A TRIBAL SPECIAL LIBRARY AND ARCHIVES PROJECT: ESTABLISHING THE MALKI MUSEUM SPECIAL LIBRARY AND ARCHIVES

Andrea Geyer
ageyer4@gmail.com

Follow this and additional works at: https://scholarworks.lib.csusb.edu/etd

Part of the Collection Development and Management Commons, and the Museum Studies Commons

Recommended Citation
https://scholarworks.lib.csusb.edu/etd/752

This Project is brought to you for free and open access by the Office of Graduate Studies at CSUSB ScholarWorks. It has been accepted for inclusion in Electronic Theses, Projects, and Dissertations by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
A TRIBAL SPECIAL LIBRARY AND ARCHIVES PROJECT:
ESTABLISHING THE MALKI MUSEUM SPECIAL LIBRARY AND ARCHIVES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Interdisciplinary Studies:
Archives and Museum Studies

by
Andrea Cristina Geyer
September 2018
A TRIBAL SPECIAL LIBRARY AND ARCHIVES PROJECT:
ESTABLISHING THE MALKI MUSEUM SPECIAL LIBRARY AND ARCHIVES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Andrea Cristina Geyer
September 2018
Approved by:

Thomas Long, Committee Chair, History

Tiffany F. Jones, Committee Member, History

Carmen Jany, Committee Member, Linguistics
ABSTRACT

The Malki Museum Tribal Special Library and Archives project is an on-site repository created in order to provide access to information regarding tribal culture and heritage to local tribal members and researchers. The project filled the need for a space dedicated to material related to the history of local Southern California Native American tribes and information regarding the topics of Archaeology, Anthropology and History. The collection includes: books, manuscripts, documents, audio/visual media, and photographs. Bringing together multimedia sources, the Special Tribal Library allows for the preservation and accessibility of these items through cataloging and digitizing the collection. This method allows for the collection to be available to the public while being able to preserve its integrity through limited handling. In order to facilitate the establishment of the Special Library and Archive, the Malki Museum Special Tribal Library and Archives project teamed up with the Malki Museum’s Director, as well as the Malki Museum’s Tribal Board of Directors. Several weeks of organization, assessment, and collaboration helped prepare the Special Library first for user-friendliness. The final product is the Malki Museum Tribal Special Library which provides tribal members and scholars alike a locality where research can be undertaken and acquired. The Malki Museum Tribal Special Library project helps bring important data within reach to its local community.
ACKNOWLEDGMENTS

Having the opportunity to create a research facility that allows for the education and preservation of Native American culture, as well as various significant topics of study, has been an incredible experience within my academic career. I would like to thank Dr. Thomas Long, who was my professor during my Undergraduate Studies program and then my advisor and mentor throughout my Graduate program. Without his initial introduction to the possibilities within Museum Professionalism and his constant guidance and knowledge throughout my endeavors, I would not have had the opportunity to explore my full potential in the field of Archiving and Museum Studies. I would also like to thank San Bernardino County Archivist Genevieve Preston and her entire staff at the San Bernardino County Archives for their patience and willingness to have me as their forever learning Intern throughout my budding Museum Professional career. I am forever grateful for the educating experiences and vocational tools I have acquired with their help. Lastly, I am extremely thankful to the Malki Museum Director, Amanda Castro, for her unwavering faith in me and this project. Without her enthusiasm and allowing me to explore all the different avenues this project took me in, I would not have been able to level-headedly shape this project into something I am proud of.
DEDICATION

To my amazing husband Jake- Without your love, support, and unwavering belief in me I would have never kept going.

To my beautiful and bright daughters, Emily and Anastasia- You both inspire my every move and I am so proud to be your mommy. Remember, well behaved women rarely make history, be your best!
# TABLE OF CONTENTS

ABSTRACT ................................................................................................................................. iii  
ACKNOWLEDGEMENTS .............................................................................................................. iv  
LIST OF FIGURES ....................................................................................................................... vii  
CHAPTER ONE: INTRODUCTION ................................................................................................. 1  
  Background and Literature Review ......................................................................................... 2  
  Project Approach and Methodology ....................................................................................... 21  
CHAPTER TWO: REPRESENTATIONS OF TRIBAL SPECIAL LIBRARIES ................................................................. 23  
  The Zuni Public Library ........................................................................................................... 23  
  The Chickasaw Tribal Library ................................................................................................. 25  
  The Taytsugeh Oweengeh Library ......................................................................................... 27  
  The Pauma AA'Alivikat Library ............................................................................................. 28  
  The Karuk Tribal Library and The Sipnuck Digital Library ............................................... 30  
CHAPTER THREE: ESTABLISHING A SPECIAL LIBRARY AT Malki Museum ................................................................. 34  
  Goals of the Project ............................................................................................................... 35  
  Designing and Establishing the Special Library ................................................................. 37  
  Challenges .............................................................................................................................. 47  
CHAPTER FOUR: CONCLUSIONS ............................................................................................... 50  
  Future of the Project .............................................................................................................. 50  
  Conclusions and Recommendations ................................................................................... 51  
APPENDIX A: BEFORE AND AFTER PHOTOS OF PROGRESS MADE THROUGHOUT PROJECT ............................................... 53  
APPENDIX B: POLICIES AND PROCEDURES ............................................................................ 84
LIST OF FIGURES

Figure 1. The Zuni Public Library................................................................. 23
Figure 2. The Chickasaw Library................................................................. 25
Figure 3. The Taytsugeh Oweengeh Library.............................................. 27
Figure 4. The Pauma AA’Alvikat Library..................................................... 28
Figure 5. The Karuk Tribal Library............................................................. 30
Figure 6. The Malki Museum Library........................................................ 38
Figure 7. The Malki Museum Archives...................................................... 39
Figure 8. The Malki Museum..................................................................... 40
Figure 9. The Malki Museum Library Office.............................................. 43
Figure 10. The Malki Museum Tribal Special Library Research Area..... 45
Figure 11. The Malki Museum Tribal Special Library Media Center Cart Station................................................................. 46
CHAPTER ONE

INTRODUCTION

The Malki Museum Tribal Special Library and Archives project was developed to create a space where support and information could be provided to members of the tribe ranging in age from child to adult. By sharing knowledge, and promoting cultural awareness, the library will present opportunities to enhance a lifetime of learning. The primary focus is to gather and make accessible written materials such as periodicals and books, as well as photographs, films, and original materials documenting the history and culture of Southern California Native American tribes and its people. Materials may be kept within limited access and non-circulation because they are considered rare, culturally unique, culturally valuable, or monetarily valuable. This will guarantee that researchers will have ready access to them.

Since the inception of the Special Library, institutions have used collections to propel development and research by providing specialized and comprehensive information on special subjects or fields. The intention of this project is to examine the creation of a special library and archive of books, documents and photos belonging to and related to the Malki Museum (hereafter referred to as "Malki") located in San Bernardino, California. While the working library is the main component of the project, this written thesis is a supplementary examination of the concepts and challenges involved in the
design and opening of the library. Chapter one explores the history and framework in the development of the special library. Chapter two highlights two different tribes within the United States who have designed and produced special libraries for their communities. Chapter three outlines the steps taken to create a working special library and archive at the Malki. These include determining the short-term and long-term goals for the project, coming up with strategies for designing the library layout, drafting documents such as policies and procedures, and concluding with the challenges that were faced along the way. Chapter four discusses the future of the project and offers thoughts and recommendations to assist future historians and/or librarians with the design and establishment of a special library within a tribal museum.

Background and Literature Review

To understand and explain the history of the special library, one necessarily must begin with the beginnings of the first libraries in general. The origins of the library can be dated back to the development of writing, initially with the creation of clay tablets in the Ancient Near East and Papyrus in Egypt.\(^1\) This led to an examination into the ways in which these thriving societies would illicit ways to write on these new materials and then store them, not only to preserve the texts but also making them available to those who had been educated in reading. These early libraries, which consisted mostly of archives and records, can be traced from the Ancient Near East and Greece where most of the

---

rudimentary forms of library began through the Early Middle Ages, when the development of monastery libraries showcased hand copied books and considered them to be valuable possessions. At the beginning of the 18th century, libraries were turning into a progressively public venue and by the mid-19th century, the concept of the modern public lending library was thriving. In 1876, the American Library Association formed and the decimal-based system of classification, created by Melvil Dewey, was published. It is still in use today.

