

OLA Quarterly

Libraries, Museums and
Oregon's Cultural History



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Please refer questions and input regarding the *Quarterly* to:

Kari Hauge
OLA Quarterly Coordinator
Albuquerque, NM
503-381-6516
Haugeorama@gmail.com

Graphic Production:
Tobias Weiss Design
7345 SW Deerhaven Drive
Corvallis, OR 97333
phone 541-738-1897
julie@tobiasweissdesign.com
www.tobiasweissdesign.com

Libraries, Museums, and Oregon's Cultural History



Paisley Caves (Photo by Nancy Slight-Gibney)

**Upcoming
Issue**

Winter 2012

*Professional Development,
an Update from 2008*



Introduction

This story started a year ago at a chance meeting over a communal dinner at the iconic French Glen Hotel, in the shadow of the Steens Mountain, one of the most remote areas of Oregon. Small talk among strangers revealed that of the ten people at the table, two of us were librarians from the Willamette Valley—me and *OLA Quarterly* general editor, Kari Hauge. I was there with members of the Museum Advisory Committee from the Museum of Natural and Cultural History and shared my thoughts on the commonality of missions and challenges of libraries and museums. Being a good general editor, Kari convinced me to develop the idea into this issue of the *OLA Quarterly*.

Libraries and museums share institutional missions of preservation, access, education, and outreach. All of us, librarians and museum professionals alike, are committed to preserving documents, artifacts, photographs, books, and digital files that comprise our state's cultural history, while at the same time honoring our core mission to use and allow access to these documents and objects to enrich and educate fellow Oregonians. The virtual world opens up new possibilities for achieving both of these goals.

Oregon's cultural history goes back a very long time. Our understanding of the first people here is being enhanced every year by the work of research archaeologists, including those from the Museum of Natural and Cultural History. This past summer I had the privilege of taking another field trip with the Museum Advisory Committee, this time to Paisley Caves, Fort Rock Cave, and other archeological sites in Oregon's Outback.

At Paisley Caves, archaeologists unearthed fossilized human feces (coprolites) dating back just over 14,000 years. Other signs of ancient human occupation of the caves included stone tool fragments, threads made from animal sinew and plant fiber, baskets, animal hides and wooden pegs. "We found a little pit in the bottom of a cave," related Dennis Jenkins, the research archaeologist whose team excavated the Paisley Caves in 2002 and 2003. "It was full of camel, horse, and mountain sheep bones, and in there we found a human coprolite." This and 13 other coprolites contained tiny quantities of human DNA, providing what is, so far, the earliest beginning date for Oregon's cultural history.

At Fort Rock Cave, excavations by Luther Cressman in the 1930s uncovered well-preserved sandals woven from sagebrush bark and other fibers. These were found above and below volcanic ash deposited by the explosion of Mt. Mazama, which created Crater Lake 7,600 years ago. Designated as a National Historic Landmark in 1963 and as a National Natural Landmark in 1976, Fort Rock Cave is now managed by the Oregon Parks and Recreation Department and is open several weekends per year for guided tours. I encourage you to sign up for a tour and make a pilgrimage to this site.

Libraries and museums have the challenge of preserving the fragile record of human history, while at the same time fulfilling the public's desire to see and interact with the evidence. (Well maybe not the coprolites!) Digital collections and virtual exhibits give all of us greater opportunity to develop our understanding of Oregon's history—to travel back through time and imagine who was living here and how they lived.

What inspired this issue of the *OLA Quarterly* is the amazing scope of libraries and museums working independently and sometimes together to ensure preservation of our diverse cultural heritage; enhance access to documents, photographs, and artifacts; and educate the public. The ongoing work described in these articles is just a small sample of the effort that is extended every day to teach others about those Oregonians who came before us and to preserve the record of their lives for those Oregonians who will come after us. In this way, we weave ourselves into the tapestry of this Eden.

Read and enjoy!

