only connect!

using & teaching with archives

erin rhodes | enrhodes@colby.edu
colby college special collections | 2012
so, what exactly is an archives?

★ archives refer to (primarily unpublished) material that documents the activities of a person or organization

★ these materials are kept and preserved because:
  ★ the information contained in them has historical and research value
  ★ because they provide evidence of the past
what is an archives?

- an *archives* also refers to the entity responsible for caring for and maintaining access to these unique materials
- (and the building, too)
mission

★ broad mission of archives is to:
  ★ preserve historic materials
  ★ make them available for use

★ some archives may have specific missions depending on the materials they manage or the community they serve

national archives, washington dc
STATEMENT OF PURPOSE

Colby College Special Collections houses the College’s manuscripts and rare books as well as the College Archives. In preserving and adding to holdings of unique materials, we actively support the educational program of the campus, promoting awareness of the value of primary sources.

MISSION STATEMENT

Colby College Special Collections achieves its purpose through:

- Supporting the broader mission of the Colby Libraries by supplementing the circulating collections in specialized areas, by making rare or original materials available to the Colby community, the international scholarly community and the general public, and by employing professional techniques for description and outreach.
- Preserving the book, archival and artifact holdings using professional practices for conservation, security and emergency preparedness during all phases of acquisition, processing, storage and use.
- Acquiring appropriate materials guided by our Collecting Policy.
some types of archives

★ college & university archives
  ★ may be housed with “special collections”

★ government archives
  ★ national archives
  ★ state archives

★ corporate archives

★ historical societies

★ religious archives

★ museums

★ history rooms

Castine Historical Society
how do archives get stuff?

- donated
- collected
- purchased
- serendipity
- required by law
- deed of gift

Women of Colby, 1888
what makes an archives different from a library?

- the content
  - uniqueness
  - multi-format
  - comprehensiveness
  - primary sources
  - secondary sources
May 30th
Executive Mansion

Mrs. Cobb.

My Dear Madam:

Your very kind note
of sympathy, also the memoir
of your darling boy, were rece-
ived many weeks since, when
our heads were bowed in tears
deeply crushed by the loss of
an idolized child. You have
passed through the same deep
waters yourself, and can fully appreciate a mother's feelings.

Mary Todd Lincoln to Mrs. Cobb, 1862
collectively important
what makes an archives different from a library?

★ how organized
★ how accessed
★ how used
Materials in archives are organized into collections.

Collections are organized by the creator of the materials.

Collections from one creator are kept separate from those of another.

Each collection may be internally organized by date, format, etc...

Collections are usually not complete.

Materials are usually physically housed in sleeves, folders, and boxes.

Some types of materials may be physically separated based on format.

Collections have a documented *provenance*, or story, of *how* and *why* they came to the archives.
finding things in archives

★ Each collection may consist of hundreds of items
★ These collections may be broadly or specifically described
  ★ May have to dig through the haystack
★ Tools used to find collections may vary
★ Tools direct you to:
  ★ The repository
  ★ The collection
  ★ A specific part of the collection
    ★ Box and folder number
tools for finding things in archives

