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THE NEWSLETTER OF THE WAIDNER-SPAHR LIBRARY, DICKINSON COLLEGE

SPRING 2014

CARLISLE INDIAN SCHOOL STORIES SHARED THROUGH NEW WEB SITE

Manus Screamer arrived at the Carlisle Indian Industrial School (CIIS) in April 1898 at the age of 15. He was a member of the Cherokee Nation from North Carolina. While a student at Carlisle, Screamer went on outings with several families in Pennsylvania and New Jersey, where he practiced harness making and farming. He married fellow student Nannie Saunooke before ultimately departing from Carlisle in January 1908. In later communications with the school, Screamer reported that he had settled with his wife in Asheville, North Carolina, where he earned his living as a printer and musician.

Screamer was one of the more than 10,000 students who attended the CIIS, the nation's first off-reservation boarding school, during its operation between 1879 and 1918. Like Screamer, each one of those students has a story. Piecing together those stories is a challenge, however. Materials documenting the Carlisle experience, including photographs, letters, and the administrative files of the school itself, have become distributed among various institutions. This paper trail currently leads to repositories such as the National Archives in Washington, D.C., the Cumberland County Historical Society in Carlisle, Pa., and the Special Collections of Dickinson College. The scattered nature of this documentation poses challenges for the descendants of CIIS students wishing to learn about their ancestors, for scholars researching the topic, and for students of all ages interested in the history of the CIIS.

In spring 2013, the Archives & Special Collections department of Dickinson College partnered with the college's Community Studies Center to create a Web site that will bring together and make freely available these widely dispersed materials. Jim Gerencser, college archivist, Susan Rose, professor of sociology and Community Studies Center director, and Malinda Triller Doran, special collections librarian, are leading this effort in collaboration with Dickinson students and graduates, academic technology staff, and local CIIS subject specialists. Funding for this project has been provided by an Andrew W. Mellon Foundation Digital Humanities grant and Dickinson's Research and Development Committee.

Since the project's inception, three research teams, composed of Dickinson students and recent graduates, have visited the National Archives in Washington, D.C., to digitize records of the Bureau of Indian Affairs regarding the school. These teams have scanned the files of 3,556 students, which include items such as photographs, correspondence, newspaper clippings, and administrative forms documenting the experiences of students while they were enrolled at CIIS and

