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N E A

NEWSLETTER

NEW ENGLAND ARCHIVISTS



C O V E R — A late-summer picnic in 1900 at Sherman's Point on the harbor in Camden, Maine. Photo by Theresa Parker Babb [1868-1948], seated in the back row, second from left. Theresa was an accomplished amateur photographer from Camden. Courtesy of Walsh History Center, Camden Public Library, Camden, Maine.

I N S I D E — Spring 2016 Meeting session reports (page 5). Joyce Gabiola discusses radical librarianship and social justice in the field of LIS (*Who's Missing From This Table?* page 8). David Horn reviews Michael Blanding's *The Map Thief* (page 26). And as always, news and updates from repositories and colleagues across New England (page 10).

TAKING THE PAST INTO THE FUTURE

N E A

New England Archivists

TAKING THE PAST INTO THE FUTURE

Office of Medical History and Archives
The Lamar Soutter Library
University of Massachusetts Medical School
55 Lake Avenue North • Worcester, MA 01655
<www.newenglandarchivists.org>

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Dues of \$35/year (\$45 for institutions) should be sent to: Kristine M. Sjostedt, Office of Medical History and Archives, The Lamar Soutter Library, University of Massachusetts Medical School, 55 Lake Avenue North, Worcester, MA 01655, or join online at <www.newenglandarchivists.org>.

Notices of archival events should be sent to: Sean Parke at <parke.sean@gmail.com>.

The *NEA Newsletter* is published quarterly in January, April, July, and October. The contents of the *Newsletter* may be reproduced in whole or in part provided that credit is given.

Articles and **News** of interest to archivists, historical society members, historians, and other NEA members should be sent for consideration to: Sean Parke at <parke.sean@gmail.com>.

Contributions for inclusion on the NEA website should be sent to: <webmaster@newenglandarchivists.org>.

Deadlines for submitting materials are:

November 15 for January issue	February 10 for April issue
May 15 for July issue	August 15 for October issue

Advertising Policy:

There will be no fee to list position openings. Advertisements for archival products will be accepted as space permits. Advertising should be submitted to Jane Ward, (978) 459-2129 or <jane.ward@comcast.net>.

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From the Editors

- Sean Parke

Happy summer everyone, and welcome to the July issue of the NEA Newsletter!

This issue begins with incoming NEA President Jennifer King's reflection on the field of archives and how it is experiencing middle age (page 4).

For those of you that couldn't make it to the spring meeting in Portland, ME, or for those of you that just couldn't be everywhere at once, we have reports on the many sessions that were held on Friday and Saturday. These sessions covered a wide range of topics including artists and archives, copyright, old loans, digitization, and various new projects underway around New England (page 5).

Joyce Gabiola presents this issue's "Who's Missing From This Table?" column about radical librarianship and social justice in the field of library and information science (page 8).

David Horn reviews Michael Blanding's *The Map Thief: The Gripping Story of an Esteemed Rare-Map Dealer Who Made Millions Stealing Priceless Maps*, a book Horn believes will cause readers to immediately review their security policies and procedures (page 26).

Finally, as always, we have the latest news and announcements of NEA members, roundtables, and their repositories (page 10). Plus, see what events are on our calendar (page 27). ■

Visit NEA online at:

www.newenglandarchivists.org

Editors Wanted

The Newsletter Committee seeks two new members to serve as Session Reports Editor and Inside NEA/This Season in New England History Editor. Committee members will serve a three-year term beginning January 2017. Contact <Carolyn_Hayes@hms.harvard.edu> or <Jessica.Holden@umb.edu> for more information.

BRIDGING the GAPS

NEW ENGLAND ARCHIVISTS FALL 2016 MEETING

October 14, 2016 | Yiddish Book Center | Amherst, Massachusetts

NEA's Fall 2016 Meeting will offer inspiring examples of how archivists, associated professionals, and records stakeholders are working to bridge gaps in collection development and accessibility of materials. With a plenary speaker, an array of panelists, and your participation, this half-day symposium will explore a range of topics, including:

- Improving the accessibility of collections
- Adapting and expanding descriptive language to better connect with our audiences

- Building diverse collections that reach new users
- Connecting with and serving under-documented communities
- Fostering relationships between archivists and stakeholders, including records creators and users, outside of traditional repositories

Find out how to submit a proposal by emailing program chairs Annalisa Moretti and Blake Spitz (annalisamoretti@gmail.com and bspitz@library.umass.edu) or following #NEAfall16.

Inside NEA

FROM THE PRESIDENT

- Jennifer King



The New England Archivists have offered me a great deal in the twelve years I've spent as an archivist in New England. I have appreciated the support, commitment, and genuine warmth of this community, and am most grateful to the many dedicated volunteers who make up the NEA Board, committees, subcommittees, task forces, roundtables, and advisors. It is an honor to serve this year as president. I am profoundly grateful to outgoing President Colin Lukens who is a caring and generous leader. I also admire so fully the civic commitment and kind spirit of Immediate Past President Jill Snyder, and energetically welcome Ellen Doon as vice president. The year ahead of us will begin at the July 8 NEA Board meeting with the implementation of the 2016-2020 Strategic Plan.

Before getting started on the work ahead, I was asked to say a few words at the NEA Spring 2016 meeting in Portland, Maine, which, I should mention, was a wonderful meeting. When I sat down to write my remarks, I started with the thought that whatever I would say, it would need to be smart, important, inspirational — remarks worth making. Then I chided myself that I should be real. Any remarks that I would hastily put together weren't going to be the smart, important, or inspirational remarks I would want. I'm at this amazing moment in life where so much depends on me and all of it is terribly important and none of it gets enough time or attention. It is called middle age.

Then I realized that like me, our profession is experiencing middle age. In 1934, eighty-two years ago, FDR signed the National Archives Act, creating the National Archives as an independent agency. Two years later the Society of American Archivists formed. And now, forty-three years after the New England Archivists formed in 1973, archivists are at this amazing moment in our professional history where we are tending to our inherited legacy collections, professional practices, limitations, and

successes of the earlier generations of archivists. Our children, if you will, are all of the new initiatives that increasingly demand our attention in our ever growing work of translating archival practice into the present and future.

Who are your children? What new methods and services are you creating? Are you translating practices by using, or creating, new tools? For example, maybe you are using Annotation Studio at MIT to allow students to encode documents the way ten years ago we taught students to encode letters in XML TEI. Are you inviting the public to crowdsource metadata for archival photographs? Creating online transcriptions of handwritten letters from the nineteenth century? Are you creating new communities of users through Flickr, Instagram, Facebook, WordPress, and Twitter?

All the while we are staffing the reading room to support streams of researchers; teaching introductory courses on the use of primary sources; teaching aspiring archivists the importance of original order, respect des fonds, maintaining authenticity, and arranging and describing; and scheduling records. You might be establishing redundant storage for your digital archives, or maybe just struggling to find shelf space for your growing collections of records. Or maybe you are working hard at securing your first full-time benefited archival position.

We are in the middle of the past and the middle of the future, and it is our middle aged responsibility to reconcile what we create with what we inherit.

We must cross-walk our metadata and link today's crowd-sourced transcriptions and tagged photos with yesterday's finding aids, because otherwise we are building a new environment of online access to materials that do not have the depth or context of forty to eighty years of archival description.

My advice for us as archivists, while it may not be the most inspirational, the smartest, or the most important, is the same advice I give myself these days: these are the years of tremendous responsibility — to our children, our colleagues, our parents, our archival future, and our archival past. Be proud of playing that linking role, of being the generation of archivists providing the professional energy for our profession's transition to middle age. I look forward to working together this year ahead. ■

Spring 2016 Meeting Session Reports

1.1 Art, Archives, and a Sea of Meanings

- *Betts Coup*

Speakers: John Campopiano, WGBH; Lily Troia, Simmons College

At the Friday morning session 1.1, Art, Archives, and a Sea of Meanings, presenters John Campopiano and Lily Troia discussed their research into the growing number of artists using archival materials to produce artworks across a variety of media, including photography, music, and film. They were awarded the Richard W. Hale, Jr. Professional Development Award to fund this research. Troia began by explaining the growing interest in this intersection of art and archives, which can be seen through exhibits such as *Archive Fever*, in 2008, *Artists as Archivist*, in 2012, and *Changing the Landscape*, all exhibits from the United States and Great Britain. Troia and Campopiano went on to describe their interest in these works, looking at how artists manipulate context and concepts of original order, as well as affect discoverability and access through their use of archival materials. They also want to explore the relationship between the artist/researcher and the archivist, and better understand the links between art and archives. This has led to discussions about copyright, orphan works, and preservation—both of the archival materials and the artworks that use them.

Troia and Campopiano conducted a survey in the last year, which included artists they knew and connections they developed, and demonstrated interesting consideration about how artists consider historical context and the idea of removing archival materials from their original order and context. They presented data that showed that a few of the artists they interviewed were interested in con-

text, though certainly not all. Another element of their work explores how artistic engagement promotes nontraditional use of archival materials, and the benefits of this. They considered the different perspectives artists have about access points, and are considering ways archivists can enhance archival description and provide access points to collections, with artistic use in mind. Discussion after the presentation also centered around the ways Campopiano and Troia are looking into the preservation efforts the artists are using, which mostly include digital back-ups rather than more stringent preservation efforts.