Modern libraries are often a mixture of different types of specific collections, such as children's libraries or one subject research libraries. Special libraries are all encompassing, often providing services similar to research, reference, academic, or children's libraries, and thus were born from necessity and specialized research. In the seminal writing, Special Libraries: A Guide for Management, several authors meet a need in the writings of special librarianship. The book's intention is to help the reader decipher the when, why, how and what of a special library. Since the guide's first publication in 1966, it has become the "classic" introduction to special librarianship. What a special library is, how these types of institutions get started and what resources do these libraries require are the three major questions that affect literature produced about special libraries. One of the key foci of the history of the Special Library has been the creation of the Special Libraries Association.

---

On July 2, 1909, a gathering of twenty-six librarians met in Bretton Woods, New Hampshire, to talk about an innovative type of library that was showing up on the American scene. By the end of the retreat, they had determined to label the new kind of library a Special Library and according to the book *Special Libraries: A Guide for Management*, "They placed the stamp of agreement on their conclusion, in typical American fashion, by forming an organization they named Special Libraries Association".\(^3\) While the key purpose of other types of libraries may include use for recreation, education, aesthetic appreciation or scholarly purposes, and while some special libraries do have these objectives, the main goal of the special library is a single ended one: to offer information for immediate and practical purposes in collaboration with the goals of the parent organization.

To summarize Elin B. Christianson from her book *Special Libraries: Putting Knowledge to Work*, "special libraries serve business, industry and government. A special library has two senses:

1. The general, which includes specialized libraries and collections of many types, and

2. The specific, indicating the library which provides specialized information service in business, industry and government.

---

They are not just a particular compilation of books on a specific topic but a center of information that should act as an essential role in the organizational composition of the parent organization. 'It facilitates work, it safeguards its resources and it helps the internal community of the organization to acquire knowledge necessary to accomplish their tasks.'  

An influential voice and author is Herbert S. White, who, in his article, *Organizational Placement of the Special Library*, stated:

> The information function of the special library has been aptly described as providing "... answers for the inquirer more rapidly than he could [find them] himself. To this it might be added that it can also provide answers which the inquirer needs but has not thought to request."

Because of this intention, to provide information that is customized to the needs of the institution, special libraries exist. They give both immediate answers to the need of information and information in anticipation of need. It is for this reason that special librarianship was given the slogan "Putting Knowledge to Work" and thus giving the best description of the "special" library.

Christianson also highlights authors Ellis Mount and Renée Massoud and their book *Special Libraries and Information Centers*. Christianson states that

---

they "define special libraries as those information organizations sponsored by private companies, government agencies, not for-profit organizations, or professional associations. Subject specialty units in public and academic libraries are usually labeled as special libraries as well." This type of definition gives way to the common perception that a special library is a facility that solely answers to an organization that is its boss and overseer.

Special libraries can be distinguished by where they are located. They can be present in a broad mixture of organizational settings, usually away from the public view. These facilities can be in private businesses and industrial organizations, as well as in non-profit institutions such as hospitals and museums. Special libraries are found where other types of libraries often are not. They are a part of a bigger organization whose purpose is something other than library service or education. Many – perhaps a majority – of special libraries are initially developed by the research organization to serve the research organization. Since these libraries are often for internal use, there is no apparent necessity for a showplace with which to impress outside visitors.

Special libraries can also be set apart by the groups of individuals for which they serve. In contrast to public libraries that serve "everybody," special libraries serve a well-defined group of users. Usually these visitors are limited to

---


the parent organization, which can include personnel or community members, but researchers also make up a large percentage of the special library user population. The disadvantage to this limited scope of individuals is that it cultivates an environment where the library cannot grow and branch out. It is important to broaden the library’s clientele to include others besides researchers, in large part because it is these other individuals who ultimately have the power to determine expenditure levels and priorities.  

Because special libraries are found within larger organizations, the subject scope of the collection also helps characterize what a special library is. White describes this growth of specialized orientation of materials accurately:

To a considerable extent special libraries simply come into being through the accumulation of books, periodicals, and other records, which have been bought or donated, or which represent a record of the organizations own research efforts. Inevitably, these files continue to grow.  

Being that the service clientele is restricted, special library holdings are typically intensive and limited. Since the purpose of the library is to further the interests of the institution in which it is supporting, books and media will be acquired on the basis of what is most accommodating to the various endeavors of that organization.

---

8 Ibid., 29.
9 Ibid., 23.
Lastly, determining what a special library is also includes the concept of size and space. Although, all kinds of libraries come in all sizes, of course, and there are some special libraries with scores of employees, studies and surveys show that a majority of them employ only a small number of personnel. The "typical" special library may be visualized as small in staff size and usually small in space occupied and in size of collection. The reasons that special library collections are frequently very small range from limited working areas to budgetary restraints.

Largely influenced by the writings of the establishment of the Special Libraries Association and White's descriptive narratives of what a special library has come to be, Eugene Jackson's seminal work, *Special Librarianship: A New Reader* written in 1980, explains fundamentally how special libraries get started. Pointedly he says "At the personal level, we seek information to help do our jobs better, to improve our own or our groups productivity, and to make better decisions." It was this quest for advancement that led to the formation of the SLA and foraging the placement of special libraries within an organization.

The idea of the special library emerged in the eighteenth and nineteenth centuries when enterprise was being established. During that period, in order for business growth to take place, specialized information was needed. Legal and

---

government departments had collections on focused topics to serve the needs to their employees. An example of this is the formation of the Library of Congress in 1800. It was a library that held information and materials that the US Congress needed to fulfill its work. It was a legislative library, but it grew in policies and subject matter to become a national library under the Jeffersonian concept of universality.\(^\text{12}\)

In the beginning stages, medical and legal collections were at the head of research and educational resources mostly because both professions had a reputable, extensive history. It was also well-known that these disciplines were based on the most up to date information in the subject matter. At the same time, businesses that were being established needed business, scientific, technical, legal and statistical information. This necessity led to the creation of libraries whose goal was to assist their industry.

According to Eva Semertzaki in her book *Special Libraries as Knowledge Management Centres*, "the expansion of special libraries went along with the advancement of academic research, the publications industry, the literature on disciplines and the growth of the library profession. The business arena was expanding and the Industrial Revolution brought incredible development to the

industry. "13 Businesses and companies needed collections to promote growth and expansion.

By the year 1909 technology and scientific inquiry were being applied at an ever-increasing rate to the development of new goods and services. In the wake of these new forces these first special librarians saw with astounding clarity the opportunity for the librarian to shed the previous compliance and assume more active responsibilities. The Encyclopedia of Library History illustrates this awakening by explaining that:

…the growth of special libraries in industrialized nations occurred with increasing rapidity. The proportionate emphasis on business, science and technology tended to change as well. The coupling of the Industrial revolution and the economic objectives of the emerging nation states produced institutions that required more systematic information sources and repositories. These companies, industries, research facilities, museums and government agencies began to take advantage of the advances in organization and

---

technology that occurred in the library profession in the late 19th century, and they established libraries.\textsuperscript{14}

One of the first tasks of the Special Libraries Association was the recognition of existing special libraries. Nearly one hundred has been located in 1910. Even though there has been no consistent census of special libraries taken over the years, the estimates that have been made show an unmistakable growth pattern. By the end of the 1920's, the number of special libraries had reached one thousand. A 1935 directory listed fifteen thousand special libraries, demonstrating that the figure was increasing even during the economic difficulties of the period. The greatest time of growth started after World War II and it still has momentum. This ongoing expansion is due largely to the "information explosion" which became so broadly obvious after World War II with the increase in scientific and technical reports. \textsuperscript{15}

Throughout the last part of the twentieth century, seeing the advent of the internet and the rise in using technology for research, quick changes were happening for libraries. Author and University of Minnesota's Dean of Libraries Wendy Pradt Lougee writes that "In a lot of cases, a special library functions similarly to a research library. A research library is gradually being transformed from the traditional role as an archive and steward of information into the role of

\textsuperscript{15} Ahrensfeld, \textit{Special Libraries}, 4.
the collaborator and potentially the catalyst within interest-based communities.”\textsuperscript{16} Special libraries are made to change with the different environments in order to thrive and to aid their communities in an efficient and fitting manner. Semertzaki writes, "They are challenged to embrace potential new opportunities for facilitating communication and for dealing with content explosion and knowledge overload."\textsuperscript{17}

Another area to look at for the prevalence of special libraries is the idea that communities not only seek knowledge for professional gain and institutional expertise, but also want to educate themselves on the traditions and cultures inside those communities. In his article written for the \textit{Journal of Education of Librarianship}, author George S. Bonn states that "Special libraries, by their very nature, must have information on current research and development in their appropriate fields of interest; this is why they exist. But in order to continue to improve their services and enhance their prestige they must also know something about, and be involved in, current research and development in their own operations, systems, and information retrieval problems."\textsuperscript{18} Many individuals seek the specialized information provided by a special library to further enhance their perspectives on precise attributes within their organization and find ways to better understand who they are as well as connect with the people around them.