- Online catalogs
  - Library catalogs
  - Minerva, Ursus, MaineCat...
- Maine Archival Search
- Card catalogs – yes, still!
- Databases
  - MMN, Shared Shelf, ...
- Finding Aids (onsite/online)
- Websites
  - Digital collections
- Archivists
AUTHOR  Lee, Vernon, 1856-1935
TITLE  Papers
PUBLISHER  1856-1935
DESCRIPTION  ca. 3600 items
NOTE  English novelist and essayist, who wrote under the pseud. Vernon Lee (real name Violet Paget)
SUMMARY  Correspondence, diaries, literary mss. (many of which are for unpublished works), printed matter, and photos. Includes copies of many articles and all of the author's published books. Letters prior to 1870 are by family members. Includes papers of Lee's father, Henry Ferguson Paget, her mother, Matilda Adams Paget, and her half-brother, Eugene Lee-Hamilton; about half the letters are to or from the immediate family. Other important correspondents include Clementina Anstruther-Thomson, Maurice Baring, Alfred William Benn, Bernard Berenson, Paul Bourget, Lujo Brentano, Frances Power Cobbe, Roger Fry, Edmund Gosse, Daniel Hélery, Karl Hillebrand, Aldous Huxley, Henry James, William James, Sarah Orne Jewett, Lily Landowski, Philip Bourke Marston, William Cosmo Monkhouse, Gudla, Walter Pater, Giovanni Rufini, John Singer Sargent, William Sharp, John Addington Symonds, Mrs. Humphrey Ward, and H.G. Wells
LOCAL NOTE  Partly described in Colby library quarterly, Nov. 1952, p. 127-128
SUBJECT  Lee, Vernon, 1856-1935
Lee, Vernon, 1856-1935 -- Correspondence
Paget, Henry Ferguson, 1820-1864
Paget, Matilda Adams, 1815-1896
Lee-Hamilton, Eugene, 1845-1907
Paget family
Anstruther-Thomson, Clementina, 1857-1921
Baring, Maurice, 1874-1945
Benn, Alfred William, 1843-1915
Berenson, Bernard, 1865-1959
Bourget, Paul, 1852-1935
Brentano, Lujo, 1844-1931
Cobbe, Frances Power, 1822-1904
Fry, Roger Eliot, 1866-1934
Gosse, Edmund, 1849-1928
Haiévy, Daniel, 1872-1962
Hillebrand, Karl, 1829-1864
Huxley, Aldous, 1894-1963
James, Henry, 1843-1918
James, William, 1842-1910
Jewett, Sarah Orne, 1849-1909
Landowski, Lily
Marston, Philip Bourke, 1850-1887
McKerrow, W.S. (George William Coselt), 1849-1887
Finding Aid to the Collection of Booth Tarkington materials, 1910-1949
TARK.1

Summary Information

Repository
Colby College Special Collections

Creator
Tarkington, Booth, 1869-1946

Title
Collection of Booth Tarkington materials

ID
TARK.1

Date
1910-1949

Extent
20.0 Linear feet

General Physical Description note

Language
English

Abstract
Letters, 1910-1945 and undated; Manuscript items, undated; Memorabilia etc. 1923-1942; Photographs, undated; Clippings (reviews, interviews, et al) 1926-1948.

Preferred Citation
Collection of Booth Tarkington Materials, Colby College Special Collections, Waterville, Maine.
shared shelf @ colby
— SPECIAL COLLECTIONS @ COLBY COLLEGE —

Open Monday - Friday
10am - noon | 1pm to 4:30pm
Located on the main floor of Miller Library

Colby College Special Collections
5150 Mayflower Hill
Waterville, Maine 04901
207 – 859 – 5150
Email Us!
“hidden collections”

Despite online tools, much of what is in archives has not been cataloged or described, and is not available online...

...and even less has been digitized
using archives

- Hours
- Reference interview
- Reading room rules
- Handling concerns
- Work with units of materials
- Use, access, and reproduction guidelines
- Working with archives takes longer than expected!
- Not self-serve – talk to your friendly archivist – to help find the good stuff!
### How are archives different from libraries?

<table>
<thead>
<tr>
<th>Archives</th>
<th>Libraries</th>
</tr>
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<tbody>
<tr>
<td>unpublished collections</td>
<td>primarily published materials</td>
</tr>
<tr>
<td>unique or rare materials</td>
<td>not unique, many copies</td>
</tr>
<tr>
<td>many different formats of</td>
<td>primarily text-based: books,</td>
</tr>
<tr>
<td>materials beyond just books</td>
<td>journals, etc.</td>
</tr>
<tr>
<td>content of collections tends to be subjective in nature</td>
<td>content has been interpreted and analyzed</td>
</tr>
<tr>
<td>organized by person who created the collection</td>
<td>organized by a classification system</td>
</tr>
<tr>
<td>requires use of different tools to find, use, and locate collections</td>
<td>primarily find items via the online catalog or online databases</td>
</tr>
<tr>
<td>non-circulating (can’t check out)</td>
<td>circulating (can check out)</td>
</tr>
</tbody>
</table>
archivist/curator/librarian: who are these people?
part of the library