Attendees were then given opportunities to look at some of the artworks that used archival materials, including images created by photographic artist John D'Agostino, filmmaker Bill Morrison, and sound collage artist Brian Hegarty. Though some artwork used materials from archives, others made more use of found images, which brings up the question of what we consider archival material, and whether this in fact implies they must be in an archival repository.

1.2 The Massachusetts Municipal Clerks Archival Project

-*Margaret Welch*

Speakers: Gregor Trinkaus-Randall, Massachusetts Board of Library Commissioners; J. Michael Comeau, Massachusetts Archives; Kaari Mai Tari, Town Clerk, Westford, Massachusetts

This session explained the genesis of the Massachusetts Municipal Clerks Archival Education Program. Now finishing its first year, this joint project of the School of

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online at <newenglandarchivists.org>.

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Library and Information Science at Simmons College, the Massachusetts Board of Library Commissioners, the Massachusetts State Archives, and the Massachusetts Town and City Clerks Association, is designed to give the state's clerks, whose purview includes management and preservation of historical records, the basics of records management and archival theory and practice. The program is available through <http://slis.simmons.edu/mmcarp/>.

Michael Comeau in his presentation "A View from the State Archives" discussed the importance of the records held by the 351 Massachusetts municipalities. He then gave a history of the legislation from 1641 onward that placed the responsibility of caring for local records onto the clerks of these municipalities. The Records Management Unit of the State Archives, beginning in the 1980s, offered training and outreach to clerks juggling multiple responsibilities but could not meet the need due to budget constraints. Thus, his support of this program. Comeau mentioned that there are efforts to move this educational program forward, including the possibility of making it a requirement for new clerks to take the courses within their first four years in office. Currently there are two initiatives underway: 1) Senate Bill 1636 would establish a commission to examine the preservation and storage needs of municipal records, and 2) an effort to establish an annual appropriation to the State Archives to support the continuation and development of the current courses.

Kaari Mai Tari gave first-hand testimony on why this program was needed. "History is happening all around us" on the municipal level, but the clerk's office is also tasked with overseeing elections, event management, licensing, and permitting. She shared her experiences with substandard storage conditions, moldy documents, and records discarded improperly. She noted the need to know more about electronic records but had questions about access and the records still needed in hard copy. Clerks could not sponsor an intern from the Simmons archival graduate program because they did not have the suitable training to give oversight.

Tari and Trinkaus-Randall began talking four years ago about the need for training and, after a meeting with Simmons staff, realized that the need was bigger than supplying interns. Randall spoke about the history of the successful NHPRC grant and the organizing committee consisting of representatives from Simmons and the State Archives,

two municipal clerks, and himself. The program consists of a face-to-face meeting and five online course modules utilizing Moodle software. The modules included framing concepts, simulation, decision making, and assignments. Trinkaus-Randall spoke of the challenges for clerks not used to online learning and those with limited capacity to download material but noted that over 50% of the initial participants earned the certificate. Electronic records will be the second-year course offering.

The session wrap-up included Trinkaus-Randall discussing adjustments to the course. Other states are interested in adopting the program, and presentations at NA-GARA and SAA demonstrate the nationwide implications. Tari said that she now understood and used the Municipal Records Schedule, had done a preservation self-assessment, and had produced a finding aid thanks to taking the program. She could now advocate for the records. Audience members highly praised the program and noted the potential for collaboration with historical societies which held municipal records. The presenters asked that Massachusetts residents ask their elected officials to support continued funding of the program.

1.3 Strange New Worlds: Exploring Careers Outside of Archives

- Rose Oliveira

Speakers: Annalisa Moretti, Boston College; Michelle Chiles, Rhode Island Historical Society; Chris Markman, Clark University; Julie Swierczek, Harvard Art Museums; and Allyson Glazier, University of New Hampshire

This session gave attendees the opportunity to share stories and practical advice on finding either temporary or permanent work beyond archives. Speakers represented a wide range of experiences: early professionals working in libraries as they searched for their first archives position, a career changer who moved into archives, archivists who moved into other fields like reference librarianship and IT, and one hired as a digital archivist but working as a digital asset manager.

Panelists touched on a wide range of topics including skill assessment, how to be strategic as you wait for an archives job, being open to new directions and opportuni-

ties in your current work, and discussing feelings of frustrations and failure when you cannot find work in your desired field.

Our skills transcend many fields. We have marketable skills that can benefit other fields, e.g., communication, research, data management, and part-to-whole understanding of problems. In addition, our archival training and perspective can bring helpful insight into projects and create bridges of understanding to these issues in other parts of the institution. Speakers discussed the importance of self-assessment: evaluating your skills, your strengths, the opportunities at your current work, and what types of work might be satisfying. They also stressed translating your skills into the vocabulary of the field that you are moving towards. The panel noted that one should be careful when assessing job titles. As one member mentioned, asking for a title change that reflected her actual role as a digital asset manager increased her lifetime earning potential in that institution.

Participants also discussed the negative feelings that arise when you can't find a job in the field for which you trained. It is important to acknowledge but to move past

those feelings because ultimately one has to eat and make a life. Success and job satisfaction do not come from a job title alone but in the work we do. Being open to the possibilities of what any job can hold is key whether that is inside or outside of archives. Panelists recommended looking into the DAMS Foundation courses <<http://damfoundation.org/>> for those interested in digital asset management, using the skills section on job sites like USAJOBS <<https://www.usajobs.gov/>> to find other ideas for work, and also Career One Stop <www.careeronestop.org/> to explore other career paths.

1.4 From Repository to Resource Center: Transforming Physical and Intellectual Access to Collections at the Newport Historical Society

- Peter Nelson

Speakers: Molly Bruce Patterson, Bridget Sullivan, and Ruth Taylor of the Newport Historical Society

Continued on Page 15

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WHO'S MISSING FROM THIS TABLE?

About the dynamics of inclusion and exclusion, social justice, and diversity within the archives profession and NEA.

An Uneven Table: Addressing Structural Inequity in Libraries and Archives

By Joyce Gabiola

When Anna Clutterbuck-Cook asked if I would be interested in contributing to the “Who’s Missing From This Table” column, I was pleasantly surprised, but also a bit concerned because she posed the idea of writing about radical librarianship, a concept that I am still not quite certain how to define. However, I relate it to advancing social justice in the field of library and information science (LIS). It is about interrupting the dominant paradigms under which the LIS professions operate, including professional organizations, educational programs, and “diversity and inclusion” initiatives. It invites us to always question and resist “this is how it’s always been done” as an answer, and to challenge the assumptions and expectations of the status quo. Like advancing social justice, radical librarianship works on a spectrum—we do what we can and self-education is navigated at one’s own pace.

On #AskAnArchivist Day last October, I tweeted to @USNatArchives and @SimmonsSLIS, “Why is it important for archivists to discuss identity (race, gender...) re: profession?” A couple of people responded, including Snowden Becker, the Program Manager for Moving Image Archive Studies in the Information Studies department at UCLA. In response, she tweeted, “Because our work is powerful, and non-neutral. Ignoring identity = downplaying that power.” While the notion that archivists have power has been mentioned in a few class discussions at Simmons, we never explicitly addressed identity, intersectionality, power, and privilege. Without these important conversations, how could we effectively approach our work and acknowledge how it impacts the records we are charged with preserving, as well as our society, communities, and the experiences of the people found within the collections? An archivist disagreed with Becker, asserting that “information should be available as it was created, not obfuscated due to the personal ideals of the archivist.” Becker later pointed out, “Y’all know you’re just recapitulating Jenkinson’s, Schellenberg’s, and Samuels’ ideals of archival praxis, right?” and added, “Archivists aren’t mere

conduits; we’re gatekeepers. We must/ought to take a reflexive stance on that role.” This emphasizes Becker’s previous notion that archivists’ work is non-neutral. We don’t leave our biases or identities (and their intersectionality) on the kitchen counter when we leave our homes in the morning, nor do we stash them in a desk drawer at work. Our entire selves are engaged with professional standards, code of ethics and values, institutional policies, and deeds of agreement.

In my first semester at the Simmons College School of Library and Information Science (SLIS), I realized two things: 1) Archival theory and practice have a cyclical relationship, as they inform each other; and 2) Something imperative is missing from my graduate education, and from what I could tell, it was not on the horizon. Upon realizing the latter, I wrote my first paper/presentation on implementing diversity in core LIS curricula. Since then, my research interests have developed and include: exploring social and cultural identity and vulnerability in archival science and investigating the ways in which the archives profession can dismantle paradigms of oppression in archival practices. I want to help advance social justice through LIS by addressing systemic issues, focusing on archival research and teaching, engaging and collaborating with communities to support community archives, and ensuring that marginalized and underrepresented communities are preserved in the historical record. These interests, however, were not spurred by the content of any of my courses, but rather by the absence of content that would allow us to examine the structural inequities that impact our work as archivists and information professionals.

For the first time this spring, SLIS offered a special topics course, Radical Librarianship, which was created and facilitated by Dr. Laura Saunders. The fact that it was my first opportunity in my graduate program to explicitly address, in a formal classroom setting, structural inequities

and their influence throughout LIS is unsettling.

Some of the course outcomes of radical librarianship were:

1. Examine the role of institutions and information professionals as change agents;
2. Examine the actual and potential avenues for institutions to engage as change agents;
3. Develop critical responses to issues and injustices; and
4. Engage in reflective practice.