\textsuperscript{17} Semertzaki, \textit{Special Libraries}, 8.
Patricia B. Hanna said it best in her book *People Make it Happen*, "The special library is in a unique position to reinforce individuals’ self awareness and knowledge of others, through sensitive selection of materials. It can, as well, make opportunities for the necessary coming together of groups and productive tension between them."\(^{19}\)

Special libraries provide familiarity and individuality to their patrons. One of their main goals is to provide the correct forms of information on any specific subject matter to the right clients at the right time. In an ever-changing environment, these types of facilities must acknowledge the challenges they are faced with. As these libraries continue to provide their long-established services, they must graduate opportunities for progression using technology. In other words, they have to extend their services in order to stay competitive.\(^ {20}\)

Special libraries tend to thrive in organizations in which truth, effectiveness, and relevance has an acknowledged and substantial value and reward. Because of this, specific resources are sought when the formation of such a library is undertaken. Harry M. Lydenberg, in his article *The Special Library in the Public Library*, wrote "It is all simply a matter of meeting the needs of the community. The most ideally selected special library one can conceive will languish and dwindle if there is no lasting justification for its conception and

---


use.”21 Special Libraries: A Guide for Management lists some specific guideposts which suggest to organizational managers that it is time to establish a library. These can include:

- The idea that funds are wasted due to the purchase of multiple copies of books and periodicals because there is no centralization and control
- Large and expensive collections are scattered in offices or storerooms
- An awareness by organizational professionals, from contact with others at professional gatherings, that they are not keeping up with developments in their field
- Professionals or community members are spending a great deal of time in the attempt to track down needed information, including visiting other libraries
- Important decisions are delayed because the needed information simply could not be found.

Along with these concepts, the assets that help a special library flourish begin to take form. At the most basic foundational level is the acquisition, organization and dissemination of materials and information. Materials for the new library will come from two sources – those already owned by the

organization and new materials which will be purchased. One of the most important resources a special library can attain is the specialized collection that its parent organization already owns. Before the librarian makes a plan to ascertain new material, it is essential that a thorough assessment be made to establish what is already on hand.

In the past, a special library’s focus was to collect recorded information in the form of books, journals, reference materials and in order to keep up with the shift in formats, access to online sources. One main objectives of the special library is to gather and keep collections of materials that are significant to the main focus of the parent organization. For example, the purpose of a small museum special library is to be bound to the interests of the museum as a whole. Books will be acquired on the basis of what is most supportive to the various endeavors of the museum. Special libraries then obtain data, resources, and information that is important to the work that is being done. For this reason, it depends on resources from technology as well as conventional material in order to keep the collection as up to date as possible. Collections of special libraries are created to be utilized by their surrounding and local community. It is imperative that the special library supports the ideas and suggestions of its patrons in order to provide fresh material in any format. Not only does this provide an outlet of engagement for the development of the collection but also it keeps the material available fresh and ready for research.

When starting a new library, a new collection must be developed but if an existing collection is being continued, then ongoing policies must be evaluated. As Herbert S. White points out the most passive of special libraries needs a collection that will be able to respond to some portion of the questions that are asked and to supply some percentage of the material that is requested. Among his seminal writings on the topic of special libraries, White stresses that there are four levels of acquisitions of materials that will aid the special librarian in coming up with some sort of target for the adequacy of their collection.

**Levels of Acquisitions**

1. Material is purchased as users request (or demand it)
2. In addition to this, suggestions are solicited and welcome
3. In addition to these, the library asks specific users to evaluate the desirability of acquiring materials that have come to the attention of the library staff
4. The library purchases material or places subscriptions of its own cognizance.

In cultivating an information collection, special libraries are not always held back by the cost of the material itself. Although the cost of acquisition, processing, and storage is not insignificant, special libraries should never acquire material just because it is free or offered. Several useful pieces of information can be obtained

---

23 White, Managing, 48.
24 White, Managing, 49.
through government publications at a reasonably low cost but countless observations have shown both that internal material is frequently the most useful and heavily demanded.\(^{25}\)

Another area of acquisition for a special library is the culling of records and archives from different sources. Records can be up to date documents that deal with the daily interactions of the organization. Semertzki states that "this can include correspondence, reports, forms, specifications, maps, storage devices, microforms and photographs. There is usually a retention policy for records. On the contrary, archives are characterized by longevity in retaining their records because they have historical value."\(^{26}\)

The next important step is to plan for the housing and arrangement of the collection. Many special librarians bring with them the invaluable resource of knowing organizing principles and methods. This conveys an attitude of adaptability and flexibility in planning for the organization of a collection of materials.\(^{27}\) Creating a sufficient library in the presences of space constraints requires that material that is not needed -- because it is obsolete, because it never should have been bought in the first place, because organizational needs have changed -- should be removed by donation or thrown away. On the other

---

\(^{25}\) Ibid
\(^{27}\) Ahrensfeld, *Special Libraries*, 18.
hand, if material is needed and there is not enough space, then options of off-site storage and digital copies of less frequently used materials should be considered.\textsuperscript{28}

The kinds of cabinetry and shelving that goes with housing the collection is directly correlated with the major types of materials that are included in the collection. Economy, convenience, and accessibility must also be considered. Book collections will be arranged according to the numbered classification scheme adopted for the library.\textsuperscript{29} For smaller collections (300-500 titles) a simpler arrangement, such as listing by author, can be used. The arrangement of book shelves should be logical and sequential, with sections labeled with shelf numbers at the edge of the shelves and on the ends of ranges. Very humid or dry areas should be avoided for book storage. Dampness can cause books to mildew and the bindings to warp, and dryness causes brittle bindings running the risk of breakage.\textsuperscript{30}

Periodicals can be a large part of any library collection. These are arranged more often than not alphabetically by title, but sometimes by issuing agency. Current and back issues may be kept together in the same part of the library or current issues can be displayed separately. The length of time the

\textsuperscript{28} White, \textit{Managing}, 48.
\textsuperscript{29} Ahrensfeld, \textit{Special Libraries}, 18.
\textsuperscript{30} Reed, \textit{Libraries}, 4.
periodical will be kept and whether or not it will be replaced with a digital version must be determined by the librarian. Pamphlets, reports, and documents present different options for arrangement. Based on the demand for each item and the handling issues that surround the specific piece of media, the librarian will determine how best to provide easy access to the materials. Other materials such as maps, photographs, blueprints, and the like are also handled separately. An arrangement and storage system must be determined based on the specific needs of library users. Special cabinets or other storage may be required.

Lastly, the informational purpose of a special library — the depth and breadth of service provided to users — is the main characteristic that sets it apart from other kinds of libraries. Because of this, disseminating the information and materials from the library is a critical element in the establishment of a special library. Resources such as maintaining a collection of reference books and publications, staying aware of current developments in specific fields of interest and providing reference services through training and education are essential to the progress of a special library. One of the principal ways to circulate the information a special library contains is to always continue to grow the library’s collection of reference materials. This will help library professionals to answer simple, factual reference questions and to be able to direct users needing detailed or research information. As books, periodicals and journals arrive; they

---

31 Ahrensfeld, Special Libraries, 24.
should be recorded and made available to readers as soon as possible. Keeping these resources accessibly will encourage readers and researchers to come into the library and utilize this network of information.

