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NEA

# NEWSLETTER

NEW ENGLAND ARCHIVISTS



**COVER**—Local response to the flu epidemic, 1918. This photo was taken during the Canton, Massachusetts, response to the flu epidemic of 1918. It shows a mix of local responders including nurses, physicians, and volunteers. The Sisters in the photo are members of three different congregations—including the Congregation of the Sisters of St. Joseph of Boston. *Courtesy of the Boston CSJ Archives.*

**INSIDE**—Claire Lobdell discusses how to participate in History Day (page 4); NEA President Karen Adler Abramson talks about the struggles of contingent employment and the perceived value of archivists' work (page 7); the IDC recaps the 2018 recipients and finalists for the Inclusion and Diversity Session Award (page 12); book reviews (page 16); and the latest news from NEA members, roundtables, and local repositories (page 8).

TAKING THE PAST INTO THE FUTURE

# NEA

## New England Archivists

TAKING THE PAST INTO THE FUTURE

45 Skehan Street • Somerville, MA 02143

<[www.newenglandarchivists.org](http://www.newenglandarchivists.org)>

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**Articles** and **News** of interest to archivists, historical society members, historians, and other NEA members should be sent for consideration to: Katy Sternberger at <[krt43@wildcats.unh.edu](mailto:krt43@wildcats.unh.edu)>.

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# From the Editors

- Sean Parke

Happy American Archives Month everyone! As this is my last issue as News and Notes Editor, I wanted to take a moment to thank all of the current and former editors of the NEA Newsletter with whom I have worked over the last three years. I'd also like to thank all of the NEA members who have contributed features, columns, announcements, and news updates from their respective institutions, as well as their roundtables and personal accomplishments. Without the work of these dedicated editors and contributors, NEA and its newsletter would not be what it is—a great community and resource for its members. So, thank you all.

In this issue, Claire Lobdell discusses History Day programs and how you can get involved by becoming a judge, conducting classroom visits, providing professional development for teachers, sponsoring prizes, and more (page 4).

NEA President Karen Adler Abramson talks about two incidents that demonstrate the continued struggles of con-

tingent employment and the perceptions of archivists and their value (page 7).

In this issue's "Who's Missing from This Table?," the Inclusion and Diversity Committee recaps the success of the Inclusion and Diversity Session Award, and reviews the 2018 winners and finalists for the award.

In this issue we have book reviews of: *Digital Memory Studies: Media Pasts in Transition*, and *Future-Proofing the News: Preserving the First Draft of History* (page 16).

Finally, read all the latest news and announcements from NEA members, roundtables, and New England repositories (page 8) and see upcoming conferences and events on our calendar (page 19). ■

## Look for the NEA Board Meeting Minutes online!

NEA's Executive Board Minutes are now exclusively online at <[newenglandarchivists.org](http://newenglandarchivists.org)>.

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# ARCHIVAL INSIGHT

## History Day: Opportunities for Engagement and Outreach

By Claire Lobdell

**F**or the past three years, I have served as a judge for History Day competitions in Connecticut and Massachusetts and have found it to be a wonderful, inspiring opportunity to interact with enthusiastic young people. It has also given me new ideas about how archivists and repositories can support young researchers, promote information literacy skills, and work to mitigate the resource and access inequities between wealthy and poor schools. This article will explain what the History Day program is and suggest ways that you can get involved.

For those unfamiliar with History Day, it is both an educational toolkit that supports student research, as well as a series of competitions for junior high and high school students who create projects on a historical topic of their choosing that fits within a broad annual theme chosen by the National History Day organization. The theme for 2019, for example, is “Triumph & Tragedy in History.” Student projects can take the form of papers, documentaries, exhibits, performances, or websites, and, with the exception of the paper category, can be either group or individual projects. Students are also required to use both primary and secondary sources, as well as provide an annotated bibliography of their sources. The students who participate in History Day often spend months researching and working on their projects, sometimes visiting repositories or conducting interviews with experts or historical figures. Kate Melchior, student program coordinator at the Massachusetts Historical Society, notes that History Day gets kids hooked on history and gives middle and high schoolers—including those who don’t love writing papers—a chance to focus on niche research projects in a way that generally doesn’t happen until college.

Most student participants have some degree of school support for their research, and a number of schools hold school-wide history contests, similar to science fairs. Certain teachers have whole classes participate in the program, while others offer it as an extra credit option and still others have extracurricular history clubs or honors clubs through which students participate. A significant number of History Day participants are also homeschooled. In most states, students compete first at a regional level in March (a few smaller states, including Rhode Island and Vermont, do not have regional contests). The top two or three entries in each category go on to the statewide competition in April,

and the top two entries in each statewide competition go on to the National History Day contest in College Park, Maryland, in late May or early June. National contest winners in each category receive college scholarships.

Below are some ways that archivists can get involved with the program.

### Judging

The easiest way to get involved with History Day is to judge a state or regional contest. You’ll be assigned one or more categories—for example, junior group websites—and sit on a panel of judges. Students present their projects, the panel of judges asks questions, and then together the judges decide on the ranking and write up comments and critiques. All of the projects have time and word limits, but in the question and answer period I am always astonished to discover how much additional information students have learned about their topics that they didn’t have time or space to include. They get the chance to show off their subject expertise, talk through their process, and receive suggestions that will help them tweak their project if they move on to the next level of competition.

Make sure to invite along a colleague to come judge with you, such as a fellow archivist, librarian, or teacher from a school that doesn’t yet participate in the program. It’s usually a half-day’s worth of time, and the program always needs more judges.

### Sponsoring Prizes

Many institutions sponsor special prizes for projects that fit a category that relates in some way to the institution, for example “Outstanding Entry in 17th Century Connecticut History” or “Outstanding Entry that Best Incorporates

Jewish History, Heritage, and/or a Jewish Personality.” These can be cash prizes; things like museum memberships, special books, certificates; or an offer to display a student exhibit at your repository.

### Professional Development for Teachers

A number of state History Day sponsoring organizations, as well as other institutions, have offered professional development opportunities for history and social studies teachers on History Day-related subjects, such as teaching with primary sources and teaching primary source research. These workshops are most effective when you can get certified through your state’s department of education to offer continuing education credit to teachers who attend, and also when you can get grant funding to offer stipends or scholarships for teachers who would otherwise have to pay out-of-pocket.

