

Volume 39, Number 1 • January 2012

N E A

NEWSLETTER

NEW ENGLAND ARCHIVISTS



C O V E R -- Brookline, Massachusetts: Horse-drawn sleighs going east on Beacon Street, just past Carlton Street, 1910; Photo by Thomas E. Marr; Lantern Slide Collection, #12; Courtesy of the Brookline Historical Society.

I N S I D E -- Greg Sanford, keynote speaker at the Fall 2011 Meeting muses on "Burning Mummies" (*Archival Insight*, page 4), Rachel Donaldson Muse's Hale Award Report on convening with other government archivists and records administrators in Nashville (*Around & About*, page 24), and Session Reports from the Fall Meeting on the use of primary sources in education (page 16).

TAKING THE PAST INTO THE FUTURE

N E A

New England Archivists

TAKING THE PAST INTO THE FUTURE

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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 to: Juliana Kuipers at <juliana.kuipers@gmail.com> or to NEA Newsletter Editors, c/o Office of Medical History and Archives, The Lamar Soutter Library, University of Massachusetts Medical School, 55 Lake Avenue North, Worcester, MA 01655.

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From the Editors

- Sally Barkan

Happy winter! I know not everyone enjoys the season (as I do) for its promise of skiing, sledding, and skating, or simply for the beauty of a fresh snowfall, but it wouldn't really be winter in New England without it. Perhaps for you the frigid air outside only serves to make coming inside that much more inviting and cozy. So come in, get warm, and read about all the work that's been keeping our colleagues busy.

We are fortunate that Vermont State Archivist Greg Sanford was willing to share his keynote address to the Fall Meeting in *Archival Insight*. I think you'll enjoy his simultaneously thought-provoking *and* humorous observations on using archives to educate and advocate. If you didn't make it to the meeting, or did, but couldn't accomplish the feat of attending more than one session at a time, reports on sessions you may have missed begin on page 16. The theme of integrating primary sources into teaching and learning environments at various curriculum levels, through all types of media, and with the help of different collaborators made for an intriguing meeting.

The Vermont State Archives and Records Administration is well-represented in this issue, as Rachel Donaldson Muse, 2011 Hale Award winner reports on her trip to the annual NAGARA/COSA meeting in Nashville, Tennessee in *Around & About*. The opportunity to meet and compare notes with her counterparts working with government records in other states proved to be invaluable.

As always, we are lucky to have Susan Martin finding and investigating the best online archives and history-related exhibits and databases we might never have known about for "Internet Tidbits."

If you're considering applying for either the Hale Professional Development Award or Haas Grant, we want to remind you that the deadlines are fast-approaching: February 15th and March 1st, respectively. We encourage you to apply.

On behalf of the Newsletter Committee, I wish everyone a happy, healthy, and productive 2012. ■

Correction: In the October issue, the review of *The Ethical Archivist* by Elena S. Davison was mistakenly attributed to Cynthia Swank. The review was actually written by Marika Cifor. We regret the error.



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ARCHIVAL INSIGHT

Burning Mummy: Reflections on Archives, Education, and Advocacy

Vermont State Archivist Gregory Sanford's Keynote Address to NEA, October 2011

I recall reading that in nineteenth century Egypt mummies were burned to fuel trains. This practice purportedly grew out of a scarcity of trees and a plethora of mummies. I thought -- what a wonderful opening for a keynote on archives and education. Here was an example of how we consume the past in order to move forward.

When I delved into this further, the mummies tale unraveled. In *The Innocents Abroad*, Mark Twain reported that the fuel used to run Egyptian trains was “composed of mummies three thousand years old, purchased by the ton or by the graveyard for that purpose...” He embellished upon this by noting that profane engineers would occasionally complain, “Damn these plebeians, they don’t burn worth a cent—pass out a King.”

Mr. Twain further revealed the tongue in his cheek by noting that the story was “[s]tated to me for a fact. I only tell it as I got it. I am willing to believe it. I can believe anything.” Apparently others could believe anything as well, and Mark Twain’s account morphed into “historical fact” to be repeated over the years.

This struck me as an even better opening since a core reason to promote archives-based education is precisely because so many of us can believe anything. Archives and manuscripts provide unique opportunities for teaching not just history but also methodologies of intellectual inquiry. Learning to identify, evaluate and interpret records and information are essential skills in our society.

While I would be the last to argue that archival records hold the unvarnished truth, they do capture the perspectives and actions of individuals and institutions over time. Or, at least, they capture the perspectives and actions of archivists as we appraise and describe records over time. Understanding how and why information is preserved is also essential to any intellectual inquiry.

I have long been intrigued by the use of archival records in education and advocacy. At the Vermont State Archives and Records Administration (VSARA) we routinely seek to interject the contextual information of archival records into ongoing public dialogues. Less frequently we have promoted the use of archival records in education, though in practice our advocacy and educational efforts are intertwined.

It is not my intent to elaborate on VSARA’s advocacy or education efforts. Still, I think a few examples can help inform today’s discussions. Being a public archives has some advantages. Archival public records capture the evolution of core issues of government and governance. We, as a society, have always debated taxation, economic development, the environment, public health, and other issues. We have constantly re-examined the processes and structures of self-government.

These debates and re-examinations are driven by our changing fiscal realities and social expectations. Each generation’s solutions tell us something about ourselves and our evolving understanding of government and governance.

This continuity of dialogue and change is the basis of VSARA’s “continuing issues” initiatives. We use archival records to document these issues over time, allowing us to provide contexts that support government decision-making and inform public dialogues. A recent example, inspired by a legislative study of Vermont’s public record laws, was to put online documents showing the origins, intent, and evolution of those laws. If a legislator wants to know why a particular exemption to the records law was enacted, she can go to our web site to see the original bill, committee discussions, reports, and amendments. at <http://vermont-archives.org/govhistory/governance/PublicRecords/>.

There are continuing issues on the veto, state referenda, and reapportionment. They help to generate awareness among legislators, reporters and citizens that archival records can be germane to current issues. That is an educational and advocacy outcome we support.

Our educational efforts are extensions of the continuing issue concept. For example, in 1869, H. Henry Powers of Morristown, VT was a strong advocate for women’s suffrage, arguing: “We believe that woman, married or unmar-

ried, was made to be the companion of man and not his mere servant; that she has the same right to control her property that he has to control his; that she has the same right to aspire to any occupation, profession, or position, the duties of which she is competent to discharge, that he has. A right is worth nothing without the power to protect it. The ballot alone can do this.”

Powers, a rising star in the Vermont Republican Party, had a suffrage amendment placed before a constitutional convention in 1870. In those days each town was entitled to a delegate. Mr. Powers successfully ran to be Morrystown’s delegate, but the town’s voters instructed him to vote against women’s suffrage.

Imagine you are H. Henry Powers, you are at the convention and the roll is being taken on the amendment. How are you going to vote? Will you ignore your constituents’ directive and vote for the amendment? After all they must have known you were a strong proponent of women’s suffrage. Morrystown’s voters, though, only had one chance to elect and instruct a delegate; if you ignore their instructions they would be without a voice at the convention. So, how many of you would accept your constituents’ instructions and vote against suffrage? How many of you would ignore your friends and neighbors and vote for suffrage?

Let’s jump ahead to the year 2000 and the Vermont legislature’s debate and vote on whether to become the first state to pass a civil unions law. The legislators clearly knew how their respective constituents wanted them to vote. Let’s say you are a legislator and personally oppose civil unions, but your constituents are for it: Would you vote your conscience and against civil unions? How many of you would follow your constituents’ wishes and vote for civil unions?

Was your vote consistent—that is in both cases did you follow the wishes of your constituents or follow your conscience? If you voted differently each time, why?

We originally developed that exercise as part of a presentation to the Vermont Leadership Institute. The Institute is sponsored by the Snelling Center on Government to train Vermonters who are in, or aspire to, leadership positions.

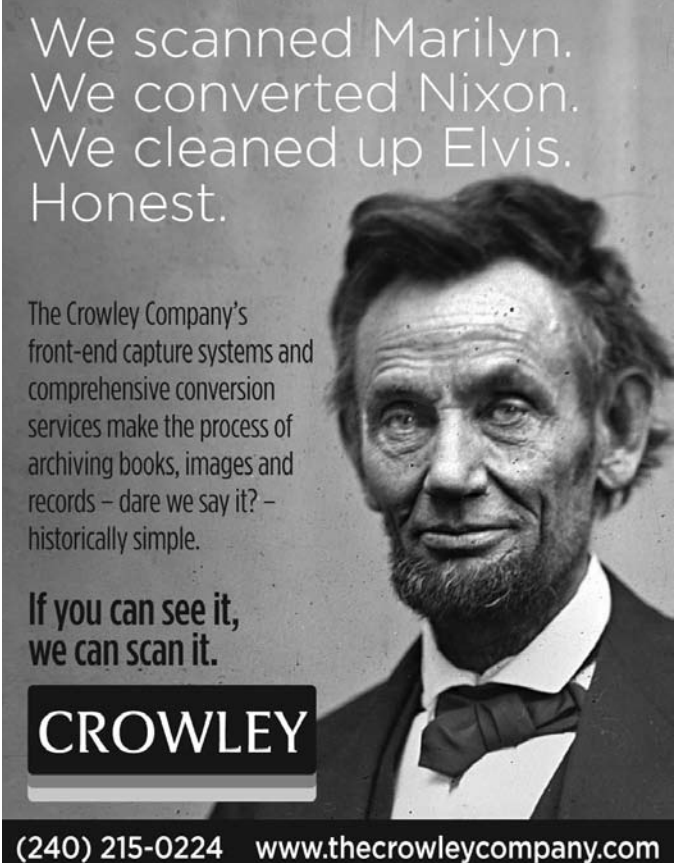
The larger purpose of the exercise is to have participants understand the two key concepts of representation. That is, should a representative be a delegate who only represents the known interests of his or her constituents? Or should a representative be a trustee and use his or her

judgment, based on testimony, to determine and vote for the greater public good—even if it runs counter to constituent wishes?