Another way of providing essential information is to keep all library professionals abreast to the most up-to-date happenings of the parent organization and more broadly, making sure that they have a good working knowledge of the topics covered within the special library they work in. Ahrensfeld states that "a library staff, well-informed in the organization's subject fields and knowing the needs and interests of users, is able in many cases to determine who would be interested in specific books, articles, or other newly received materials."\(^{32}\)

The special library should also offer a reference service as a way to supply information to its patrons. At a minimum, the librarian should care for a collection of essential reference books, be able to provide and find simple answers to questions posed by visitors, and be able to recognize and acquire other printed materials. By being able to offer searching techniques and reference assistance to clientele, the special library can distribute information to its local community of visitors.

With the explained definitions of what a special library is, to how these libraries get started, and finally to the resources that are essential in their development, a concise and accurate picture can be painted in our minds of what these unique institutions can offer us as a society. By analyzing which authors and sources had authority over others during the inception of this new type of library, the success, evolution, and knowledge within this field of librarianship is clearly linked. In line with the continuing growth and the ongoing need for efficient information service, this project aims to offer further insight into the use of a special library and its significance within a sophisticated organization.

Project Approach and Methodology

As with all libraries, one of the main goals of a tribal library is to serve their communities with general information as well as resources specific to the tribal community. In terms of recognizing, finding and obtaining the materials most needed, developing a special tribal library faces unique challenges. By establishing the special library, we hope to create a kind of education and literacy center that serves the information needs of the local, Southern California Native American communities. The archive will also help record and preserve the heritage of those neighboring tribes. In order to establish the collection priorities for the special library, a needs assessment was the first task undertaken.
Utilizing the information on the evolution of the special library within parent organizations and determining the most current needs of the Malki, the design and construction of the special library and archive were undertaken with ethical and accurate representations always at the forefront. It was decided early on that the library should offer a wide variety of books about Native Americans in general, and California Indians specifically. It would contain recreational and research materials, as well as include Native American newspapers and magazines. There would be audio visual materials available which would include a selection of sound recordings made by and for Indians and an assortment of videos. The central priority of this project was to enhance awareness of this cultural resource and to create a space where all members of the tribal community would feel comfortable and secure in knowing that upon entering the library there would be interesting and pertinent materials on the shelves for them.
CHAPTER TWO

REPRESENTATIONS OF TRIBAL SPECIAL LIBRARIES

In order to add some depth and expertise into the Malki Museum Tribal Special Library and Archives project, this chapter outlays the results of inquiries into representations of other tribal special libraries. Examples in different parts of the United States are explored, specifically a few within the state of California. Another area that is represented is the significance of the digital world within the context of special libraries. This added component answers how a digital special library can play a crucial role in the creation and development of special libraries as an important research tool.

The Zuni Public Library

Figure 1. Zuni Public Library
Photo by www.ashiwi.org
According to The Zuni Public Libraries website, www.ashiwi.org, "The Zuni people have lived in the American Southwest for thousands of years. Their cultural and religious traditions are rooted, in large part, in the people's deep and close ties to the mountains, river ways, forests, and deserts of this ancient Zuni homeland."  

The main village, Zuni Pueblo, is situated on the original land occupied by them since time immemorial and later granted by the King of Spain in 1689. The reservation is on the southeastern edge of the Colorado Plateau.  

The libraries website also boasts that "the Zuni Public Library came into being in 1974 as part of a project to establish tribal libraries in New Mexico. This project was headed by Dr. Lotsee Patterson and Mr. Ben Wakashige. Through the efforts of these two individuals, the Zuni Tribal Council, and the New Mexico State Library, the Zuni Public Library began serving the community in 1975. The ZPL is one of 19 tribal libraries in New Mexico and has been in operation for over 30 years. Oversight of the library is provided by the New Mexico State Library, Zuni Tribal Council, the Library Board and the Librarian. It is funded primarily by the Tribal General Fund and supplemented by funds from the New Mexico State Library and other grants."  

The Zuni Public Library has a notable collection of material including:

- Adult/ Young Adult Collection: Fiction, Nonfiction & Oversize  

---

• Juvenile/ Children's Collection: Fiction, Nonfiction, Oversize and Easy

• Reference Collection

• Audio/Visual collection (includes videos, DVDs, recorded books)

• Southwest-Zuni Special Collection

• Zuni Photograph Collection (photographs of Zuni that were taken in the late 1890s and early 1900s. From the National Anthropological Archives)

• Magazines: The library has over 30 magazine subscriptions

• Newspapers: Albuquerque Journal and Gallup Independent

The Chickasaw Tribal Library

Figure 2. The Chickasaw Library
Photo by www.chickasaw.net
The Chickasaw people moved to Indian Territory during the "Great Removal," on what was called the "Trail of Tears." In her book, Remaining Chickasaw in Indian Territory, author Wendy St. Jean describes that "the Chickasaws were one of the last to move. In 1837, the Treaty of Doaksville called for the resettlement of the Chickasaws among the Choctaw tribe in Indian Territory. In 1856, the Chickasaws, in order to restore direct authority over their governmental affairs, separated from the Choctaws and formed their own government."

In Indian Territory the Chickasaws struggled for a new definition of themselves that was rooted in their distinctive heritage, represented by their hereditary chiefs. Today, the Chickasaw Nation has grown economically and their thriving community is full of vibrant, energetic people who are dedicated in preserving their families heritage. The Chickasaw Tribal Library is a community-based, family library that offers different programs for people of all ages. For research, the library has both a genealogist and a cultural research specialist on staff for those wishing to research the Dawes Rolls or general Chickasaw history and culture. The Chickasaw Tribal Library contains a circulating collection of materials that includes:

- Adult Collection: Fiction and Nonfiction
- Juvenile and Children's Collection

---

• Reference Collection: Biographies, Histories and general reference

• Audio/Visual collection (includes videos, DVDs, audio books)

• Periodicals and Magazines

The Taytsugeh Oweengeh Library

Figure 3. The Taytsugeh Oweengeh Library
Photo by www.pueblooftesuquelibrary.org

Nestled in the foothills of the Sangre de Cristo Mountains in New Mexico, the 17,000 acre Tesuque Pueblo can be found teeming with history, culture and tradition. Tesuque is a small Tewa-speaking Pueblo and has been home to the Tesuque people since 1200 A.D. The Taysugeh Oweengeh Library is a community-based library whose primary objective is to provide community members with access to books and resources that will meet their educational, cultural, and recreational needs. Their impressive collection including:

• Adult Collection: Fiction and Nonfiction
- Juvenile Collection: Fiction, Nonfiction, Career and College Information and Reference including science, language, math, writing and computer literacy

- Children’s Collection: Fiction, Nonfiction, Two Early Literacy Stations featuring educational software and Easy

- Reference Collection

- Native American Collection

- EL PORTAL online resource suite- access to a 1000s of newspapers, magazines, journals and encyclopedias

showcases the concept that having limited space, small staff count and restrictive budgeting has no bearing on the effectiveness of providing a remarkable resource to the surrounding community.

The Pauma AA’Alvikat Library

Figure 4. The Pauma AA’Alvikat Library
Photo by www.paumatribe.com
The Pauma Band of Luiseño Indians and their ancestors have lived in the Pauma Valley and surrounding area since time immemorial. The Luiseño people lived in coastal southern California, from Alison Creek south to Agua Hedionda Creek and the drainage of the San Luis Rey River. Around Mission San Juan Capistrano, the Spanish called the Native Americans Juaneño, while around Mission San Luis, they called them Luiseño. The two groups constitute one ethnic and linguistic group, together called Luiseño.37 Officially established in 1893, today the nearly 6000-acre reservation encompasses only a small portion of the Luiseño peoples’ traditional territory, which expands into Northern San Diego, Riverside and Orange Counties. According to their website, the Pauma Tribe affirms that "the Pauma AA’Alvikat Library exists for the benefit of the Pauma Band of Mission Indians and the surrounding community, of all ages, for personal enrichment, enjoyment and educational needs. From the late 1980s to now the Pauma Library has grown with the tribe. Originally housed in one room that acted as a college classroom, library, afterschool program, and counselor’s office, the library now occupies a four room building with full time staff serving the tribe. The library is dedicated to providing practical access to all forms of information and cultivating the desire to learn in people of all ages."38 With a 5000 item resource room, their expansive collection includes:

- Adult Collection: Fiction and Nonfiction
- Juvenile and Children's Collection: Fiction and Nonfiction
- Reference Collection
- American Indian Special Collection
- California Indian Special Collection
- Local and California History Special Collection

The library also takes pride in hosting and facilitating several community activities such as reading classes, native tribal gardening, archives, and indigenous language support.

