

Addressing the Unaddressed: The Significance of Tribal and Historically Black College & University FDLs – Audio transcript

Please stand by for realtime captions.

They are established in Auburn nations. Travel may include libraries included in a tribal jurisdiction. A college library is the only library on a reservation. They also have a public library. A tribal college has a determination movement from the 1916. Established in 1960 by the Navajo nation. Today these nations tribal college includes -- in the United States, it is for higher education. Serving more than hundred thousand in academic and community-based --

These are the tribal college libraries that we have as part of that. Several are in Montana. Have the privilege and honor to meet librarians and some staff every year in Montana. I want to give a shout out to our outreach department. All the libraries -- Kathy Carmichael and others work very hard every day working for these libraries. I just wanted to give them a big shout out. Tribal college library and Institute is something I have been very lucky to attend every year since 2015. They were designed to design continuing education for tribal college librarians that have mandates to serve tribal college students. The Institute has helped facilitate many librarians that are new to tribal college libraries. I usually go and present the resources every year. Something that will give you updates and live demos. So you can see what they want. It has been a great experience. I have formed many friendships with the librarians. They were established 1972. It represents the interest of tribal colleges. Their work with U.S. Congress in 1984. They have 29 tribal colleges. the newest California tribal college in Woodland California, that one is seeking accreditation and they will represent 64 tribes. In California, as many of you know. They have federally recognized tribe. They have small settlements, which have an interesting history. I know for a fact, the California college would become a consortium of tribes. I just wanted to share with you a few themes. They are very virtual this year. it was the first time ever that that was virtual. A lot of tribal right variants are under a lot of stress. Sometimes they are the only one running the show. They are stretched to their limits. Cove it has really pushed it. There have been a lot of retirements recently, also within the depository libraries. There have been changes in jobs. The importance -- the relevance has been even more increased. Especially the Internet. They pay the highest cost of any people in the United States. With kits at home, doing distance-learning during COVID -- often the library is the only place where you can get Internet. They wanted students to be able to do homework in the parking lot. Not all families had Internet. There is a lot of land and a lot of reservations to come. That has been stressful. Nothing -- not to pick on yell. But let's say yell -- they come to the reservation and have the best intentions. What tends to happen, they alter their plan. They kind of appease the institution or the grand funders. It never really ends up benefiting the tribe, as it was intended. The movement now is indigenous people getting PhD's. Applying for grant money and doing the research themselves, to benefit their people on their land and keeping it there. any of these topics you would like more information on, please let me know. Who is the future done generation of those libraries? With all the retirements and people leaving? MLS programs tend to not discuss Alaskan natives. That is a problem. Where are they coming from? Who is being inspired to be a college librarian? Patty gave a talk. She is making an initiative this year and next year to visit many tribal libraries, as many as she can. I hope that they can also join that effort. The educational resources -- and another big topic -- putting textbooks online. Especially freshmen and sophomores. You can take classes. Why make them spend all the money on textbooks, when they are

using the same textbooks, the first couple of years? There've been arrangements for open educational resources. They can specialize and purchase for those years. That is another topic.

Already happening. Pushed ahead from the pandemic, like a lot of things.

Let's see. Okay, one of the things in the update as well -- they came up with some test subjects and topics that we can create for this for. Perhaps it is a model for other types of libraries in subject areas. Invite you all to please check out this article. It goes more in detail with the library community. If you have any questions, please feel free to email me anytime. Inc. you very much. I would like to pass the microphone on to my colleagues.

You are still on mute.

Thanks.

Thank you, Todd. I am going to speak briefly now about the historical milestones contributing to the development of colleges and universities.

I am trying to get my side --

There is a little -- there is an error to the right. If you click on that right-hand era, you have it.

Thank you for the reminder. this historical overview will provide social and political context about the conditions leading to the establishment of the historically black colleges and universities. The Civil War confiscation acts of 1861-1862, as well as the Emancipation Proclamation are many of the milestones precipitating this establishment of formal education. They have historically black colleges and universities. Prior to the Civil War, literacy was criticized for enslaving Africans in the United States. Social customs forbade teaching enslaved persons how to read and write. Constrictions were also placed on the approximately 250,000 free persons of African descent in the country. Formal education was not permitted to Americans of African ancestry, until after the Civil War. During the Civil War, federal statutory provisions and an executive order were issued with the intent to change of 3.5 million enslaved African Americans in the Confederate states of America.