We have played with this exercise over time. We believe that simply trotting out a few beloved records as artifacts or in isolation provides a limited educational experience. So we compiled historic records in support of both sides of the issue so participants could evaluate the arguments and how they evolved over time from Edmund Burke to civil unions.

What did H. Henry Powers actually do at the 1870 convention? The suffrage amendment lost 1 to 233. Mr. Powers followed the wishes of his constituents and voted against it. He then went on to a successful political career including service on the Vermont Supreme Court and election to Congress.

So that is our approach to using archival records to advocate and educate. Identify a core issue, find documentation supporting the competing viewpoints, and then use an actual event to frame the issues and create a need to make and defend a decision.



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We have used other such exercises. A few years ago I had a wonderful experience working with two high school teachers. We gave the students studies from Vermont's Eugenics Survey in the 1920s and then, at the end of the week, turned the class into a legislative committee and had them debate passage of Vermont's 1931 sterilization bill. It again restored the dynamics behind the records—the need to act—and led to a larger discussion of science and society.

I have used an exercise on the drinking age in several different settings. We gathered documents from the 1980s and 1990s on whether the drinking age should be 18 or 21. We again framed the presentation so participants had to decide and defend a decision on whether to raise the age or not. And again we used this to illustrate a larger point: what is the nature of citizenship? Can certain rights and privileges be removed from a class of citizens without diminishing the meaning of citizenship?

Let me return to some broader thoughts on the conference theme. To return to our flaming mummies, how did today's panelists use records to move forward?

I am pleased there will be discussions about creating partnerships to further educational and advocacy goals. As I have learned from my own experience, you cannot simply devise educational tools in isolation and expect them to be useful or even welcomed by others.

We have to be aware of the pressures on our partners. Teachers must cover vast ranges of material and comply with No Child Left Behind requirements. Not every teacher will welcome suggestions that may add to their workload, such as identifying and incorporating records into their lesson plans.

Even at the college and university level we need to understand faculty realities and pressures. Without that understanding we cannot effectively illustrate the value of our partnership or of our records.

We have to find our comfort levels in terms of how involved we will or can be. Is that comfort level limited to training faculty, students or advocates on what you have and how to access it? Are you comfortable actually working with teachers to develop tools in support of curricula objectives? How comfortable is it to approach non-traditional users to find out what they need and how you might help? What are the relative risks and benefits of using records to become actively engaged in public dialogues?

The higher your comfort level--the more actively engaged you become--the more likely it is you will find yourself on the other side of the research table. The research required to develop continuing issues, for example, often turns me into a patron of our own services. It is a wonderful educational experience in itself.

Continuing issues research often involves multiple series, changing nomenclatures and institutional structures, and different forms and formats. It tests how well our intellectual controls accommodate researching concepts and complex issues. Do those controls leave records and information trapped in silos, difficult to associate with other related records? Are our series descriptions consistent? How easy is it to trace functions over time as the structures come and go?

As a researcher and administrator I benefit from the work of VSARA's staff. Tanya Marshall's Vermont Functional Classification System is an incredible tool for unlocking records and information from the confines of our older finding aids. It adds standardized terminology for all functions and activities, helping reveal the dependencies among functions and records: <http://vermont-archives.org/records/vclas/>.

But I digress. My point is that there are many ways we as archivists benefit from working with others to advocate and educate. Often I was the one receiving the education and it made me a better archivist.

And so it comes back to us. We hold records of enduring value. Can we use those records to forge partnerships for advocacy and education? Can we move away from the fiction that archivists are merely preservers of records and accept more aggressive roles in interjecting the knowledge we hold into our educational system and public dialogues? Are we willing to sit on the other side of the research table to better understand and improve our services and programs? Can we use new descriptive practices and technologies to unlock the enduring values we celebrate holding? At a time when our ability to conduct meaningful public dialogues is rapidly eroding, I think we can, and we must. ■

Visit the NEA online at:

www.newenglandarchivists.org

Internet Tidbits

- Susan Martin

- The University of Michigan's William L. Clements Library has put together a fascinating online exhibit called "The Barbary Wars at the Clements," available at <www.clements.umich.edu/exhibits/online/barbary/barbary-introduction.php>. This beautifully designed web site describes hostilities between the fledgling United States and the Barbary States of Morocco, Tunis, Tripoli, and Algiers between 1783 and 1815. Concise and well-written essays, divided into logical chapters, provide valuable context on the diplomatic and military situation in the Mediterranean, and original manuscripts have been transcribed. The site also includes a timeline and links to finding aids, catalog records, and external web sites. Most of the featured manuscripts, books, maps, and engravings come from the papers of Tobias Lear, John Rodgers, and Isaac Chauncey, but of particular interest is the section on the 19th-century captivity narratives that stoked American outrage against Barbary pirate attacks. Another section entitled "Images of the Barbary Wars" contains portraits of relevant individuals and other graphics and maps.
- As part of their ongoing efforts to preserve the languages of Native Americans, the American Philosophical Society (APS) in Philadelphia has digitized a selection of 34 audio clips from 11 different Native American cultures "originally made on obsolete technology such as wax cylinders, wire, or aluminum discs." Available at <www.amphilsoc.org/exhibit/natamaudio>, the site showcases songs, stories, conversations, and other audio recordings in Abenaki, Cherokee, Cocopa, Delaware, Mandan, Mobilian, Ottawa, Penobscot, Quileute, Tuscarora, and Yuki languages. Each page contains images, descriptive text, and links to finding aids. While this exhibit represents only a sampling of the extensive APS collection, the variety of material here is impressive. Many of these haunting recordings are decades old.
- "Today in Georgia History" is a fun new project from the Georgia Historical Society (GHS) and Georgia Public Broadcasting (GPB) that consists of short video

clips describing a historical event or person associated with each day of the year. The approximately 1.5-minute mini-documentaries air daily on television and radio stations in Georgia and on the web at <www.todayingeorgiahistory.org/>. Select a specific date from the calendar on the left, use the color-coded timeline to choose a time period, or search by keyword. The segments are hosted by Stan Deaton of the GHS, and each segment includes a transcript. A typical episode is that of November 1, which profiles surgeon Crawford Long (born on that day) and his groundbreaking use of ether as an anesthetic.

- Finally, be sure to spend some time browsing through the "Treasures of the Bodleian" at <<http://treasures.bodleian.ox.ac.uk/>>. This web site from the Bodleian Libraries at the University of Oxford, England, contains some stunning reproductions of manuscripts, printed material, and other items, such as fragments of a poem by Sappho, Buddhist canonical texts from Thailand, and an original illustration by William Blake for his *Songs of Innocence*. Many pages include related audio or video files (for example, an excerpt of an aria from Handel's *Messiah*), and users can leave comments on each item. ■

Volunteer with NEA

Opportunities for volunteer participation in New England Archivists activities abound. NEA is a volunteer-run organization; without the participation of its members, NEA would cease to function. There are many committees, offices, and projects that need assistance from members.

<www.newenglandarchivists.org/join/volunteer_with_nea.html>

Professionals in the archival field already possess skills and experience needed to support and advance New England Archivists. Willing volunteers should jump in and identify a role that suits them among varied opportunities. The opportunity to meet, converse, and do meaningful work with colleagues is of great professional and personal benefit. In addition, service to a professional organization such as NEA adds an important dimension to a professional resume.

Inside NEA

FROM THE PRESIDENT

- Nova Seals



Our Fall Meeting held at Dartmouth College was very successful—the workshops were excellent, the reception was lively, and the sessions were interesting. For those of you who were able to attend the meeting, I hope you enjoyed it and learned something new. If you weren't able to attend the Fall Meeting (and even if you were) I hope you are making plans to attend our Spring Meeting. The Spring 2012 NEA Meeting will be held at Wesleyan University, March 23-24, 2012. The theme is "DIY Archives," and the meeting promises to be another excellent opportunity for socializing, networking, and of course, education. Mark your calendars now!

It will be time to renew memberships soon, so please keep your membership current and renew in a timely manner. If your contact information has changed, please update it. Your membership will need to be current and your information correct in order for you to vote in the spring. Please do your part to help us maintain an accurate reflection of the membership in our members' database.

New Executive Committee members for the board will be elected this spring and announced at the Spring Meeting. Please take the time to familiarize yourselves with the candidates and think about how they would represent your interests regarding NEA; and, exercise your right to vote for the next board members when the call goes out. Also, please consider if you would like to run for a position of leadership on the NEA Board; or, if you know of someone who would be a good fit, nominate them. We look for potential leaders for the organization annually, so it's never too early to start thinking about the organization's leadership.

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Lastly, I wanted to pass along information about the new online toolkit of resources for National History Day. The toolkit can be found at <<http://nhdarchives.pbworks.com>>. National History Day provides structure and guidance to teachers and students learning to work with archival materials. It also provides one of the most effective approaches for archivists who want to reach out to middle and high school students. Find more information about National History Day at <www.nhd.org>. ■

EXECUTIVE BOARD MEETING REPORT

- Silvia Mejia



The business handled at the October 14, 2011 meeting of the Executive Board is summarized below. All **VOTING** is in bold. Complete minutes are available on the NEA web site or from the secretary.

The meeting was called to order at 12:34 pm.

COMMITTEE REPORTS

Nominating Committee

Elizabeth Slomba moved to appoint Donna Webber (Simmons College) and Karen Adler Abramson (JFK Library) to the 2012 Nominating Committee. **All members voted in favor.**

Elizabeth moved to approve the candidate question for the 2012 slate. **All members voted in favor.**

Membership Committee Appointments

Paige Roberts moved to appoint Hanna Clutterbuck for the position of co-chair of the Membership Committee for a three-year term (October 2011-October 2014). **All members voted in favor.**

Elizabeth moved to appoint Jasmine Jones, an archives student at Simmons College, to the Membership Committee for a three-year term (October 2011-October 2014). **All members voted in favor.**

Elizabeth moved to appoint Dan McCormack for an additional three-year term (November 2011-November 2014) to

the Membership Committee. **All members voted in favor.**

Elizabeth moved to appoint Russell Franks from Providence College to the Spring 2012 Program Committee. **All members voted in favor.**

Nova Seals officially welcomed Veronica Martzahl as the new Web Coordinator.