published &
unpublished materials

handling, security, &
preservation

focus on research

support curriculum &
classes

promote the value of
primary sources
major collection areas

- Colbiana (college history)
- Irish Literary Renaissance & Irish Literature
- World War I
- 19th & 20th century American & British Literature
- Maine-related authors, artists, history...
- Small-circulation, small-press publications
- Manuscript collections
teaching with primary sources @ colby

★ for faculty:
★ collaborate & devise class visits that align with range of pedagogical approaches
★ support innovative teaching methods & assignments
★ primary sources and the research process
working with faculty

- outreach
- meet prior to class
- discuss class & roles
- discuss assignment
- material selection
class types

★ skill-building class
  ★ an archival experience regardless of content
  ★ scrapbooks
  ★ artifacts

★ content-based
  ★ align with syllabus
  ★ connect via time period, topic, genre

★ single v. multiple visits
  ★ research assignment
teaching with primary sources @ colby

for students:
★ “archival experience”
★ hands-on learning
★ use original documents
★ learning styles
★ primary/secondary sources

Student “torture chamber” – final exams
class structure

- archives orientation
- breakout analysis exercise
- observations and discussion
- oral presentations
- written paper
- technology project

Alexander Murray to Harold Leon Pepper, 1915
what are we doing in classes?

★ demystify the archives
★ how to work with, handle, and use archival materials
★ how to read, analyze, question, and evaluate archival materials
★ demonstrate value of teaching with archival objects
★ archival research skills & methods
★ support assignments
Archival experiences at the undergraduate level are often deeply memorable for students and expand their academic horizons.

Active learning is more effective than passive learning.

Students are often confused by the difference between primary and secondary sources.

Students may find analysis of documents and other archival materials to be intimidating.

Humans are inherently tactile and respond to hands-on experiences.

Students, and other visitors of archives and museums, now expect interaction and venues for active feedback.

Students learn differently.
what do we want to be doing?

★ grow the TPS program
★ promote use of our collections
★ develop online teaching and educational tools
★ align/partner with campus programs
★ support/showcase student research projects
★ better assessment
tps approach

plan
(co)teach
assess
refine

Colby students, 1950s
labs?
case studies

- History
- English
- Anthropology
- Music
- Spanish
- Classics
- Theater & Dance
- Environmental studies
- Religious studies
**Photograph Analysis Exercise**

1. **Observe**
   
   Study the photograph for a minute or two to form an overall impression of the photograph.
   
   *Describe what you see. What do you notice first?*
   *What people/objects/activities are shown? What is the physical setting?*
   *Note any additional details that you can see.*

2. **Reflect and Infer**
   
   *Why and for what audience do you think this photograph was taken?*
   *How do you think the photograph was used or presented?*
   *What time period do you think the photograph documents?*
   *What things can you infer from this photograph?*

3. **Question**
   
   *What questions does this photograph raise in your mind?*
   *Where else might you look for information to place this photograph in context?*

4. **Try writing a caption for the photograph**
# Artifact Analysis – Initial Impressions

## 1. Observations

Study the artifact for a little while to form an initial impression.

Describe the object. What is it made of?

Identify and note any details (shape, size, color, texture, size, weight, anything stamped or written on it, etc.)

## 2. Uses

What do you think it was used for? Who might have used it? Where might it have been used?

When might it have been used?

## 3. Context

What does the object tell us about the time or context in which it was made and used?

What does the object tell us about the people who created or used it?

Can you relate the object to something similar used or made today?