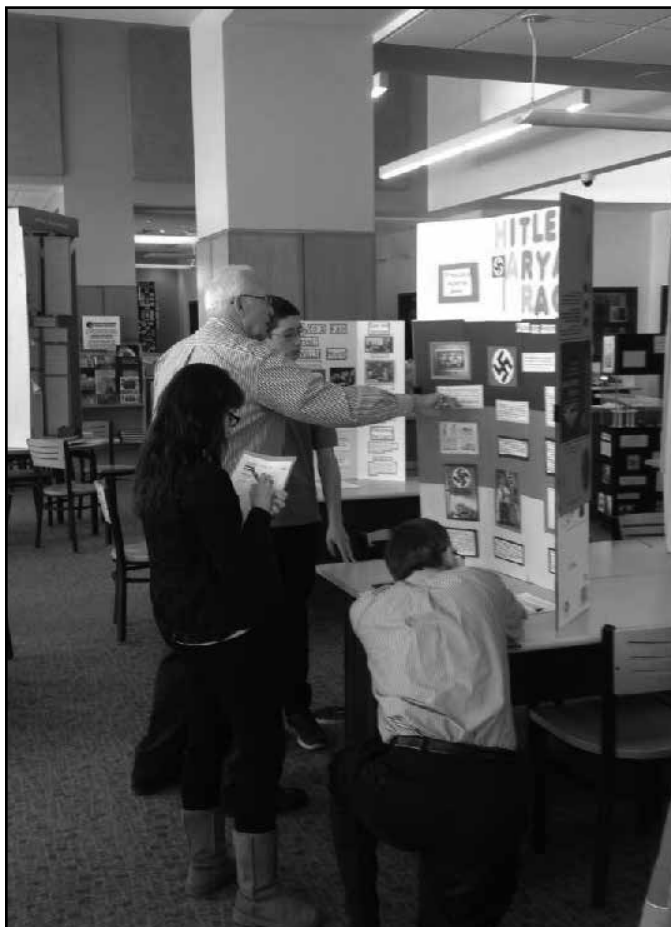
At a smaller scale, you can also connect with school districts’ social studies curriculum coordinators, see if you can

attend a staff meeting, and offer your services. Some areas also have local “communities of practice,” in which educators from various schools get together regularly to hear a speaker or discuss a particular topic. These meetings can be an opportunity to connect with teachers who don’t yet know about History Day, as well as develop relationships with local educators that can expand beyond History Day to encompass other projects.

### Classroom Visits

One of the most profound ways that you can support students working on History Day projects, as well as their peers who aren’t so inclined, is to leave the repository and visit the classroom. Most middle and high school students have never been to an archives, if they have even heard the word before. If you can go into schools, and particularly if you can bring teaching collections or high-quality facsimiles, you have the opportunity to make students’ first impression of archives and archivists a friendly and positive one by meeting students on their own turf, answering their questions, and providing the tools they need to be successful researchers. These visits also increase access for schools and students that don’t have the ability to organize research field trips to repositories.

I’ve noticed, as a judge, that many students get confused about the difference between primary and secondary sources, which is a topic that archivists are well-poised to elucidate. I’ve used an activity I call “Evidence of a Life” with intro-level community college classes, which would translate to younger students. I divide the class into small groups and ask them to imagine that an adult in their town has disappeared and they are the detectives who have to piece together the story of how that person lived their life. What specific types of evidence would they look for to reconstruct that story? The small groups generate lists that usually include things like cell phone records, receipts or bank statements, interviews with neighbors and colleagues, visiting the person’s house or looking through their clothes, social media account, and photographs, etc.—the primary sources of daily life. We then talk about what these lists might look like and how the types of sources you’d look for might be different if the person whose life you are reconstructing lived fifty years ago, or one hundred years ago. I ask students to think about how their impressions of a person or community might be affected if there was only one type of evidence available—for example, only court records, financial transactions, or photographs. What information



Judges and students discuss a student exhibit about Hitler's rise to power. *Courtesy of the Massachusetts Historical Society.*

would you be missing? This activity has always generated a great discussion, and it provides a good segue into a discussion of what materials archives collect, how to find archival materials, and the reality that digitized collections are only a tiny fraction of what archives hold.

### Special Webpages

Kate Melchior, Rebecca Taber-Conover, Richard Ring, and John Taylor, the state coordinators for Massachusetts, Connecticut, Rhode Island, and Maine respectively, all mentioned having History Day-specific webpages on repository websites as a way that archives can promote their collections and support students. Several coordinators also mentioned that archives can make lists of people, historical events, or organizations that fit the annual theme and for which your repository has material. They said that students and teachers often contact them looking for topic ideas, and they share repository-contributed lists. This can be a good way to highlight underutilized collections and underrepresented individuals and groups. Many History Day projects focus on big historical movements or events such as various American wars and social movements. Through webpages, classroom outreach, and topic lists, you can help students connect those larger historical movements and events to the locally lived experience.

### Research Open Houses

Repositories can offer special research open houses geared toward middle and high school students, with extra staff and volunteers on hand and exciting displays of material that relates to the annual theme. The University of Maine has offered research nights at which students can come to the university library and work with profes-

sors, librarians, and archivists to hone their topics and find sources, as well as with graduate student mentors from the history department, and the University of Vermont's Bailey/Howe Library has offered a similar student research workshop day. There are also opportunities to focus on specific project skills. For example, faculty at the University of Maine plan to offer a script-writing workshop for students who are doing performances.

All of the state coordinators with whom I spoke were enthusiastic about archivists' participation in History Day in any form possible. You can email the coordinator for your state (contact information below) or visit your state History Day website for more information about the program. Because of the contest schedule, students often start working on their projects in late fall, so the earlier you start your outreach, the better. However you choose to be involved, please consider the ways your online and physical spaces can support young researchers, and be patient with kids who haven't made an appointment, are still developing their research question, and may not have a clear idea of what they're looking for. History Day offers us the opportunity to cultivate new history buffs and provide a warm and welcoming first impression of the profession to the next generation.

### State Coordinator Contact Information

- **Connecticut:** Rebecca Taber-Conover  
<info@historydayct.org>
- **Maine:** John Taylor <jtaylor@mcslibrary.org>
- **Massachusetts:** Kate Melchior  
<kmelchior@masshist.org>
- **New Hampshire:** <nhdnh@plymouth.edu>
- **Rhode Island:** Richard Ring <rring@rihs.org>
- **Vermont:** Victoria Hughes  
<victoria.hughes@vermonthistory.org> ■



Students parade by state and United States territory into the University of Maryland arena at the 2018 National History Day competition. *Courtesy of the Massachusetts Historical Society.*



Claire Lobdell is the distance education librarian and archivist at Greenfield Community College. She is also the NEA *Newsletter* Reviews Editor and Newsletter Committee co-chair. In 2017, she published *South Windsor*, part of the Images of America series. She is part of the inaugural 2018 cohort of the Library Freedom Institute.