Membership Committee Updates/Discussion

The committee will be doing membership clean-up in the next year to remove lapsed members from the directory. The committee will be talking to Appleseed to see if there is a way to do the clean up at their end.

Dan talked briefly about roundtables/sections/interest groups and how these groups would be governed. He will have more information for the board regarding structure for these groups for the January 2012 Board Meeting.

Membership Survey Results

The survey was open for a few weeks in September; 111 completed it and 90% were NEA members. As a result of the survey the Membership Committee will have a discussion on roundtables next month and present a report to the board at the January 2012 Meeting.

Regarding bridge rates, the board recommended that the Membership Committee put forward a recommendation based on the survey information, and present it to the board prior to the January 2012 Meeting for an online vote.

MEETINGS

Fall 2011 (brief updates)

Local Arrangements: Over 170 people had registered for the Fall 2011 Meeting.

Program Committee: The program was good to go with a couple of changes that were announced in the morning before the keynote speaker.

Ellen Doon moved to round up the honorarium for the Fall 2011 speakers to \$150. **All members voted in favor.**

Spring 2012

Local Arrangements: Paige moved to appoint Suzy Taraba co-chair for the Spring 2012 Local Arrangements Committee.

All members voted in favor.

Program Committee: The committee has begun working on the schedule, which is now being fleshed out, and has identified two potential keynote speakers. To advertise the meeting the committee created a meeting logo and had pencils made.

Elizabeth moved to approve a \$600 honorarium for the keynote speaker for the Spring 2012 Meeting. **All members voted in favor.**

Education Committee: The Education Committee would like to bring the Independent Media Arts Preservation's (IMAP) workshop on digital preservation to NEA. IMAP has asked NEA to pay for the honorarium as well as the expenses for the instructor. The Committee plans to solicit donations from other repositories in New England to raise the money and asked the Board if they would subsidize \$500 for this workshop.

Maria Bernier moved that the Board authorize the Education Committee to spend up to \$1,200 as an honorarium to the IMAP workshop. **All members voted in favor.**

Fall 2012

Elizabeth moved to appoint Beth Carroll-Horrocks, State Library, chair of the Fall 2012 Program Committee. **All members voted in favor.**

Spring 2013

Elizabeth moved to appoint Mark Savolis, College of the Holy Cross, chair of the Spring 2013 Local Arrangements Committee and Christina Zamon, Emerson College, and Peter Rawson, Hotchkiss School, as co-chairs of the Spring 2013 Program Committee. **All members voted in favor.**

Online Registration Task Force

The task force is looking at various services and no recommendations have been made to the Board yet.

Finances

Ellen moved to accept the budget as presented, with the amendments discussed. **All members voted in favor.**

Adjournment and Next Meeting Date

The meeting was adjourned at 5:00 pm. The next quarterly Board Meeting will take place on January 13, 2012 (with a snow date of January 20th) at the Schlesinger Library, Harvard University. ■

News and Notes

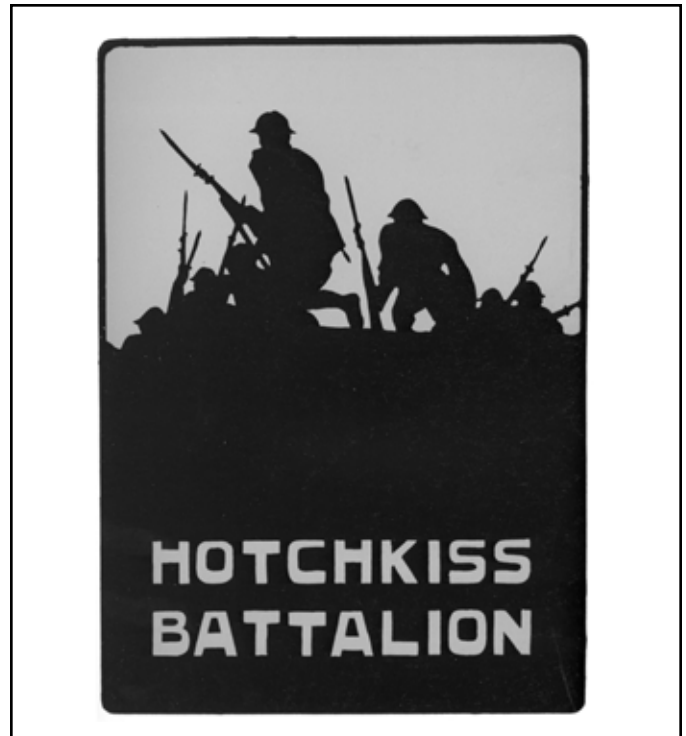
CONNECTICUT

Processing Underway for Hartford, CT City and Town Clerk Archives

For the past few months Jennifer Sharp has been working with the Hartford History Center (<http://hhc.hplct.org/>) at the Hartford Public Library to complete the processing, arrangement, and description of the City and Town Clerk Archives. In November 2010, the City of Hartford officially transferred the records to the Library's History Center. Dating to the 1600s, the collection is a very complete history of Connecticut's capital city. The records detail Hartford's streets, Court of Common Council meetings, river landings, deeds, building permits, licenses for gun powder, liquor licenses, Isle of Safety restrooms, an ordinance on the sale of live poultry (1925), and numerous other aspects of city business. Original vital records, as early as 1639, have been bound in modern volumes. Taxable Property comprises one of the larger series in the collection. More records are anticipated, but the collection currently occupies over 400 linear feet. All of the records are open for research. A catalog record and EAD finding aid will follow soon.

Hotchkiss School Archives Opens WWI Exhibit

The Hotchkiss School Archives & Special Collections announces the opening of its winter exhibit: Hotchkiss & the Great War: 1914-1918. The exhibit, which will be on view in the School's Lieutenant Colonel James Lindsay Luke Foyer between November 11, 2011 and March 3, 2012, explores the impact of the First World War on The Hotchkiss School's students, faculty and alumni. Drawing on this richly-documented period, the exhibit includes images and artifacts related to Hotchkiss' farming program, fundraising for the government's Liberty Bond drives, and military training. The exhibit also looks at the role alumni played in founding Yale's Millionaire's Unit, the United States' first naval air reserve unit. In addition to images and documents from the school's archives, Hotchkiss and the Great War: 1914-1918 brings together the school's collection of World War I posters, given to



Hotchkiss Battalion, Original artwork created for the 1918 *Mischianza* (the Hotchkiss yearbook), artist unknown. *Courtesy of the Hotchkiss Archives & Special Collections.*

commemorate the construction of Memorial Hall, opened in 1923 to honor the 22 alumni killed between 1916 and 1918. The local historical group, the Salisbury Association, donated artifacts as well, helping to place the school in its community. Though currently co-ed, because Hotchkiss was an all-boys' school during the period, Archives & Special Collections reached out to all-girls' schools which contributed as well. The archives at Choate-Rosemary Hall in Wallingford, CT and Northfield Mt. Hermon in Northfield, MA both sent photographs, while Miss Porter's School Archives in Farmington, CT sent photograph albums, autograph books, letters, diaries, and a six-by-eight-foot silk American flag made by students and faculty in 1918.

In addition to the exhibition, the Archives has partnered with the Hotchkiss Humanities Program (a two-year program combining English, history, philosophy, and the arts) and created guides for both students and faculty to use in the classroom and the exhibit area, as well as activities based on the exhibit materials. The exhibit will also appear in digital form on the Hotchkiss Archives' web site, along with the accompanying study guides, beginning in early December.

MASSACHUSETTS

Electronic Records Accessioning Project at Tufts University Completed

The Digital Collections and Archives (DCA) at Tufts University is pleased to announce the completion of its TAPER Project (Tufts Accessioning Program for Electronic Records). During the project the DCA designed, developed, and implemented machine-readable submission agreements and records context records. The DCA fully implemented the machine-readable submission agreements to document accessions and integrated the production of records context records encoded in EAC-CPF into its normal descriptive practices. By the end of the grant project the DCA encoded 51 records context records about Tufts departments and offices in EAC. The EAC records can be viewed at <http://bit.ly/sNsa3Q>. Part of the project deliverables includes the DCA's local instructions for implementing EAC.

The project web site is at <http://bit.ly/mSvD9V>. The project deliverables, listed at <http://bit.ly/nA01wX>, are available to use, adapt, and modify. TAPER was funded by the National Historical Publications and Records Commission as an Electronic Records Program Expansion Project grant.

Anne Morrow Lindbergh Papers Opened at Smith College

Smith College recently opened the papers of aviator and author Anne Morrow Lindbergh. The collection consists of 78 linear feet of letters, diaries, newspaper clippings, book manuscripts, and photographs documenting her early life and studies at Smith College, her time in Mexico, and her life as a poet and novelist. The collection contains many items familiar to scholars who have consulted Anne's five-volume collection of letters and diaries, but much of it is unpublished, especially materials concerning the post-World War II period. Thousands of newspaper articles and clippings provide the details of Anne and Charles' flight excursions as well as the infamous kidnapping case. The collection also contains hundreds of letters from men and women praising and attacking Anne's best-seller *Gift from the Sea*. The Anne Morrow Lindbergh Papers provide a rich resource for Lindbergh

biographers as well as those interested in major twentieth-century women authors.

FEMA Grant Awarded to COSTEP MA

COSTEP MA (Coordinated Statewide Emergency Preparedness: An Emergency Framework for Cultural Resources) was just awarded a \$165,000 FEMA Hazard Mitigation Grant Program grant through the Massachusetts Emergency Management Agency to train the staff of cultural institutions in Massachusetts in risk assessment and disaster mitigation steps over the next three years. During the course of the grant a large number of workshops and community/regional meetings will be conducted in conjunction with regional planning authorities and municipal planners. In addition, one of the products to be created will be a risk assessment/mitigation framework that will provide guidance in developing mitigation strategies for cultural organizations to be used by municipal and regional planners, cultural custodians, town officials, and emergency planners. To the best of our knowledge, this is the first HMGP grant of this type (non-bricks and mortar) awarded in the country. The grant will be administered through the Massachusetts Board of Library Commissioners, with Gregor Trinkaus-Randall as Project Manager.