What do you think is the larger context for this object (in terms of your research)?
Part 1:
Break into teams of 3 people each.
Each team will examine a New Testament-related book for 7-8 minutes, then make a brief oral report to the group.
Aspects to comment on might include:
- What is the title of the book?
- What kind of book is it?
- What are the materials of construction?
- What is the date of production?
- How do you think this book was used? Who used it?
- What is the primary content (as well as structure and layout of text)?
- What purpose(s) do you think this book serves?
- What is its history ("provenance")?

Part 2:
Break into teams of 3 people each.
Each team will examine materials related to a Colby missionary for 20 minutes, then make a brief oral report to the group.
- George Dana Boardman (Class of 1822) – missionary to Burma
- Francis Rose (Class of 1909) - missionary to the Philippines
- Gertrude Coombs Rose (Class of 1911) - missionary to the Philippines
- Abbie Gertrude Sanderson (Class of 1914) - missionary to China

Aspects to comment on might include:
- Biographical details (see Alumni folder and Oracle)
- Colby curriculum used to prepare graduates for missionary work (see College Catalogues)
- Historical context and nature of missionary work
Specifications for Archive Exercise (Due February 27)

1. Read your document (carefully).

2. Transcribe the document (or a part of it if the document is too long).

3. Make a note of the archive’s complete formal citation information.

4. Make a note about the document’s physical condition.

5. Answer the following questions:
   a) Who created the item(s)?
   
   b) What do you know about the authors/artists and their backgrounds?
   
   c) To whom is the document(s) directed?
   
   d) Why was it written/painted?
   
   e) What point of view comes through?
   
   f) What can you say about the authors/artists’ assumptions, agendas, or predispositions?

6. Write a one-paragraph value analysis of the document. Why is this document important to performance history? You will probably want to use a secondary source to help you place the document in its historical and socio-political context. Include the bibliographic citation for secondary sources.
First Class

Connecting to the Past Using Archives
Colby College Special Collections
August 2012

Colby College Student Scrapbooks

These scrapbooks (or “mem-books”) have been created by former Colby students at different times in Colby history. They contain photographs, letters, and Colby-issued publications and souvenirs that document social and extracurricular life at Colby during different time periods.

First Class Exercise

1. Break into groups of 3 students per team.

2. Note the name, gender, class year, and any other observations of the person who created the scrapbook.

3. As you are looking through the scrapbook, pick out one aspect that you find interesting that directly relates to Colby history (event, sports, student organization, fraternity/sorority, memorabilia, etc.)

4. What were you able to learn about it based on what you found in the scrapbook?

5. Each group should be prepared to briefly report to the class on what you find.
Specific Instructions for Small Groups

Review the scrapbook that you have been given. Consider how the scrapbook, like other material culture, is part of the flow of social life and came into being through a selective process of production. Take notes on surprising or remarkable materials in the scrapbook; noticeable patterns in what is and is not included; positioning of specific materials on the page in relation to images, mementoes, and stretches of text; styles of portraiture in photographs; implied progression of materials (e.g., chronological, organized around class year, certain achieved statuses, etc.); and any other dimensions of the scrapbook that you find culturally significant.

1. Drawing directly on the observations compiled above, what kind of argument does the scrapbook make about the subjectivity of the person producing it? How is their subjectivity selectively created, packaged and performed through the form of the scrapbook?

2. Who appears to be the imagined or anticipated audience for the scrapbook?

3. For each of the questions above (1-2), list specific evidence to support your interpretation, drawn from the scrapbook and your detailed notes on it.

4. What constitutes a systematic and rigorous cultural analysis of an archival document such as a scrapbook? Describe some features of the cultural analysis that you would look for in order to assess and evaluate its strength, plausibility, and validity.


