

DIVERSE ARCHIVES AND DIVERSE ARCHIVISTS: AN INTERVIEW WITH CORDELIA HOOEE, ZUNI PUEBLO TRIBAL ARCHIVES



This interview is the first in a new series developed in consultation with the Diversity Committee to spotlight diverse archives and archivists in the southwest.

Cordelia Hooee is an enrolled member of the Zuni Tribe of New Mexico. She worked for 25 years in libraries, the majority at her tribe's library as the librarian. She received her MLIS from the University of Arizona (Knowledge River Cohort 13) in 2016 and obtained a



Graduate Certificate in Archival Studies in 2017, also from the University of Arizona. Cordelia is currently the Archivist/Librarian for the Pueblo of Zuni Governor's Office.

1. You have a great career as a librarian/archivist - could you give 5 key suggestions for new information professionals? 1. Don't ever think you're done learning. My motto is "If you limit yourself, you limit the people you serve." 2. Know about the people and community you serve. 3. Even if you want to concentrate on one area of the field, like children's librarian, reference librarian, etc.; in reality, you may be the wearer of many hats so make it a point to learn about other areas. 4. Join professional organizations and attend conferences. I've learned that networking is so very important. Not only do you learn what others are doing and the latest on archive and library trends, but you'll also meet people who can help you with work, career development, provide you with advice, or lend an ear when you need to vent. 5. Help and encourage others in your profession.

2. What inspired your interest in the archival pathway? I developed an interest in archives while in grad school. From the classes I took and from hearing from one of my cohort (Knowledge River Program, Cohort 13) about the work she was doing at the University of Arizona Special Collections, it made me want to learn more about archives. One of my professors, Dr. Janet Ceja, who is now at Simmons College in Boston, made me think about the role of archives in Native communities and how archives can give equal representation to those who have been marginalized and whose voices have been suppressed. It made me think about my tribe in that we haven't told our story from OUR perspective. Dr. Ceja inspired me to move in the direction of archives. A majority of the tribes in New Mexico have the tribal library thing down pat but archives not so much, and so I decided to change career paths and answer my second calling.

3. What do you think are some of the most pressing issues for archives these days? I would say digital technology and the care and handling of Native

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TAKE THIS, IT'S FREE: PUBLIC DOMAIN CLEARANCE PROJECT AT TEXAS A&M UNIVERSITY-COMMERCE LIBRARIES

Michael Barera, CA and Adam Northam, Texas A&M University-Commerce Libraries



In early 2016, Texas A&M University-Commerce Libraries archivist **Michael Barera** and digital collections librarian **Adam Northam** developed a project to identify images that have entered the public domain from a selected digital collection documenting university history. The project's main goals were to make public domain materials in our Northeast Texas Digital Collections more widely accessible and serve researchers by helping them discern copyright status more clearly, and also to determine if clearly identifying such materials as being in the public domain would direct more traffic back to the source material in our Digital Collections. We decided to only use two public domain rationales for this project: materials published in the United States prior to January 1, 1923, and unpublished materials created more than 120 years ago if the work was created either anonymously or as a work for hire.

The first stage of the project was identifying public domain materials in our university history collection. To do this, we researched, ascertained, and documented the copyright status of all the pre-1923 photographic and textual materials in the collection, which contained eighty separate files in all. After discussion, we decided to take a risk-averse strategy and only change the rights statements on the materials that we could prove were in the public domain beyond a reasonable doubt, initially a total of just nine separate items when the project began in March 2016. In August 2016, the three *Locust* student yearbooks published before 1923 were added to the project, each of which included numerous individual images on their pages, greatly increasing the scope of the project.

An experienced *Wikipedia* editor, Barera uploaded the files from our Digital Collections that had been cleared into the public domain to *Wikimedia Commons*, where he also noted their copyright status, added descriptions, and dated the files according to their descriptions on the Northeast Texas Digital Collections. He also added content categories relating to each individual image to facilitate both browsing and searching. In all, 243 individual files were uploaded to *Wikimedia Commons*, the vast majority being sourced from the three yearbooks. After uploading, Michael proceeded to add the images to various English *Wikipedia* articles, which is easily facilitated by *Wikimedia Commons*.

In March 2018, two years of detailed metrics from our Digital Collections revealed that 17 of the 18 images and image sets that were cleared (94%) had higher rates of viewership after being identified as being in the public domain and ported to *Wikimedia Commons*; the views of fourteen of these seventeen (82%) had doubled or more than doubled, suggesting that this project has resulted in a substantial increase in views to the source materials on our Digital Collections. Similarly, by March 2018, thirty-five distinct images uploaded to *Wikimedia Commons* for this project (representing 14.4% of all images) had been used on various *Wikimedia* websites, chiefly English *Wikipedia*. Furthermore, twenty-six total usages of these images (some of them were used more than once) on non-*Wikimedia* websites have been confirmed, including one each on websites written in French, Georgian, Korean, and Spanish. Highlights included use of a line drawing of a sophomore in a WGBH article, a photograph of a playground slide on an informational Georgian-language website, and multiple images on the *Handbook of Texas Online* entry on our university.

Considering the impact of this project and the relative ease with which we accomplished it, we believe that it has been successful. With its relatively light workload, we believe that any repository, even small ones that are understaffed, underfunded, and adverse to risk, can realistically and successfully use this project as a model.

For more information about this project, contact Michael Barera at Michael.Barera@tamuc.edu or Adam Northam at Adam.Northam@tamuc.edu.



Sophomore class artwork featured in East Texas State Normal College's 1920 Locust yearbook, page 85. Northeast Texas Digital Collections.



The 1920-21 first grade class at the East Texas State Normal College Training School. Northeast Texas Digital Collections