Cary Library announces the debut of the Worthen Collection "Virtual Exhibit"

Cary Memorial Library is pleased to announce that the Edwin B. Worthen Collection "Virtual Exhibit," a searchable database of local history materials, is online at www.carylrary.org/special/worthen.

Donated to Cary Library in 1976, the Worthen Collection includes materials that document life in Lexington from its earliest settlement to the mid-20th century. Manuscripts, research notes, photographs, lantern slides, scrapbooks, maps, drawings, sketches, correspondence, vertical file materials and memorabilia were collected by Edwin B. Worthen (1879-1956), his son, Edwin B. Worthen, Jr. (1913-1976), and his daughter-in-law, Anita P. Worthen (1913-2008).

While the Worthen Collection has been available to researchers over the years, the materials were never fully cataloged, making it difficult to use them to their full potential. Essentially, they have remained “hidden treasures” – until now. Using PastPerfect museum software, a team of librarians, archivists, students and volunteers cataloged the materials in the Worthen Collection and created a “Virtual Exhibit” of lantern slides, photos, documents, maps, objects and newspapers. Users may explore each part of the collection or search the entire database.

The “Virtual Exhibit” is the culmination of a year-long effort funded by a Library Sciences and Technology Assistance (LSTA) grant from the Institute of Library and Museum Services (IMLS), administered by the Massachusetts Board of Library Commissioners (MBLC). The project was also funded by a gift from the estate of Anita P. Worthen. For more information, please contact Cary Library’s Reference Department at 781-862-6288 ext. 250, or submit an e-mail inquiry on <www.carylibrary.org/reference/askus.html>.

A Process of Discovery: Revealing Treasures in the Harvard Art Museums Archives

The Harvard Art Museums Archives is pleased to announce the successful completion of two grants, from The Getty Foundation’s Archival Grants Program and the IMLS, awarded in 2006. The grants have enabled the archives to inventory, catalog, and describe its major holdings, in order to encourage and promote research.

As a result of these generous grants, the archives was able to catalog approximately 13,800 folders (760 archival boxes) of historical museum records from 1895-present. Catalogers created in-depth finding aids, which are now available online at <<http://oasis.harvard.edu>>. The cataloged material includes items of great historical value to the museum and the scholarly community, such as exhibition records dating to the early 20th century, and the papers of Edward W. Forbes and Paul J. Sachs. Not only do these collections illuminate the growth and development of the field of art history, they highlight the adoption and evolution of the teaching mission of the museum; a premier training ground for art historians and such museum professionals as administrators, curators, and conservators. The records also reveal much about broader social issues, including women

in the professions and the emigration of Jewish curators and art historians to America from Nazi Germany.

Items of interest too numerous to mention were cataloged during this time, including correspondence from Thomas Stearns (T.S.) Eliot, Georgia O’Keefe, Alfred Barr, Alexander Calder, Ben Shahn, and John Singer Sargent, among countless others. These projects will have a lasting impact on the archives, as they provided an opportunity to develop standards and procedures for future processing projects. For example, an integral part of the cataloging process became the creation of a set of “in-house” processing notes for each collection, which add tremendous depth of knowledge about the collections. Created by the processor “on the fly,” these notes have become a method for tracking details about the contents of files, and relationships between items or sets of documents. They contain a level of detail that is not appropriate for a finding aid, but staff can consult them, often finding valuable pieces of information relating to specific queries from staff or researchers. These documents can be created very quickly and do not need to be edited for formal presentation, so they do not usurp processors’ time.

The grants also brought the archives more in line with the teaching mission of the Harvard Art Museums. Now, as researchers consult an art object, they are able to view the entire documentary history associated with it. Both researchers and museum staff are able to make more connections across collections, gaining a better understanding of relationships and the development of ideas.

Evidence of the project’s success has already been seen. Reference queries per year have more than doubled since the grant began, and the collection has been referenced in several books and countless articles. In addition, the archives has gained a huge measure of intellectual control over holdings that were previously nearly impossible to use.

It’s Your Newsletter: Contribute!

The *NEA Newsletter* always needs news from your archives and other archives in New England, about NEA members, and about upcoming events. We also need people to write reviews, long articles, and session reports for NEA meetings. If you have any ideas for articles, etc., please contact an editor.

NEW HAMPSHIRE

Granny D's Archives Come to Keene State College

NH Governor John Lynch proclaimed March 10, 2011, as “Remembering Granny D Day” in the state, in honor of Doris “Granny D” Haddock’s unrelenting advocacy for such issues as campaign finance reform, civic education, and environmental protection, and her U.S. Senate run at the age of 94. During her long and productive life, she amassed an extraordinary archive of letters, photographs, and memorabilia that chronicle her work as an activist and organizer, including her journal from her famous walk across the U.S., the campaign reform banner she carried, and a pair of her iconic campaign shoes.



Doris “Granny D” Haddock, ca. 2007.

Granny D’s archives are being donated to Keene State. The Granny D Collection will be a cornerstone of the Mason Library’s New Hampshire Social Justice Collection, intended to be actively used by students, scholars, and citizens, who will not just look at the col-

lection but work with the archival items to develop new scholarly and community-based work. The NH Social Justice Collection also includes holdings relating to the civil rights worker and Episcopal seminarian Jonathan M. Daniels, Christine Sweeney, and her landmark civil rights case, NH Senator Junie Blaisdell, and the work of the socially conscious NH filmmaker Louis de Rochemont.

Modern Poetry Collection Established at Keene State College

Keene State College’s Mason Library recently established the Modern Poetry Collection, a special collection of books, periodicals, and archival manuscripts of 20th century poetry. Three significant gifts are now, or soon will

be, in the Collection. A bequest earlier this year of a 2,100-volume modern-poetry library, valued near \$89,000, from the family of Frank C. Shuffelton inspired the creation of the collection. Frank Shuffelton, a long-time summer resident of Harrisville, N.H., was the chair of the English Department at the University of Rochester. The Shuffelton family chose Keene State College over the University of Rochester because of Shuffelton’s love for the Monadnock area. The Shuffelton collection includes first and rare editions of works by John Ashbery, Elizabeth Bishop, Gwendolyn Brooks, Frank O’Hara, Stanley Kunitz, Robert Lowell, Allen Tate, William Carlos Williams, and many other poets—a veritable who’s who of modern poetry.

Adding to the scope of the Modern Poetry Collection, the Zephyr Press <www.zephyrpress.org/index.html> (Brookline, Mass.) will soon be donating its editorial and publishing records, and those from its earlier incarnation as Aspect Magazine. The records span the years from the 1960s to 1997. Zephyr Press is best known for publishing the works of all the major Eastern European and Chinese poets.

“Aspect Magazine was a prominent Boston poetry journal of the 1970s and 1980s,” said poet and KSC English Professor William Doreski <www.blogger.com/profile/12743785171705817632>. “Many well-known poets appeared there. Zephyr Press grew out of Aspect. It has published a great deal of poetry translated from Russian and Chinese, including the only English edition of Anna Akhmatova’s complete poetry. Aspect and Zephyr brought together important American and Russian poets, and it continues to publish significant important work. ... While I haven’t seen the archive, I expect it to contain a great deal of material for those interested in modern and contemporary American, Russian, and Chinese poetry and their various intersections.”

Prof. Doreski also explained that, “aside from the academic scene, which incubated quite a lot of poetry and literary scholarship, the street poetry scene (some of it inspired by John Wieners, one of the last genuine beats) developed a lot of innovation in the poetry world. Aspect, along with Arion’s Dolphin, Ploughshares, and Agni Review, was one of the main outlets for a whole lot of literary activity. Poets who grew up in or were affected (afflicted?) by this scene include Charles Simic, Maxine Kumin, James Tate, Tom Lux, Robert Pinsky, Frank

Bidart, Ron Slate (editor of Chowder Review), Gail Mazur, Sam Cornish, Lloyd Schwartz, and many others. This group includes several national poet laureates, many Pulitzer prizes and National Book Awards, etc. The 70s was a particularly hot time for the Boston poetry scene, and Aspect was there to catch it.”

The collection also includes the papers and works of the Monadnock Pastoral Poets, a group led by Rodger Martin <www.monadnockpastoralpoets.org/martin.html>, an adjunct faculty member in the KSC Journalism Department and editor of the poetry journal, Worcester Review <www.theworcesterreview.org/>. The Monadnock Pastoral Poets include Jim Beschta, Pat Fagnoli (former NH Poet Laureate), Terry Farish, John Hodgen, Adelle Leiblein, and Susan Roney-O’Brien. You can see samples of their work on the group’s web site at <www.monadnockpastoralpoets.org/>.

V E R M O N T

Update on Vermont State Records and Hurricane Irene Damage

Hurricane Irene-related flooding took a heavy toll on agency records within the Waterbury Office Complex. Despite wide-spread damage around the state, most municipal records were unscathed. Vermont State Archives and Records Administration (VSARA) staff were onsite in Waterbury to help with the response while the Preservation Trust of Vermont, the Vermont Historical Society, and the American Institute for Conservation-Collections Emergency Response Team, among others, established communication networks to keep everyone informed, and sent teams to help municipalities and cultural facilities respond to flood damage.

Following the immediate aftermath of the flood, Scott Reilly of VSARA put online an old highway map indicating where the worst road and bridge damage occurred during the 1927 flood, Vermont’s most celebrated natural disaster (<<http://vermont-archives.org/research/spotlight/records.htm>>). Vermont Emergency Management, FEMA, Vermont Transportation Agency and others are using the map for comparative analysis of flood damage. The state climatologist and others are hoping to use historic flood maps/data in conjunction with GIS applica-

tions to do a more complete profile to identify persistent areas of flood damage.