# Inside NEA

FROM THE PRESIDENT

- Karen Adler Abramson



Two recent events have been stark reminders of ongoing struggles that we face in our profession: struggles related to contingent employment, and the perceived value of our work. Of course, these struggles are intertwined.

In June of this year, six temporary archivists from UCLA Library Special Collections wrote an open letter<sup>1</sup> to the school's Associate University Librarian for Special Collections. The letter cogently argued against the increasing trend toward hiring non-grant-funded temporary archivists, detailing its deleterious effects on staff, their careers, and the larger profession. They further requested that their jobs be converted to potential career librarian positions. The letter has spurred wide-ranging support for the archivists' cause and has helped to further expose a perennial problem in the archival profession.

The prevalence of contingent employment in our profession is a serious problem that requires greater attention. NEA recently conducted its own Contingent Employment Study (CES) in order to better understand the growing problem of temporary employment among archivists in the region and to devise strategies for supporting its economically vulnerable members.<sup>2</sup> The in-depth, thoughtful study confirmed that contingent employment was widespread in New England, and had multiple potential causes. While it pointed to limited benefits of contingent employment for some (schedule flexibility, etc.), it noted, in great detail, the multilayered stress and career barriers it created for most. It also recommended ways in which to better serve our contingently employees members (strategies incorporated into the strategic plan) and to advocate more effectively on behalf of the profession, including the increasing imbalance between the supply of, and demand for, trained archival professionals.

Related to the issue of contingent employment, I would argue, is the ongoing struggle to prove the enduring value of our work to outsiders. There is no question that we've

made great strides in this area over time, but the struggle continues. Most recently, this dilemma was manifested in an article published in the *Chronicle of Higher Education*. Entitled "The Delicate Art of Dealing with Your Archivist," the *Chronicle* piece, authored by historian of medicine and science Alice Dreger, presented itself as a humorous advice column to researchers working with archivists (and rare book librarians, though she apparently didn't understand the distinction).<sup>3</sup> She proceeded to reduce the profession to a series of six stereotypes: the "mensch," the "snob," the "distractor," the "mooch," the "heiress," and the "bureaucrat." Need I say more? (Frankly, I was disappointed that I didn't fit neatly into one of the categories; I'm more of an heiress with bureaucratic tendencies... but I digress.)

Joking aside, the *Chronicle's* decision to publish this article is dumbfounding. It's bad enough that we continue to see stereotypes of ourselves regurgitated in books and movies—but in a professional academic journal? In the year 2018? *How* did this piece pass editorial muster? Beyond the offensive, gender-specific stereotyping, the article's not-so-subliminal message is clear: good archivists—like any hired help—can be hard to find, but when you do, make sure to ingratiate yourself with them with coffee and friendly sticky notes (hey, they're easy), and they'll be your loyal servants for life. This sounds like something straight out of *Mad Men*; I can hear Don Draper saying, "Have your archivist call my archivist." The only difference is that *Mad Men* was a deliberate critique of workplace gender/power dynamics in mid-twentieth-century corporate America. What's Ms. Dreger's and the *Chronicle's* excuse?

Perhaps the most redeeming part of this experience was reading the voluminous stream of incisive, thought-provoking, and witty counter-comments left by archival professionals, scholars, and fellow travelers. Almost all were scathing, and the *Chronicle* closed the thread after number fifty-five. The comments left me smiling and feeling very proud of my colleagues and comrades, who spoke truth to power. At the same time, the experience left me wondering when this kind of insidious stereotyping and marginalization will come to an end—and what we, as proud, self-respecting archival professionals, can do to hasten their demise. I believe our challenges are interconnected in many respects; together, we will continue to chip away at them all, steadily.

*Nota bene:* I recognize that the perspectives I've shared

Continued on page 13

# News and Notes

## CONNECTICUT

### Connecticut State Library and Conservation ConneCTion Partner with Connecticut Archives Online

The Connecticut State Library, State Archives, and Conservation ConneCTion are pleased to announce that nearly ninety guides to the historical resources in Connecticut's small and mid-sized cultural heritage organization are now available online as a result of a Sparks! grant from the Institute of Museum and Library Services.

Twenty-five museums, historical societies, archives, and libraries added eighty-nine finding aids for collections in their archives to Connecticut Archives Online (CAO) <<http://library.wcsu.edu/cao/>>, a website created and maintained by Western Connecticut State University (WCSU). CAO provides access to more than 7,000 finding aids at forty repositories across Connecticut.

Participating organizations received assistance in creating finding aids from a traveling archivist who guided them in creating new, or updating existing, finding aids and from Brian Stevens, WCSU archivist/director of CAO.

For more information, you may email the Library at <[CSL.ConservationConnection@ct.gov](mailto:CSL.ConservationConnection@ct.gov)>.



John F. Kennedy and His Siblings Swim at the Beach in Hyannis Port, Massachusetts. Circa 1925-1926 © John F. Kennedy Library Foundation.

## MASSACHUSETTS

### Kennedy Family Collection Nitrate Negatives: Cataloging Project Update

The John F. Kennedy Presidential Library recently completed the cataloging of digitized nitrate negatives from the Kennedy Family Collection, making over 1,700 photographs accessible online <<https://bit.ly/2GZGmxP>>. This cataloging project, funded by a grant from the Fund II Foundation, began in January 2017 as part of the Centennial Digitization Initiative to commemorate the 100th anniversary of President Kennedy's birth.

Over the course of the cataloging project, archivists have created robust descriptions, identified connections to personal paper collections, and provided links between original negatives and their many derivative prints in various scrapbooks and albums maintained by the family, which are rich in original caption and inscription information.

The nitrates represent a subset of photographic materials in a collection that document an intimate portrait of the Kennedy family during the first half of the twentieth century—a time that coincided with the advent of amateur photography. Digitized images are also linked directly from the finding aid <<http://archive2.jfklibrary.org/KFC/KFC-FA.xml>>. Read more about the project on the Library's blog <<https://jfk.blogs.archives.gov/>>.

For more information, you may email the Library at <[Kennedy.Library@nara.gov](mailto:Kennedy.Library@nara.gov)>.



John F. Kennedy with Friends in Charleston, South Carolina. 1942 © John F. Kennedy Library Foundation.

## Schlesinger Library Receives Mellon Foundation Grant

The Schlesinger Library on the History of Women in America at Harvard's Radcliffe Institute for Advanced Study has received a grant of \$870,000 from the Andrew W. Mellon Foundation. The grant will support fellowships and public programming at the Schlesinger Library and the broader Radcliffe Institute centered on the 2020 centennial of the nineteenth amendment.

The Library's ambitious "Long 19th Amendment Project" will investigate the past, present, and future of women's voting and the broader reconstruction of American citizenship in the post-Civil War era. For more information, visit <<https://tinyurl.com/ybtolvpm>>.

## Harvard Law School Library's Historical & Special Collections Receives Collection

The Harvard Law School Library's Historical & Special Collections is excited to announce that in July 2018, it received a unique collection of material from the family of Harvard Law School (HLS) alumnus, jurist, and popular radio personality Neil Chayet (HLS '63). Comprised of more than 10,000 individual transcripts and several thousand corresponding minute-long radio broadcast recordings, the collection represents almost the entirety of Neil Chayet's *Looking at the Law* radio program which aired on various Boston and national radio stations from 1976-2017.

A project to digitize the recordings and program transcripts began in July. The goal of the project is to provide online full-text search capabilities for each episode. The collection will be freely accessible to users via HOLLIS for Archival Discovery, as well as other possible locations, by early 2019.

The Library is grateful to the Chayet family for providing financial support to make this project possible. For more information, contact Jessica Farrell, curator of digital collections, at <[specialc@law.harvard.edu](mailto:specialc@law.harvard.edu)>.

## David Liebman Papers at the Berklee Archives

The Berklee Archives <[archives.berklee.edu](http://archives.berklee.edu)> recently acquired the personal papers of David Liebman, a multi-instrumentalist, music educator, National Endowment for the Arts Jazz Master, and Grammy nominee. At 55 cubic feet, the David Liebman papers and sound recordings (1955-2017) is a treasure trove of published and unpublished compositions and arrangements, correspondence, teaching materials, memorabilia, and over two thousand recordings in a variety of formats, including live performances. Ensembles represented in this collection include: the Dave Liebman Group, David Liebman Quartet, David Liebman Quintet, David Liebman Trio, Expansions: Dave Liebman Group, Lookout Farm, and Quest. Personal memorabilia includes clippings, photographs, programs, posters, and more unusual items such as T-shirt fragments. The collection formally opens for research in October 2018, with a finding aid to be published online <<https://archives.berklee.edu/research/finding-aids>>. For further information, please contact the Berklee Archives, Boston, Massachusetts, at <[archives@berklee.edu](mailto:archives@berklee.edu)> or 617-747-8001.

## Massachusetts DCR Records Now Available on the Internet Archive

In celebration of 125 years of stewardship, the Massachusetts Department of Conservation and Recreation (DCR), in cooperation with the Massachusetts Archives, announces the digital access of the official minutes of DCR's many legacy agencies, spanning from 1892 to 2003, on the Internet Archive <<https://tinyurl.com/y75ep4um>>. These minutes encompass 60,385 pages across 136 volumes and folders.

More than thirty major government agencies and divisions evolved into what is now the DCR (est. 2003), and this newly available online collection represents the official minutes of many of those agencies:

- The Metropolitan Park Commission Preliminary Board (1892-1893);
- Metropolitan Park Commission (1893-1919);
- Charles River Basin Commission (1903-1910);
- Metropolitan District Commission (1919-2003);
- State Forest Commission (1914-1919);

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- Board of the Department of Natural Resources (1953-1975);
- Board of the Department of Environmental Management (1975-2003); and,
- The Wachusett Mountain State Reservation Commission (1899-1967).

For more information, contact the Sean M. Fisher, archivist at <sean.fisher@mass.gov>.

### **Charles William Eliot Expense Records Collection Processed at Harvard University**

Dominic Grandinetti, at the Harvard University Archives, recently processed a collection of personal expense records of Charles William Eliot, president of Harvard University from 1869 to 1909. The records (3 cubic feet), dating from 1869 to 1923, reveal Eliot's purchasing patterns and document his wealth and social position in Cambridge and Boston. Correspondence and accompanying records chronicle Eliot's purchase of land on Mount Desert Island in Maine for the construction of his family's summer home. Bills and receipts document the local business community, recording the presence of plumbers, painters, engravers, photographers, printers, jewelers, and tailors in Boston and Cambridge, and recording items purchased, prices, and services rendered.

The finding aid is available online at <<https://tinyurl.com/ya9xc39w>>.

### **AHTL Acquires Archives of Bishop Pearson**

The Andover-Harvard Theological Library (AHTL) at Harvard Divinity School hosted a screening of the Netflix original production *Come Sunday*, based on the life of Bishop Carlton D. Pearson, a controversial Pentecostal evangelist who denounced hell at the height of his career and was subsequently declared a heretic. Project archivist and Pearson scholar Tamira Stephens assisted the filmmakers with background research for the film.

AHTL recently acquired Bishop Pearson's 700-linear-foot archive comprised of audio-visual material related to his decades of ministry, as well as a sizable amount of papers and ephemera. Processing is underway. See more details in

this Harvard Gazette article: <<https://bit.ly/2J8lKFt>>.

For more information, contact AHTL Special Collections at <[specialcollections@hds.harvard.edu](mailto:specialcollections@hds.harvard.edu)> or 617-998-1424.

### **Harvard Art Museums Archives Open Hours**

In celebration of American Archives Month, select historical photographs, correspondence, objects, and more from the Harvard Art Museums Archives will be on view in the Art Study Center for close examination on Wednesday, October 10, from noon to 3:00 p.m. and Thursday, October 25, from noon to 3:00 p.m. Archives staff will be on hand to share the stories behind the materials. The Harvard Art Museums is located at 32 Quincy Street, Cambridge, Massachusetts 02138. The Art Study Center is located on Level 4 and access is free with museums admission. Please be prepared to present a photo ID.

For more information visit <[harvardartmuseums.org](http://harvardartmuseums.org)> or contact <[am\\_reference@harvard.edu](mailto:am_reference@harvard.edu)>.

### **Mount Ida College Archives Now at UMass Amherst**

The Archives at Mount Ida College closed on May 18 along with the closing of the College. Materials that were held by the Archives are now part of the University of Massachusetts Amherst, Special Collections and University Archives holdings. Materials are not yet available to the public but will be soon. All reference requests can be sent to <[scua@library.umass.edu](mailto:scua@library.umass.edu)>.

### **Cambridge Photo Morgue Collection**

Over the past few years, the Cambridge Historical Commission (CHC) has collected many prints from various newspapers in the greater-Boston area. The Cambridge Photo Morgue Collection contains black-and-white prints taken by newspaper photographers to illustrate stories regarding the city of Cambridge. Images in this collection represent a wide breadth of topics including protests, political figures, buildings, and city projects, thus documenting the social change and architectural evolution of Cambridge in the twentieth century. In an effort to reach



Harvard T station opening ceremony, 1 September 1983. Photograph by Curtis Ackerman. Cambridge Historical Commission, Cambridge Photo Morgue Collection.

those interested in Cambridge history, CHC recently sent these images to undergo digitization by Digital Commonwealth. This process is ongoing, and more digitized content will be added in the coming months. CHC hopes the opening of this collection will bring interest to the images and inspire additional exploration. The project has also been added to the Library of Congress list of Newspaper Photograph Morgues!

The collection can be viewed here <<https://tinyurl.com/y9gf89wz>>. For more information, contact Emily Gonzalez <[egonzalez@cambridgema.gov](mailto:egonzalez@cambridgema.gov)>.

## NEW HAMPSHIRE

### Mario Puzo Papers are Now Available

The processing of the Mario Puzo Papers is completed, and the collection is now available for research at Dartmouth College's Rauner Special Collections Library. The papers document the career of the novelist, screenwriter, and essayist Mario Puzo. The collection contains numerous drafts for his best-selling novel, *The Godfather*, as well as subsequent screenplays for the blockbuster film trilogy of the same name, for which Puzo won two Academy Awards. Other works by Puzo are also well-represented in his papers, including *Earthquake*, *Superman*, *Fool's Die*, and *Omerta*. The collection is comprised of handwritten notes, chapter outlines, character studies, manuscript drafts, and galley proofs. Together they present a comprehensive picture of the writer's prolific career. The Mario Puzo Papers will be of particular interest to researchers concerned with

(but not limited to) representations and stereotypes of Italian Americans in literature and film, fictional accounts of organized crime and the Mafia, and the history of film and screenwriting in the mid-twentieth century.

The full finding aid can be found at <<https://tinyurl.com/y87ecw9p>>. For more information, contact Elena Cordova at <[elena.m.cordova@dartmouth.edu](mailto:elena.m.cordova@dartmouth.edu)>.

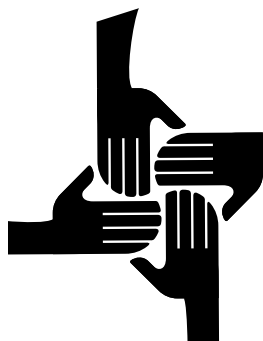
## RHODE ISLAND

### "Deconstructing Whiteness"

Samantha Winn, archivist at Virginia Tech, led a workshop entitled "Deconstructing Whiteness" at the Rhode Island Historical Society on August 6. The workshop is designed for archives professionals who want to critically and constructively examine how dynamics of whiteness affect their work. The participants explored issues like privilege and fragility, as well as barriers to understanding and modifying oppressive power structures. They shared their own experiences and found commonality, thereby making room for greater understanding of groups who do not have the same lived experiences. Break-out groups brainstormed on how archivists can modify their organizations and working practices to be more welcoming, including broadening taxonomy, collection policies, and reference services. Re-evaluating existing societal power structures is an iterative process. This journey requires a willingness to have open conversations that may veer into discomfort, but the outcomes are broader inclusion and diversity in our profession and collections.

### PPL Opens AS220 Archives for Research

Providence Public Library opened the AS220 Archives for research on July 1. AS220 is credited as a national model for urban revitalization and advocacy for artists in community development. The collection encompasses over thirty years of organizational records, including the creative output of artists, performers, and musicians who have used their venues to create and showcase their work, and tells the story of how a small art collective became part of the redemption of a corrupt, post-industrial city.



## WHO'S MISSING FROM THIS TABLE?

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

New England Archivists' Inclusion and Diversity Award

*By the Inclusion and Diversity Committee*

In 2015, Anna J. Clutterbuck-Cook, Inclusion and Diversity Coordinator, and Jamie Sherman, NEA member, proposed to the NEA board that they sponsor one session at each spring conference dedicated to issues of inclusion, diversity, and social justice within the profession. As the original proposal states, “While, ideally, every aspect of NEA programming will incorporate awareness of the need for inclusion and a greater diversity of representation, this ideal is a constant work in progress. . . . To this end, a sponsored conference session at the annual spring meeting to highlight these issues opens a space for discussion and signals that NEA is serious about improving our representation—that we are willing to put our money where our mouths are. In addition, sponsorship communicates a commitment to making our profession and professional conversations accessible by materially supporting the attendance of individuals who demonstrate a dedication to addressing the challenges of exclusion in concrete ways. This sponsorship provides an opportunity for these individuals to effect change in the organization and profession more widely by not only presenting their panel but also participating in other sessions and activities during the conference.” The board accepted this proposal and initiated a three-year pilot program. In the spring of 2018, the success of the program led NEA to permanently adopt the Inclusion and Diversity Award.

### 2018 Winner of the Inclusion and Diversity Session Award

#### Enhancing Underrepresented Collections and Reaching New Users

- Meghan Bailey, Joseph P. Healey Library, UMass Boston
- Stephanie Hall, John J. Burns Library, Boston College
- Amita Kiley, Lawrence History Center
- Annalisa Moretti, John J. Burns Library, Boston College (chair)
- Lynn Moulton, John J. Burns Library, Boston College

The presenters shared a spectrum of creative solutions to becoming more inclusive within the existing frameworks of collections, users, or funding at their institutions. While significant change requires new collecting and description practices, it takes time to see the impacts of large-scale policy shift. What can archival professionals do now to increase the recognition of groups that have been typically excluded within an archival context?

Presenters shared examples such as leveraging grant funding and donor relations to support and broadcast the voice of underrepresented communities by acquiring collections from artist-activists; using redescription and digitization to highlight less-visible groups in existing collections; and building connections with current immigrant populations by inviting schoolchildren to link their experiences with those of past immigrant communities via collections.

The audience of the session seemed to be energized by the projects that were discussed, and hopefully they will be able to take some of the ideas and put them to work at their own institutions in order to support acquisition, processing, and digitization of diverse collections and promote access for all users.

### 2018 Finalist for the Inclusion and Diversity Session Award

#### What the Archives Reveal: Slavery in American Churches and Universities

- Juliana Kuipers, Harvard University Archives (co-chair)
- Ross Mulcare, John Carter Brown Library, Brown University
- Jean Ballard Terepka, St. Michael's Episcopal Church in New York City (co-chair)

In “What the Archives Reveal: Slavery in American Churches and Universities,” we discussed several projects

at Brown and Harvard Universities and at St. Michael's Episcopal Church in New York City concerned with each institutions' historical ties to slavery. The material evidence of these ties can be found in institutional archives and special collections making archivists uniquely equipped to shape the stories told from and about that evidence.

Archivists are not, and never have been, mere accumulators and organizers of information. The duties of archivists require decisions to be made about whose stories are worth preserving and which aspects of an institution's history are important. Slavery is threaded throughout the archives of the institutions discussed during this panel, but surfacing that story in a way that is accurate and truthful requires us to understand the structure of the documents, how records were kept, and their context historically and within the history of the institution. This level of understanding is a professional obligation, but in the panel we argued that archivists also have an important moral obligation to lift up voices from the records that have otherwise been silenced. Within our own projects, one way we did this was by focusing on individual lives of the enslaved, when possible, rather than thinking in high-level abstractions about institutions (*i.e.* "slavery" and "the university").

As the session was ending, an important question was posed by a colleague in the audience: is it significant that the three presenters on a panel about slavery were white? The answer to the question (an unambiguous "yes") is perhaps less interesting than the host of questions it raises in turn. What aspects of these stories might be missed by an ethnically or racially homogenous panel? What can professional organizations do to promote more diverse and representative panels? Can the type of archival approach described in the session (one that elevates and emphasizes previously silenced voices) generate interest in the profession from communities that are currently underrepresented within it? These crucial questions about inclusivity and diversity require more discussion than a post-presentation Q&A session allows—professional archivists have a duty to consider them and continue discussing them.

### **A Note from the President on the Importance of the IDC Award**

NEA's creation of a permanent Inclusion and Diversity Award reflects the organization's commitment to "building an organization welcoming to, and representative of, all of

New England's archivists," as stated in its current strategic plan (2016-2020). Administered by NEA's Inclusion and Diversity Committee, the award recognizes and challenges NEA members to consider the many ways in which our work is informed by, and also seeks to combat, institutionalized exclusivity based on race, ethnicity, gender, economic status, age, ability, sexual orientation, geographic location, professional status, and more. The award is one of various organizational strategies for meeting the membership's diverse needs, expanding our reach to a broader community of archivists and allied professionals, and ensuring the long-term success of New England Archivists.

### **Thanks & A Reminder**

The NEA Inclusion and Diversity Committee thanks the NEA board for supporting the IDC Award, and all past winners and applicants. Please apply for the IDC Award when submitting your proposal for the Spring 2019 Meeting—no separate application is necessary; simply indicate that you would like your session proposal to be considered for the award. ■

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From page 7

here are not necessarily shared by everyone, nor should they be. I invite members to express alternative viewpoints on these matters, whether on the NEA listserv, in the *Newsletter*, in roundtable discussions or other established venues, or with me directly <karen.abramson@nara.gov>.

1. Dean, C., Dedeyan, L., Diaz, M. A., Haley, M., Hughes, M., and McDaniel, L. (2018, June 11). *UCLA Temporary Librarians*. Retrieved from <<https://tinyurl.com/ybzipq7mu>> .
2. Broadnax, M., Carron, E., Clutterbuck-Cook, A. J., Fortier, K., and Glazier, A. (2017, January). *New England Archivists Contingent Employment Study Report to the Executive Board*, January 2017.
3. Dreger, Alice. (2018, July 29). "The Delicate Art of Dealing with Your Archivist," *The Chronicle of Higher Education*. Retrieved from <[chronicle.com/article/The-Delicate-Art-of-Dealing/244070](http://chronicle.com/article/The-Delicate-Art-of-Dealing/244070)>. ■

From page 11

PPL acquired the collection in January 2017; processing was completed with support of a grant from the NHPRC. The initial donation included over 110 linear feet of a wide variety of record types and formats that reflect complex cultural and creative work. PPL will digitize content from the AS220 Archives where it will be accessible via <provlbdigital.org>. For more information, contact <ricoll@provlb.org>.

## OTHER NEWS

### Report from Archon Day 2018

Archon Day 2018 was held at Denison University in Granville, Ohio, on June 29. Next year the group hopes to enable participation from Archon users outside the Midwest by hosting a virtual meeting.

The meeting discussed the future viability of Archon, the availability of alternative tools, their utility for Archon users in particular, and the Archon Users Collaborative future work in three to five years.

The group formed teams focusing on research, code development, and user community communication. Each team has specific objectives and welcomes new team members.

Ideas that were generated include:

- Explore updating Archon code to work with PHP 7.
- Hold Archon Day 2019 virtually and work to get others outside of the Midwest involved.
- Create a comprehensive directory of Archon users to include international institutions
- Find partners and look for funding for future development.

For the full meeting report and for more information, visit <<http://archonusers.blogspot.com>>. ■

### Promote your photograph collections!

The *NEA Newsletter* is seeking submissions from repositories in New England for back cover pictorial features in *This Season in New England History*. Submissions should be in digital format at 300 dpi or better, along with a caption detailing the subject of the photograph. Please email submissions to <[sally.blanchard-obrien@vermont.gov](mailto:sally.blanchard-obrien@vermont.gov)>.

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[www.umb.edu/academics/cla/history/grad/ma](http://www.umb.edu/academics/cla/history/grad/ma)

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## Reviews

**Hoskins, Andrew, ed. *Digital Memory Studies: Media Pasts in Transition*. New York: Routledge, 2018. 313 pages. \$44.95. ISBN: 9781138639386.**

- Erin Weinman, Student, Simmons College GSLIS

Covering the topics of connectivity, archaeology, economy, and archives, this book explores the impact technology has had on public memory as it continues to become integrated in everyone's daily lives. "Memory has been lost to the hyperconnective illusion of an open access world of the availability, accessibility, and reproduceability of the past," states Andrew Hoskins in the introduction. Edited by Hoskins, the book is a series of case studies and essays that explore the impact of technology on archival institutions and its influence on the way humans experience memory.

A common theme throughout all the chapters is the exploration of how our memory is shaped by social media, video, and the internet. After being in existence for over a decade, we are beginning to see just how we live our lives immersed in such technology. The first section, on connectivity, explores how collective memory has changed, while actively exploring forms of preservation. Social media allows us to not only share our everyday thoughts, but preserve the way we live. This idea expands beyond our daily lives to thinking globally and how we could present past without causing conflict amongst its participants.

Section two takes on a more physical evaluation by examining the concept of media-time and how the transmission of human events can shape society. This section introduces the reader to concepts including intermolecular network culture and transmittable memory, allowing memory to exist in digital spaces. There is a unique relationship between the physical and digital worlds. Both feed into one another, and memory becomes shared through wider audiences that can have real-world impacts on society.