These policies lack the enforcement capability, to protect African-American participation in society, from social restriction and political infringement by organizations and individuals. At the same time, the first land-grant act was established in the present day postsecondary. It was a legislative mandate granting 30,000 acre land strips -- they have established dual systems of public higher education, which resulted in segregation. Fun thing provided through the second act, established that he land-grant colleges known today as 1890 institutions in our -- they are referred as the 1994 institutions. I would like to share a map of current land-grant institutions. This is a map of the 1862 -- 1890 and 1994 institutions, which comprised the current land-grant system. The mission of land-grant institutions is to teach, research and present research findings. The 1954 U.S. Supreme Court Board of Education decision unanimously affirmed the constitutionality of racial segregation and public education. Effectively weakening the court's previous 58 year ruling, which upheld the separate but equal doctrine of its 1896 decision. Due to the lack of progress, title VI of the 1964 civil rights act has been enacted to provide protection against discrimination based on skin color and national origin as well as programs and activities receiving financial assistance. The former Department of Health education and welfare ordered in 1977 by the U.S. District Court from the District of Columbia, to comply with provisions of the 1964 civil rights act.

And its office for civil rights, published guidelines for plans designed to segregate public higher education. These guidelines consisted of five criteria. The first criteria required the dismantling of dual systems of historically land-grant universities and historically black land-grant universities into a unitary system of higher education. The second and third measures stipulated they have a white land-grant University in the segregation of the faculty, administrative staff, non-academic personnel and government boards that have historically white land-grant universities. The first criteria exacted financial support from historically black land-grant universities from a physical facility and library improvement. The fifth benchmark expanded European enrollment acts. 1819 institutions and public higher education's trained African American teachers and manual workers. The term historically black colleges and universities were first used in the higher education act of 1965. They referred to African-American colleges founded prior to 1964. Today there are 100 accredited universities. 49 of which are private institutions. The others have 41 federal depository libraries. The program could provide those with federal depository libraries. Since then, the depository library consult expressed an interest in presenting this panel, to address the successes and challenges faced with active federal depository libraries. They were committed to working with them, to utilize the library sources content management unit, to cultivate curated services for HBC you. This session serves as a national platform, to introduce the SD LP, to the broader community. Working with the DLC community, the library serves as content management units they can help identify ways to open a dialogue, assisting with their cataloging and collection development. As well as explore the possibility to digitize the universities archival collections. For more information, or to participate in this project, please see the Winter 2021 type line article. Or, you can contact me directly via email. Thank you for your attention. Now, I would like to pass this on to the University panelist, beginning with -- the government document library and at the motor company library learning resource Center.

Thank you. Good afternoon everybody. Can you hear me?

Yes.

They were founded in 1881. -- The exact date of fourth of July of 1881. They began in 1895. And the SD LP was established with line bodies.

Three historically black colleges were in the started libraries. The beginning of the University. today, they have the pipeline of -- [Indiscernible] the federal documents from the depository library is free. In turn, the library is providing free service to access. And the collection -- environment, energy -- statistical data, the federal government. Etc. And the community itself with the congressional district of Alabama. The importance of that company is that the location of Alabama, which has an estimated population of 19,500. As of April 1st, 2020. The proximity of the library for this community has a great advantage for both sides. Government information has lifelong -- the library continues. The preservation -- both the historical and current. The community for the outreach programs is going to be located with the information of data. The next slides show the company library.

The library provide space for the community to meet, connect and -- the access from home -- the households with the computer -- and a great Internet subscription. they show some of our collections. The collection from the 16th. You have the report from the etymology. Wait until we have that 1879. Etc. And also, we have -- for the second. The second congressional session. 1871 and 1872. It was called the congressional vote. And the first session was the second session -- the sixth part -- think you and I have my email address for anyone that would like to have any questions.

Thank you. I will go now to my colleague.

Thank you. We really appreciate it.

I have the pleasure of speaking about our presentation. The archives. [Inaudible - static]

You were breaking up just a little bit.

I am getting feedback.

Can you hear me now?

Okay.

Still getting feedback. [Indiscernible - overlapping speakers] [Inaudible - static]

That is sounding better I think. Yes, that is better.