O T H E R N E W S

National History Day Announces Online Toolkit

The National History Day Committee of SAA’s Reference, Access and Outreach Section is proud to announce a new online toolkit featuring a wealth of resources for teachers/students and archivists/librarians about National History Day (NHD). National History Day provides structure and guidance to teachers and students learning to work with archival materials. It also provides one of the most effective approaches for archivists who want to reach out to middle and high school students. NHD sponsors annual competitions for middle and high school students using primary sources to create original papers, documentaries, web sites, exhibitions, and performances. The program guides teachers and students to high quality use and citation of archival sources. If you are thinking of reaching out to middle and high school students, National History Day may offer the structure to help you succeed.

The toolkit is an ideal resource for archivists and librarians who wish to get involved with National History Day. In it you will find practical information about outreach to NHD teachers, the annual calendar for NHD competitions, how to create subject guides for the annual competition, examples of excellence in outreach and collaborations, and information on managing class visits. There is also helpful information about how to work with novice researchers and best serve their needs. Students and teachers will find videos about primary sources and archival research, information on how to find archives with primary sources on specific topics, friendly explanations of what to expect when students visit an archives, and links to reliable online digital collections.

Visit NEA online at:

<www.newenglandarchivists.org>

Site visitors are invited to leave comments, contribute their repository information to the NHD list of participating repositories, and even suggest digital collections to add to the list of online primary sources. This site puts educators, students, and archivists “on the same page.” If you like it, tell your colleagues, tweet your friends, put it in your blog.

See the NHD toolkit at:

<<http://nhdarchives.pbworks.com>>.

See the NHD site at:

<www.nhd.org/>.



Introductory Archives Workshop for Religious Communities in San Antonio, Texas, June 2012

The Catholic Library Association is pleased to announce the fifth Introductory Archives Workshop for Religious Communities to be held at the Oblate Renewal

Center, San Antonio, Texas from June 24-29, 2012. The five-day intensive program is directed toward individuals who are interested in learning about archival theory and practice, or who wish to update their archival training.

Unlike other archival workshops, the sessions will focus on the unique types of records found in the archives of men’s and women’s religious communities. These records document not only the communities themselves, but also the evolution of Catholicism in the United States, and its impact on educational, social and charitable institutions that shaped the nation’s history.

The program, directed by professional religious archivists, will include lectures, tours, and opportunities for sharing experiences.

Complete program and registration information and a registration form are posted on the Catholic Library Association web site at <www.cathla.org/>, or contact the CLA at cla2@cathla.org or by phone at 312-739-1776. ■



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Fall 2011 Meeting Session Reports

The meeting's theme was "It's Primary: Using Archives and Special Collections to Educate and Advocate."

Getting the Keys to the Kingdom: Collaborating with Faculty on the Use of Archives in the Classroom and Curriculum

Chair: Elizabeth Slomba, University of New Hampshire, Durham

Speakers: Kelli Bogan, Colby-Sawyer College; Randy Hanson, Colby-Sawyer College; Peter Rawson, The Hotchkiss School; Joan Baldwin, The Hotchkiss School; and Nicole Feeney, Suffolk University

- Michelle Chiles, Simmons College GSLIS

Kelli Bogan and Professor Randy Hanson began the session with a look at the role of the Colby-Sawyer College Archives in the classroom and as an essential tool for students and faculty. Bogan and Hanson both worked towards three major goals: integrate the archives into the school's curriculum; engage students with hands-on learning; and promote archives as a potential career path for students. By having this role as archives liaison, Hanson was able to directly highlight the benefits of the archives to the faculty. Bogan worked to target specific courses by finding interesting and usable supportive material in the archives. As a result, student research has improved and there is increased traffic in the archives by faculty and staff.

In the second presentation, Peter Rawson and Joan Baldwin discussed the challenges and successes of working with teaching staff to promote the use of the Hotchkiss School's archives in the curriculum. The archives team chose a discrete topic for which to develop resources. Classes then visited the exhibit and used the study guide developed by the archives. Baldwin and Rawson sought comments and suggestions from faculty following this initial collaboration. Baldwin emphasized that the integration of the archives will not always go as planned, and it is important to be flexible in this collaborative effort.

Faculty desired more digital access to archival material and archives instruction in the classroom. For their next collaborative project, Baldwin and Rawson are working to incorporate faculty requests and to continue promoting archives use in student research.

In the final presentation, Nicole Feeney demonstrated her approaches to promoting Suffolk University's archives as a teaching tool and creating archival research lessons and courses for the university. One key point that Feeney expressed was the need to get out of the archives and into the classrooms in order to effectively work with faculty colleagues. To do this, Feeney looked for ways to match archival holdings with course curricula and brought these examples to the teaching staff. She also expressed the importance of doing some background research on the course offerings in order to pinpoint your target audience. Feeney's efforts paid off with more faculty members requesting the research skills course for their students, increased student usage of the archives as a research tool, and the overall improved visibility of the archives as part of the university.

Television Archives in Research, Higher Ed, and K-12 Classrooms: Three Projects from WGBH

Chair: Karen Cariani, WGBH

Speakers: Karen Colbron, WGBH; Courtney Michael, WGBH; and Karen Cariani, WGBH

- Abigail S. Baines

The session on "Television Archives in Research" highlighted three projects from WGBH, and how these collections reach three distinct audiences: K-12 classrooms, higher-ed, and researchers. Karen Cariani, Session Chair and WGBH Director of Media Library and Archives, spoke on the WGBH collections, outreach, and the Boston Local TV News, and Teachers Domain. Karen Colbron, WGBH Digital Archives Manager, presented on the Open Vault Vietnam Project with Columbia University. Courtney Michael, Project Manager for the WGBH Media Library and Archives Mellon Grant, discussed the granting process and development of Digital Library projects serving scholarly researchers.

The WGBH Archive is open to researchers by appointment, and in-house use is mostly for production services. Since media archives have no formal reading room, researchers and teachers rely on robust online access to collections. Content from these collections reaches the public in different ways, overcoming the barrier of reading room restriction via online services.

The WGBH Digital Library provides video available online, transcript included, search capable, with the added tools of syncing to specific times from transcript content. Increased metadata contributed to opportunities to look at linked data features and added information for scholars. Tools were also added to support annotations, tags, and citations. Citations are a particularly important precedent to establish for the use of media, specifically popular media, in scholarly research. Faceted search fields include media, type, topics, people, place, and common language tags, shown as preferable to a wide range of researchers, as opposed to standardized authority terms.

Descriptions of materials are often written in brief, by production assistants or interns, sometimes in the field. The original metadata on media items may have been incomplete, and not created for particularly scholarly use. The Mellon Digital Library project enabled WGBH to perform surveys of their collections, potential uses, and provide insight for next steps. Users also overrode many of the Library of Congress subject headings, and tagging tools were used less when they were less prominent on the web site. Scholars wanted to search by key terms, topics, or specific footage sources, and general public patrons preferred to browse the collections, appreciating options like a photo-based or faceted link mosaic.

Vietnam: a Television History is a series shot on film in 1983 which produced 103 hours of unique interviews and 1,000 photos. The success of WGBH's Open Vault Vietnam Library project is evidence that collaboration between library organizations and community stakeholders is a keystone to the success of digital media archive projects. WGBH's work is a confirmation that providing access to diverse patrons: K-12 classrooms and higher education, the general public, and scholarly researchers, ensures longevity and use of media collections. Creating online access to the media archive has become fundamental to sustaining the collections for future use. As Cariani said, wrapping up the session, "If it's not online, it may as well not exist."

Connecting with Communities

Chair: Alyssa Pacy, Cambridge Public Library

Speakers: Andrew Elder, University of Massachusetts Boston; Doris J. Malkmus, Penn State University; Laura Katz Smith, University of Connecticut; and Sara Smith, Amherst College

- *Camille Torres*

The four panelists participating in this session discussed their experiences with different outreach programs and how these programs connected with different types of communities. Each panelist's experience with their respective outreach programs highlights how outreach can be rewarding, challenging, and, well, fun.

Laura Katz Smith from the Thomas J. Dodd Research Center at the University of Connecticut opened the panel. For the past three years, Katz Smith has conducted workshops for the Teaching for American History grant. The grant is unique because it instructs teachers on the different archival resources available to them for their lesson planning, in order to raise student awareness and increase student use of primary sources. Unfortunately, funding for this grant has been cut. Katz Smith is worried that without this program, teachers will continue to teach from the textbook. Because textbooks do not encourage the use of primary sources from local archives, the community will miss an opportunity to pool resources and learn together.

Sara Smith from the Archives and Special Collections at Amherst College was the second presenter on this panel. Smith is both a choreographer and an archivist. Her experiences as a choreographer made her realize that the archives could be both the inspiration for new art and a place where older works could be revived through research and reinterpretation. Therefore, Smith began to provide workshops to artists in order to instruct them on how to use archival material either for research or for inspiration in their artwork. Smith's overall goal through this type of outreach is to provide insight into the services that archivists provide to different communities and to present archives as holders of historical information that is useful to people typically considered non-traditional users of archives.

The third speaker was Andrew Elder from the University Archives and Special Collections at the University of Massachusetts Boston. Elder presented on the Mass. Memories Road Show, which is a community-focused digital history project that documents the people, places, and events in Massachusetts history through family photographs and stories. This project is distinctive in that it documents both the past and the present. Participants who come to share their photographs of their family or town history are recorded and tell the stories behind the photographs, and in doing so they often reveal their own story. Another unintended benefit of the Road Show is that the planning process helps build connections within communities while promoting archival services and uses.

Doris J. Malkmus from the University Archives at Penn State University concluded this panel by discussing her part in creating SAA's new wiki toolkit for archivists, teachers, and students who participate in the National History Day competition. This online toolkit not only provides links and resources to primary sources for teachers and students, it also offers advice on a variety of ways that an archive can be involved in National History Day. Malkmus asked the audience for feedback and input on SAA's new online resource. She also encouraged people to volunteer for the next National History Day competition, which will be on March 31, 2012.