Nancy Slight-Gibney
Director, Library Resource Management and Assessment
University of Oregon Libraries
nsg@uoregon.edu



Anthropological Collections

Documenting Oregon's Cultural Heritage:

The University of Oregon Museum of Natural and Cultural History

by Pamela Endzweig
Director of
Anthropological Collections,
University of Oregon Museum of
Natural and Cultural History
endzweig@uoregon.edu

and

by Denise Sorom
Marketing and
Communications Specialist,
University of Oregon Museum of
Natural and Cultural History
dsorom@uoregon.edu

The University of Oregon Museum of Natural and Cultural History curates one of Oregon's most significant collections of Native American historical and archaeological artifacts, which is comprised of more than 300,000 objects, spanning 15,000 years. The Oregon Legislature officially established the anthropological collections in 1935. They were integrated into the Museum of Natural History (now MNCH) in 1936, making



Fort Rock sandals. (Photo by Jack Liu)

it Oregon's official anthropological repository. Perhaps best known for its 10,000-year-old sagebrush bark sandals, the museum's archaeological holdings continue to grow through field studies undertaken by the MNCH Research Division and other archaeologists and agencies, often in conjunction with highway projects and other developments. Its anthropological collections and extensive holdings of fossils and biological specimens from Oregon, the Pacific Northwest, and around the world, make the museum a center of interdisciplinary research, preservation, and education.

Exhibits and Collections

On the map, Oregon is a small corner of the United States. Zooming in on the region, however, reveals an astounding physiographic diversity, matched by the cultural diversity of Native peoples. Members of Oregon's nine federally recognized tribes represent speakers of more than twenty languages, recorded even after genocide and introduced epidemic diseases wiped out an enormous portion of the population. The material culture of Native Oregonians is equally diverse, varying over space and time in style, function, and materials.

With items from the anthropological collections at the core of the museum's main exhibit, *Oregon - Where Past is Present*, visitors appreciate the depth of its Oregon-based holdings (Oregon items comprise almost 73 percent of the collection). They learn, through interpretive material and the objects themselves, that some Native Oregonians lived in rectangular plank houses and others in round pit houses; that diets consisted of game, fish, and plant foods in varying proportions, depending on season and availability, and that indigenous peoples' lifestyles were and are dynamic, affected by their changing social and natural environments.





Plateau section, Oregon—Where Past is Present, MNCH.

The amazing variety of Native American baskets presents a window on the influence of local resources, ranging from the cylindrical baskets of Wasco and Wishram weavers near The Dalles to the soft flat rectangular bags of Plateau peoples in the northeast, and from the round twined trays that are signature Klamath weavings, to the coiled and imbricated baskets of the northwest, a tradition extending into Washington and British Columbia. Even projectile points, superficially similar, show differences in style over space and time, and tool stones include more chert, obsidian or basalt, depending on local availability, travel routes and trading ties. To showcase its global holdings, MNCH organizes special exhibits such as the recent *Face to Face with Masks from the Museum Collections*, which featured traditional masks from North America, Africa and Oceania.

Digital Collections

In 2007, the Museum of Natural and Cultural History began an extensive initiative to digitize its collections and make them available to online visitors. Digitization serves the museum in many ways: the image of an object at the time of its arrival establishes a baseline record of its condition and allows tracking for continued preservation. Representative photos are uploaded into an electronic collections database, enabling museum staff and researchers to view objects without removing them from storage. Capturing multiple views of a specimen and including a scale and color bar in an image create a standardized and accurate record of an object's size and appearance. There is less handling and less risk of damage and the wonderful opportunity to share the museum's holdings with a world-wide audience.

In addition to internal documentation and archival safekeeping, the digital images are used in physical exhibits and publications; public access is made available in a growing number of online web galleries, eighteen of which showcase the museum's anthropological collections (<http://natural-history.uoregon.edu/collections/web-galleries>).



Native American basket from the Oregon Coast, example of MNCH digitization. (Photos by Chris White)



Teaching and Outreach

MNCH utilizes its collections for teaching and outreach in a variety of ways. Last year alone, the museum presented thirteen exhibits, twenty-seven events, and 253 public programs that leveraged its collections and expertise to engage audiences of all ages and backgrounds. In addition, sixteen University of Oregon classes used museum exhibits and collections to enhance teaching and learning in anthropology, geological sciences, environmental studies, classics, landscape architecture, arts and administration, and human settlements and bioregional planning. Tours for the K–12 audience also utilize items from the MNCH’s anthropological collections. For example, 3rd–5th grade tour groups participate in an “Oregon Archaeology Detective” activity, during which students investigate artifacts on display and handle teaching specimens and replicas while exploring the environments and Native peoples of Oregon. Students in 6th–12th grades become “CSI” (Cultural Scene Investigation) detectives as they inspect artifacts and consider oral traditions to reconstruct a cultural “scene.”