According to the syllabus, we sought to examine the role of information environments as inherently political/cultural institutions and consider the ways in which we can work to perpetuate or challenge the status quo. In doing so, we analyzed and applied critical race theory, queer theory, feminist theory, critical information literacy, etc. to examine how institutions may actualize these theories and what information professionals could do to incorporate theory into practice. Among other topics, we explored privacy and surveillance (speaker: Library Freedom Project's Alison Macrina), the commodification of information, structural racism (speaker: Rebecca Hankins with Texas A&M University), gender and racial bias in Google's algorithms (Dr. Safiya Umoja Noble), accessibility, and poverty. Prompted by April Hathcock's *In the Library with the Lead Pipe* article "White Librarianship in Blackface: Diversity Initiatives in LIS," our most engaging and difficult ongoing discussions centered around the theoretical concept of whiteness, which Hathcock explains spans a wide range of dominant ideologies based on gender, sexual identity, class, and other categories <www.inthelibrarywiththeleadpipe.org/2015/lis-diversity/>. We attempted to examine how this dominance creates and is embedded in information, technology, user services, work environments, and interactions with our colleagues.

As LIS professions are service-oriented, could we not conclude that it is imperative for students (and practitioners and educators) to examine the field's dominant ideologies? In the article "Being Assumed Not to Be: A Critique of Whiteness as an Archival Imperative" in the fall/winter 2015 issue of *The American Archivist*, Mario H. Ramirez posits that "diversity is allowed to thrive only if it refrains from challenging the ability of whiteness to control it." Acknowledging that structural inequity exists in LIS and understanding how it operates and is perpetuated, and our role in it all, is vital for librarians, archivists, information

professionals, and educators to effectively and justly serve all communities, including public and private entities.

There is a subversive spirit to radical librarianship, but it is rooted in advancing society and our communities by working towards an equitable environment for scholarship and learning. It is about acknowledging that our institutions and the systems under which they operate are not neutral, just as humans are not neutral. Inspired by the student-led LIS Education Symposium at the University of Illinois-Urbana Champaign, I endeavored to create an event at Simmons that would focus on social justice issues that are not explicitly addressed in our classrooms, such as structural racism. I had no idea if I could form a team and raise enough funds to hold an event. Luckily, I was able to connect with like-minded student leaders to coordinate the Diversity, Equity, Race, Accessibility, and Identity in LIS (DERAIL) Forum, held on March 26. There are plans to hold DERAILED again next year and students from other institutions have contacted us because they are planning to create similar events at their institutions. These student-led initiatives have been created because there is an informational need to address systemic issues in LIS education and the professions.

Applying a radical or social justice framework to archival practices centers humanity around the work, as we preserve collections. It welcomes archivists to perpetually question and develop practices in an ever-changing society. Imagine modern life if we had always maintained the status quo and done things the way they had always been done. Where would we be? ■



Joyce Gabiola is a recent graduate of Simmons College where they earned a MSLIS in Archives Management, and were instrumental in the creation of the SLIS Dean's Fellow for Diversity and Inclusion as well as the SLIS Task Force for Diversity and Inclusion. Gabiola is an ARL/SAA Mosaic Fellow, ARL

IRDW Scholar, and ALA Spectrum Scholar. Later this year, Gabiola will begin the doctoral program in Information Studies (Archives) at UCLA.

News and Notes

MASSACHUSETTS

Civil War Letters of Wellesley College and Brandeis University

The Civil War Letters of Wellesley College and Brandeis University project was funded by a Civil War Preservation Grant from the Massachusetts Sesquicentennial Commission of the American Civil War. At the core of the website <<http://omeka.wellesley.edu/civilwarletters/home>> is the Wellesley and Brandeis holdings of correspondence between Civil War soldiers and their families. Each letter in Wellesley's Catharine Mitchill '31 Collection of Family Letters and Brandeis's Michael Lally Civil War Letters has been digitized and almost all have been transcribed.

The project was born as a collaboration between the two academic institutions, both members of the Boston Library Consortium, with the intention of creating an openly available online academic resource to reach students, scholars, and researchers interested in exploring the voices of those who were deeply involved in the Civil War. This website presents several paths to that exploration, from lesson plans and timelines to maps and voice recordings. Contact Surella Seelig at <seseelig@brandeis.edu> or Patrick Gamsby at <gamsby@brandeis.edu> with any questions.

Processing of Francis J. Daly Papers, 1927-1961 and Francis J. Daly Japanese Student Artwork, circa 1949-1951 Completed

The Monroe C. Gutman Library Special Collections at the Harvard Graduate School of Education (HGSE) has completed processing two collections donated by the family of a 1947 HGSE alumni, Francis J. Daly. The two collections are named Francis J. Daly Papers, 1927-1961 and Francis J. Daly Japanese Student Artwork, circa 1949-1951. Special Collections Assistant Rachel Cohen processed the papers, and surveyed and re-housed the artwork over the course of the 2016-2017 academic year. The bulk of the papers encompass Daly's work in Japan as one of ten United States educators selected to help reform the Japanese education system following World War II.

The artwork includes 603 pieces created by Japanese students of varying ages, genders, and geographic locations. The collection includes embroidery, origami, batique, carved wood objects, drawings, and paintings. A small segment of the artwork is now on view at Gutman Library in an exhibit entitled "From Crayons to Calligraphy: An exhibition of Japanese student artwork, 1949-1951." Please contact Rebecca Martin, Collections Strategist & Scholarly Communications Librarian, at <special_collections@gse.harvard.edu> with any questions.

Ford Hall Forum: Promoting Free Speech Since 1908

Ford Hall Forum: Promoting Free Speech since 1908, an exhibit focused on the organization's storied history, is now on display in the Suffolk University Sawyer Library.

Created by Irina Rogova (Simmons College SLIS student), the exhibit and its digital companion present highlights from the Ford Hall Forum archival collection which is now open for research.

For more than a century, the Forum has hosted some of the most notable and sometimes controversial figures in the arts, science, politics, and the humanities, including Ayn Rand, Martin Luther King Jr., John Kenneth Galbraith, Angela Davis, David Duke, and Malcom X. The collection's lecture recordings and transcripts, outreach materials, photographs, and correspondence provide a window on twentieth- and twenty-first-century social issues ranging from civil rights and the ERA to abortion and eugenics. Stop by the library to see it or go to <<http://moakleyarchive.omeka.net/exhibits/show/fordhallforum>> to view the exhibit or



Ford Hall Forum 1908 banner reads, "Let There Be Light."

finding aid online. Contact Michael P. Dello Iacono, University Records Manager, at <mdelloiacono@suffolk.edu> or 617-305-6255 with any questions.

What (Not) to Wear: Fashion and the Law

The Harvard Law School Library is pleased to announce its new exhibit, *What (Not) to Wear: Fashion and the Law* <<http://exhibits.law.harvard.edu/current-exhibit>>. Given the central role that law and fashion play in our lives, it is no surprise that they have an impact on one another. Over the centuries, jurists have visually demonstrated their expertise through fashion, and law has served to circumscribe how fashion has been created, distributed, and consumed.

The exhibit was curated by HLS research library staff Mindy Kent, Meg Kribble, and Carli Spina (now of Boston College). It is on view in the Caspersen Room, fourth floor of Langdell Hall, daily 9 a.m. to 5 p.m. through August 12, 2016.

If you are in the Boston area, we hope you will come by to see the exhibit. If a visit to Cambridge is not in your plans, please check out our online exhibit at <<http://exhibits.law.harvard.edu/current-exhibit>>! For more information contact Karen S. Beck, Manager, at <kbeck@law.harvard.edu> or 617-496-2107.

First Parish in Brookline Digitizes Sermons as Part of Tercentennial Celebration

Parishioners and the Ministerial teams at First Parish in Brookline are very pleased and excited to kick off their tercentennial celebrations with the completion of another phase of digitization projects being undertaken in collaboration with the Boston Public Library Digitization Team, Internet Archives, Digital Commonwealth and their volunteer archivist, Elizabeth Cousins. In this round, Cousins created the metadata for published and manuscript sermons delivered primarily by ministers of the church from 1760-1932. They may be viewed at: <<https://archive.org/details/firstparishinbrookline>>. Prior to this, an altar hanging from France, circa 1500-1599, was digitized.

During the initial meeting with the BPL Team, it was determined that the earliest record book (Christ Church Records, 1717-1775) was too fragile to be digitized as is.

This, and the subsequent book of records (1717-1825), were recently delivered to NEDCC for conservation assessment. For more information contact Elizabeth Cousins at <archivist@firstparishinbrookline.org>.

Abbot Academy Collection (1812-2014)

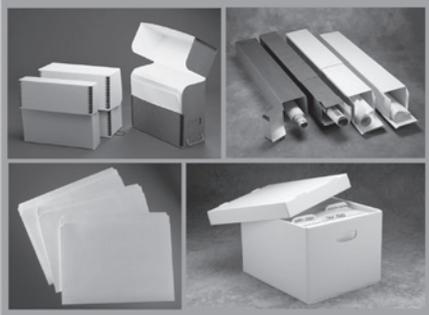
We are thrilled to announce that the Abbot Academy collection (1812-2014) in the Phillips Academy Archives has been processed, and a finding aid is now online: <http://www.noblenet.org/paarchives/?page_id=2116>. We are grateful to the Abbot Academy Association for giving us funds to hire professional archivist Laura Carter to process the collection.