Don't Mind the Gap: Archivists, Librarians, and Faculty Teaching Together

Chair: Caro Pinto, Hampshire College

Speakers: Bryan Goodwin, Mount Holyoke College; Jennifer Gunter King, Mount Holyoke College; Susan Halpert, Harvard University (unable to attend); and James Capobianco, Harvard University

- *Darla White*

Many archivists and librarians recognize the deep value that primary resources and archival research can bring to the pedagogy of an institution, yet bringing these assets into the curriculum remains a challenge for many institutions. Understanding that we all hope to be partners in our students' educations, this session focused on models of collaborative teaching with primary sources

from Mount Holyoke College and the Houghton Library at Harvard University.

Jennifer Gunter King and Bryan Goodwin, both from Mount Holyoke College, spoke about their college's long history of archival outreach to various teaching departments and how they have overcome challenges in connecting collections to classroom learning. Emphasizing that "an archives is everything and anything, so almost any department can find materials of substance and value" if they have the support they need, King encouraged her peers to look for opportunities in the challenges that they face. In response to staffing support challenges at the Mount Holyoke Archives and Special Collections, Goodwin, a Reference Librarian, began working more directly with archival collections. Discovering he had the "Keys to the Kingdom" (a common theme throughout several sessions), Goodwin dove into collections, browsing closed stacks, learning how collections "work," and brought his finds into the classroom via his role as a liaison to the History Department. Among the results, Goodwin has changed the orientation of his approach to research instruction in class. Now instead of saying "you need to know this..." he reverses the process and engages his students first with primary sources. Students understand that they need to know more in order to fully comprehend the context of a particular record or object, and Goodwin can then guide them to various secondary resources to round out their research skills learning.

Harvard University's Houghton Library also highlighted a long tradition of engaging students directly with primary sources via a twenty-year program of special sessions: courses that are held and taught entirely at Houghton with Houghton materials. With 191 sessions, mostly one-time classes, taught in 2010-2011, James Capobianco, a Reference Librarian at the Houghton Library, emphasized that the success of their program is in part due to the ability of reference librarians and curators to cross format boundaries, to help faculty translate their topic into other forms, and to create tools that welcome students into the archives. Items selected may be chosen less to cultivate an appreciation of the work, but more to create an experience in which students are able to bring their own fresh discoveries and perspective to the exercise. Students thus are able to experience learning about history first hand, through an immersive experience. On-line care and handling videos, created by library and archives staff, and assigned by faculty, serve

to ease anxiety and prepare students for working with archival materials. Capobianco underscores that though we have far to go to include the expertise of archivists into teaching, these collaborative efforts pave the way for direct engagement between students and the materials, which cannot be matched in terms of understanding.

The Art of Special Collections

Chair: Paul Carnahan, Vermont Historical Society

Speakers: Jay Satterfield, Dartmouth College; Caroline Duroselle-Melish, Harvard University; and Anastasia Weigle, Director, New Hampshire Institute of Art

- Jodi Goodman, *New England Yearly Meeting of Friends*

Three panelists shared their experiences teaching with materials from special collections to engage students in exploring a rich relationship between content and visual representation.

The first panelist, Jay Satterfield, presented two case studies addressing the integration of rare book materials into classes at the Rauner Special Collections Library at Dartmouth College. Satterfield spoke extensively of a class, *Values of Medicine*, which incorporated sixteen works in a nine-session examination of the development of western medicine, largely through depictions of vivid scenes of anatomy from medieval to modern times and across different locations. Highlighted were the groundbreaking works of Johannes de Ketham (1495) and Andreas Vesalius (1543) and a contemporary interpretation of de Ketham's work in an artist's book by Joyce Cutler-Shaw (2004).

The second panelist, Caroline Duroselle-Melish, gave a presentation on teaching with artists' books at the Houghton Library at Harvard University. Duroselle-Melish spoke about the history of contemporary book arts, which encompasses forty years of production, and about the sizeable collection of artists' books with which she works. She estimated that she annually schedules thirty to forty classes for visiting students from art schools in the greater Boston area which examine the history of the book from medieval manuscripts to early modern forms.

Duroselle-Melish addressed the inherent difficulty in

assigning a simple definition for artists' books, making note of the duality in their nature – book as subject, and book as object. She further characterized artists' books in the following ways: non-linear; traditional book form versus sculptural form; interactive; and often subject to fragility in form and/or material nature which presents challenges for handling and exhibition.

The third panelist, Alexandra Weigle, began her presentation by sharing information about the recent establishment of the Teti Library & Special Collections at the New Hampshire Institute of Art, which contains photographs, rare books, periodicals, prints, documents, and artifacts. Weigle promotes special collections by addressing visual literacy through curriculum support. She spoke about the development of bibliographies and lesson plans which incorporate the use of special collections materials, including: photographs for visual analysis; 4000 BC Sumerian pottery for artifact analysis; and artist papers for primary source analysis. Weigle estimates that she schedules six to seven classes each semester, typically attended by photography students, which do not incorporate instruction. She spoke about the significant challenges faced by small institutions with limited resources of time and money, and likened her experience to “flying by the seat of my pants,” with a real need to think outside the box to develop a special collections program.

Education and Outreach in Smaller Institutions: Reaching and Teaching Broader Audiences

Chair: Jennifer Fauxsmith, Massachusetts State Archives

Speakers: Autumn Haag, Roxbury Community College; Jamie Kingman Rice, Maine Historical Society; and Kathleen M. Reilly, The Berkshire Athenaeum

- Abraham Miller

The SAA *Glossary of Archival and Records Terminology* defines outreach as “the process of identifying and providing services to constituencies with needs relevant to the repository's mission...” In this panel, panelists Autumn Haag, Jamie Kingman Rice, and Kathleen M. Reilly explored how smaller institutions serve their constituents and fulfill their missions with limited staff time and limited budgets.

Haag discussed how the Massachusetts State Archives, where she formerly worked, developed a low-cost and effective outreach program to reach out to current and new patrons, make patrons into advocates, and transform the repository so that it was perceived as a place of learning and growth, and not just a warehouse for records. To achieve this goal of shifting perceptions, the Massachusetts State Archives developed in-house and traveling workshops to teach patrons how to find and use the records, especially records the researcher never would have considered. In addition to increasing publicity through email lists, Haag leveraged the genealogical community to spread information via word of mouth.

Rice spoke on how the Maine Historical Society created a sense of community through outreach tools, such as the Maine Memory Network. The Education Department taught students directly about local history, including a program called “Illustrating Longfellow,” about how Henry Wadsworth Longfellow inspired art. Rice discussed how workshops for students and genealogists teach participants how to use primary documents, search the catalogs, and use online resources. Finally, the Maine Memory Network hosts digital records from community organizations, providing patrons with a way to discover records, and even buy copies of images.

Reilly discussed how outreach by the Berkshire Athenaeum’s Local History department fit with its overall mission to serve the community in Pittsfield, Mass. The goal of the program was to raise department visibility and provide access to users. Reilly gave talks and presentations to the community and introduced users to the department through library instruction. Reilly gained greater community involvement in the Local History room by using volunteers to create preservation and access copies of scrapbooks and diaries, with other volunteers indexing the documents. Reilly also worked with local organizations, clubs, and churches to solicit donations of material and to help them care for their records.

Each of the panelists noted certain keys to success. It was invaluable to network with the community in order to leverage resources and relationships to build programs. Good outreach did not require a lot of money if staff played to institutional, staff, and collection strengths. Whether outreach was teaching, training volunteers, or managing an email list, it was crucial to evaluate the goals of the outreach efforts in terms of the institutional mission.

Here’s How We Do It: Case Studies on Teaching in the Archives

Chair: Suzy Taraba, Wesleyan University

Speakers: Nova Seals, Connecticut College; Prudence Doherty, University of Vermont; and Suzy Taraba, Wesleyan University

- *Shannon Struble, Simmons College GSLIS*

The presentations in this session describe what Nova Seals called the “new model” of collaboration between faculty and archivists. This partnership consisted of more than just single sessions, or what Suzy Taraba characterized as the “dog and pony show,” of trotting out the best materials from the archives, but not having the opportunity to teach strategic researching. Instead, the speakers presented case studies of their experiences working with professors to provide classes integrating visits to the archives throughout the syllabus.

The courses were similar in their approach and execution. The classes were specifically designed to take advantage of the institution’s archives, integrating projects that used the primary sources held there. They were smaller classes, usually made up of older students. While the conception of the courses seems to have included varying levels of input from the archivists (from none to a partnership from the start), throughout the semester archivists spent a significant amount of time with the students, both in the classroom and in the archives. They pulled documents that pertained to the topic of the class, provided training in the handling of the materials and methods of research using the collections, suggested readings so that professors and students might better understand the archives environment, and, in some cases, had weekly individual consultations with the students to assist them with their research.

The presenters described several challenges they faced during these courses, not the least of which was trying to find the time to team-teach a semester-long class, with all that that entailed, while also fulfilling their primary work as archivists. Finding space for the archives portions of the classes also presented a challenge for some. A more fundamental problem was the need to

bridge the gap between the professors, students, and archivists so that the groups understood the others' needs and requirements. Through the use of readings, training sessions, consultations, and the formation of a working language that helped forge a middle ground on which they could meet, each was able to learn from the others and contribute to the success of the class.

Thus, the rewards of such collaboration included, as Ms. Doherty explained, the meeting of minds in the pursuit of a common goal and through common activities as a part of an active learning community. This collaboration also extended beyond the classroom to other parts of the institution. The projects produced as part of the courses were added to the archives and are now used by researchers, students, and the administration. The classes increased the visibility and use of the archives, and the presenters noted that several students returned to the archives after the courses ended. The partnership highlighted archives as a profession and started a dialogue, allowing archivists to share their perspective and get critiques. Finally, and perhaps most importantly, the semester-long collaboration between faculty and archivists put the primary sources collected in the archives in the students' hands so that they could understand and share in the history preserved for them and future generations.