Installation of Face to Face with Masks from the Museum Collections. (Photo by Liz White)



Mask-making activity. (Photo MNCH Archives)

Conclusion

Specialized regional museums and cultural centers must exist to explore local history and it is important that they have collections to share with their communities. But it is also essential to understand the natural and cultural diversity of the entire state in a holistic way, as well as the interdependence of the region’s nature and cultures. Promoting this understanding is basic to MNCH’s mission as Oregon’s central anthropological repository; collections from across Oregon and other regions allow comparative studies that would otherwise be difficult, and growing academic emphasis on interdisciplinary research is increasing opportunities to study human interaction with the natural environment. By preserving and sharing objects and documents, this knowledge will continue to grow, and hopefully provide enlightenment for us all. 🌿

References

Portions of this article were previously published as “MNCH Collections: A Window on Oregon’s Diversity,” by Pamela Endzweig, *Museum of Natural and Cultural History Fieldnotes*, Spring 2012.



Archiving Tribal Legacies

by **James D. Fox**
*Associate Professor and Head,
Special Collections &
University Archives,
University of Oregon*
jdfox@uoregon.edu

and

University of Oregon Libraries Staff

The University of Oregon Libraries has an ongoing commitment to integrate American Indian history into its collections and programming, in order to encourage respect for indigenous cultures, to foster an understanding of the changes that have occurred within tribal communities, and to nurture an awareness of tribal legacies. The University of Oregon Libraries is cognizant that public institutions, including the University, have underserved tribal communities, and when communities are underserved by institutions, a gap in communication and understanding grows among the entities. In attempting to bridge this gap, it is not enough for public institutions to open their doors and wait for communities to find their way inside. Special invitations must be extended, commitments must be honored and given priority, and every effort must be made to adapt services and delivery to recognize cultural diversity.

Over the past twenty years, the University of Oregon has developed a number of initiatives to strengthen the bonds with regional tribes and deepen an understanding of tribal cultures. Most prominent among these has been the Southwest Oregon Research Project (SWORP). The mission of SWORP is to gather copies of original documents pertaining to the history of the Native peoples of greater Oregon. Many of these documents are located far from Oregon in National repositories, particularly in Washington, D.C. SWORP aims to repatriate these materials to the Native American Tribes. Access to these primary sources allows Native Americans and university scholars to continue to research and rewrite the history of colonization.

In May, 1997, leaders of coastal Oregon tribes gathered for the first time in more than a century for a potlatch ceremony on the UO campus. During the ceremony, leaders of the Coquille Tribe, in conjunction with the UO Libraries and Graduate School, presented to the tribes of Southwest Oregon copies of some 60,000 pages of documents on native history and culture. Another groundbreaking potlatch in June, 2001, brought together representatives of 44 western Indian tribes for the first time in at least 150 years, to celebrate the presentation of an additional 50,000 pages of archival material that SWORP researchers had recovered. In addition to the copies presented to the individual tribes, the UO Libraries hold a complete set in Special Collections and University Archives, where it is actively used by undergraduates and other researchers. This collection includes linguistic and ethnographic documents as well as political and military records produced by the federal government. SWORP is one of the most frequently used collections in Special Collections and University Archives. A guide to the SWORP collection can be found on the web at the Northwest Digital Archives (<http://nwda.orbiscascade.org/>).