The Karuk Tribal Library and the Sípnuuk Digital Library

Figure 5. The Karuk Tribal Library
Photo by www.karuk.us
Located in the small, Oregon bordering town of Happy Camp, CA, is the heart of the Karuk Tribe’s ancestral territory. The Karuk tribe is a federally recognized tribe of Karuk people since 1979. Information for this tribe is sparse and somewhat difficult to uncover. However, in-depth research found several internet sources with a wealth of relative data on this tribal community. One such resource stated that “in the mid-nineteenth century, the Karuk lived on the middle course of the Klamath River in three main clusters of villages. Today, most Karuk live in Siskyou County, California, and in southern Oregon. Contact with outsiders was largely avoided until 1850 and the great gold rush. At that time miners, vigilantes, soldiers, and assorted Anglos seized Karuk lands, burned their villages, and massacred their people. Hitherto unknown diseases also decimated their population. Many Karuk were removed to the Hoopa Valley Reservation. Without a reservation of their own, many survivors drifted away from their traditional lands in search of work.”

Contemporarily, the Karuk Tribe of California adopted a constitution in 1985 and elects a nine-member tribal council. In September 2002, the Karuk People's Center was opened in a 5,000 square foot facility which included an exhibition gallery, a basket-weaving classroom, a gift shop, collections storage, a Karuk Language program office and the Karuk Tribal Library. Although the library itself boasts many resources in community collections, locally created stories, books, and photographs, the Karuk Tribe turned to more modern and innovative ways to expand, not only their

collection as a whole, but also to expand access to these collections. With the use of new online resources, the Karuk Tribe created the Sípnuuk Digital Library, Archives, and Museum (Sípnuuk). Sípnuuk is a repository and program for born-digital, digitized, and to-be digitized content. This includes:

- images (prints, negatives, slides, and digital images)
- movies (original film or video transfers to digital video format)
- audio (cassette tapes, CDs or other recordings transferred to digital audio format)
- documents (physical, printed documents scanned or word processing documents converted to PDF)

The primary objective for Sípnuuk is to manage, share and enhance understanding of Karuk history, language, traditions, natural resource management and living culture following the cultural protocols of the Karuk Tribe and in support of the missions of the Karuk Tribe, Department of Natural Resources, People’s Center and Karuk Tribal Libraries, Archives and Museums. By utilizing this inventive way to better serve their community, the Karuk Tribe has proven that the goals of the special library can go way beyond the brick and mortar building model and focus more on how to offer a surplus of knowledge to the institutions that they serve.
By understanding the relationships and services fostered in each of these facilities and the communities they assist, the factors that cultivate a functional and efficient special library can be easily identified. Visitors to the Malki Museum Tribal Special Library and Archives should be able to rely on the standard upon which the Library was based, i.e. the importance of meeting the needs of the surrounding group of people. Based on the learned knowledge that Special Libraries can be created in the smallest of areas or within the confines of an almost non-existent budget, the goals of this project were to offer an expansive resource for educational and personal knowledge and to help preserve and protect native culture.
CHAPTER THREE

ESTABLISHING A SPECIAL LIBRARY AT MALKI MUSEUM

The Malki Museum Tribal Special Library and Archive plays a central role in providing tribal members, staff, and researchers with access to books, magazines, and movies covering a wide variety of topics and written by many different authors. Limited access to these types of information centers within a reservation can lead to isolation and limit society's information about reservations. The general public sees the narrow and often erroneous images usually presented by non-Indian media. There are few tribal libraries in the state of California and notably only one in the Southern part of the state: The Pauma AA'Alvikat Library in Pauma Valley, California. Opportunities for visitors to learn about Southern California Indian Culture and heritage are quite limited.

Tribal special libraries exist for the benefit of the parent reservation in which it represents and the surrounding community. Using written and auditory media, it helps shape the material culture of a collection. It not only provides an outlet for educational needs, but also enriches the personal growth of tribal members. These libraries help further promote the significance of American Indians, in particular California Indians and help in the growth of current and

---

coming generations. They offer convenient access to all forms of information and cultivate a desire to learn.

Goals of the Project

Creating a repository that provides access to information regarding tribal culture and heritage to local tribal members and researchers is the primary goal for the Malki Museum Tribal Special Library and Archive project. Preserving historical collections creates an opportunity for the local community to learn of the relationship between a tribe and their cultural heritage. The Malki Museum Tribal Special Library and Archives has approximately 2000 books, periodicals, journals, and audio visual media that has been donated over the years.

One main objective for this project was to use the library as a starting point for an in-house research library and up-to-date archival facility. The library and archives will provide tribal members with access to a variety of information concerning several different local tribes as well as subjects ranging from archeology to pop culture. Over the years, the Malki has accepted donations that amounted to several hundred books and periodicals. These materials were never inventoried and taking up space in a non-descript storage area.

The Museum Board envisioned a Research Library to provide access to these books, but did not have the resources, or expertise to put that library together. The Malki Museum Tribal Special Library and Archive project team was able to catalog a large portion of the books. Using specific informational
guidelines along with proficiency in collections management and Library Science, it was also able to weed out items outside the scope of the library, and set up a collection development and cataloging policies and procedures- giving the Museum the tools to establish a Special Library and continue to manage the collection.

A second objective for this project was to create a space that was welcoming to the tribal community. Not only as a place for educational needs but also as a place for personal enrichment and enjoyment. The Malki Museum Tribal Special Library and Archive project team specifically set apart an area in which patrons can enjoy different AV materials. It was also important to the project team that the collection be further examined and that special collections such as Cahuilla Indian History or Children's Literature be purposely identified and easily accessible. A comfortable and hospitable reading area was created in order to cultivate an environment where reading these materials is warm and enjoyable.

Lastly, the Malki Museum Tribal Special Library and Archive project set out to begin the framework for a functional and well-organized archival facility. Along with the several hundred books and AV materials that the Malki had received throughout the years, many tribal artifacts, paintings, and photographs had been gifted and donated to the museum. Because of the lack of space and staff with collections management experience, these artifacts had been rudimentarily identified, cataloged, and inappropriately stored. A goal for this
projects team was to begin taking inventory of the museum's entire archival
collection and create a collections management assessment report. This will
provide the museum's director with a specific scope of work that would lead to a
working archival facility.

Designing and Establishing the Special Library

My involvement in this project began in early 2017 as a Graduate Intern at
the Malki. The museum had acquired an extensive selection of books, photos,
artifacts, and documents relating to the Malki Museum's history as well as local
tribe information. It was being stored in a small, unused building on the museum
property. During a meeting with the newly appointed Museum Director, Amanda
Castro, the future of the library and archive collection was discussed. Due to the
lack of resources, no one knew exactly what the collection held or how to go
about managing the collection in order to make it accessible. It was the desire of
the Director and the Museum's Board that this collection be professionally
assessed, that the building be cleaned and re-established as functional facility
and that it be made available to the local tribal community.
Together with the Museum Director, the first task at hand was to assess the building that housed the library collection, the museum’s archives and the artifacts. It was important to me and this project that efforts be made at the forefront to create a clean and manageable work space. Not only was this necessary for sanitary reasons, but also to protect the book and archival collection from any further deterioration due to environmental conditions such as dust settlement, pests, and extreme temperature changes.

According to the National Park Service Museum Handbook, in regards to the caring for materials such as books and paper, “dust contamination can cause irreversible deterioration because paper is fibrous and absorbent. Surface dust can usually be reduced, but rarely removed completely. Dust fibers can also hold moisture in contact with objects and facilitate mold growth.” As the assessment

---

of the building was underway, all books and shelving was properly cleaned off and stored for later sorting.