Primary Sources in the Digital Age: Perspectives on Access and Instruction

Chair: Karen Adler Abramson, John F. Kennedy
Presidential Library and Museum

Speakers: Rachel Searcy, John F. Kennedy Presidential
Library and Museum; Stacey Chandler, John F. Kennedy
Presidential Library and Museum; and Annie Davis,
National Archives at Boston

- *Rebecca Meyer*

This session offered recommendations on using technology to enhance the use of primary sources. The first presentation covered what makes effective, useful metadata for an online collection of images. The second presentation provided an example of an engaging teaching technique using primary sources and how online resources can make it easier for teachers to find relevant material.

Rachel Searcy and Stacey Chandler spoke about the importance of metadata for access to digital collections in the context of their work at the JFK Library. They began their presentation by showing the audience a photograph from the collection and asking the audience to think about how they would describe it. The issue of "How much information is too much?" quickly arose. This quandary functioned as a springboard for their exposition of how a balance of users' needs, best practices, and practicality frame their cataloging practices. Assessing the audience is an essential tool; it informs vocabulary choices and the creation of local vocabularies, and indicates what kind and amount of context is necessary. Throughout the process, it is important to strive for objectivity while understanding that a certain amount of subjectivity will always be present. Established internal processes, including documentation and regular review, help to ensure quality metadata from a logistical standpoint.

Annie Davis's presentation "Teaching with Documents" provided insights into helping students as well as teachers use primary documents. Davis maintains that there is much to be learned from the appearance and characteristics of a document, whether paper or digital. Davis teaches with document-based questions designed to get students to think critically about the sources. Part of this is accomplished by carefully choosing documents that will lead students to other documents. To illustrate how this works, Davis handed out to the audience copies of a document and asked the audience what they could deduce from just the document itself. The room was soon abuzz as the audience examined the document and shared their theories.

Having clearly demonstrated the effectiveness of the exercise, Davis offered suggestions on incorporating primary sources into the classroom. As much as teachers may want to introduce their students to primary sources, they face serious limitations in time and resources. One thing that an archive can do to help with this is to provide bundles of documents organized by themes and eras. NARA's Docs Teach web site <<http://docsteach.org>> is an example of this service. Davis also recommended becoming familiar and engaged with the National Council for History Education <www.nche.net/> and National History Day <www.nhd.org/>.

Opening the Vault: Connecting Users to Sources

Chair: Christina Zamon

Speakers: Deanna Hauck, Wheaton College; David Caldwell, Wheaton College; and Silvia Mejia, MIT

- Christina Zamon

Although this session was plagued by various setbacks, including the absence of two of the presenters, this session was well received. It provided some great ideas for digital exhibits and resources for archivists looking to reach various constituencies.

The presentation by Deanna Hauck and David Caldwell of Wheaton College was done using an automated PowerPoint with audio narration. The presentation featured information on how they developed a dynamic timeline, online exhibits and site searchability. Throughout the presentation they discussed the collaboration between the IT department and the Archives to create a more valuable user experience through the archives web pages. They mentioned that the dynamic content of the web site caught the eye of the college and they were featured more prominently in various campus publications including the overall college web site. They also plan to create a way to look at the campus map and see what

the buildings on campus used to look like or what used to exist on a particular site. Unfortunately, since neither of them were present there was no opportunity for the audience to ask questions about the Wheaton College web site.

Silvia Mejia followed up by giving a dynamic presentation on her use of Dipity to create a timeline for the 150th anniversary of MIT. Her presentation focused on the dynamic content that was uploaded to the timeline, how she customized the site, and the various options she looked at before deciding on using Dipity. She also showed the basic, free option for Dipity to demonstrate the changes and upgrades that were made. One of the most interesting pieces of the site is how patrons can interact with the site and find audio, video, and still images that can be viewed or heard. Following the presentation she answered several questions about Dipity and the work that went into the MIT150 timeline. ■

The *NEA Newsletter* is seeking submissions from repositories in New England for back cover pictorial features in *This Season in New England History*. Send submissions in JPG or TIFF format, along with a caption detailing the subject of the photograph, to Judy Farrar at <jfarrar@umassd.edu>. Photographs must be scanned at 600 dpi or better.

Apply for the Haas Grant

The Richard L. Haas Grant is sponsored jointly by NEA and the Boston Chapter of ARMA International (ARMA-Boston). The grant of up to \$1,000 is given in support of a project that promotes increased cooperation, understanding, and knowledge between the archival and records management professions. Traditional examples of proposals include attendance at seminars or workshops, preparing articles of interest to both professions, and research projects. The grant is not limited to these suggestions. This explanation is ambiguous in the hope that applicants will be creative with their proposals. Preference, however, will be given to those that integrate records management and archival issues.

The grant is not limited to members of NEA or ARMA. Anyone, especially students and educators, is encouraged to apply. The successful candidate has up to one year to use the grant after its announcement in the spring. The recipient must provide a financial report to the Joint Haas Grant Committee, and is also expected to write an article for publication on the ARMA-Boston Web site and in the *NEA Newsletter*.

Applications are due by **March 1, 2012**. To apply, submit a proposal of up to 500 words, a budget outlining how the money will be spent, and a current resume to Judy Huenneke, Chair, Joint Haas Grant Committee, The Mary Baker Eddy Library for the Betterment of Humanity, 200 Massachusetts Avenue, Boston, MA 02115, or <huennekej@mbelibrary.org>.

Reviews

Ritzenthaler, Mary Lynn. *Preserving Archives & Manuscripts* (2nd Edition). Chicago: Society of American Archivists, 2010. 521 pages. \$45 (members); \$63 (non-members) ISBN 1-931666-32-6

- Colin B. Lukens, Harvard University Archives

In the second edition of *Preserving Archives & Manuscripts*, Mary Lynn Ritzenthaler has attempted to bring a seminal work in the canon of archives literature into the 21st century. For the most part, she has succeeded. This new edition improves an already strong work and continues to be an important asset for the budding or seasoned archivist alike.

Ritzenthaler divides her book into ten sections that cover the entire range of archives preservation. Beginning chapters build a foundation by defining archival preservation, discussing the implementation of a preservation program, and explaining the physical nature of archival objects. Ritzenthaler then moves into detailed chapters on care and handling, storage and housing, preservation environments, and causes of deterioration. She ends with entries on the integration of preservation with archival management, reformatting, and conservation. The coda contains eight appendices with preservation resources, a bibliography, and vendor and supply information. Chapters vary from a flowing narrative style, which is more comfortable for a full read-through, to a handbook or manual style, written and presented for reference.

After a tight introduction in which she defines preservation, Ritzenthaler segues into a valuable discussion on program implementation or expansion. In one of the book's best narrative chapters, she asks the big questions: Who will manage preservation, what are the preservation needs, and how will it be supported? This chapter sets the tone for the entire work and is one that should be reviewed by archivists periodically. Because of her background as a conservator, the chapter on conservation delivers a lightly-technical and comprehensive overview of the profession. Two other strong chapters on preservation environment and storage and handling are substantial, but she covers the

dense subject matter with patience and clarity. The appendices are a fine addition, filled with resources including a very informative unit on basic preservation procedures with instructive drawings by Pamela Spitzmueller. The rest of the book lives up to its promise as a preservation manual, with chapters packed full of easy-to-access information.

Although this work paints an effective portrait of archival preservation, there are a few gaps. Ritzenthaler acknowledges her decision not to address electronic media due to rapid change; however, there is also a lack of substantive information on audio/visual and other time-based media. Preservation of these materials should be of critical importance to archivists, and the subject deserves more attention. Additionally, the disaster preparedness section could have been expanded. Ritzenthaler asks the right questions, but the information included may leave the reader searching for more answers. To be fair, these areas, each worthy of a separate survey, are well represented in the bibliography and the related resources in the appendices are robust.

This edition improves on the first edition (published in 1993) in many ways. Its layout is less obscure, which means finding the information you seek is far easier. Much of the language has been updated to reflect current thinking and practices, and many of the chapters have been reworked to read better. Finally, while some of the photographs and other visual aids have been changed or removed due to the new edition's smaller format, the images continue to support and emphasize the text. These improvements result in a work that should be held by all archivists or those who care for collections. ■

People

Darwin Stapleton (UMass Boston) is the co-editor of, and contributor of a chapter to *Science, Public Health and the State in Modern Asia*, published by Routledge in October 2011.

Maria Bernier became the Assistant Director of the Redwood Library and Athenaeum in Newport, RI, in October. Founded in 1747, the Redwood Library is the oldest lending library in the country. Previously, Maria spent five years at Salve Regina University in Newport as the University Archivist and Special Collections Librarian. ■

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AROUND & ABOUT

2011 Richard W. Hale, Jr. Professional Development Award Recipient Report

Sweet Harmony & Solid Gold: Archivists and Records Administrators
Make Beautiful Music in Nashville, Tennessee

by Rachel Donaldson Muse, Records Analyst at the Vermont State Archives and Records Administration

Getting to Nashville -- I was thrilled to be the recipient of the 2011 Richard W. Hale, Jr., Professional Development Award. Due to state funding constraints, the staff at the Vermont State Archives and Records Administration (VSARA) have been unable to attend many professional conferences and meetings. The award, which helped cover registration and travel costs I would have otherwise been unable to afford, allowed me to go to this year's National Association of Government Archivists and Records Administrators (NAGARA)/Council of State Archivists (COSA) annual meeting in July. I requested funding to attend this event because of the major role NAGARA plays in improving records and information management in all levels of government.

Attending a professional conference like this was a new experience for me. While I have worked in state archives since 2007, first as an archivist at the Library of Virginia, and more recently as a records analyst at VSARA, I find that I rarely have the opportunity (beyond blogs and Facebook) to interact with my counterparts in other states. Having the chance to meet with my counterparts in other states in person was fantastic. We could carry on in-depth discussions on our projects, share challenges and experiences, and brain-storm ideas and solutions with people in similar situations. The ability to network and learn from colleagues is not only truly beneficial to all parties, but absolutely necessary to advance my own knowledge and bring new ideas to my work in Vermont.