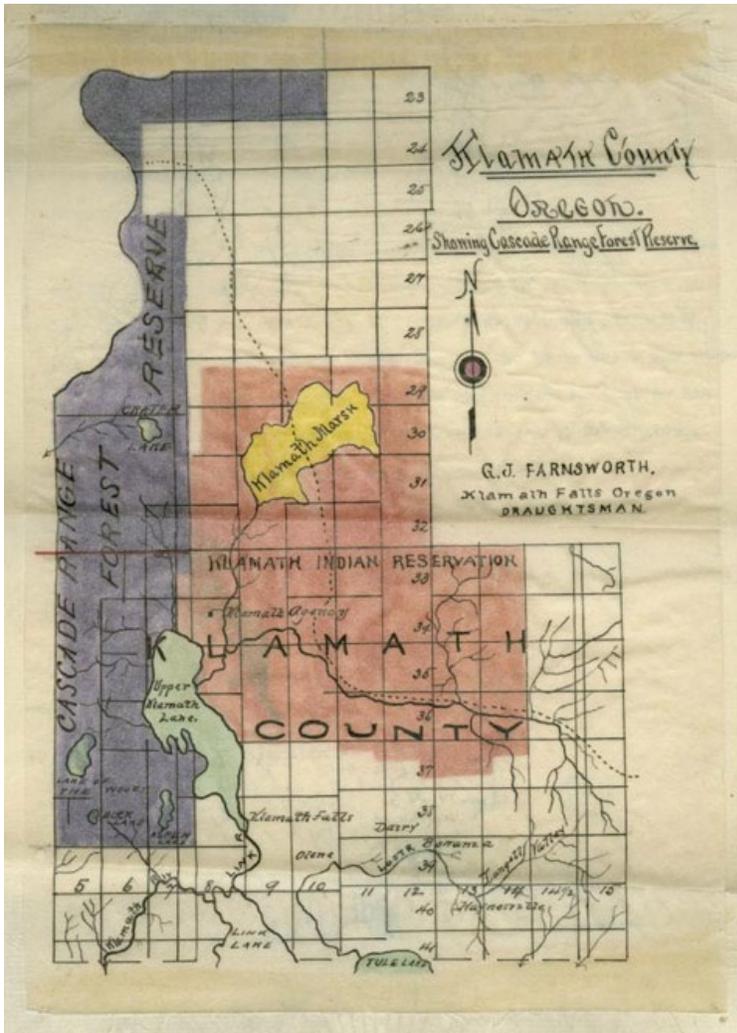
The Southwest Oregon Research Project was the first known project of its kind to be undertaken for a Native American Nation in cooperation with a major university. The SWORP process of using research teams composed of native and non-native researchers broke away from previous models of anthropological research. The groundbreaking work of SWORP has served as the inspiration for two current developments: the Tribal Legacies Initiative and the collaboration with Oregon Folklife Network and the Confederated Tribes of Warm Springs to preserve tribal sound recordings.

Tribal Legacies Initiative

The Tribal Legacies Initiative was launched in 2011 by the University of Oregon Libraries, College Of Education, and Office of Institutional Equity and Diversity. A central focus of the Tribal Legacies Initiative has been the development of an online digital archive, or vir-



tual repository, of the extensive collection of Native American documents and three-dimensional objects currently housed in the UO's Special Collections and University Archives and the Museum of Natural and Cultural History. Activities so far have included surveying and identifying collections and selecting items for digitization. The goal is to increase awareness of tribal history and to make resources readily available to researchers and educators. Future efforts will provide the opportunity for tribal archivists and University of Oregon archivists to cross-train and work hand in hand to make this a dynamic, living repository that continues to grow.



Map of the Klamath Reservation, from the Oliver Cromwell Applegate Papers, University of Oregon Special Collections and University Archives.



Arranging three curriculum development workshops for elementary and secondary teachers in schools along the Lewis and Clark trail is another feature of the initiative. Utilizing the virtual repository, these workshops are designed for educators who seek to include indigenous perspectives in their classroom teaching about the Lewis and Clark Corps of Discovery Expedition. The National Parks Service and the University of Oregon's Office of Institutional Equity and Diversity are supporting these workshops. They are led by CHiXapkaid (Skokomish Nation), a Professor in Native American Studies in Education at the University of Oregon, and Jill Hamilton-Anderson of the National Parks Service. The first of these workshops was held July 8–14, 2012, at the University of Oregon and included twenty secondary educators from the western United States. They focused their work on developing lesson plans that include tribal perspectives and provide a balanced view of the Corps of Discovery.

Another critical component of the Tribal Legacies Initiative is a series of luncheons organized by Tom Ball, Assistant Vice President, Office of Institutional Equity and Diversity; CHiXapkaid; Deborah Carver, Philip H. Knight Dean Libraries; and Jon Erlandson, Director of the Museum of Natural and Cultural History and Professor of Anthropology. These gatherings bring together a critical mass of faculty, administrators, staff and student supporters to discuss their teaching and research on tribal cultures. A new minor in Native Studies at the University of Oregon has come out of these conversations. Faculty and students working within this minor (and eventual major) will rely greatly upon the current physical and emerging virtual repositories within the University.

Warm Springs Audio Preservation

In the course of our many conversations with tribal leaders, continual emphasis was placed on the importance and urgency of preserving and reformatting culturally significant tribal sound recordings, in order to capture pieces of oral history. With grant funding from the Oregon Heritage Commission, the Confederated tribes of Warm Springs, the Oregon Folklife Network and the University of Oregon Libraries developed a pilot project to preserve 40 hours of tribal sound recordings at the Warm Springs Reservation.

The overarching goal of the project is to create a model of collaboration for preserving and providing access to tribal sound recordings and to raise public awareness of a significant body of tribal heritage material that is at high risk of being lost. Specific activities of the grant partners include installing a preservation workstation at the Warm Springs Reservation, training tribal archivists in preservation recording and reformatting, and developing policies and procedures for audio preservation and transfer. In addition, the Oregon Folklife network will conduct video documentation of the project and produce an online training program that will be made available to other organizations with similar needs.