The presence of pests was also a main concern when gauging the extent of the initial clean up. Pest infestations, in particular mice, can damage or destroy large collections of unprotected papers. It was imperative at this stage of the project that the shelving, book collection, and document archives be inspected for a concentration of mice droppings and nests. As issues with this nuisance arose, the material was properly handled, cleaned, and isolated for future, appropriate storage. Our goal for this preventative maintenance was to stabilize the library’s holdings and minimize any further effects of pest damage.
Another matter of interest during this initial assessment was that of climate change and how it was affecting the materials being housed in the library building. WeatherSpark.com states that in Banning, where the Malki is located, "the summers are hot, arid, and mostly clear and the winters are long, cold, and partly cloudy. Over the course of the year, the temperature typically varies from 39°F to 95°F and is rarely below 31°F or above 101°F." In an article written for the *Studies of Conservation Journal* by author David Saunders, a roundtable discussion, where professors in atmospheric sciences and climate conversed, the implications of climate change and its effects upon cultural heritage was highlighted. In this article it was mentioned that:

---

"The significant challenges will come from worse heat, worse humidity, and fluctuations between extremes. They will be noticeable as higher energy bills and faster rates of collection decay and a greater premium that ever will be placed on managing museum environments to obtain the longest life for collections at the lowest cost in staff, time, energy consumption, and capital equipment."

As we evaluated the building, climate and light pollution was an area of worry for this project due to the simple fact that the library and archive was in a standard, 4-room portable type structure with a non-efficient HVAC system, drafty door openings, and uncovered window panels. Collectively, the Museum Director and I, set out to establish some strategies for aiding these issues all while staying within the constraints of a minimal fiscal budget and time sensitivity. For the initial call to action, we decided to move more sensitive materials to a more temperature controlled environment, light reducing window treatments were purchased and installed, and weather-stripping was installed to the door entrance.

With the preliminary assessment well underway, it was time to create an outline for the scope of work and begin the clean-up for the development of the special library. I started by really scrutinizing each of the four rooms that made up

---

the library building. For each room, I listed specifically what was to be done with any documents, books, photographs, or artifacts that may be found. I also made specific notations for every workspace within each room. For example, in the office I specified the desk area as a main area that needed addressing and under such category I listed every step that must be taken to clean up that zone. This included things such as designated specific filing areas and tidying up desk supplies. My reasoning for this extreme measure of detail was to eliminate the potential of forgetting an important task and to be positive that all parts were dealt with appropriately and professionally. The next part I focused on for my scope of work was to establish a somewhat fluid time line that I could refer back to as the project unfolded. This was done primarily so that the project stayed on target. Should it fall behind, this was an effective resource to glance at and be able to pick up quickly where we had left off.
Upon completion of the scope of work outline, the thorough clean-up of the building began. For four, six-hour days, I maneuvered through each room tackling all the tasks I had set. Every document that was found was relocated to a specified area for future analysis, accession and storage. Photographs were repositioned in the same way. All the books were put in the same, larger room of the building, as this was going to be the main room for the special library. Every surface was cleaned and disinfected and all trash was removed. The floors of the building were swept and cleaned, as was all windows and doors. With a clean and sanitized work space, the next phase of the project, organizing and cataloging all the special library material, was initiated.
In order to uphold the ideals of what a special library has to offer its parent institution, the development of the tribal special library collection was an important undertaking and had to be done purposefully and professionally. It was the critical backbone of this entire project. I began by assessing what the museum and community needs were. Together, with the Museum Director, my advising professor, Dr. Thomas Long, and the museum’s governing Board of Directors, we discussed their scope of the library. Areas that were addressed were accessibility of the special library, what types of user services did they want to see made available, and what topics of information should be the focus for the library’s collection. With those perimeters set, the first thing I set out to do was to conduct an initial inventory and weed out any out of scope materials. Once this was done, the materials were then separated into four categories: Books, Periodicals and Printed Material, Digital Media, and Audio Visual (AV) Media.
Since it had been determined by the museum and its Board of Directors that the library would be accessible only to staff, tribal members and researchers, (all pending they have previous authorization from the museum director and/or the librarian or archivist in charge) it was decided to organize the collection using simple, user-friendly search methods. This meant it was organized primarily by author's last name. Further organization included color-coding specific topics of interest such as local Indian history or children's literature and entering all materials into both a digital spreadsheet and a library and archives database program called PastPerfect. This program allows the user to search by topic, subject, or author. Seeing as previous authorization to use the library is always mandatory, this permits only one or two people access to find and pull specific
materials in a quick and easy search. It also prevents the need for a more detailed organizational structure such as the Dewey Decimal System or organizing by subject.

Figure 11. The Malki Museum Tribal Special Library Media Center Cart Station. Photo by author.

After the book and printed material collection had been organized and cataloged, the final step in the first phase of establishing the special library was to create a small AV center for future library patrons. Due to the lack of space and resources, I decided to utilize the concept of a media center cart rather than a static location. This allows for flexibility in its location and gives the library
control as to where it is being used. I chose a cart that also had space for writing utensils and notebook paper so that researchers had the opportunity to take any notes as they saw fit. Using a cart gives the visitor a chance to sit comfortably at the research table while being able to listen to the Audio material at their leisure.

Challenges

Aside from the difficulty of lacking space and resources, there have been a few other obstacles we have faced in setting up for the special library. One of the biggest difficulties we encountered was determining what the museum had in its collection at the onset and what had already been organized or accessed. Before I began as a Graduate Intern at the Malki, they had a staff member who was responsible for archives and library responsibilities. The dilemma we found when we started to assess the building and the collection is that nothing had been properly accessed, documented, or stored. It was evident that the person accountable for getting these materials taken care of was not qualified and did not follow the proper channels to have them accessioned correctly. Because of this, it was difficult to conduct the initial inventory and to try avoiding replicating anything that had already been done.
Another challenge we faced was lack of funding. The Malki gets a specified grant amount from the museum’s Board of Directors. The rest of their funding comes from profit made through the publishing company they own, the Ballena-Malki Press. Because the budget allocates all the money that comes in for the needs of the museum specifically, very little is left to provide funding for basic preservation supplies and to pay for the time spent working on the project. Having been aware of this precise challenge upfront, I acknowledged that most of the resources purchased for this project would be at my own expense and that my time would be unpaid and voluntary. With very little funding, I had to be careful about budgeting but it was important to me that a few key elements were acquired to begin establishing this library, so items such as the research table and the media center cart were part of my personal contribution to this project. It is with conviction that I believe in the future of this project, so with the aid of our findings report and a realistic proposed budget, we hope to acquire more of the needed funds to create a thriving and well-working special library.

Preserving the books, antique books, and historical papers was yet one more trial we faced due to the inadequate supplies we had to work with. Environmental issues as well as controlling pests led to an ongoing issue that we are continually addressing because of the lack of appropriate resources.

Finally, as a student with no formal hands-on practice in designing a special library, I had to take on a kinetic approach to the process and learn-as-I-go. Fortunately, I had the support and assistance of Dr. Thomas Long, who
oversaw the project and provided me with guidance on the methods of museum management and methodology, which included conservation of artifacts, collections and archives management, and library science. I also took the initiative to seek counsel and support from other museum and library professionals currently working in the field of Library Sciences and Archives. These professionals included Genevieve Preston, Archivist for the County of San Bernardino and the Special Collections Library staff at the A.K. Smiley Public Library in Redlands.
CHAPTER FOUR

CONCLUSIONS

Future of the Project

The Malki Museum Tribal Special Library will officially be open to museum staff and the tribal community in July 2018. The current collection of books, ephemera, journals, and audio visual materials will be made accessible through appointment only at the onset. Once a qualified staff member can be obtained to oversee, manage and maintain the library then an open hours schedule will be implemented. Presently, and with the aid of museum director, Amanda Castro, I will remain in the position of acting Librarian and Archivist. Alas, this will be done as schedules permit and unpaid for the time being. Growing the project would be useful to future researchers but it must be considered more staff, whether voluntary or paid, is essential. It is also important to bear in mind that additional funding is also crucial to the hope for growth and preservation.