Of course, much of our digital world is Western-centric and requires a certain amount of economic backing to maintain. The third section of this book examines the political economy and the limitations of living in a lower socio-

economic society. It is easy to forget that many people do not have access to cell phones or the internet, thus excluding them from taking part in digital culture. Although technology has enabled us to expose oppression, limited access to technology and funding continues to keep the unrepresented invisible within our memory institutions. While exploring the inequalities that exist in global-digital memory, both chapters in section three provide the reader with case studies and tools for expanding our focus on overcoming inequality in the field.

The final section of the book focuses on preserving digital memory within archival institutions while moving towards an internet presence. Debra Ramsay discusses the development of a successful user interface at the National Archives (UK). As society continues to exist in a digital world, archives need to keep up with the demands of our users. This book serves as a resource on how we can live up to the expectations of people while using our ever-developing technology to our advantage in preserving the stories of society in such a unique way.

**Hansen, Kathleen A., and Paul, Nora. *Future-Proofing the News: Preserving the First Draft of History*. Lanham: Rowman & Littlefield, 2017. 255 pages. \$35.00. ISBN: 9781442267121.**

- Katie Nash, University Archivist and Head of UW Archives, University of Wisconsin-Madison

*Future-Proofing the News* examines issues encompassing legal, technological, economic, and organizational challenges that pertain to preserving news in a variety of formats. The authors grapple with the difficult questions of how future generations will retrieve and access news that is being created today and how will long term preservation be ensured. The book is divided into ten chapters that take the reader through the history of news production including analog and digital outlets. Each chapter includes a brief history of the type of news outlet being discussed, what has been lost and why, how news was preserved, current preservation challenges, and various institutions and organizations responsible for the preservation and access to news sources.

Chapters two, three, and four are particularly helpful as they trace the beginning of the print newspaper indus-

try through to accessing news via newsreels. Having a basic understanding of why the newspaper industry started and how the concept of sharing news developed in the United States is an important foundation for anyone who wants to examine news creation and preservation today and what this all means for the future of news access. In chapter two, "Newspapers," the authors do an excellent job of outlining and providing examples of how through time the newspaper industry is directly tied to social, political, economic, and commercial life in the United States.

Chapters five through eight focus on analog and digital news on radio, television, and digital platforms. These chapters not only discuss what news was lost via these different analog and digital avenues, but also the organizational politics involved with making the case to preserve news in an era where the present is the main focus of the news industry.

The last two chapters, nine and ten, outline challenges related to accessing news content and news archives as well as what's next for the preservation of news. The authors walk the reader through four basic questions researchers

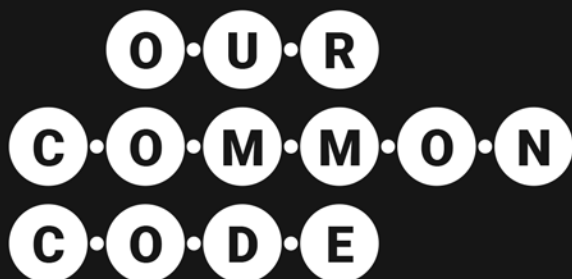
and others need to consider when trying to access archived news content: 1) Who has an archive of the content I need? 2) How can I get access to the archive? 3) Are there tools that will help me find specific items in the archive? 4) I've found what I need: will I be able to use it the way I intend?

The authors wrote this book in a way that will appeal to the general public. However, librarians, archivists, historians, journalists, and other academics studying the news industry and the preservation of news will greatly benefit from this book. The greatest strength of the book is how the authors logically take the reader through detailed histories of a variety of news outlets, preservation challenges, and who is handling the preservation and access. The authors argue that we cannot allow history to repeat itself when it comes to losing valuable news content, and offer reasons why and strategies we can implement to ensure the long-term preservation of news being created today. ■

Visit NEA online at:

[<www.newenglandarchivists.org>](http://www.newenglandarchivists.org)

## NEA FALL 2018 MEETING



ETHICS IN ARCHIVES

co-sponsored by the John F. Kennedy Presidential Library & Museum

OCTOBER 26, 2018

JOHN F. KENNEDY PRESIDENTIAL LIBRARY & MUSEUM,  
COLUMBIA POINT, BOSTON MA

We make ethical decisions in our work as archivists, especially towards preserving a fair and inclusive historical record and collective memory. These decisions help shape our professional ethics, and sharing these experiences improves our ethical context. The Fall 2018 Meeting will give archivists and allied professionals an opportunity to discuss archival ethics in three areas: appraisal and acquisitions, description, and access. The Venerable Tenzin Priyadarshi, Director of the Ethics Initiative at MIT Media Lab, will give the lunchtime plenary address.

# NEA Roundtable Updates

## Academic Archivists Roundtable

Greetings from the new co-chairs of the Academic Archivists Roundtable! We know that the community of academic archivists in New England is quite large, and we are interested in determining how best to serve such a group. With that in mind, we invite all roundtable members to fill out a brief survey indicating their priorities for roundtable programming and outreach. The survey can be accessed at <[bit.ly/acadarch](http://bit.ly/acadarch)>.

In addition, we are looking for members who are interested in acting as part of the steering committee. Steering committee members help in planning and coordinating events, workshops, and professional development opportunities for the roundtable. Other tasks include maintaining social media accounts, looking for blog post opportunities, and communicating with roundtable members.

If you are interested in joining the steering committee, or if you have any other comments/questions about this roundtable, contact co-chairs Jaimie Fritz <[jfritz@bentley.edu](mailto:jfritz@bentley.edu)> and Camila Tessler <[camila.tessler@yale.edu](mailto:camila.tessler@yale.edu)>.