This year's conference took place in Nashville, Tennessee, a city I've never visited before. I arrived in Nashville late in the evening on July 13th, having spent most of my day in the airport in Washington, D.C., watching the lightning flash overhead. Nashville's humidity was startling after Vermont's relatively cool summer weather, but I found the people to be incredibly warm, friendly, and helpful. Of course, it didn't hurt that I spent much of my time in Nashville in the comfort of the conference hotel!

Sampling the Wares

Within this limited space, I'd like to give you a taste of what was on the conference menu in Nashville. The first session I attended proved to be one of the most interesting

and relevant to my work. "It's 10 p.m. Do You Know Where Your Governor's Records Are?" featured a panel of speakers from New York, North Carolina, and Tennessee, each of whom confront unique challenges when it comes to the disposition and preservation of governors' records. In Tennessee, the disposition of governors' records is not dictated by state statute. A strong tradition of donating these records to the state archives, however, means that gubernatorial records are held under one roof. In North Carolina, statutes allow for the collection of governors' papers by the state archives, and so records are routinely transferred into archives throughout the course of each administration. Their gubernatorial records are managed like the records of any other state agency -- through retention schedules -- although recent controversy concerning retention of certain types of electronic records has proven problematic for the governor's office and the state archives. Finally, in New York State, governors' records are not collected by the state archives under statute and have not traditionally been transferred to the archives. Rather, they frequently end up in the hands of colleges and universities or other collectors. The variety of ways governors' records are handled in each state is a fascinating glimpse into the reach of state law and the position of the governor, and state archives, in these different settings.

Having been the primary contact with Governor Jim Douglas's office during the transfer of his records to the state archives in Vermont in 2011, I was interested to learn how different states deal with the unique issues of gover-

nors' records -- the relatively fast transition, the heightened interest by researchers and the public, and the fact that a much larger percentage of these records (including electronic records) may be considered archival than those of other state agencies. The disposition of governors' records also creates a high publicity topic for an archival repository, and the speakers discussed the negative and positive effects of this intense publicity. My counterparts in different states took on these challenges in different ways and found opportunities in the heightened publicity and interest in these records.

Another motivating session I attended was entitled "A Better Mousetrap: Marketing Records Management in a Budget-Cutting World." The issue of ever-shrinking budgets was a recurring conference theme, both in and out of formal sessions. The presenters, records managers at the county level from Tennessee and Kansas, have developed strong records management programs by treating and publicizing records management as a business function in their agencies. They spoke in terms of compliance, auditing and adding value to their business activities. While this business-speak may not come naturally to someone with a background in library and archives work, it gets the message across to executive level, non-records staff: records management is a crucial function of government that helps other business units meet their goals. I left this session with a stronger than ever sense that records and information management is not a luxury but a necessity for a well-run government agency.

Finally, I always indulge in attending one session at a conference that is not purely educational and practical, but just plain fascinating and maybe even fun. At NAGARA, this happened to be the very last session I attended, on the afternoon of Friday the 15th. It was called "The Way We Were: The 1940 Census." NARA, the National Archives and Records Administration, releases census records 72 years after each census is taken, an event that comes with some fanfare when it rolls around, due not only to the historical treasures that are made available to researchers, but also because of the changes in the way the census records are preserved and made accessible and searchable. The 1940 census records will provide researchers with fantastic amounts of information. As a NARA representative pointed out, these records offer a real snapshot of the decade before the census was taken; in this case, this means they provide insight into the Great Depression. But

perhaps even more interesting for archivists and records managers is the way in which this data is being made accessible -- entirely digitally. One panelist, a representative of the National Center for Supercomputer Applications, demonstrated techniques in optical character recognition (OCR) being explored to make the hand-written census text searchable. He also discussed options for transcribing the census, including reCAPTCHA- a system that allows us to harness the power of our researchers to transcribe digital records in bits and pieces. I'm eager to see what these advances in transcription technology will mean, not only for the census records but for scanned records in repositories all over the country.

The Big Picture

While the sessions were great, they were certainly not the only source of new information at the conference. The conference featured two very different plenary sessions, each valuable in its own way.

The first plenary featured Deputy Archivist of the United States Debra Wall, who'd stepped into this role just days before her appearance at NAGARA. She spoke of the major transitions taking place at NARA under the leadership of National Archivist David S. Ferriero. In a refrain that I would hear echoed throughout the conference, this transition period at NARA is marked by a focus on new technologies and a more business-like sensibility toward management and operations.

The next plenary session, "Will You Still Need Me... Will You Still Feed Me...in 2064?" also took a forward look at the future of archives and records management. Panelists from the worlds of archives, public history, a genealogical organization, and academia asked how archival repositories will remain relevant and engaged in an ever-more web-based, fast-paced world where researcher expectations of accessibility are higher and higher. The answer? Change! Grow! It's only by embracing the world of technology and social media that we will retain our audience. This session was particularly inspirational, filling my head with ideas for blogs, web sites, and new ways to interact with state agencies and the general public.

Of course, it wasn't all speeches and panel discussions. Archivists do know how to have a good time, especially in a city known as "Nash Vegas!" The conference's reception, at

the beautiful Belle Meade plantation, allowed us to peek into Nashville's history. Our keynote speaker, *The Widow of the South* author Robert Hicks, kept us laughing and reminded us of the great things that can happen when the raw materials of history -- the records in our archives -- are turned into something vibrant and accessible. And Nashville's ubiquitous music venues provided a chance to mingle with our colleagues outside of the formality of the conference sessions.

We did not shy away from discussing the dark side of government archives at this meeting. Budget and staff cuts, dramatic changes to archives and records management programs in a shifting world, and an ever-increasing focus on the bottom line may not sound like the most pleasant dinner conversation. But despite the concerns we face in the current economic climate, I think the thing that would amaze an outsider looking in on this event is how much archivists and records administrators, people working in a field that is best known for preserving the past, look toward the future with excitement and enthusiasm. During my three days in Nashville, partnerships were formed and plans hatched to find ways to meet the challenges that

we are all facing. I left the conference impressed by the work I saw being done, with a strong sense of optimism over what's coming next, and inspired to bring positive change to the Vermont State Archives and Records Administration. ■■

Editors Wanted

Do you have keen literary skills and an eye for detail? If so, join us on the NEA Editorial Team. Four editors serve for three-year terms to produce the quarterly NEA Newsletter. Layout is done by a professional - we want your eyes, ideas, and energy.

We are currently looking for one editor to serve from July 2012 - July 2015, covering Reviews. Email Michael Dello Iacono <mdelloiacono@suffolk.edu> or Sally Barkan <sally.barkan@gmail.com> for details and visit the NEA website for the job description.

Richard W. Hale, Jr. Professional Development Award

The Hale Award of \$1,000 is given annually by the New England Archivists to promote the professional development of archivists in the region. Individual members of the NEA are invited to apply for the award. Applicants may propose participating in an educational program or workshop, preparing a paper for possible publication or oral presentation, attending a professional meeting, or any other activity promoting professional development. The award cannot be used to purchase supplies or equipment. Recipients are expected to submit a report on their project upon completion to the *NEA Newsletter*.

The Hale Award Committee, which reviews the applications and chooses the recipient, is made up of the four Representatives-at-Large on the NEA Executive Board. Elected Board members are not eligible for the award during their terms of office and for one year after they leave the Board. The award honors Dr. Richard W. Hale, Jr., who was Archivist of the Commonwealth of Massachusetts from 1961-1976 and a founding member of the New England Archivists.

The deadline for applications is February 15 each year. For further information, contact: Karen Adler Abramson Representative-at-Large, New England Archivists, JFK Presidential Library and Museum, <karen.abramson@nara.gov>, 617.514.1653. Your application should include your name, address, institutional affiliation, telephone number, date, and signature. On a separate sheet of paper (use more if necessary), please explain the activity the award would support, the expected benefits of the activity, how the award would be used, and a timeline for completion of the project. Also, please attach a copy of your resume.

Calendar of Events



Press releases and other announcements should be sent to Michael Dello Iacono at <mdelloiacono@suffolk.edu>. Please provide the date, time, place, and a brief description of the event and the name, address, and telephone number of the person to be contacted for information.

January 18, 2012. SAA, Harvard Business School, and NEA continuing education workshop. “Digital Curation: Creating an Environment for Success.” Speaker: Jackie R. Esposito, University Archivist, Pennsylvania State University. Sign up at <<http://www2.archivists.org/>>.

January 23-February 3, 2012; June 4-15, 2012. NARA and Library of Congress present two sessions of the Modern Archives Institute at the National Archives in Washington, DC. For details or to apply, see <www.archives.gov/preservation/modern-archives-institute>.

March 2, 2012. SAA workshop, “Basic Electronic Records” at the Federal Reserve Bank of Boston. For details and to sign up, visit <<http://www2.archivists.org/>>.

March 23-24, 2012. NEA Spring Meeting, “DIY Archives,” at Wesleyan University in Middletown, CT. For details see <www.newenglandarchivists.org/meetings/meetings.html>.

May 16, 2012 (tentative). The New Hampshire Archives Group Spring Meeting in Plymouth, NH. Details at <www.nharchivesgroup.org/upcoming_meetings.htm>.

May 24-26, 2012. Association of Centers for the Study of Congress Annual Meeting at the Richard B. Russell Library for Political Research and Studies, University of Georgia in Athens, GA. Sign up at <www.congresscenters.org/events>.

August 6-12, 2012. “Beyond Borders,” the 76th Annual Meeting of the Society of American Archivists at the San Diego Hilton Bayfront in San Diego, CA. For details see <www2.archivists.org/conference>. ■



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THIS SEASON IN NEW ENGLAND HISTORY



Toboggan Run, Litchfield, Connecticut, around 1885

This toboggan run provided winter recreation to residents of Litchfield, Connecticut between 1885 and 1890. It was located on East Street near Tallmadge Lane.

Courtesy of the Helga J. Ingraham Memorial Library, Litchfield Historical Society.