Although the first phase of this project and the purpose of this thesis was to establish a special library at the Malki, it is not to be considered a culminating project. The next phase includes creating a functional repository for the museum's archives and artifacts, as well as integrating the library and archives with the World Wide Web. By creating and applying policies and procedures, as
well as producing an effective Collections Management Assessment Report, this will keep efforts to move forward on this project fresh and innovative, as well as give future contributors a scope of work.

Conclusions and Recommendations

The Malki Museum Tribal Special Library and Archives project aims to fill a void in tribal resources in Southern California. Although we have accomplished a tremendous amount of work, there is much still to be done on this project. Mostly this work will be digitizing photos and documents, as well as organize, catalog, and properly store artifacts. The library and archives will need to be maintained, managed, and promoted to be made available to a wider public.

There are a few recommendations I would make to those that are interested in continuing or doing a similar project. The first would be to assess the concrete needs of the parent institution and the timeframe early on and manage the projects expectations based on those results. In the beginning stages of this assignment, the museum and its Board of Directors had very fluid ideas as to what they wanted me to accomplish. At some points, a few participants did not agree on the end result. This caused several revisions of the proposed scope of work which delayed commencing with the project.
I would also recommend that the parent institution, the Malki Museum in this case, consider hiring an onsite Collections Manager. Albeit it is only part-time at first, this would benefit the success of the special library a great deal. This person could oversee standard library functions, as well as help conserve and preserve the museum's collections, both old and new. It would also be an advantage to the museum to accept more interns and volunteers specifically within the library and archives. This ensures that the building is in constant use and that a consistent maintenance plan is being implemented.

The Malki Museum Tribal Special Library and Archives project's goal is to be an exponential resource to the museum and its surrounding community. A place where tribal heritage and culture can be learned, protected, and enjoyed. This gives the museum a forum to share the stories of local history and to rest assured that this history is being well taken care for current and future generations.
APPENDIX A:
BEFORE AND AFTER PHOTOS OF PROGRESS
MADE THROUGHOUT PROJECT
<table>
<thead>
<tr>
<th>PHOTO</th>
<th>DESCRIPTION</th>
<th>IDENTIFIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Library</td>
<td>Initial Clean up of Main Library area</td>
<td>B1</td>
</tr>
<tr>
<td>Main Library</td>
<td>Initial Clean up of Main Library area</td>
<td>B2</td>
</tr>
<tr>
<td>Main Library</td>
<td>Initial Clean up of Main Library area- Potential area for Media Center Cart</td>
<td>B3</td>
</tr>
<tr>
<td>Library and Archives</td>
<td>Initial Cleanup of Admin Office</td>
<td>B4</td>
</tr>
<tr>
<td>Admin. Office</td>
<td>Initial Cleanup of Admin Office</td>
<td>B5</td>
</tr>
<tr>
<td>Library and Archives</td>
<td>Initial Clean up of Bathroom</td>
<td>B6</td>
</tr>
<tr>
<td>Bathroom</td>
<td>Initial Clean up of Bathroom</td>
<td>B7</td>
</tr>
<tr>
<td>Archives</td>
<td>Initial assessment of the Archives</td>
<td>B8</td>
</tr>
<tr>
<td>Archives</td>
<td>Initial assessment of the Archives</td>
<td>B9</td>
</tr>
<tr>
<td>Archives</td>
<td>Initial assessment of the Archives</td>
<td>B10</td>
</tr>
<tr>
<td>Archives</td>
<td>Initial assessment of the Archives</td>
<td>B11</td>
</tr>
<tr>
<td>Archives</td>
<td>Initial assessment of the Archives</td>
<td>B12</td>
</tr>
<tr>
<td>Archives</td>
<td>Initial assessment of the Archives</td>
<td>B13</td>
</tr>
<tr>
<td>Archives</td>
<td>Initial assessment of the Archives</td>
<td>B14</td>
</tr>
<tr>
<td>Archives - Photo Collection</td>
<td>Initial assessment of the Photo Collection in the Archives</td>
<td>B15</td>
</tr>
<tr>
<td>Archives - Photo Collection</td>
<td>Initial assessment of the Photo Collection in the Archives</td>
<td>B16</td>
</tr>
<tr>
<td>Archives - Photo Collection</td>
<td>Initial assessment of the Photo Collection in the Archives</td>
<td>B17</td>
</tr>
<tr>
<td>Archives - Photo Collection</td>
<td>Initial assessment of the Photo Collection in the Archives</td>
<td>B18</td>
</tr>
<tr>
<td>Archives- Photo Collection</td>
<td>Initial assessment of the Photo Collection in the Archives</td>
<td>B19</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Audio Visual Collection</td>
<td>Initial assessment of the Audio Visual material</td>
<td>B20</td>
</tr>
<tr>
<td>Main Library</td>
<td>Main Library after Special Library was being established</td>
<td>A1</td>
</tr>
<tr>
<td>Main Library</td>
<td>Research Table</td>
<td>A2</td>
</tr>
<tr>
<td>Main Library</td>
<td>Media Center Cart</td>
<td>A3</td>
</tr>
<tr>
<td>Main Library</td>
<td>Media Center Cart</td>
<td>A4</td>
</tr>
<tr>
<td>Main Library</td>
<td>Media Center Cart</td>
<td>A5</td>
</tr>
<tr>
<td>Library and Archives</td>
<td>Bathroom after cleanup</td>
<td>A6</td>
</tr>
<tr>
<td>Library and Archives</td>
<td>Bathroom after cleanup</td>
<td>A7</td>
</tr>
<tr>
<td>Library and Archives</td>
<td>Bathroom after cleanup</td>
<td>A8</td>
</tr>
</tbody>
</table>
APPENDIX B:
POLICIES AND PROCEDURES
Service Hours/Research Room

The Malki Museum Tribal Special Library is currently open by appointment only. Contact the Museum Director between 10:00 a.m. and 4:00 p.m., Tuesday through Saturday for access to the collection.

Research Room Policy

Researchers are expected to use only pencils, use no post-its on archival documents, use loose paper as opposed to 3-ring binders and are encouraged to take pictures. Should researchers need to reproduce a document, it costs $.50 per page and $1 per page to digitize them. The Archivist is available by appointment and generally no fee is required. However, if a researcher is looking to hire the Archivist for outside projects, the fee is approximately $25 an hour.

Interlibrary Loan (ILL)

If our library does not have the material you need, we can request it for you through the California State Library. Turnaround time for ILLs is about 2 weeks. There is no charge for this service.

Copying and Printing charges

- $.50 for regular copies
- $.75 for color copies
- $1.00 to digitize (per document)
- $4.00 scan/print photo on 8x10 photo paper (per photo)
The Malki Museum Tribal Special Library

Circulation Policy

A. Registration

All borrowers must be registered with the museum director.

Identification is required. A driver's license or student ID is preferred, however, any other official ID or recent non-personal piece of mail may be acceptable.

Patrons under 13 years of age must have a parent or guardian give their consent on the registration form before access to the library is granted.

Materials cannot be checked out or borrowed, as this is a non-circulating, research library.

B. Loan periods

Generally, books do not circulate. Upon request, some reference materials may be checked out overnight.

The director may establish the loan period for special collections, materials which are temporarily in great demand, such as for student projects, or materials added to the collection which are in a new format, e.g., computer software.

There is no limit on the number of items a patron can borrow at one time.

D. Reserves

Reserves may be placed by patrons either in person or over the phone. Patrons will be notified by postcard or telephone when the materials are available. There is no charge to the patron for placing a reserve.

E. Fines and charges

There are no fines for overdue materials as materials do not leave the library premises. If the material is not returned within a designated period, a bill will be sent for the material with the cost of replacement of the material and a service charge for processing, cataloging and postage. Patrons who have been sent a notice shall be denied borrowing privileges until those overdue materials are returned or paid for if lost and/or damaged.
F. Damaged materials

If materials are damaged so as to be judged by the library as being unsuitable for the collection, the patron must pay the replacement cost. A notice of these charges will be sent to the borrower; a sample of the notice follows:

Dear ______________________________

At the time a library patron borrows materials from the library collection, the patron assumes the responsibility for the care and timely return of the materials. Recently materials you used were returned to the library damaged beyond the point of being usable in the Library's collection. The titles and costs of these materials are listed below:

---------------------------------- $--------

Your assistance in clearing this matter promptly will be appreciated and will be necessary in order to retain your borrowing privileges.