<table>
<thead>
<tr>
<th><strong>Group 2: Others</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Break into groups of 7 students per team</td>
</tr>
<tr>
<td>2. Spend about 30 minutes looking through the materials in your group</td>
</tr>
<tr>
<td>3. For the last 10 minutes of class, be prepared to briefly report back to the class on one or more of the questions about the materials in your group</td>
</tr>
</tbody>
</table>

**Analysis:**
- *Others, A Magazine of the New Verse*, July 1915
- *Others, An Anthology of the New Verse*, March 1916
- *Others for 1919, An Anthology of the New Verse*, 1920

**Questions:**
- What do you think is the self-concept or intent of this publication?
- What do you think is meant by the title “Others” and the notion of “new verse?”
- Who is published in this magazine and what can you tell about the purpose of the publication based on who is included in it?
- Does the publication change at all between 1915 & 1919?
- Who is Alfred Kreymborg and what is his connection to this publication?
- Are the versions of the poems *Queen Anne’s Lace* and *Domination of Black* in these publications different in any way than the versions you have read?
Describe the person/persons in the photo. What do they look like? What are they wearing?

Is it a posed photo, or an action shot?

Is it in color, black and white, or sepia (brown)?

Where is the photo taken? (Look for clues like the name of the photographer)

Can you guess at the date?

What else can you determine from the photo? Think about what the subjects are wearing, their expression, or any props they are using. Feel free to add a sketch of the photo.

Courtesy USM Franco-American Collection
teacher-friendly archives in maine

★ university of southern maine special collections
  ★ http://usm.maine.edu/library/specialcollections

★ bates college, muskie archives and special collections
  ★ http://abacus.bates.edu/muskie-archives/

★ franco-american collection, usm
  ★ http://usm.maine.edu/franco

★ margaret chase smith library
  ★ http://www.mcslibrary.org/

★ kennebec valley community college archives
  ★ http://www.kvcc.me.edu/Pages/Archive/Archive-Home

★ university of maine @ orono, special collections
  ★ http://www.library.umaine.edu/speccoll/

★ university of maine @ fort kent, blake library special collections
  ★ https://www.umfk.edu/library/about/speccoll/

★ belgrade historical society/oakland historical society

★ Colby College Special Collections
  ★ http://libguides.colby.edu/specialcollections
Find an Archive/Museum

Looking for an archive or museum in Maine? You can browse by county or institutional area of strength, or simply search for the name of the institution you’re looking for. For more search options, click 'Advanced Search.'

Please bear with us during our data transfer as we add details to our database! Member institutions may add information to their records by logging into the Members Only area.

Maine County
- Androscoggin (8)
- Aroostook (5)
- Cumberland (31)
- Franklin (3)
- Hancock (3)
- Kennebec (9)
- Knox (9)
- Lincoln (7)

Institutional Areas of Strength
- Acadian Culture (4)
- American Indian (14)
- Aquarium (0)
- Archaeology (12)
- Archive (66)
- Art (19)
- Children's (10)
- Civil War (77)

Advanced search...
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<td>Acadian Archive, UMFK</td>
<td>Fort Kent</td>
<td><a href="https://www.umfk.edu/archives/">https://www.umfk.edu/archives/</a></td>
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<td>Androscoggin Historical Society</td>
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<td>Waterville</td>
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<tr>
<td>Old Canada Road Historical Society</td>
<td>Bingham</td>
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<td>Page Farm and Home Museum</td>
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<td>USM Franco-American Collection</td>
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<tr>
<td>USM Special Collections Library</td>
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<tr>
<td>Wilton Farm and Home Museum</td>
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</tr>
</tbody>
</table>
resources

★ Special Collections and Archives, Colby College
  ★ http://libguides.colby.edu/specialcollections

★ Colbiana Photos on Shared Shelf

★ Maine Archives and Museums (MAM)
  ★ http://www.mainemuseums.org/

★ Using Archives: A Guide to Effective Research:
  ★ http://www2.archivists.org/sites/all/files/UsingArchivesFinal.pdf

★ Primary source analysis tool, Library of Congress:
  ★ http://www.loc.gov/teachers/primary-source-analysis-tool/
  ★ http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf