

Cartouche

THE NEWSLETTER OF THE W Aidner-Spahr LIBRARY, DICKINSON COLLEGE

SPRING 2016

GREEN TARA MANDALA

For five days in November, monks from the Drepung Monastery's Gomang College, visiting Dickinson for a short residency, constructed the Green Tara Mandala on the main floor of the library.

Sand mandala construction is a sacred form of religious practice for the monks. The Green Tara represents the Buddha of enlightened activity. The Dickinson campus community and visitors from throughout the Central Pennsylvania region watched and interacted with the monks as they created the sand mandala.

Construction of the mandala began with an opening ceremony of chanting and music. The monks then drew the outline for the mandala on a blue platform using only a ruler and compass. Beginning in the center and working outward, the monks dispersed the sand onto the design by rubbing two funnels together. In several areas, the sand was built up, giving the mandala a three-dimensional appearance. Up to four monks would work on the platform for seven hours per day.

On the morning of the fifth day of their residency, the monks completed the Green Tara Mandala. During the closing ceremony, the Green Tara was dismantled by sweeping the colored sand into the middle of the platform, signifying the impermanence and brevity of life. Over 100 onlookers were offered some of the colored sand from the mandala to take with them. The remainder of the sand was collected into a vase and taken to a nearby creek to be dispersed into the flowing water as a tribute to Jigme Nidup '19, a native of Bhutan, who died earlier in the semester while swimming in the creek.



Tibetan monks constructed a mandala during a five-day residency at Dickinson.

You can view construction of the mandala in time-lapse photography by visiting our Waidner-Spahr events libguide. Look for past events.

<http://libguides.dickinson.edu/LibraryEvents>

SPACES RENOVATED TO MEET EVOLVING STUDENT AND FACULTY NEEDS

Two rooms on the lower level of the Waidner-Spahr Library were refurbished and repurposed last summer, and they've both seen heavy use in their new roles.



The Archives Classroom.

The Archives Classroom, visible from the Friends of the Library Reading Area, occupies the room formerly used as the Dr. Benjamin Rush Gallery. This classroom provides an ideal space for faculty members who wish to incorporate unique items from the college's Archives & Special Collections into their teaching, and the room has been very popular in its first year. Requests to reserve the room have already been placed a full year in advance!

The classroom features mobile furniture, allowing faculty to tailor seating arrangements as appropriate for their classes. A computer with a 60-inch monitor permits faculty members to utilize online resources for their teaching that will complement the primary sources that they wish their students to explore. Archives staff members also work with faculty to prepare artwork for the classroom walls that will reflect the subject being taught and the materials being handled by the students.

Within sight of the Archives Classroom, and sporting the same cheerful shade of "mountain stream" blue on the walls, is the new Willoughby Digital Scholarship Lab. This digital lab was created in response to a request that there be some dedicated space where faculty members and their student interns may work on digital projects of various types. The library had received



Willoughby Digital Scholarship Lab.

similar requests for workspace for such faculty/student collaborative work in the past, so there seemed a clear enough need, and the library responded.

The Willoughby Lab has been outfitted with both Mac and PC desktop computers as well as a variety of software applications, but additional software may be added as necessary in support of the specific research needs of the faculty and students. There is a new book scanner—a Zeutschel Zeta—that makes relatively quick work of any scanning project. The lab also includes lockers, shelves and cubbies for storage and a table for meetings and small group discussion, as well as a large whiteboard.

Several interns working on Mellon-funded digital humanities projects and other faculty/student collaborative efforts have made use of the lab during its first year, scanning and OCRing texts, processing digital files and programming website upgrades. As word continues to spread about the availability of this space to support digital activity, we anticipate increased use by faculty and students. We also look forward to displaying their work on a new screen being installed outside the lab, to make more visible the creative and scholarly efforts being pursued across campus.

LISTENING TO OUR USERS

In spring 2016, Library & Information Services (LIS) distributed the Measuring Information Services Outcomes (MISO) survey to faculty, staff and a sample of students. Over 50 colleges and universities throughout the country participated in this year's survey, including many of our peer schools. LIS conducts the survey every two years and uses the results to gauge our community's satisfaction with various services. The survey helps identify those services that are most important to our community, which services are most heavily used and areas in which services can be improved.

The response rate for the 2016 survey was just over 50 percent from each group (students, faculty, staff). While complete data won't be available until early summer, preliminary results indicate a high level of satisfaction with library services, consistent with past MISO surveys. The mean response to the question "How dissatisfied or satisfied are you with overall library services?" was 3.9/4.0 for faculty, 3.7/4.0 for students and 3.8/4.0 for staff.