Anyway, the same thing.

What was the question?

I was on the system three times. I don't know why.

You sound good.

Okay. I can't hear very good. [Inaudible - static]

In order to explain how they use the government documents that are in the library. What I want to talk about is Washington. I understand that the relationship between the archives and the library system is a very tight relationship. Realize that they have a very empowering program. They can provide the basis for establishing an aviation program. They played a pivotal role by facilitating acceptance. Geo Washington works with him closely. What makes them interesting is -- they have records within the libraries government documents section. They look into what they can do, to work and to facilitate the program. That is really important for Washington. He was hired in 1906 by the University. Became the first American African -- [Inaudible - static] he was the first extension agent for the United States of America. The efforts of Washington -- now, they had to utilize government docs. For the farmers that he was working for. He utilize that library regularly. What makes him even more special, he would turn that opportunity for others to come here -- to not any learn, but to use the documents themselves. He talked about it in several of his journals. [Inaudible - static] In 1904, he established the Department of research archives. For which he was the director of, until his retirement in 1938. Regarding all phases of African-American life and provided the foundation for the University archives. They were including the lynching records. Editing and publishing from 1912-1938. They helped organize the national health week. Of which he was part of the public health service in 1930. Why? Because he relied heavily upon the documents that were in the government document library. In order to comply his yearbook. The yearbook was everything about African-Americans. Everything statistical. Between those dates of 1912-1938. I want you to look at it this way. These books are singularly important between those years, which include the depression [Inaudible - static] because of the housing construction. Jobs. These have all

been easy to compile into these Negro yearbooks. So he can give an opportunity to use that. The University is the only place in the world, where you can come to see the entire collection of the Negro yearbook. The Negro and African-American yearbook -- we do have lynching records. We are the main source for the lynching records, which he compiled. They are and have been used in a number of documents. As well as a number of articles treated for these books. So, you can see how closely the archives and government documents library work together over the year and continue to work together today. We have been able to publish on several things, which we use documents for. That are provided online. Don't just think of it sitting alone by itself. And was an integral part of the library system, as are the government documents. I will turn it over to my colleague. The retirement in 1965, working first under Munro. Later the director of the collaborative resources. Contributing to various research projects and variations. You can see they had many lynching records. She can take the legacy by compiling the Negro yearbook in 1947 and 1952. She wrote the crusade for human democracy. The Association from 1941-1970. She was the fourth African-American to run for state office, since Reconstruction. They replaced a cap of lynchings. -- We don't have a sense of how many lynchings were unreported. She will work -- she took it upon herself to be as accurate as she possibly could be. A real tight set of criteria, regarding that information they put out in the Negro yearbook and the lynching records. She wanted those records to be accurate. Now just Boozman herself utilized the library documents, when she was running for office here in the state of Alabama. We don't think about people utilizing those kind of documents to accomplish social change. But, she was all about that. And what she did as a woman she certainly will be applauded. I appreciate your thank you for coming. I will turn it over to my colleague, Ferguson. University assistant.

Good afternoon and thank you. First, I just want to say that -- tsk Egan was established in 1881 by the Alabama state legislative, the state experienced establishment in 1894. By the state legislative. And the U.S. Congress ran 85,000 acres of land. the research and extension has been sent for exception. The University is a HBC new land-grant institution. In addition, they were approved a national historic site in 1974 the only university campus with a national historic site designated just to tie everything in together, the University library's collection is comprised of four libraries. The motor library, the main resource library. The architect library, the engineering library and the medical library. In addition to the library system, and also consists of the University archives. The legacy Museum, the rare book room, the Washington collection and the Abbott Murray collection. The University collection consisted of over 310,000 volumes of books and bound journals. 1400 subscriptions and magazines and journals. 20 newspapers, 95,000 micro forms and thousands of public documents. The student body -- the library and collections. As I mentioned before, the Washington collection. Our rare book room is comprised of a book publish meant in the 1900s. And it contains sizable collection -- literacy. [Captioners transitioning] It consists mainly of materials, high and about black people. It is comprised of approximately 30,000 volumes in several sets. It holds African-American history, and literature and material about Africa and the entire life. Blackie is for are also included. The breadth and depth is also unique. It is used by traveling scholars and research. In addition, it is highly used by our Tuskegee faculty and student body. The University archives houses a rich correction of information related to this of written material. They have a prominent role in history during the 20th century. The University serves as a computer for historical events that had a great impact during America's depression. World War II, civil rights movement, and the modern area. Preservation increased access to university histories and are essential to the furtherance of the study of American history and civil rights history, and especially important is the study of humanities. Our archives house over 600 collections of documents. 250,000+ photographs, and hundreds of audio and visual components, which includes micro fields, acetates, albums, slides, and negatives. Are there any questions and answers? I will turn it over to our hosts.

Hi, everyone. If you have questions, just go to the chat box. We have a few minutes for questions. Some did come in while you were speaking, so I will go ahead and relay those to the presenters. First, Jenny wants to know if there is a recommended site to help develop an acknowledgment statement?

One of our particular sites, Jenny, I would suggest -- I pulled from a variety of sources and consulting with others. I would say start with institutions in your area that you want to recommend acknowledgment four. Colleges, universities, and work from there. The best advice I can give is if there is any doubt, contact the tribe themselves and ask them how they want to be represented. And you can also ask American Indian libraries Association. So kind of a variety of sources. If there is a best site, I am not aware.

Thanks, Todd. They were wondering if there were any reports or studies done on the role or importance of each VCU sororities known as the divided nine?

I'm sitting here at Cheryl's desk because I was getting so much feedback. Not that we are aware of. Although we have many times, people that have expressed interest in information about the divine line. There is nothing that I am aware of that can speak from that. One of the problems is the secrecy of each one of those institutions. They like to maintain their privacy. So there is not a lot of information out there.

Thank you. And a question from Sarah. How did Jim Crow laws affect the lives of black patrons in the South for libraries? Were they allowed to ban or offer subpar set to patrons who came in?

Go ahead, exterior. You can probably answer that better than anybody.

I have no information about that.

I can answer quickly just from previous research that I've done. There were separate facilities because of the moral acts. And so although African-Americans weren't necessarily permitted access to historically white, black, or universities. They had access through struggling with a black land grant institutions. Although it wasn't necessarily equitable because of the disparity in funding. Those people during the Jim Crow era had to use historically either historically black land grant universities, or go to segregated, public libraries. And it is just an interesting tidbit. Back in 1901, I believe it was, they wrote a public opinion piece where he talked about the funding for a Carnegie library that was being established in Atlanta. And he talked about that disparity and how he felt our public facilitation should be open to all taxpaying individuals.

Thank you, Celeste. Are there any other questions? We have a few minutes if you want to type in some last questions.

There is one thing I wanted to add to that. Because we are a land-grant university and tied up University, there was some relationship between the two during that early period. A lot of the bulletins were developed and utilized in all schools. So there was some work, but like she said, it was minimal.

Think you. Just going to wait just a couple more minutes to see if there are any more questions. Bernadine says that -- sorry. My chat needs a program about these libraries for ALA. Question from will. For both tribal and HB CU speakers, how would you describe the space for physical collections, and in

the presentation, we've seen historical, tangible materials. You both have sufficient presentation support?

Thank you for my correction. With that preservation so far. As you can see, the physical appearance we need help. What is this information? There is a congressional record. They would transition. To this but for the other information -- some work still needs to be done.

Regarding the archives, we are in space pick we've never stopped collecting. And because of our active collecting, we are trying to develop a unique method to house this material. We have the space that if we had back, we will have some. But not enough to do what we need to do. I would say over two thirds of our archives, including no shelving and our immediate support. Which is certainly the most important areas that we have in the archives. But nonetheless, we are trying to do outreach through a number of different ways, in order to continue to collect. We have some D letters of George Washington that are being returned to the University from Texas. Over the next couple of weeks. And we are negotiating with a very large collection with Tuskegee as well. So we continue to collect and continue to burst at the seams if we do need help with that. Hopefully we will have some in the future.

Thank you. We are out of time. I would like to thank all of our presenters today for the wonderful program. Up next in this room we have an estimate of our catalog collection. But what is our plan for cataloguing it? And our virtual meeting room, the next program is the regional meeting. If you want to join that program, you will need to close out of this virtual room first and then use the other URL to log into the other meeting room. You can find those on our page. For now we will take a quick break and pick up again at 3:30.

Thanks, everyone.