This collection documents Abbot Academy from its founding in 1829 to its merger with Phillips Academy in 1973. The Abbot Academy Collection (57 cubic feet) primarily consists of material relating to the administrative functions of the Academy including records of the trustees, treasurer, and other administrative offices. The collection also includes Abbot Academy memorabilia and student-



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Photograph from the Abbot Academy collection (1812-2014) from the Phillips Academy Archives.

created work ranging from the late nineteenth century until the merger. New accessions, primarily donations from alumnae and friends of Abbot, are still being added. We are eager to have students and others use the collection for primary source research projects.

Phase two of the Abbot Academy Project will hopefully be digitizing selected parts of the collection, which document student life, and building online exhibits.

Contact Paige Roberts at <proberts@andover.edu> or 978-749-4069 with any questions.

New Jewish Heritage Center Launched at the New England Historic Genealogical Society

On the evening of April 6, 2016, the New England Historic Genealogical Society launched The Jewish Heritage Center while hosting the Boston book launch of *Lincoln and the Jews: A History* by Brandeis University Professor Jonathan Sarna. The collections of the American Jewish Historical Society-New England Archives were permanently deposited at the New England Historic Genealogical Society and will be the cornerstone of the new Center. The Jewish Heritage Center engages historians, genealogists, youth, and the general public in programming and research to advance the study of the history and culture, and institutional legacies of Jewish families in New England and beyond.

For more information concerning the Jewish Heritage Center contact Judi Garner, Director, at <judi.garner@ajhsboston.org>.

R H O D E I S L A N D

Archives of the New England Yearly Meeting of Friends Moves to UMass Amherst

In April, the Archives of the New England Yearly Meeting of Friends (known as the Quakers) formally moved from the Rhode Island Historical Society's Mary Elizabeth Robinson Research Center to the Department of Special Collections and University Archives at the W.E.B. Du Bois Library, University of Massachusetts Amherst. All inquiries about the collection can be directed to: <scua@library.umass.edu>.

Westerly Armory Restored

The Westerly Armory, built in 1901, has been restored to become a community museum, events center, home to America's oldest active civic band (The Westerly Band), and largest memorial in Washington County to veterans of all wars and conflicts.

The museum displays wonderful artifacts from the community's past and present, including a Women's Corner featuring many ladies who have dedicated their lives to the community. Militaria is primarily local and features Navy Corner, Coast Guard Corner, Korea Corner, and a fine display of one man's Civil War possessions. Outside the band room, the Westerly Band has its own display of rare and antique instruments and music. The Armory is open Mondays and Thursdays from 9 a.m. – 4 p.m. and by appointment. Visit our website at <www.westerlyarmory.org> and contact us by phone at 401-596-8554.

V E R M O N T

Addison County in Profile: Silhouettes from the Sheldon Archives

The exhibit *Addison County in Profile: Silhouettes from the Sheldon Archives*, April 15-Sept. 3, 2016, presents a selection of rarely displayed silhouettes of early residents of Addison County spanning over a century from the 1800s to 1900s. On view are a rare portrait of Vermont Gover-

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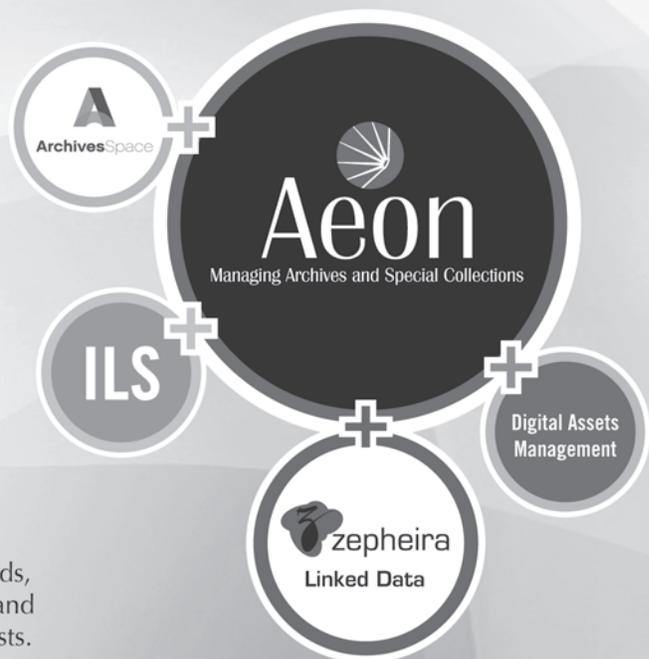
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nor William Slade, a unique double silhouette of same-sex couple Sylvia Drake and Charity Bryant, and silhouettes by Middlebury artist Susan D. Parker, among others.

To complement and enhance the exhibit, two events were scheduled. Silhouette artist Carolyn Guest cut silhouette portraits on June 12. For our second event, Dr. Laura Johnson, Associate Curator from Historic New England, will present a talk “Shades of Truth: American Silhouettes” on July 13, 2016, from 12-1pm

The Henry Sheldon Museum is located at One Park Street in downtown Middlebury. Admission to the museum is \$5 adults; \$12 family; \$5 research center.

For more information call 802-388-2117 or visit our website: <www.HenrySheldonMuseum.org>. ■

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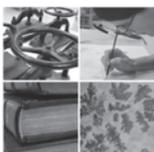
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Session Reports... From Page 7

Bridget Sullivan and Molly Bruce Patterson of the Newport Historical Society described the extensive building renovation and expansion undertaken by their organization in 2014-2015, its first in a century. The NHS saw it as part of a broader initiative to allow the building to reflect a modern-day understanding of its mission and to improve access to its collections in ways that meet the needs of a growing user base. Documenting the history of Newport County, the NHS's collections include 1,500 linear feet of manuscripts and 10,000 objects such as furniture, textiles, and ceramics. Bridget Sullivan described the year-long design planning process undertaken by staff with a design team and a planning architect. Because the collection evolved from a "curiosities cabinet" to one focused on local history and NHS's service model evolved from minimal public accessibility to maximal accessibility and openness, they felt the newly redesigned building must be welcoming to visitors, make collections visible, and be as accessible as possible, including handicapped accessible. Off-site storage for some materials was considered but ultimately ruled out. A capital campaign raised \$3 million, and the renovation project had to fit that budget. Good communication with the public was deemed essential in order to prepare their neighbors and inform users. While construction went on, collections were closed (some moving temporarily off-site); meanwhile, the staff focused on reassessing their documentation procedures and enhancing their online presence at <http://newporthistory.org>. Bridget described "playing Tetris" with collections as renovation work proceeded from room to room. The resulting reconfiguration of the space has allowed for a more welcoming entryway for visitors and better supervision of their activity.

Molly Bruce Patterson then assessed the changes brought by the renovation since NHS's reopening in October 2015. The biggest improvement has been in the control of the location of collections: having dedicated and rationally configured storage areas reduces ambiguity and uncertainty about their holdings. For their cataloging, NHS switched from PastPerfect to Collective Access, a highly customizable, open-source cataloging platform. They have also vastly improved their methods for tracking use by collecting consistent data that supports program planning. A second campaign will raise funds that will focus on staffing for collection management. The ensuing discussion addressed a range of topics including the differences between

PastPerfect and Collective Access; the workflow of a new appointment scheduling policy, funding sources, and the ongoing inventory process that will result in deaccessioning and space savings at NHS.

1.5 Copyright and Archives

- *Betts Coup*

Speakers: Kyle K. Courtney and Emily Kilcer, Office for Scholarly Communication, Harvard University

In 1.5 Copyright & Archives, Kyle Courtney and Emily Kilcer provided an update to the 2015 NEA/MARAC presentation of the same title. Courtney announced news related to fair use, as an opinion was released just the day before on a suit between Georgia State University Library and three academic publishers. Courtney described the long court decision as including language about market harm, data, rates of return, and licensing fees, as well as the line: "Market harm must be so extensive that it would completely undermine the incentive to create and publish the work," creating a very high bar for future decisions against fair use. To Courtney, this decision furthered the idea that licensing fees are unnecessary. He concluded this portion of the talk by saying: "Apply fair use prudently and manage risk sensibly."

Courtney then covered the history of copyright and the idea that it was established to protect creators—not to make money, but to promote the progress of science and the useful arts. He outlined how US copyright law has shifted, especially since the early twentieth century, and how the inclusion of fair use provides an exception for archives, which are legally allowed to: make copies for preservation or to replace damaged or stolen goods; make copies for patrons; and lend reproductions to other institutions, e.g., interlibrary loan. This law also allows archives to allow patrons to take on more copyright risk via unsupervised use with notice, and section 108(h) allows archives to copy or digitize works that are in the last twenty years of their copyright term, with several conditions. Finally, we came to section 107: Fair Use, which Courtney explained is "a right, not a defense." He discussed the boundaries and potential for expansion of the concept of transformative fair use. Emily Kilcer then discussed scholar Deborah R. Gerhardt's proposed standard

to relaxing the publication standard in terms of copyright, and the way case law supports that change.

Finally, Courtney discussed the problem of orphan works. Countless works fall into this category, including 40% of the British Library's collection. He mentioned that the US is behind on the treatment of orphan works legally, although we do have some best practices, and went on to describe how other areas of US law could be applied to orphan works and copyright, including implied consent and trademark abandonment law. He concluded with remarks about how to think about copyright as archivists, suggesting an order of thought processes: 1) consider whether an item is in the public domain; 2) consider Section 108 or fair use is applicable; and 3) when all else fails, moderate risk.

1.6 To Hades and Back: One Archives' Journey to Digitization

-Irina Sandler

Speakers: Betsy Spekke and Samuel Howes, Maine State Archives

As repositories of all sizes engage in digitization projects, the trials and tribulations of each repository have the potential to serve as lessons for those following in their footsteps. In this session, archivists from the Maine State Archives <www.maine.gov/sos/arc/> shared their experience leading a major digitization effort and the process so far.

As a large repository with 117,000 linear feet of materials divided amongst three different locations, the avenue to digitization was not simple. Burdened with ancient search criteria, outdated finding aids and records management systems, and three archivists leaving with invaluable institutional knowledge, the Maine State Archives had their work cut out for them. The original vision was for all major collecting institutions in Maine to contribute digitized materials into a common portal, but the reality of figuring out technology requirements and budget hurdles in order to adopt an existing proprietary system led to a decision to create a custom system in-house. When this path ultimately proved too daunting, the plan was changed again and a decision was made to use OnBase <www.onbase.com/> and ArchivesSpace <www.archivesspace.org/>.

While they are still working out the kinks, the speakers in this session had some advice for those either looking to digitize or working through the process. The primary piece of advice was to ensure that the entire institution is committed to the digitization process, and to anticipate resistance. Keep in mind that there will be pitfalls along the way; for example, not all items scanned well, so they required additional time and funding to meet quality standards. In finding funding for the long term, anticipate the need to update or upgrade technology to avoid obsolescence. In enacting a plan, expect setbacks and for the plan to change, but keep morale high by savoring the small victories.

1.7 Entering the Uncharted Waters of Old Loans, Abandoned Property, and Deaccessioning

-Liz Francis

Speakers: VivianLea Solek, Knights of Columbus, New Haven, CT; Margaret B. Smith, The Episcopal Church in Connecticut; and Peter Carini, Dartmouth College

Through a combination of case studies and sample policies, this well-attended session outlined how recent legislation related to old loans and abandoned property can be used to deaccession under-documented material.

VivianLea Solek of the Knights of Columbus, New Haven, CT, served as both session chair and presenter. Solek introduced the panel's theme and outlined best practices for deaccessioning old loans, mystery items found in the stacks, and abandoned property. Presenting an overview of relevant New England state statutes, Solek cited a useful resource managed by the Association of Registrars and Collection Specialists: <www.arcsinfo.org/programs/resources/legislation/old-loan-abandoned-property-disposition>. Margaret B. Smith, of the Episcopal Church in Connecticut, described her experience deaccessioning the Henry Lloyd Library, transferring the collection to Yale Divinity Library for reasons of security and preservation. Smith speculated that prior to its removal from St. John's Church, this important eighteenth-century theological collection had been the victim of "cherry picking" by the congregation for more than two hundred years. Smith shared her revised deaccessioning policy, with specific references to the appli-

cable Connecticut statute <www.cga.ct.gov/current/pub/chap_194.htm>, with the audience.

In a presentation titled “The Problem Box,” Peter Carini of Dartmouth College recounted the story of an old loan with a tangled history. Letters borrowed by Dartmouth historians for the first volume of *The Papers of Daniel Webster*, published in 1974, proved difficult to repatriate. Forty-one years after the initial loan, and after much correspondence of his own, Carini successfully returned the letters to the lender’s grandson and heir. Meanwhile, Carini familiarized himself with New Hampshire’s Museum Property Act. Sharing Dartmouth’s manuscript selection and deaccession policies <www.dartmouth.edu/~library/rauner/donating/ms-deaccession.html>, he remarked on the importance of relevant legal knowledge and clearly written policies. The audience spent the remaining minutes describing their own “problem boxes” and seeking advice from the panel.

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1.8 What’s DAT? Identifying and Prioritizing Magnetic Media

-Margaret Welch

Speakers: Elizabeth Walters, Harvard University; Jessica Bitely, Northeast Document Conservation Center (NED-CC); Rebecca Chandler, A/V Preserve

Elizabeth Walters introduced this workshop sponsored by the Moving Images and Recorded Sound (MIRS) Round Table, which combined an introduction to audio-visual formats and preservation with a small group hands-on exercise.

Jessica Bitely started her presentation with the stark figure that 70% of the 178 million preservation-worthy audio assets is magnetic. Degradation of magnetic media and obsolescence of compatible play-back machines have limited the amount of time remaining to reformat these materials. Furthermore, the lack of meaningful metadata means the materials will not be requested and subsequently digitized. The year 2028 ends the period when magnetic media can be digitized without degradation and at a reasonable

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cost. And digitization is necessary; rehousing and upgrading climate control will not provide long-term access. Because not all of the millions of magnetic media items can be digitized by 2028, prioritization is necessary.

Several factors determine which materials an institution should digitize first. Technical issues like the availability of playback machines and fragility of the media are weighed against the uniqueness of the material, its importance to the mission of the institution, and its copyright status. Bitely then enumerated the video formats in order of lowest to highest priority for digitization according to MediaScore developed by Indiana University and A/V Preserve.

Rebecca Chandler discussed audio formats and their ranking for digitization. She noted that certain factors like mold, long-playing tape, and broken carriers make reformatting more urgent.

The audience broke into groups for an exercise in prioritizing. The same tapes and cassettes belonged (hypothetically) to different institutions so the groups discussed mission and collection statements as well as multiple cop-

ies, copyright concerns, and conservation issues. Audience members could also examine examples of the media.

The presenters noted that some institutions' missions did not require every piece of media to be reformatted. In response to a question about institutions performing the digitization on their own, the speakers responded that outsourcing to appropriate vendors is preferable because the quality is better. However, an institution could produce reference-quality digital copies. NEH is now looking favorably upon requests for audio-visual preservation.

1.9 A Little on a Lot: Lightning Talks on an Assortment of Archival Topics

- Lucy Ross

Speakers: Emilie Hardman, Harvard University; Samuel Howes, Maine State Archives; Colin Lukens, Harvard University; Martha Meacham, Veterans Affairs Medical Center, Manchester, NH and Bedford, MA; Betsy Spekke, Maine State Archives; Helen Tutwiler, Maine State Archives

In this lightning session, six archivists from varied institutions described key holdings from their repositories, demonstrated recent technological advances, and called for increased communication and collaboration among archivists. Colin Lukens started the session by suggesting additional cooperation between open access- and scholarly communications-focused information professionals, noting the two groups' shared goals and ideals. Scholarly communications advocates facilitate the broadest access to research and implement open access policies. Both groups can work together to increase support and awareness by involving each other in events, co-hosting orientations, performing advocacy work for each other, and holding forums about the importance of open access policies. For further discussion and collaboration, Lukens invites correspondence at <colin.lukens@harvard.edu>.

Emilie Hardman gave a tour of Harvard's Houghton Library's new open source Class Request Tool (CRT, <<https://classrequest.library.harvard.edu/>>), which was developed with the support of a grant from the Arcadia Fund. The CRT makes it easier for instructors to schedule class visits to the Houghton Library and other partnered repositories. Hardman noted that the look and feel of the tool is easily



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adaptable and could be useful for other institutions or consortia to adopt. In addition to making the process of booking classes easier, the tool also outputs useful analytics. The code is available for use and adaptation at <<https://github.com/harvard-library/ClassRequestTool>>.

From the Maine State Archives, Betsy Spekke, Helen Tutwiler, and Samuel Howes showcased the treasures of their repository. Among the items discussed, special attention was paid to their extensive Civil War collections (among the most-requested collections at the repository), as well as various maps, charters, petitions, artwork, and other state records. Martha Meacham presented the National Library of Medicine's History of Medicine Division (HMD). Highlights included the HMD's Finding Aid Consortium, their large collection of public domain images, and a selection of exhibitions available for use by other institutions. Meacham encouraged participants to submit any finding aids relevant to the history of medicine at <www.nlm.nih.gov/hmd/consortium/>.

1.10 JCAS: An Open Forum Discussion of a Collaborative Publishing Project (Rhode Island)

- Rachel M. Cohen

Speakers: Michael Lotstein, Yale University Library (JCAS managing editor); William Ross, University of New Hampshire Library (JCAS editor); Matthew Gorham, Yale University Library (JCAS editor); Katherine Wisser, School of Library and Information Science, Simmons College (JCAS author)

Managing Editor Michael Lotstein, Editor Matthew Gorhan, Editor William Ross, and Author Katherine Wisser led this discussion-based seminar on the *Journal of Contemporary Archival Studies* (JCAS). The open access journal, run out of Yale University with aid from NEA, allows professional archivists to submit pieces for peer review and potential publication. It is a place for experimentation for authors to flesh out works without concern for which type of publication to submit the work. Submission policies are loose, and open to library science, archives, and public history. The process from finishing the paper to potential publication was explained with examples on the test version of the JCAS website done by Gorhan. The entire process takes an average of

thirty days, according to Lotstein. Peer reviewers and editors are chosen on a volunteer basis, with two copy editors used for published pieces. Launched in 2014, the journal does not focus on how many articles or issues are published per annum. Articles are considered issues as per the website's format and the amount is not limited. The process includes copious feedback, even if the piece is ultimately not chosen for publication. The journal is intended to be a launching pad for budding archivists and students to get their work out to professionals. Authors own the published works under a Creative Commons license and pieces can be republished if credit is given to JCAS as the first publisher. Article submissions are limited to a maximum of twenty pages with footnotes. According to Wisser, the journal is willing to work with authors for creative ideas. Authors get the final say on publication after editors make their changes. After a question from the audience on the journal's place in traditional archival publications, Lotstein spoke on how they wanted to be less specialized and more focused on invention with non-conventional solutions. JCAS avoids pigeonholing themselves across disciplines in order to focus on individual articles rather than a cohesive issue. JCAS is redefining the idea of what a journal is considered to be. It is a place to go to learn.