Faculty identified the following specific library services as among the most important:

- Access to online resources from off campus
- Library databases (e.g., JSTOR, Web of Science)
- Interlibrary loan
- Online library catalog
- Library circulation services
- Physical library collections
- Liaison librarian support

While the library staff is pleased that the survey shows we're doing a good job, we will be carefully examining the final survey results to identify areas in which we can further improve our services. Past MISO survey results have supported ongoing service improvements such as increased information literacy instruction and additional quiet space seating in the library.

VIDEO AND AUDIO COLLECTIONS ENHANCE LEARNING AND LEISURE

Listen to a speech by Malcolm X, songs by Philip Glass, Middle Eastern tales in Arabic and English, Stravinsky's *Rite of Spring* conducted by Leonard Bernstein, Charles Mingus' *Town Hall Concert*. Watch Jean-Luc Godard's *Breathless*, Ari Folman's *Waltz with Bashir*, Sidney Lumet's *Dog Day Afternoon*, Ridley Scott's *The Martian*, Masaki Kobayashi's *Anata Kaimasu*. View a documentary on the Stonewall uprising, *Bob Fosse: Dancing on the Edge*, footage of Hiroshima one day after the detonation of the atomic bomb, film of Darwin's finches on the Galápagos, *Cancer: The Emperor of All Maladies*. Watch episodes of *Game of Thrones*, *Treme*, *Borgen*, *30 Rock*, *The Wire*, *Father Knows Best*.

Films and music provide enjoyment and enrichment and are used throughout the Dickinson curriculum. To meet these needs, the Waidner-Spahr Library provides a large and growing collection of film and sound recordings. Our physical collection includes nearly 24,000 feature films, documentaries, television shows and music and spoken word recordings. In recent years we have increased our streaming offerings and now make available over 41,000 streamed films and over 100,000 streamed music albums.

A special "film search" link on the library homepage allows for cross-searching most of the library's films, whether in DVD, streaming or VHS formats. Special streaming video collections include the interdisciplinary Films on Demand, American History in Video, Black Studies in Video, Dance in Video and LGBT Studies in Video. Recently the library added access to the Kanopy Streaming film service, which provides access to over 26,000 feature, documentary and instructional films. Over 6,000 music and spoken word CDs are augmented by the Naxos Music and Jazz Libraries, which provide streaming access to more than 1.5 million tracks.

CATCHING UP WITH FRIENDS

The first Friends of the Library internship for recent Dickinson graduates was offered in 2008-09. Since then, eight alumni have completed the one-year internship, gaining valuable professional skills and experience. This year, we decided to catch up with all of the past FOL interns and find out where their journeys have taken them since leaving the library. From master's and Ph.D. degrees to teaching and special collections, all of the FOL interns have been busy furthering their passions and careers.

Jessica L. Howard (2008-09)

Jess, the very first intern, returned to Dickinson two years ago as the electronic resources & web services librarian, noting that "it has been fun to reconnect with Dickinson in this new way." She is the liaison librarian to the Department of Environmental Science & Environmental Studies; the Department of Women's, Gender & Sexuality Studies; and the Center for Sustainability Education. She works with a team in the library to make scholarly and creative work by students, faculty and staff available in Dickinson Scholar, the open access institutional repository. When she's not working, she enjoys biking the roads and hiking the trails around Carlisle.

Caroline Radesky (2009-10)

Caroline is in graduate school at the University of Iowa, pursuing her Ph.D. in the history of sexuality and gender. She is teaching an undergraduate class on the transnational history of sexuality and beginning the research for her dissertation. She just received the CLIR Mellon Dissertation Fellowship for the 2016-17 academic year and will spend the following academic year visiting archives around the U.S., UK and Germany.

Michael Blake (2010-11)

After the internship, Michael continued to work in academic libraries as the head of application services and design at East Carolina University and the web services librarian at George Washington University. In 2014, he transitioned to the University of Michigan Medical School, where he serves as a project manager and web developer, designing websites for the University of Michigan Health System. Michael credits the problem-solving and critical thinking skills he gained at Dickinson as "crucial to a successful career in higher education."

Krista Gray (2011-12)

Krista is currently working as a visiting archival operations and reference specialist at the University of Illinois at Urbana-Champaign. Her position is in the Illinois History and Lincoln Collections Unit, which forms part of the Special Collections Division of the library. In addition to this work, Krista still has ties to Dickinson, serving as a consultant on the Carlisle Indian School project for the Dickinson College Archives.

Kristianne "Kacee" Cooke (2012-13)

Since her internship, Kacee returned home and completed two master's degrees—an MA in English literature and an MAT in English (language arts, secondary level). She is involved with the Hudson Valley Writing Project, a section of the National Writing Project, and will be applying for full-time teaching positions in the fall. Her initial focus during the internship was information literacy, and she has expanded that since the internship into a need for literacy in general, be it standard reading and writing, information literacy, digital literacy, cultural literacy or the like.

Caitlin Moriarty (2013-14)

Caitlin attended the University of Michigan School of Information, graduating spring 2016 with a master's of science in information with specializations in archives and records management and library and information science. She also worked at the U-M Special Collections Library and the Bentley Historical Library in both processing and reference and helped a rare book dealer in Ann Arbor to inventory and catalog manuscript materials. Caitlin notes that she is currently interested in positions related to outreach, reference and access in archives and special collections.

Katie Clark (2014-15)

Katie is currently the assistant director of prospect research for the Gettysburg College development office. Katie will finish her MLIS (concentration in competitive intelligence & knowledge management) at the end of August; she noted, "I'm enjoying development, but I do miss the library!"

Suri Smith (2015-16)

Before the internship, Suri completed her MSc in library science at City University London. During her internship she primarily worked on Dickinson Scholar, with the Events & Exhibits Committee and social media team and as a reference librarian. This experience has substantially increased her appreciation for and interest in open access, outreach and marketing and information literacy.

Frank Vitale, Incoming, (2016-17)

The incoming intern, Frank Vitale, graduated May 2016. Frank is excited to continue and expand his work with the Carlisle Indian School Digital Resource Center and to start working with many of the library's other digital initiatives.

The Friends of the Library internship has provided these Dickinson graduates with critical skills and a solid foundation for their paths forward into many different areas. It is clear that they have met with great success in their passions and will continue to do so. We are glad that everyone took the time to let us know what they have been doing since the internship and wish Frank all the same success as he comes aboard.



A selection of items from the LGBT Center of Central PA History Project.

LIVING LGBTQ HISTORY IN ARCHIVES AND SPECIAL COLLECTIONS

Discussions of LGBTQ activism often bring to mind major cities, such as San Francisco, New York and Philadelphia. Central Pennsylvanians, however, have played an important role in the LGBTQ rights movement and continue to make history today. As part of the ninth annual GSA (Gay-Straight Alliance) Leadership Summit hosted by Dickinson this spring, area youth explored this legacy through a visit to Archives & Special Collections.

During the three-day event held March 31 to April 2, more than 50 high school and college students and their mentors examined selected materials from the LGBT Center of Central PA History Project. This project is a collaborative effort between Dickinson and the LGBT Center of Central PA to document LGBTQ experiences in our region. The materials date from the 1960s to today and include grassroots organization newsletters, scrapbooks, news clippings, event programs, photographs and oral histories with local residents.

Having delved into the items on display, participants had the opportunity to share with the rest of the group the stories

contained in these documents that moved or inspired them. One student was surprised to learn that there was a gay rights group in her hometown area, Reading, PA, as early as the 1970s. Another commented that “We don’t study LGBTQ history in our classes.”

The materials in the LGBT History Project are tangible items that members of the community have cherished, saved and donated to share with future generations. Session leaders Malinda Triller-Doran, special collections librarian, and Talya Auger ’16 asked those in attendance to consider how they would document their own stories and experiences today, particularly in light of our use of Facebook, Twitter and other means of digital communication. “These are living, growing archives. It’s a resource for you to use or to contribute to,” said Triller-Doran. “What’s happening today in your life and in your community that we should preserve for the future?” This question sparked interesting discussions and left students to ponder what stories they would want to share with future generations and how they might go about ensuring that those memories are preserved for posterity.

SPECIAL COLLECTIONS ESTABLISHES HARLEM RENAISSANCE COLLECTION

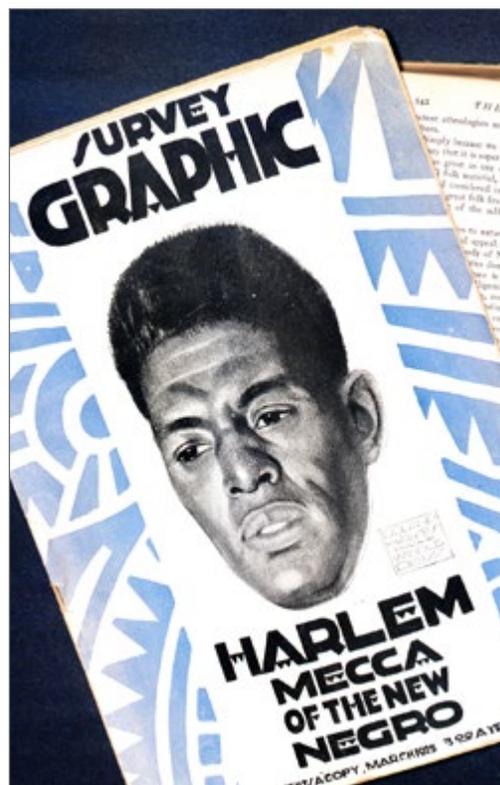
IN THIS AGE OF E-BOOKS AND KINDLES, WORKS OF GREAT LITERATURE ARE JUST A TOUCHSCREEN AWAY.