Thank you in advance for your prompt response to this matter.

Sincerely,

[The board, librarian and director need to determine whether patrons who damage and pay for materials owned by the library will be allowed to have those materials once payment has been received. It is a question that will be raised by patrons and it is best to have decided in advance what your practice will be.]

G. Confidentiality

As specified in Wisconsin Statutes 43.30, "records of any library which is in whole or in part supported by public funds, including the records of a public library system, indicating the identity of any individual who borrows or uses the library's documents or other materials, resources or services may not be disclosed except by court order or to persons acting within the scope of their duties in the administration of the library or library system, to persons authorized by the individual to inspect such records, or to libraries authorized under subs. (2) and (3)."

The Malki Museum Special Tribal Library adheres strictly to all sections of this Statute regarding the protection of the confidentiality of its users.
The Malki Museum Tribal Special Library

Material Selection Policy

A. Objectives

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

The purpose of the Malki Museum Tribal Special Library is to provide all individuals in the community with carefully selected books and other materials to aid the individual in the pursuit of education, information, research, pleasure, and the creative use of leisure time.

Because of the volume of publishing, as well as the limitations of budget and space, the library must have a selection policy with which to meet community interests and needs.

The materials selection/collection development policy is used by the library staff in the selection of materials and also serves to acquaint the general public with the principles of selection.

The Library Bill of Rights and The Freedom to Read Statement have been endorsed by the Malki Museum Tribal Special Library Board of Trustees and are integral parts of the policy.

The materials selection/collection development policy, like all other policies, will be reviewed and/or revised as the need arises.

B. Responsibility for Selection

The ultimate responsibility for selection of library materials rests with the librarian/archivist and museum director who operates within the framework of the policies determined by the Malki Museum Tribal Special Library Board of Trustees. This responsibility may be shared with other members of the library staff; however, because the director must be available to answer to the library board and the general public for actual selections made, the director has the authority to reject or select any item contrary to the recommendations of the staff.

C. Criteria for Selection
1. The main points considered in the selection of materials are:
   - a. individual merit of each item
   - b. popular appeal/demand
   - c. suitability of material for the clientele
   - d. existing library holdings
   - e. budget

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

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

D. Interlibrary Loan

Because of limited budget and space, the library cannot provide all materials that are requested. Therefore, interlibrary loan is used to obtain from other libraries those materials that are beyond the scope of this library’s collection.

E. Gifts and Donations

The library accepts gifts of books and other materials with the understanding that they will be added to the collection only if appropriate and needed. If they are not needed because of duplication, condition, or dated information the director can dispose of them as he/she sees fit. The same criteria of selection which are applied to purchased materials are applied to gifts. Memorial gifts of books or money are also accepted with suitable bookplates placed in the book. Specific memorial books can be ordered for the library on request of a patron if the request meets the criteria established by the Board. It is desirable for gifts of or for specific titles to be offered after consultation with the librarian. Book selection will be made by the librarian if no specific book is requested. The Malki Museum Tribal Special Library encourages and appreciates gifts and donations.

By law, the library is not allowed to appraise the value of donated materials, though it can provide an acknowledgment of receipt of the items if requested by the donor.

F. Weeding
An up-to-date, attractive and useful collection is maintained through a continual withdrawal and replacement process. Replacement of worn volumes is dependent upon current demand, usefulness, more recent acquisitions, and availability of newer editions. This ongoing process of weeding is the responsibility of the library director and is authorized by the Board of Trustees. Withdrawn materials will be handled in a similar manner and under the same authority as donated materials.

G. Potential Problems or Challenges

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

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

The Malki Museum Tribal Special Library recognizes that some materials are controversial and that any given item may offend some patrons. Selection of materials will not be made on the basis of anticipated approval or disapproval, but solely on the basis of the principles stated in this policy.

Responsibility for the reading of children rests with their parents or legal guardians. Selection of library materials will not be inhibited by the possibility that materials may come into the possession of children.

Library materials will not be marked or identified to show approval or disapproval of their contents, and no library material will be sequestered except to protect it from damage or theft.

H. Challenged Materials

Although materials are carefully selected, there can arise differences of opinion regarding suitable materials. Patrons requesting that material be withdrawn from or restricted within the collection may complete a “Statement of Concern About Library Resources” form which is available in the library. The inquiry will be placed on the agenda of the next regular meeting of the Malki Museum Tribal Special Library Board of Trustees.
The Malki Museum Tribal Special Library

Rules of Conduct Policy

It is a patron's responsibility to maintain necessary and proper standards of behavior in order to protect his/her individual rights and the rights and privileges of other patrons. If a patron creates a public nuisance, that patron may be restricted from the Library and from the use of the library facilities. Those who are unwilling to leave or do not leave within a reasonable amount of time, after being instructed to do so by the staff, will be subject to the law.

Young children:

The Malki Museum Tribal Special Library encourages visits by young children and it is our desire to make this important visit both memorable and enjoyable for the child. Library staff is not expected to assume responsibility for the care of unsupervised children in the library.

Therefore, it is library policy that all children under age six must be accompanied by a parent or designated responsible person while in the library. Also, if the young child is attending a library program, we require the parent/responsible person to remain in the library throughout the program.
The Malki Museum Tribal Special Library

Safety/Disaster Policy

Fire

Do not panic, but do not under-estimate the potential danger to customers or staff represented by a fire. At the first indication of smoke or flame, investigate the situation to determine location and extent of the fire. If the fire can obviously be contained and extinguished quickly and safely by staff, proceed to do so. However, if there is any doubt about whether the fire can be controlled, immediately call 911 or the fire department and then clear the building.

The time to think about fires is before they happen. Familiarize yourself with the type, location, and application of the fire extinguisher(s) in the building. Orient all staff and volunteers to this information. If you share a building with another agency and it occasionally initiates fire drills, library staff should respect those training exercises and respond as they would in the case of a real fire.

Health emergencies

Staff members should exercise caution when administering first aid of even a minor nature because of the safety of the injured individual and the potential liability of the staff member. Without specialized training it is not advisable for staff to undertake more than keeping the sick or injured patron comfortable and protected from needless disturbance until medical help can be obtained. Since each case is unique, staff members should use their own judgment to do what is prudent and reasonable.

The Rescue Squad/Police (911 if available) should be called immediately in the event of any serious problem.

No medication, including aspirin, should ever be dispensed to the public.

Bomb threats

Keep the caller on the line as long as possible. Ask the caller to repeat the message and try to write down every word spoken by the person.

If the caller does not indicate the location of the bomb or the time of possible detonation, ASK FOR THIS INFORMATION.
Pay particular attention to peculiar background noises such as motors running, background music and any other sounds which may indicate where the location from which the call is originating.

Listen closely to the voice (male, female), voice quality (calm, excited), accents and speech impediments.

Immediately after the caller hangs up, call the police. Clear the building. The police will handle the actual bomb search.

**Snow storms**

The Library will follow the recommendation and actions of the city (or reservation) between 10:00 a.m. and 4:00 p.m., Tuesday through Saturday. Closing during other days and hours will be at the discretion of the Librarian and Museum Director.

Library Bill of Rights

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

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.


The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial” views, to distribute lists of "objectionable” books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and
suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians
have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

   Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

   Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*
No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. **There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.**

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. **It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.**

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. **It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.**

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is
accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader’s purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

APPENDIX C:

MALKI MUSEUM TRIBAL SPECIAL LIBRARY MISSION STATEMENT
Malki Museum Special Library Mission Statement

The mission of the Malki Museum Special Library is to encourage tribal members of all ages by promoting wisdom, cultural awareness, and to offer the opportunity for lifelong learning. Our main goal is to obtain and make available books, periodicals, documents, photographs, films, and original materials documenting the history and culture of Southern California Native American tribes and its people. Some materials will be kept in restrictive access and non-circulation because they are considered rare, culturally unique, culturally valuable, or monetarily valuable. This will ensure that researchers will have ready access to them.44

---

44 Developed by the author for the Malki Museum Special Library, 2018.
BIBLIOGRAPHY


Zuni Public Library. Last modified April, 2008.

http://www.ashiwi.org/library/ZuniPublicLibrary.html.