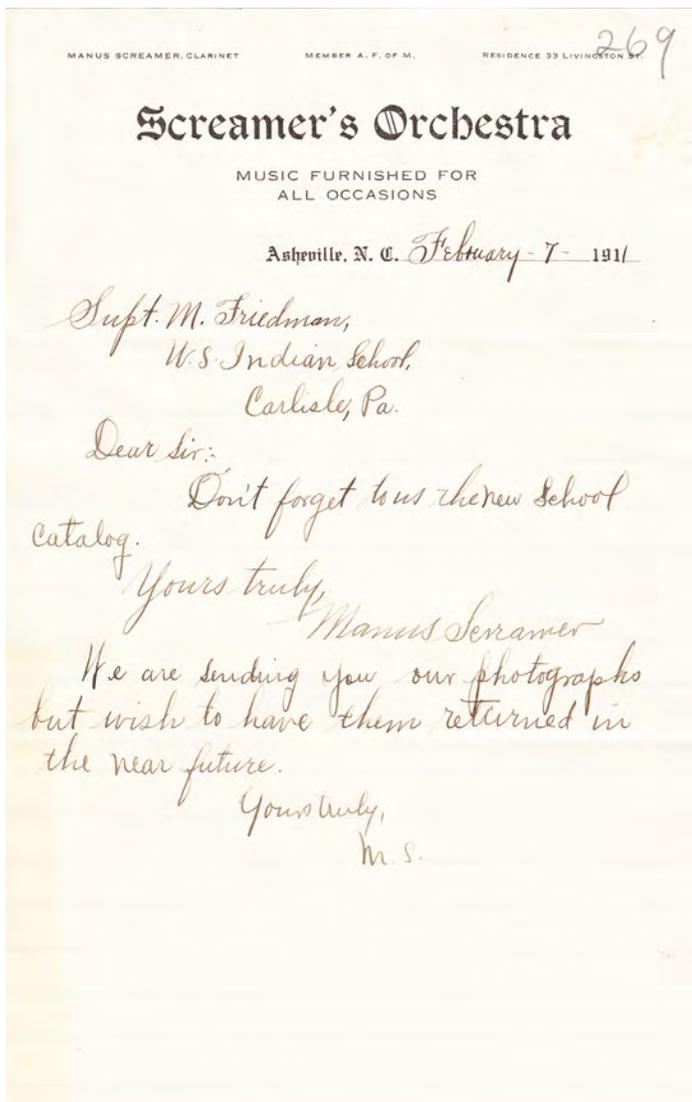


MEMBER OF A. F. OF M.

MANUS SCREAMER
Clarinet and Oboe

ASHEVILLE, N. C.

A photograph and document from Manus Screamer's CIIS student file at the National Archives.



Document from Manus Screamer's CIIS student file at the National Archives.



A group of new students shortly after their arrival in Carlisle. Dickinson College Archives and Special Collections.



A group of girls at the CIIS. Dickinson College Archives and Special Collections.

after they left. Once back at the college, team members began the work of posting the scanned files to the project Web site: <http://carlisleindian.dickinson.edu>. As of March 2014, more than 1,300 student files were available online.

The CIIS Web site will continue to grow over a period of several years in an effort to make all of the student files housed at the National Archives available. Gerencser has also begun to seek partnerships with other institutions that hold materials related to the CIIS, such as the Beinecke Library at Yale University, which holds the papers of CIIS founder Richard Henry Pratt, and the U. S. Army Heritage and Education Center.

In addition to providing a searchable database that will facilitate discovery for descendants, scholars, and students, the project

co-directors also anticipate building interactive capabilities into the site that will allow individuals to contribute personal photographs, family documents, and oral histories. In addition, they plan to work with both Native and non-Native scholars, teachers, and community members to develop teaching and learning materials utilizing the Web site's content.

The Carlisle Indian Industrial School Project will continue to grow as project staff add new content almost daily. For more information about the project, please contact Jim Gerencser in the Dickinson College Archives & Special Collections at archives@dickinson.edu or 717-245-1399.

LGBT ACTIVISM IN THE ARCHIVES

An important role of archives is to preserve documentation of those whose stories might otherwise go untold. In that spirit, the Dickinson College Archives & Special Collections is partnering with the LGBT Center of Central PA to document LGBT life and activism in our region.

In August 2012, the Center initiated a history project to conduct oral histories with individuals in central Pennsylvania. In addition to offering their memories and stories, interview participants also began contributing documents, photographs, and artifacts that support those stories. The project leaders approached Dickinson's archivists in summer 2013 seeking assistance in preserving and facilitating access to both the recorded interviews and the donated memorabilia. Malinda Triller Doran, special collections librarian, and Jim Gerencser, college archivist, readily agreed to provide a home for these important materials.

Since the project's inception, more than 100 individuals have volunteered to be interviewed. These volunteers have also contributed a wide variety of documentation to the young but growing archival collection. Donations include national, regional, and local publications, including the *Lancaster Gay Era*, the *Lavender Letter* (Harrisburg), and the *Here's How* newsletter (Williamsport). Center members have contributed publicity materials from organizations such as the Pink Triangle Coalition of Lancaster, scrapbooks, and newspaper clippings. Recent gifts also include books representing LGBT literature and scholarship, trophies won by the Harrisburg Hustlers volleyball team, pins and buttons from rallies, and bar memorabilia.

The LGBT Center and the Dickinson Archives have established an internship for students interested in contributing to this project. In fall 2013 Mana Shaw, a senior with an interest in LGBT outreach and activism, curated an exhibit of project donations for LGBTQ Month in October. More than 75 individuals attended the exhibit's opening reception. This semester, Sara Tyberg, a sophomore sociology major, and Chalise Saunders, a senior women's and gender studies major, are transcribing oral histories, creating a video montage to help publicize the project, and cataloging donations of books and memorabilia.

Project staff actively seek donations to the archival collection and interns to assist with outreach, transcribing, and the cataloging of donations. For more information about this project, contact Malinda Triller Doran at archives@dickinson.edu or 717-245-1399.



Intern Mana Shaw '14 curated an exhibit of recent donations for LGBTQ Month in October. Photo courtesy of Nick Bailey '16.



Chalise Saunders '14 is a women's and gender studies major completing an internship with the LGBT History Project.



Recent donations to the LGBT History Project



Sara Tyberg '16 is a sociology major completing an internship with the LGBT History Project.

RECENT GRADS MAKE BIG LIBRARY IMPACT

TESSA CICAK '13

My rapid transformation from Dickinson student to Dickinson employee has been surreal, challenging, and supremely rewarding. While I was a student, the library was my Wednesday night study refuge. I benefited from the abundant resources in the stacks and in the online collections. Realizing I would not have access to all of the online journals and



databases after graduating was a harsh reality. Then, in a sudden whirlwind, I was transitioning from student to employee. This went more smoothly than I had imagined it would, and within a month everything felt natural. Being a special projects assistant is always lively, as my assignments and projects are constantly changing and new projects are added to the list. The variety allows me to explore a wide range of skills, from graphic design to research.

One of my favorite aspects of the special projects assistant position is that I get to think creatively and with a sense of humor. Designing promotional material and displays that both engage students through humor and convey an academic message has been a very fun task. My interests in graphic design and events organization and my anthropological inclination to observe have found a very copacetic union. Thus far, creating the Stellfox Award labels and book display has been my favorite project on the library side of things. I enjoyed the opportunity to work on the Carlisle Indian School digitization project.

In the next few months I am looking forward to the various talks and Facultas that will be taking place in the library, and I am also excited to create more themed DVD displays. The DVD displays have become a way to showcase the library's collections to students and also to tie in with pop culture and outside events. Within the archives, editing and posting the hundreds of student files that we digitized at the National Archives in January will be incredibly interesting, especially now, as outside groups are becoming more aware of the blog.

I am happy with my year in the library. Every day presents a fun opportunity to learn a new skill or technique, and the variety of events that takes place means there's always something interesting going on.

CAITLIN MORIARTY '13

The first half of my year in the library has gone surprisingly quickly, since there has been a lot to do.

Since July, I have helped organize three large exhibits and half a dozen smaller displays; coordinated the addition of a timeline feature on the archives Web site that, thanks to our student workers, already has almost 2,000 entries; and attended a professional archives conference. Along with Katie Walters '12 and Tessa Cicak '13, I helped build and populate the Web site for the Carlisle Indian Industrial School Project, which involved a two-week research trip to the National Archives to scan more material. Oh yeah, and I applied to archives master's programs! It is hard to believe that I just graduated last May.

The next few months have even more coming up. I will be working on building an online catalog of the artifacts in the archives's collections on the Web site, as well as starting a subject resource guide for all of the Russian-related materials that we have. Surprisingly, we have a substantial amount. (My personal favorite is a 1965 letter from someone calling herself "Empress Catherine III" of the Russian Imperial Government in exile to the students and faculty of Dickinson College. I have yet to find any other proof of her existence.) In addition, we will continue to add to the materials available on the Indian School site, which has begun to get some visibility in the press, as well as countless things that haven't been thought of yet (maybe I can figure out a way to create a window down in the archives). I am excited to keep working!



KATHERINE WALTERS '12



I was thrilled to have the opportunity to return to Dickinson as part of the library staff last July but could not have imagined just how much I would enjoy my work here. Over the past six months I have appreciated working as part of a team to successfully evaluate and improve the library's approach to events and outreach, to contribute to library exhibit and event design, and to assist librarians with ongoing information literacy programs. With a little (maybe more than a little...)

help from Tessa Cicak '13, my Photoshop and Adobe Illustrator skills have improved dramatically, and we have been able to create some exciting library signage. We are currently working on an article outlining our approach to evaluating and designing library events and the unique perspective recent graduates can contribute to academic library outreach initiatives.

In January I had the opportunity to travel with Tessa and Caitlin Moriarty '13 to Washington, D.C., where we spent two weeks scanning hundreds of Carlisle Indian Industrial School student files. We are now working in the college archives to make the files available on the Carlisle Indian School Web site. I am particularly proud to be a part of this project, which is making an important, and often overlooked, piece of our history available to a wide audience of academic researchers and descendants of Indian School students.

I look forward to continuing to learn from and enjoy my work in the library and archives through the rest of this academic year. I hope that I will be able to continue working in some facet of higher education following this experience.

STUDENT REFERENCE SURVEY— WHAT WE LEARNED

The library migrated from a traditional reference desk model for providing research and reference assistance to a referral/consultation system in 2008. This change was prompted by a number of factors (which are reported in peer libraries as well): low use of the reference service, a decreasing reliance on the co-located print reference collection, an increase in the number of information literacy classes taught, and demands on librarians' time and expertise for many other library projects and goals. The service moved from an open user area into librarians' individual offices; from a single, directly accessible service point staffed by a librarian to a tiered system where circulation desk staff and student staff serve as front-line responders and intermediaries; and from a readily identifiable service to one that assumes some awareness on the part of the user. As part of an assessment to determine whether this model meets user needs for reference and research assistance, we recently surveyed Dickinson students about their experiences using the service. We received 239 responses from students from all divisions and across multiple class years.

Sixty-four percent of students responding had used library reference services and were pleased with the results, giving us a mean rating of 4 out of 5. Although we offer a variety of ways to get help from a librarian, most students choose to interact with librarians in person. Overall, students found reference services to be helpful but would like more ways to get in touch with us and wish it were easier to find information about our hours and services.

Based on the responses and feedback we received, we will focus on making reference services more accessible and our communication more effective.

TECHNOLOGY-ENHANCED STUDY AND COLLABORATION

Two Mediascape collaboration stations have been installed on the main level of the library. Each Mediascape station allows up to six users to plug in to a central outlet and display their laptop, iPad, or smart phone screens on two large monitors. A new mobile cart with a large monitor, suitable for demonstrations, teaching, and Skype, has also been installed in the library. This technology enables students to record themselves practicing presentations, public speaking skills, or performances.



¿QUÉ SE PUEDE ENCONTRAR EN SU BIBLIOTECA? WAS FINDEST DU IN DER BIBLIOTHEK? — BLENDING LANGUAGE CLASS AND LIBRARY INSTRUCTION



Global study and engagement with the world are foundations of a Dickinson education. With this in mind, Dickinson librarians Anna Kozłowska and Kirk Doran tailored engaging information literacy sessions in Spanish and German.

Anna Kozłowska:

The idea of integrating non-English language into library sessions was born after my conversation with Prof. Mariana Past in fall 2012, my first semester at Dickinson. She asked me to teach research skills to her Spanish classes. Once she learned I have some skills in Spanish, she suggested that, at the very least, I should greet her students in Spanish at the beginning of class. I was terrified! As a native Polish speaker, I

remember very well teaching my first class in English. And I will always remember standing in front of Dickinson students and stammering in Spanish for the first time. Surprisingly, students responded to this introduction very well. They genuinely appreciated my imperfect but earnest efforts.

This encouraged me to take a Spanish course the following semester and to create new library learning activities in this language. Taking this course, with students as peers and my own struggles exposed, was an invaluable experience. First, I gained a deeper understanding of the curriculum; second, I observed how students at Dickinson learn and how they respond to classroom activities. Most importantly, it gave me an idea of how to design activities that they will find relevant. I developed *Jeopardy!* and trivia games involving research questions in Spanish. The students stayed alert and ready to think and respond in Spanish throughout the session. According to Prof. Past, "Students responded extremely well to the competitive

Jeopardy! trivia game, which involved questions (in Spanish) on how to use research databases for literary criticism.” She continued, “In the eight years that I have taught at Dickinson, this was by far the most successful information literacy session I have observed, because the active learning techniques got everyone involved.”

In the spring 2014 semester, I also incorporated information literacy activities in Spanish for the Business Professions classes. For these, students were doing business research for a Latin American company in a given country, and they did a fabulous job. Now, after incorporating Spanish into more than ten library sessions, I am no longer terrified, but inspired to improve my language skills and my creative instructional methods.

Kirk Doran:

I used to joke with the German professors when offering library instruction for their classes. “Don’t worry, it will be in English,” I would say, as if to reassure them I would not attempt teaching in my less-than-fluent German. It was not until last fall that I thought, why not give it a try?

I was preparing a session on one of our three German language databases.* The interface, content, and help screens are all in German. As I worked to prepare a clear demonstration, it occurred to me that it would be easier to explain it in German than in English. (Easier, maybe, but still not easy!) As the first step, I had to understand all the computer and library terms involved. I created a one-page vocabulary list for my own benefit and to share with the students. To this I added a citation-building exercise with instructions and examples in German. Finally, I chose an annotation from a German bibliography and added my own paragraph, inserting common errors students make when creating annotated bibliographies.

The classroom activities and discussions went better than I could have hoped, thanks in no small measure to the supportive faculty member and engaging students. We all had to read, write, listen, speak, and, most importantly, THINK in German. And that of course is the goal in learning any second language. As Professor Sarah McGaughey commented, “It was a great class, and my students did not just learn how to find, cite, and annotate—they also learned a lot of library vocabulary in German and had fun.”

There are many benefits from using this blended approach. It captures students’ attention and fosters their curiosity. Many of our students participate in study-abroad programs, and a library session in a non-English language introduces them to research and library-relevant vocabulary, which they can use while they are abroad. Finally, blended sessions are challenging, dynamic, and interactive. Neither Kirk nor Anna is fluent in Spanish and German, but by revealing their imperfections and their courage, they set a good example for our students.

*We have three databases in German:

Bibliographie der Deutschen Sprach und Literaturwissenschaft (BDSL)

Datenbank Schriftstellerinnen in Deutschland (DaSinD)

Kritisches Lexikon zur deutschsprachigen Gegenwartsliteratur (KLG)

DICKINSON READS THE WORLD

The library has always collected materials from around the world and in multiple languages. Today, nearly 100,000 of our books are in languages other than English. Of these, more than 25,000 are e-books in German, French, Spanish, Portuguese, and Italian. We have established relationships with multiple vendors that specialize in supplying books in the various languages taught at Dickinson, including German, Italian, Spanish, Chinese, and Arabic. We also use Amazon International to obtain books and films from 12 different countries. We contract with Backstage Library Works to obtain catalog records for works in non-Roman scripts, improving discovery of these materials through our catalog and via JumpStart, where the vernacular characters are both displayed and searchable.

The library recently created a display we call “Dickinson READS the World: Books for Language Learners.” Librarians work with faculty to identify light fiction, nonfiction, and graphic novels in the various languages taught at Dickinson. The purpose of the collection is to promote language learning, reading, and literacy for those who are beginning readers of languages other than English. There are currently 59 books on the display representing seven languages: Arabic, French, German, Italian, Japanese, Russian, and Spanish.

In addition to books, we enthusiastically acquire films and journals in multiple languages. Our Library Research Guides for each of the language departments include links to specialized databases with content in both the language of study and in English. Some of these databases require users to read and navigate the interface itself in the language of study. We regularly purchase films in languages other than English to support the curriculum and to encourage recreational viewing. All films are listed in the library catalog, where they can be searched by language. But users can also enjoy browsing the collection virtually on our Film Search Web page, which includes lists by language, academic discipline, and genre (click on “Film Search” from the library homepage).



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NEED SOMETHING TO READ? LIBRARY COLLECTION SIZE SURPASSES ONE MILLION MARK

The number of records in the Waidner-Spahr Library catalog now exceeds one million! Much of the growth comes from the addition of large sets of e-books and digitized primary sources.

We now have more than 220,000 current or recent academic books in electronic format. For historical research in particular, the catalog contains more than 330,000 digitized primary sources from around the world. Examples include nineteenth-century newspapers and expanded seventeenth-, eighteenth-, and nineteenth-century book and pamphlet collections. Our twentieth-century archival collections include documents on the Vietnam War era, the civil rights movement, and the women's rights movement. A generous gift in 2013 allowed us to add more than 10 million pages of primary source materials, well beyond what our budget would have otherwise allowed. Beyond the realm of text, the library's streaming video collections now provide more than 10,000 films online.