Holding an original first edition of W.E.B. DuBois's *Souls of Black Folks* in your hands, however, brings a tangible element to the experience. In spring 2016, students enrolled in Assistant Professor of English Claire Seiler's Celtic Revival/Harlem Renaissance course had the opportunity to savor that hands-on experience.

With funding from the Mary P. Goodyear '28 Endowment and Friends of the Library, Special Collections recently acquired original copies of a number of key works of the Harlem Renaissance, such as Jean Toomer's *Cane*, Zora Neale Hurston's *Jonah's Gourd Vine* and Langston Hughes' *The Weary Blues*. This collection also contains a facsimile of the rare journal *Fire* and original copies of selected issues of *The Crisis*.

While many of these publications are readily available in electronic and reprint versions, some are quite difficult to find in any format, and no recent edition can compare to the vibrancy of the originals. A 1925 edition of *The New Negro* includes color illustrations, brilliant pink endpapers and an inscription from the author: "For my friends The Hankins, Alain Locke 1930."

The newly established Harlem Renaissance collection currently includes approximately three dozen items and will continue to grow. The staff of Archives & Special Collections welcomes recommendations from faculty for additional titles and encourages the collection's use to support classroom instruction and independent research.



A selection of items from the Harlem Renaissance Collection.

ONLINE TUTORIALS FOR BASIC LIBRARY SKILLS: ANYWHERE, ANYTIME LEARNING

For success in many of their courses, students need to employ research skills such as revising search strategies and evaluating sources. While these skills and other aspects of critical thinking are key tenets of a Dickinson education, the more mechanical skills necessary to the research process, such as locating a book on its shelf, cannot be ignored. Teaching these basic skills may take a large part of the librarian's allotted time in a classroom, leaving less time to devote to the thornier and more interesting aspects of the research process.

Dickinson librarians recently decided to address the problem by using a "flipped classroom" approach to instruction. EDUCAUSE defines the flipped classroom as "a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students before the class session, while in-class time is devoted to exercises, projects, or discussions." During summer 2015, Dickinson librarians created a series of brief interactive tutorials designed to do exactly that. These tutorials teach discrete information-seeking skills and include quizzes to determine if students are grasping the skills. Students can set the pace of the tutorials, view them as many times as they want and replay individual screens to ensure that they understand each concept before moving on.

In the fall, we unveiled our first set of tutorials:

- "Finding Books in the Waidner-Spahr Library"
- "Finding a Journal Article from a Citation"
- "Choosing a Database"
- "Distinguishing among Source Types"
- "Choosing Search Terms"

These tutorials were particularly helpful in conjunction with first-year instruction. Many faculty members who taught first-year seminars required students to take the tutorials in advance of in-person library instruction, thus freeing the librarians to address more complicated concepts such as how to effectively evaluate information and use it ethically. By flipping the classroom, we were able to teach students more than we would otherwise have had time to, and without sacrificing the personal interaction so valued as part of the Dickinson experience.

Both students and faculty members complimented the tutorials. Several students said that they were helpful, and one faculty member commented, "The online mini-lessons are appropriately targeted to their intended audience and provide flexibility for instruction." Additional tutorials are in production. They are open access, so alumni, visitors to the library's website, as well as faculty and students can use them at any time.

The tutorials can be found at: <http://libguides.dickinson.edu/tutorials>.

Alternatively, they can be accessed by clicking on "Help & How-to Guides" on the Waidner-Spahr Library's website and scrolling down to "Information Literacy Tutorials."



WIDNER-SPAHR LIBRARY, DICKINSON COLLEGE

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STUDENTS TOUCH PHYSICAL HISTORY IN DICKINSON'S ARCHIVES & SPECIAL COLLECTIONS

Archives usually seem to be housed in dark basement rooms, sealed behind glass or stored in protective sleeves, and visitors need to keep their distance, or else. But that isn't the case with Dickinson's Archives & Special Collections, whose materials are there to be experienced as physical objects that engage visitors in their history.

"Many students comment on how awe inspiring it is to hold a document in their hands that was written by a noteworthy figure, such as Martin Luther King Jr., Marianne Moore or Benjamin Rush," explains Malinda Triller-Doran, special collections librarian. "And we can support instruction in just about any subject taught at Dickinson."



History students exploring items from our rare book collections.