2.1 Exploring the Unexplained: Mysteries, Monsters, and Archives

-Sarah Towne

Speakers: William Ross, University of New Hampshire Library; Loren Coleman, International Cryptozoology Museum; Jeff Meuse, International Cryptozoology Museum

The session opened with Loren Coleman explaining the mission and focus of the International Cryptozoology Museum. The unique institution is the only one in the world to document and showcase the history of the study of hidden animals which are not yet formally recognized by zoology but are supported by human testimony. Coleman elaborated on his dedication to the field through the museum's opening in 2003 and receipt of non-profit status by 2015. The presentation defined cryptozoology and its history. The distinction from zoology is at the moment of a creature's discovery, when animals previously thought to be myth move into the zoology field, such as the giant panda. The major issues facing the collection currently are space and funding, as cataloging is ongoing.

The new museum space, though similar in size to the current institution, will now allow for a reading room for members. Coleman emphasized that the museum also serves as a way to honor the pioneers of the field which may be unrecognized otherwise. Many visitors to the museum may be surprised by the amount of popular culture items that serve as artifacts, but Coleman emphasized that the field itself is known usually through popular culture and folklore, and these artifacts are the representation.

Next, Bill Ross presented on the Betty and Barney Hill papers. Betty Hill was an alumna of the University of New Hampshire, and the collection will play a major role in the university's 150th anniversary. Ross tells the story of what happened to Betty and Barney Hill, civil rights activists returning from their honeymoon on September 19, 1960. During this trip, a series of strange phenomena occurred before the couple awoke hours later and miles away with no memory. After hypnosis, the couple became convinced of their alien abduction. Ross showcases how the story soon became imprinted within society's imagination of alien abduction. Ross was instrumental in having the collection of their alien artifacts and civil rights documents given to the university.

The collection contains mostly paper but also media, sculptures, and the dress that Betty was wearing that night. Ross expressed his discomfort with the fact that the deed of gift allows scientists to use the dress for experiments. Collection preservation is difficult; specifically, the dress has an unknown powder on it, causing discoloration. Description is also an issue given the unique nature and oddity of many items such as drawings or audio clips. The collection is not digital; Ross expects that they will digitize it in the future given high patron demand.

2.2 Content and Context: Archiving Social Media for Future Use

- *Emily Bartram*

Speakers: Sylvia Rollason-Cass, Internet Archive; Julie Swierczek, Harvard University

Julie Swierczek and Sylvia Rollason-Cass presented an enlightening session on the how to archive social media so that future researchers comprehend the various platforms, content, and context.

Swierczek discussed social media and its place in society. First, social media is part of our society and posts are considered institutional records; thus, archivists must discover ways to capture the content and context which will help future researchers interpret events. Swierczek also highlighted a few of the current problems archivists might face when archiving social media including sheer volume, lack of keyword search, character limitations, and abbreviations.

Archivists also need to educate researchers about the platforms themselves and their constant evolution. For example, Facebook allows you to react to a post and Twitter changed their favorite icon to a heart. Swierczek also emphasized that archivists should attach metadata to explain the context of the situation. For example, the hashtag is used to imply sarcasm, to make jokes, and to promote a cause or company. Unless archivists explain those uses, researchers might misinterpret information.

To tackle the issues of archiving social media, Swierczek suggested many options: find and promote ways to capture the content and context; attach a read me file with the post; publish scholarly articles now, explaining platform changes; and annotate the content that you capture.

Finally, Swierczek offered different applications an archivist could use to capture social media content. Some require credentials, others do not.

- <<http://freemydata.co>>
- <<http://IFTTT.com>> allows you to make a recipe for social media capturing
 - o Ex: If a tweet comes up, then save it in my Google Drive

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- <<http://Zapier.com>>: Similar to IFFTTT; connects two applications together; easier to use
- <<https://tags.hawksey.info>> is a free Google application to archive tweets
- DigiMe <<http://get.digi.me/video>> captures social media posts, allows tags and comments, and journal entries; very user friendly

Sylvia Rollason-Cass presented the Event Collections at the Internet Archive. These collaborations are built by establishing a corpus of content, choosing seed URLs and access points, and using web crawlers to capture content. The results offer researchers full-text search capabilities of fully-functional web content. Social media is integral to these collections as it documents events minute by minute, captures the exposure of the event afterwards, captures large quantities of information all over the world, and provides context for possible future events.

Both presenters stressed that because archiving digital content is such a new concept, further research will be needed to discover the best means of capturing both context and content.

2.3 Pedagogical Funambulism: Balancing Theory and Practice in Archival Studies

-Desiree Alaniz

Moderator: Jason Arthur Wood, Simmons College

Panelists: Kate Bowers, Harvard University and Simmons College; Janet Ceja, Simmons College; Kelly Francis, JFK Presidential Library and Museum; Katherine Wisser, Simmons College

This panel focused on how archival educators can balance theory and practice in their instruction and supervisory capacities (the titular “funambulism” meaning tight-rope walking). The panelists opened up the presentation to include audience feedback and questions throughout. Specific topics covered included the role of core archival concepts in curriculum and internships, the benefits and opportunities presented by online and distance-learning formats, and the applicability and relevance of archival theory in internships and practical positions.

At the core of many of these discussions was the impor-

tance of constructing internship experiences and curriculum that support the intellectual development of students by reflecting on theory and applying it to their coursework and practical experiences. Panelists noted the importance of key archival concepts like original order and provenance, and Kathy Wisser specifically noted the importance of assignments that encourage students to critically reflect on these concepts. Katie Francis and Kate Bowers added that in their capacities as internship supervisors, student energy and perspectives can result in new approaches to tasks and a two-way learning process. Janet Ceja noted the importance of the transformability of these concepts, such as the expansion of provenance to include societal impacts on the creation of records.

Discussion soon turned to the role of internships and distance learning in archival education. Simmons College, where three of four panelists work as full-time or adjunct faculty, recently made the capstone internship course optional for completion of the program. This was a source of much discussion during the panel over the need to balance curricular flexibility (particularly for students who may already be working in archives during their program) with the need for hands-on archival experience in the training of new practitioners. Here the value of having both internship supervisors and faculty was especially insightful, and led to discussions of how to keep students engaged in the archival process regardless of their physical proximity to the classroom or archive.

2.4 Sparks Along A Broad Horizon: New Approaches to Archival Discovery

- Andrew Simeone

Speakers: Mary Yearl, Wellesley College Archives and Special Collections; Samuel Howes, Maine State Archives; Sara Ludovissy, Wellesley College Archives and Special Collections; Susan Pyzynski, Houghton Library, Harvard University; Lily Troia, Simmons College

This session’s speakers discussed archival discovery and its effects on an archives in transition.

Mary Yearl began the session by asking the audience, “What do we think discovery means?” Numerous audience members answered the question with comments including

“Helping organizations find what they never realized they had” and “Putting together a comprehensive strategy to unify all archival tools.”

In short, there was no one definitive answer. Yearl demonstrated this point by highlighting her discovery process at Wellesley College. In order to make the archives more accessible and discoverable, she needed to establish institutional policies that document trends. This way new archivists can utilize their resources effectively. She concluded stating that there is always an extent to use best practices, but they are not always practical.

Sarah Ludovissy spoke next about how her processing and outreach programs created discovery for researchers. She highlighted the challenges related to discovery, including backlog, space, and staffing. When archives are short-staffed, have a huge backlog, and limited space, the chance of discovery goes down. By applying for a CLIR grant, she was able to process the Wellesley Center for Women Collection, which enabled connections to other collections and fostered communication between college departments and alumni.

Susan Pyzynski highlighted that archival discovery could be compared to finding a needle in a haystack, especially at Harvard Special Collections. Harvard Special Collections has around forty separate repositories with 6,134 EAD finding aids in the OASIS archival discovery system. To make discovery easier for researchers, ArchivesSpace replaced OASIS because ArchivesSpace allowed back-end and front-end storage of EAD finding aids at the discovery layer. The Harvard Special Collections is continuing to improve the archival discovery system to help researchers learn how to use it.

Samuel Howes then presented three definitions of discovery. Discovery is finding records an archives didn't know it had. It is also finding that there is space available that was previously unknown. Third, discovery entails patrons helping archives find materials, sometimes through Google.

Lily Troia finished the panel with a presentation on metadata in music. She explained that looking for music credits is difficult for researchers since not everyone is credited on an album or music single. To mitigate this, she proposed either developing a universal database or adopting a universal persistent identifier. She also suggested using crowd- and open-sourced tools and interfaces, such as MusicBrainz, to help solve the issue.

2.5 Just One, I'm a Few: Lone Arranging When You Wish You Could Clone Yourself

- Allison Gillette

Speakers: Nadia Dixson, City of Somerville; Genna Duplisea, Salve Regina University; Jaimie Fritz, Bentley University

How do you manage the chaos? In this session Nadia, Genna, and Jaimie gave practical advice on how to manage one's time and resources when in a department of one. The session was divided into three sections. Each presenter spoke of their own experiences and gave advice for each topic.

The first section was internal management which focused on one's own department. They discussed the importance of having a thought-out plan to combat the feeling of being overwhelmed. Start by defining the scope and core functions of your department; only build what patrons/stakeholders want and need. Start with a small portion of the project to determine time and resources needed. Use tools like Trello, Evernote, Bullet journaling, and Habitica to help productivity. Most importantly, use your institution as much as possible and get what you can out of what you have.

In external management, the second section, they discussed the importance of relationships outside of your department. Determine your stakeholders and look for allies in unlikely places. Our collections can't speak for themselves, so archivists need to look for opportunities for advocacy. For small departments it might be better to focus on smaller more local grants, such as state humanities foundations. If you don't have time to write a grant, you don't have time for the grant. We need to learn how to communicate with people who don't talk like us or have our priorities.

The third section focused on the work itself. First they addressed the labor issue by recommending hiring interns and volunteers. Creating healthy, productive relationships is important for the lone arranger. Second, they discussed preservation and conservation, explaining that we need to know our limits. Stable and damaged is better than neglected and deteriorating. Numerous free online resources were discussed, such as Archives Damage Atlas, NEDCC, dPlan, and the Preservation Self-Assessment Program from the University of Illinois. Last they explained how to find ways to manage time more efficiently by reusing reference

questions, using pre-existing templates and forms, and having your own reference for institutional history ready.

2.6 Two Takes on Early American History: Documentation and Collaboration across Repositories

-Irina Sandler

Speakers: Samuel Howes, Maine State Archives; Juliana Kuipers and Emily Atkins, Harvard University Archives

The first portion of the session was presented by Sam Howes of the Maine State Archives. Presenting chronologically, those attending the session learned about materials in the Maine State Archives related to various wars from the Revolution to World War II. Additional holdings include militia and National Guard records, alien registration records, legislature, executive council, land office, and court records, as well as records from the Works Progress Administration. Due to the location of the Aroostook War (a boundary dispute between the United States and the United Kingdom) and the very financial nature of the Civil War, those holdings are the most extensive and the best described. Modern records are more complex, as there is a sixty-two-year confidentiality clause. Access to files, as they are being digitized, is available through <https://familysearch.org/>, <http://www.ancestry.com/>, and <http://digitalmaine.com/>. The collaboration of the entire library, museum, and archives team has been crucial to the success of these collections.

The Harvard University Archives have been participating in the Colonial North America Project <http://colonial-northamerican.library.harvard.edu/>, identifying, uniting, and making accessible records from the colonial era. Specifically, the focus has been on records, grants, and images housed in fourteen different places within Harvard. Through the use of Omeka, <https://omeka.org/>, 5,410 records have been digitized in nine out of the fourteen locations in Harvard. The Harvard University Archives are the oldest repository and hold the official establishment records, faculty and student records, etc. that amounts to 55,000 feet of records. The project was to be conducted in four stages: survey, process, conserve, and digitize. In 2009, the seventeenth- and eighteenth-century material processing began, including content-rich description at the item level. Workflow became the key to this project, working with different external experts as need be and maintaining suf-

ficient curators on hand. Due to the accessibility and use of the collections, it is possible to see trends over time, such as upticks in reading room use. Harvard University Archives have learned from their participation in the Colonial North America Project, allowing more flexibility with the nineteenth-century materials as they embark on the next portion of their journey.

2.7 Boston Public Schools Desegregation: From Digital Library to Classroom

-Irene Gates

Moderator: Giordana Mecagni, Northeastern University
Panelists: Andrew Elder, University of Massachusetts Boston; Josue Sakata, Boston Public Schools; Julia Collins Howington, Suffolk University; Patricia Reeve, Suffolk University; Marilyn Morgan, University of Massachusetts Boston

The Boston Public Schools introduced the study of the city's public school desegregation and busing (1974-1988) into the curriculum for grades 3-12 during the 2014-2015 school year. The school system began reaching out to local archival repositories to identify primary source material that teachers could use to instruct students. As a result, an ongoing project to create a multi-institutional digital library was born. This session brought together archivists and educators involved in the effort, and included presentations on two desegregation courses developed at the undergraduate and graduate levels.

Giordana Mecagni, whose Archives and Special Collections Department at Northeastern University is coordinating the digital library's creation in Digital Commonwealth/DPLA, spoke first. She introduced a theme emphasized by all subsequent presenters: how complex this period of Boston's history is, how painful and emotional the topic remains for many, and how much further study it warrants. Follow the project's blog at: www.lib.neu.edu/snippets/?tag=desegregation.

Andrew Elder described materials chosen for digitization at the University of Massachusetts Boston's University Archives and Special Collections: selections from the Judge Garrity chambers papers and the Mosaic records, viewable at <http://openarchives.umb.edu>. He emphasized the need to look more closely at desegregation-related collec-

tions across repositories and raised the question of the role of archives in a greater social justice context.

Josue Sakata from the Boston Public Schools discussed the importance of teaching desegregation to students and the value of primary source analysis in grade school education. He also spoke about the continued need to collaborate with archivists and assist teachers in working with digitized resources. A website was created that pulls resources from several archives and offers lesson plans for teachers: <<https://sites.google.com/a/bostonpublicschools.org/desegregation/home>>.

Julia Collins Howington and Patricia Reeve from Suffolk University developed a project-based undergraduate course on desegregation. Course OERs and developmental sequence can be viewed at <<http://moakleyarchive.omeka.net/hst200>>. Students used Moakley Archive materials to learn about the topic while forming primary source analytical skills, and created final digital projects using Omeka. Howington spoke about the importance of staff and faculty participation in developing similar courses. Both she and Reeve emphasized the overall successful outcome of this collaboration.

Marilyn Morgan spoke about a similarly successful course she developed for graduate students in the University of Massachusetts Boston's Archives Track in the History MA program. Course goals included developing historical research skills, subject-area expertise, and digitization and metadata creation knowledge. Students digitized materials from several repositories, notably the City of Boston Archives, and used Omeka to create digital objects and exhibits: <<http://bosdesca.omeka.net/>>.

2.8 Transcription and Historical Documents as Means to Teach Primary Source Literacy

Speakers: Brantley Palmer, Rodney Obien, Mylynda Gill, and Hayley Lamberson, Keene State College

In this workshop, staff members from Keene State College of New Hampshire discussed their methods and uses of archival material to teach primary source literacy. The panelists provided archival materials, such as passports and love letters for the participants to engage with, allowing the participants themselves to evaluate their

own thoughts on literacy and how students learn through these exercises. The archivists discussed their approaches to teaching primary source literacy, using examples from their collections to illustrate their points, including incredibly complex early nineteenth-century mathematics notes. The panelists discussed three main activities they complete with students and primary sources. The first two involve transcription; one method has students transcribe archival records of students' notebooks from the early nineteenth century (found at <<http://commons.keene.edu/leavitt/13/>>), the second, transcribing correspondence from a husband and wife. The third approach involves focusing these skills on old passports from Jews who escaped Nazi Germany, which allows students to discover context of primary source materials themselves. These different exercises required the students to utilize a variety of tools, for example, researching contexts (i.e., locations and names via the internet) or language usage (using applications such as Google translate). These encouraged participants to situate themselves within the archival materials, promoting primary source literacy. By having patrons engage with primary sources in these new ways, these archivists' work fits into the new ACRL Information Literacy Framework, which emphasizes the process of information creation, research as inquiry, and scholarship as a conversation. All major parts of this new framework are available online at <www.ala.org/acrl/standards/ilframework#process>.

For examples of more of the artifacts and transcriptions, visit Keene State College's website, <<http://commons.keene.edu/>>.

2.9 Standards and Best Practices for Metrics: Reports from the SAA-ACRL/RBMS Joint Task Forces

-*Mehrdad Kermani*

Speakers: Emilie Hardman, Houghton Library, Harvard University; Morgan Swan, Rauner Library, Dartmouth College; Emily Gustainis, Countway Medical Library, Harvard University

The SAA and ACRL/RBMS presented an update on their Joint Task Force on the Development of Standardized Holdings Counts and Measures for Archival Re-

positories and Special Collections Libraries in one of the final NEA sessions. Emilie Hardman from Harvard University provided an update on the task force's outreach in discovering current practices in data collection at repositories nationwide. Archivists and special collections librarians completed a public services survey which determined that 90.6% collect some sort of data while tracking methods of their data varied considerably with little consistency about the methods and definitions of terms. Through the information collected from the survey, the task force plans to create and share standard definitions for terms (e.g., number of user visits, hours spent in a reading room), guidelines for collecting data, application and examples, recommended metrics, and advanced metrics. By creating a common standard of collecting information, the task force believes statistical analysis within and across repositories will be improved.

Morgan Swan reported that in order to understand primary source literacy among users of repositories, the task force is initially focusing on college/university students and will eventually develop guidelines that are more universal. Currently three subgroups are working to 1) create a standard definition of primary source literacy, 2) develop outcomes and goals through a comprehensive literature review, and 3) develop key concepts based on other subgroup reports for a more comprehensive approach. The primary source task force is currently working on a draft to present in December 2016 and is enthusiastically requesting input from the community for the draft.

Emily Gustainis, co-chair of the task force, explained their recommendation that repositories should take a tiered approach in adding various types of counts in their metrics, such as intellectual units, physical space occupied, physical units, and added-value counts. By implementing one tier at a time, repositories will be able to create a metric plan that is simple, meaningful, and sustainable. In the next couple of months, the task force will prepare supporting documentation for a draft of standards to be made available in August 2016. Then, they plan to engage the community at various forums throughout the year to work on the draft, address concerns, and seek input with the goal of receiving approval by SAA Council and the ACRL Board of Directors in 2017. The panel encourages input from the community by contacting the co-chairs of the task force (Emily Gustainis or Martha Conway) and attending forums and roundtables in 2016 and 2017.

For more information about the SAA-ACRL/RBMS Joint Task Force, including reports, meeting minutes, and other updates, visit:

- <www2.archivists.org/groups/saa-acrlrbms-joint-task-force-on-public-services-metrics#.VxIu8P-krK9K>
- <www2.archivists.org/groups/saa-acrlrbms-joint-task-force-on-holdings-metrics/saa-and-acrlrbms-launch-joint-effort-to-dev#.VxI-R_krK9I> ■

2016 NEA Award Winners

Archival Advocacy (presented by Immediate Past President Jill Snyder)—ProjectARCC presented to founder Casey Davis

A/V Professional Development (presented by Rep-at-Large Jessica Sedgwick)—Adam Schutzman to attend the 2016 Association of Moving Image Archivists Conference

Distinguished Service (presented by Immediate Past President Jill Snyder)—Kathryn Hammond Baker (awarded posthumously) accepted by her daughter Olivia Baker Hale

Professional Development (presented by Rep-at-Large Jessica Sedgwick)—Nicole Topich to attend the 2016 International Conference of Indigenous Archives, Libraries, and Museums

Inclusion and Diversity Session and Travel Award (presented by Inclusion and Diversity Coordinator Anna Clutterbuck-Cook)—Boston Public Schools Desegregation: From Digital Library to Classroom | presenters: Giordana Mecagni, Patricia Reeve, Marilyn Morgan, Josue Sakata, Andrew Elder, and Julia Collins Howington

NEA Member Meeting and Travel Scholarship (presented by Rep-at-Large Abby Cramer)—Rebecca Fullerton*, Allyson Glazier, and Kate Wells

Susan von Salis Student Meeting and Travel Scholarship (presented by Kim Brookes)—Desiree Alaniz and Hayley Lamberson

NEA Member Meeting and Travel Scholarship (presented by Rep-at-Large Abby Cramer)—Rebecca Fullerton, Allyson Glazier, and Kate Wells

Susan von Salis Student Meeting and Travel Scholarship (presented by Kim Brookes)—Desiree Alaniz and Hayley Lamberson

*Rebecca Fullerton also won first prize for the Friday night StorySLAM, *Moths in the Archives: Stories from the Stacks*, for her story "Donor Serendipity"

Reviews

Blanding, Michael, *The Map Thief: The Gripping Story of an Esteemed Rare-Map Dealer Who Made Millions Stealing Priceless Maps* (New York: Gotham Books, Penguin, 2014). Eight pages of colored plates.

For anyone concerned with or interested in the collection, preservation, and use of rare books, manuscripts, or archives, *The Map Thief* tells a disturbing, even frightening story. Many people have heard the basic story of E. Smiley Forbes III, the dealer mentioned in the subtitle.

Smiley Forbes was a dealer and recognized expert in rare maps, especially maps of the Americas beginning in the 1500s. He was discovered in the act of stealing a map created by John Smith when he accidentally dropped an X-Acto knife while researching in the Beinicke Library at Yale University in 2005. The Yale libraries had people, practices, and security in place; and, with the cooperation of library security, campus security, and the New Haven Police Department, Forbes was stopped, searched, and arrested.

There is still some uncertainty about the extent of the thefts committed by Forbes. The author, Michael Blanding, has created two startling appendices. The first, "Maps Smiley Admitted Stealing," is a nine-page list of maps dated from 1520 to 1822, a total of ninety-four maps. They include two by John Smith and four by Samuel de Champlain.

The second appendix, "Additional Maps Libraries Reported Missing," is even longer: fifteen pages listing 160 maps dated from the 1520s to the 1890s. There are two by John Smith and five by Samuel de Champlain. Most of the items in Appendix A have been recovered, but only a few in Appendix B. Maps have disappeared from many major research libraries, especially in the northeastern United States.

Michael Blanding is an investigative journalist who admits to a life-long interest in maps. He understands that two copies of the same printing of an edition of a book might have different versions (or states) of the same map, and Blanding knows that slight differences in the maps or books can mean great differences in the value.

Blanding concentrates on the story of Smiley Forbes but he is also interested in the wider historical picture. He is inter-

ested in the explorers and cartographers who created maps, as well as the books or atlases in which they were published. Blanding understands how Forbes's expertise in this area led to an admirable career (becoming the "esteemed dealer" of the subtitle) but also led to Forbes's thefts and handling of stolen documents.

Any professional curator reading this book will immediately begin or review a checklist for security.

David E. Horn, Burns Library, Boston College. ■

Contingently Employed? Job Searching?

If so, please consider taking our
Contingent Employment Survey!

<http://goo.gl/forms/oMxtqMUpPz>

The purpose of this research study is to collect data and personal narratives that will help us better understand the condition of contingent employment among archivists/librarians in New England.

You are eligible to participate in this study if:

1. You are working, have worked, or are have sought/are seeking work in the archival/library science field within the last ten years (2005-Present).
2. During any part of that time you live(d) and/or work(ed) in New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, or Vermont).
3. You are currently contingently employed, or have at any time in the past decade experienced contingent employment, as an archivist/librarian.

Contingent employment, for the purpose of this study, includes involuntary unemployment/job-seeking, temporary/term-limited positions, grant-funded positions, part-time positions, multiple part-time positions simultaneously, employment without benefits colleagues at the same institution enjoy (e.g. vacation time, health insurance, retirement contributions), paraprofessional work you were hired for after obtaining degree, and paraprofessional work you remained in after earning professional qualifications due to lack of professional opportunities.

Calendar of Events



Press releases and other announcements should be sent to Sean Parke at <parke.sean@gmail.com>. Please provide the date, time, place, a brief description of the event, and an internet link for contact information and/or registration.

July 7, 2016; 2:00 – 3:00 p.m. *Seeding Engagement and Cultivating Volunteers through Crowdsourcing.* This free webinar will focus on the Smithsonian Transcription Center's successful crowdsourcing project and how to utilize public participation to improve collections. For more information, or to sign up, visit <<http://www.connectingtocollections.org/seeding-engagement-and-cultivating-volunteers-through-crowdsourcing/>>.

July 9, 2016. NEA Roundtable for Early Professional and Students (REPS) hosts TourFest in Boston. See <<https://repsnea.wordpress.com/category/events/upcoming-events/>> for more details!

July 13-16, 2016. National Association of Government Archives and Records Administrators (NAGARA) Annual Conference in Lansing, MI. More information at: <<http://nagara.org/index.php>>.

July 28, 2016; 3:00 p.m. *Archival Documentation with Communities of Color and Marginalized Communities.* Register at <<https://www.statearchivists.org/programs/cosa-webinar-series/>>.

July 31 – August 6, 2016. CoSA/SAA Joint Annual Meeting in Atlanta, GA. For more information visit: <<https://www.statearchivists.org/programs/cosa-annual-meeting/joint-annual-meeting/>> or <<http://www2.archivists.org/am2016>>.

August 18-20, 2016. The Reel Thing in Los Angeles, CA. This program developed in part with the Association of Moving Image Archivists focuses on the latest technologies in audiovisual preservation, conservation, and restoration. For more details visit: <<http://www.the-reel-thing.org/>>.

October 14, 2016; 1:00 p.m. – 5:00 p.m. NEA Fall Meeting, *Bridging the Gaps.* Yiddish Book Center, 1021 West St,

Amherst, MA <<http://www.newenglandarchivists.org/Fall-2016>>.

October 14, 2016. Maine Archives and Museums Annual Conference and Meeting at the Collins Center for the Arts, University of Maine Orono. For more information visit: <<http://www.mainemuseums.org/event-2225273>>.

September 21, 2016. New Hampshire Archives Group fall workshop in Manchester, NH will focus on photography. Details will be announced in August at <<http://www.nhag.org/workshops.html>>. ■

NEA Roundtable Updates

Local History Roundtable (LHRT)

In March, Renee DesRoberts, who created the Local History Roundtable in 2013 and chaired it since its inception, passed off leadership to a new team: Chair Erik Bauer and steering committee members Barbara Austen, Michelle Chiles, and Claire Lobdell. One of the new leadership team's primary goals is finding new ways of reaching local history archivists who may not know about NEA or are unable to attend NEA meetings.

Records Management Roundtable (RMRT)

The Records Management Roundtable had a meet up at the NEA Spring 2016 meeting in Portland. Attendees introduced themselves and discussed issues and milestones of our programs. Also discussed was a change in leadership of the RT, as well as an RT activity wishlist. New members would like to have more information on DAM systems, CMS systems such as FileNet, and preservation metadata. We are exploring the possibility of meet-ups at area RIM programs where these applications are in use. ■

NEA Has Eight Roundtables!

Offering opportunities for members to connect over shared interests, affiliations, backgrounds, occupational categories, practices and methodologies, and more.

<www.newenglandarchivists.org/roundtables>

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New England Archivists

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Worcester, MA 01655

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THIS SEASON IN NEW ENGLAND HISTORY



“Five Boys Fishing”

Horn Pond, Woburn, circa 1955. Patrick J. Farino Photograph Collection, Dr. Thomas J. Glennon Archives, Woburn Public Library.