broad-based academic missions of the colleges, it is expected that membership is more inclusive than faculty and students. What role do tribal members or administrators play in library operations?

- Other than Indian and tribal materials, are there other areas of collection strengths in these academic libraries? How are newer technologies being utilized in collection development?

- How much interest do these libraries have in performing archival, preser-

vation, and records management functions? And, if the interest is there, how might implementation of these functions be facilitated? What staffing and training needs are unmet in these areas?

- Given that there is evidence of working relationships already in existence between some state libraries and the tribal college libraries, what roles are the state libraries filling for these libraries?

- What effect will changes in federal legislation have on tribal access to monies formerly earmarked for them through the LSCA, Title IV? In the future, it is likely that any such money will be directed to state libraries, and tribes will have to compete with other public libraries for funds. In the past, tribes have not fared well in similar situations, and are viewed as a "federal responsibility" by some state library administrators, which absolves any perception of responsibility for serving tribal libraries.

- What impact will the the new land-grant status have on the development of library resources and services? Will this status result in a more stable funding base?

Obviously, many questions have yet to be answered. However, the data cannot be divorced from the contextual realities of tribal people designing their own institutions to address their educational needs. This vision is best summarized in the Cheyenne River Community College catalog, which states: "The college truly believes that the reservation is the campus. . . ."¹⁸ This statement reflects a holistic philosophy of integration deeply entrenched within Native American communities. Not only are they perpetuating cherished legacies, they are fostering an intellectual climate reflective of Indian values and providing opportunities for tribal members to acquire skills necessary for ensuring the viability of Native American people in the twenty-first century. As a vital part of both their college and tribal communities, tribal college libraries are a paradigm for educational and cultural survival.

Notes

1. American Indian Higher Education Consortium brochure (Washington, D.C.: American Indian Higher Education Consortium, 1995).
2. Scott Jaschik, "President Clinton Signs Law Making 29 Tribal Colleges Land-Grant Institutions," *Chronicle of Higher Education* (Nov. 9, 1994): A32.
3. *NACIE Newsletter* 11 (Dec. 1994): 4.
4. *Ibid.*
5. *Bay Mills Community College Catalog* (Brimley, Mich.: Bay Mills Community College, 1994-96), 2.
6. *Fort Belknap College Catalog* (Harlem, Mont.: Fort Belknap College, 1994-95), 4.
7. *Fort Berthold Community College Catalog* (New Town, N.D.: Fort Berthold Community College, 1994-95), 7.
8. James F. Hill, *Tribal Colleges: A Success Story*, 1994, ERIC doc. no. ED 370-623, 2.
9. Lionel R. Bordeaux, "This Is the Way It Must Be," *Tribal College* 2 (fall 1990): 8; quoted in James F. Hill, *Tribal Colleges: A Success Story*, 2.
10. Wayne Stein, "Tribal Colleges: A Success Story," *New Directions for Community Colleges* 20 (winter 1992): 91.
11. Hill, *Tribal Colleges*, 6.
12. AIHEC brochure.
13. *Federal Register* 40, no. 172 (Sept. 4, 1995): 40983.
14. Senate, Report 103-104: Land Grant Status for Certain Indian Colleges (Nov. 9, 1995), 3.
15. Senate Committee on Indian Affairs, Equity in Educational Land Grant Status Act of 1993, 103rd Cong., 1st session, Nov. 18, 1993. S1345 Hearing, 73.
16. Hill, *Tribal Colleges*, 13.
17. *Montana Indian Tribal Libraries Group Newsletter* 1 (summer 1994): 7.
18. *Cheyenne River Community College Catalog* (Eagle Butte, S.D.: Cheyenne River Community College, 1993-95): 4.

Join ACRL in Nashville!

April 11-14, 1997

Be a presenter

Presenters needed for poster sessions and roundtable discussions. Choose from these five theme tracks: partnerships and competition; changing work, roles, and organizations; social responsibility, equity, and diversity; funding; learning.

Get the complete "Call for Participation" in the January 1996 *C&RL News* or at <http://www.ala.org/acrl.html>.

Share ideas

Stimulating discussions on topics of critical importance to the future of academic librarianship.

Attend pre-conferences

Practical workshops for creating skills to "choose your future" on topics such as fundraising, buildings, and electronic collections; case studies on how librarians are creating their futures.

Meet colleagues

Networking opportunities and roundtable discussions.

Exhibits

Get state-of-the-art information on new products and services.

Local tours

See the Grand Ole Opry—and more.

CHOOSING
OUR
FUTURES



Keep up with the latest on ACRL's conference plans!

Participate in the dialogue of the future of academic librarians via the Web.

Point your Web browser to: <http://www.ala.org/acrl.html>.

Registration materials will be mailed to ACRL members in September 1996. To be added to the mailing list contact Darlena Davis at (800) 545-2433, ext. 2519 or ddavis@ala.org

Perception & Reality

Perception

Any vendor can provide adequate coverage of English language titles.

Perception

All approval vendors provide the same level of bibliographic expertise.

Perception

Traditional bibliographic resources are sufficient to manage a library's needs.

Reality

Blackwell's unified US & UK buying provides comprehensive approval coverage of English language scholarly publications.

Reality

Blackwell's professional bibliographers deliver a consistently higher level of bibliographic control for the entire range of English language titles.

Reality

Blackwell pioneered coordinated US & UK Internet/Web accessible tools providing better resources to meet the needs of modern libraries.

***Blackwell's Preferred Edition
provides the REALITY of
complete English language
approval services.***

Second in a series from BLACKWELL