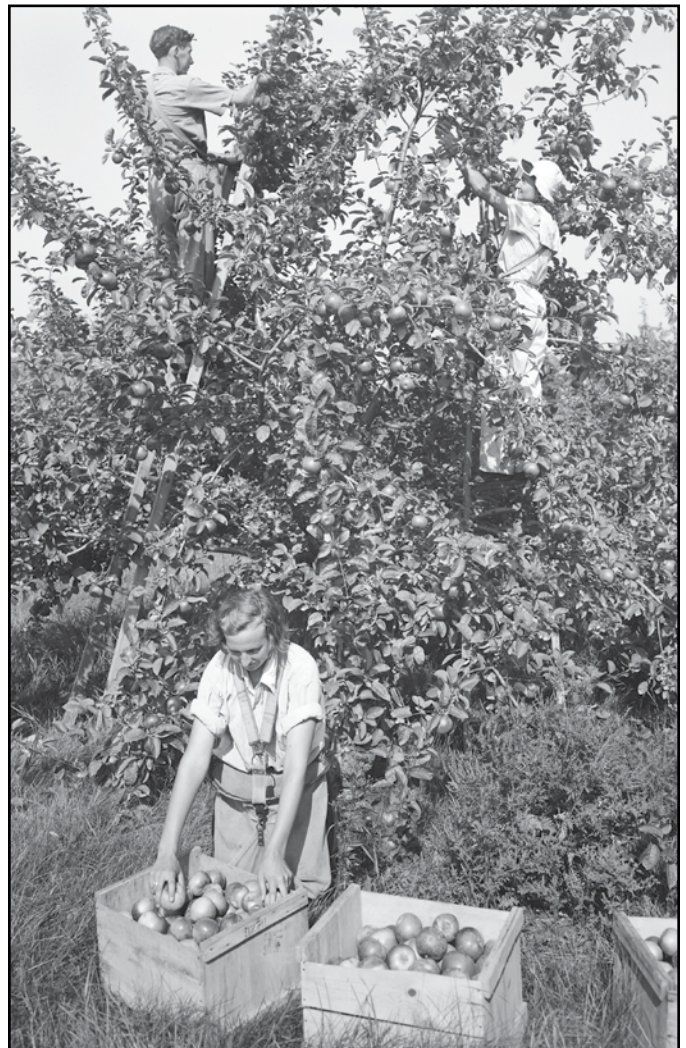
## Preservica Roundtable

Members of the Preservica Roundtable have been connecting online to share experiences troubleshooting system administration and workflows in Preservica. Most recently, members compared notes on uploading custom CSS (Cascading Style Sheets) to institutional implementations of Universal Access, or the Preservica public front-end. The roundtable also planned an in-person meeting in the fall as a follow-up to the SAA Annual Meeting and Preservica North America User Group Meeting that were held concurrently in August in Washington, DC. The roundtable get-together provided an opportunity to discuss and recap topics from the Preservica User Group meeting, especially for any NEA members who were unable to travel to DC. The Preservica Roundtable co-chairs are Sarah Hayes, digital archivist at the Trustees of Reservations, Massachusetts, and Alejandra Dean, assistant digital archivist at the Massachusetts Archives. ■

## NEA Education Committee

The NEA Education Committee has been rolling out a few workshops, and we would like to thank all who have participated in “You’re Hired!,” “Principled Archivists,” and “Deconstructing Whiteness” (see page 11). Stay tuned for more workshops and other initiatives, which will be coming soon. Would your institution like to host a workshop? Please let us know.

We are also seeking a student member, as well as instructors, for mid-career issues such as salary negotiation, so we’d love to hear from you if you’re interested. Contact the committee chair Andrea Belair at <[andreabelair@gmail.com](mailto:andreabelair@gmail.com)> for information.



Apple Picking, 1942. This photo shows workers picking apples at Lord Brothers Orchard in Parsonfield, Maine. The image is from the George French Collection. *Courtesy of the Maine State Archives.*

# Calendar of Events



Press releases and other announcements should be sent to Katy Sternberger at <krt43@wildcats.unh.edu>. Please provide the date, time, place, a brief description of the event, and an internet link for contact information and/or registration.

**October 10 & 25, 2018.** 12:00-3:00 p.m. Harvard Art Museums Archives Open Hours at Harvard Art Museums, 32 Quincy Street, Cambridge, MA 02138. For more information, visit <harvardartmuseums.org/visit/calendar?>.

**October 10, 2018.** “Natural History Collections: Addressing Issues from Mounted Specimens to Sea Shells” workshop at the L.C. Bates Museum Visitors Center, Fairfield, Maine. Visit <mainemuseums.org/event-2854205> to register.

**October 12, 2018.** “Planning for Our Future”—Maine Archives and Museums 2018 Annual Conference at the Uni-

versity of Maine at Farmington. See <mainemuseums.org/> for more information.

**October 22, 2018.** “Security and Customer Service for Museums and Libraries” workshop at Maine Historical Society, Portland, Maine. Visit <mainemuseums.org/event-2889850>.

**October 26, 2018.** NEA Fall Meeting – Archival Ethics Symposium at the John F. Kennedy Presidential Library and Museum, Columbia Point, Boston, Massachusetts. Check <https://newenglandarchivists.wildapricot.org/> for details.

**November 28–December 1, 2018.** The Association of Moving Image Archivists (AMIA) 2018 Conference in Portland, Oregon. Visit <https://amianet.org/events/annual-conference/> for more information.

**January 26, 2019.** NAGRA Winter Regional Forum in Georgetown, Texas. Themes will include electronic records management, cybersecurity, risk assessment, and the cloud. See <https://tinyurl.com/y7qwwxtd>. ■

## People

### MBLC Preservation Specialist Gregor Trinkaus-Randall Announces His Retirement

Massachusetts Board of Library Commissioners’ Preservation Specialist Gregor Trinkaus-Randall is retiring after over thirty years of work for Massachusetts libraries and cultural institutions. Mr. Trinkaus-Randall came to the Board in 1988 and became internationally recognized for his work in preservation and disaster preparedness.

He was elected a fellow of the Society of American Archivists in 2006, and served as president of the Society from 2011 to 2012. In 2005, as chair of the Society’s Preservation Section, he was instrumental in coordinating the organization’s response to Hurricane Katrina, Hurricane Rita, and Hurricane Wilma. He was awarded the 2006 Society of American Archivists’ Council Resolution for Service to the Society and its members regarding response to those hurricanes. In 2008, he was awarded the Heritage Preservation and American Institute for Conservation Award for Outstanding Commit-

ment to the Preservation and Care of Collections. He also received the 2012 George Cunha and Susan Swartzburg Preservation Award (ALCT/PARS), and in 2013 he was presented with the New England Archivists’ (NEA) Distinguished Service Award, honoring his dedication and service to promoting the NEA’s mission and goals. Most recently he was awarded the Distinguished Service Award by the Academy of Certified Archivists. ■



Students participate in a primary source analysis activity at a workshop held at the New Haven Museum in 2018. *Courtesy of the Connecticut Public Affairs Network.*

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## THIS SEASON IN NEW ENGLAND HISTORY



**Penmanship class at Hillyer Institute, 1895-1896.**

Hillyer Institute was derived from the education program at the Y.M.C.A. in Hartford, Connecticut, in 1879. It would later become a junior college, college, and later one of the three founding schools of the University of Hartford in 1957. The photograph is from the Hillyer College Photographs (ARCH098). *Courtesy of the University of Hartford Archives and Special Collections.*