Conclusion

The accomplishments of these projects are transforming the University of Oregon; we are experiencing richer collaborations between the University and Oregon's tribes, a deeper appreciation of indigenous cultures, and a growing understanding of the history and changes that have occurred within tribal communities. The immediate, tangible benefits of this transformation are an increased preservation of and access to tribal documentation and history, the development of elementary and secondary curriculum that provides a balanced view of the indigenous peoples, and the creation of a Native Studies minor at the University of Oregon. In turn, these successes are helping to inspire a vision for a center and repository of Indian history that will further augment our understanding and give all Oregonians greater access to this rich cultural legacy. 



No Ivory Tower: Local History and the Small Museum

by **Carolyn Purcell**
Executive Director,
Columbia Gorge
Discovery Center
cpurcell@gorgediscovery.org

In my day-to-day duties as a museum director, I have often been challenged to find balance between the needs of colloquial collectors from whom we receive most of our artifacts, and the standard policies and procedures that guide museum and library archives. In the not-too-distant past there was a great divide between the ivory towers of professional curators and the personal ownership felt by local history buffs. Now the ability to make resources available online is changing the very definition of preservation for two-dimensional collections and in some ways simplifies the challenge of public access.

Preservation vs. Access

My first exposure to the ivory tower barrier came when I was an undergraduate student at Montana State University and working at the Museum of The Rockies. The museum registrar had given me a thorough training in object cataloging, impressing on me that without good records the collections were neither accessible nor useful. To enhance my training, she sent me to meet the special collections librarian at the University library to understand what resources were available for researching and cataloging objects. I rang the buzzer for entry to the special collections and was greeted by the archivist through the six-inch crack through which she peered. After explaining who I was and why I was there to meet her, she said, “No, I am sorry,” and closed the door. Eventually my mentor at the museum escorted me over to the library for a personal introduction to prove the legitimacy of my request.

The divide between the general public and professionally trained curators, archivists, and historians regarding access and preservation can be antagonistic. Over-emphasis on long-term preservation can lead to stringent and restrictive policies that can impede the enrichment of the people the museums and libraries serve. Finding a balance that meets the needs of both preservation and access is the ultimate goal.

I have often found myself explaining that, behind the scenes, museums are like libraries. Museum cataloging is similar to library cataloging, and registrars are similar to librarians. However, the vast majority of museum collections are not accessible to anyone, or only to a select few serious professional researchers. Part of the problem stems from lack of staffing to provide complete records, which allows antiquity to sit in secure silence during a painstaking cataloging process which could include days or weeks for each and every item. Finding the forest for the trees requires expedient processing at varying levels to provide access as soon as possible. Librarians and archivists have developed procedures for rough inventories, thorough inventories, cursory cataloging, detailed cataloging and finally extensive research, which could go on indefinitely. Each is a layer in the cataloging sequence. Museums can learn much from this protocol.

With the exception of the occasional small local historical societies that place everything on dusty exhibit shelves resembling a sale barn, museums are focused on long-term preservation, and only a very small percentage of the collections is actually on display. For instance, our facility has many more items in storage than will ever be on exhibit, despite the extensive number of pertinent regional themes interpreted in our exhibits. If an artifact is leaving the storage room for a position on the exhibit floor, it must be well documented and researched in order to provide interpretation of the object. The need for interpretation is often the best catalyst to get research and cataloging finished.

Now, in many cases, the interpretation of an historical event does not require the presentation of original artifacts at all. Digital technology has breached the preservation vs. access divide by offering a workable solution: the best preservation actually offers the best



access. Digital copies of photographs and documents provide the ability to provide safe off-site storage of virtual copies and have images that can be viewed by anyone at anytime via the internet. No longer does the archivist have to say “no” to the curious public, and access does not in any way diminish the preservation of the originals.

Stewardship vs. Ownership

In our community there have long been numerous heritage organizations that historically guarded their collections jealously. Most museum collecting policies forbid the acceptance of items that come with conditions, with rare exceptions. Though a larger regional museum may be able to provide better environmental controls, storage conditions and security, the requirement to transfer ownership can be a deal-breaker with those who have long handled and cared for the artifacts. Whether it is a family collection or an organization’s collection, few wish to let go completely.

A smaller museum may have the flexibility to meet the needs of the local community. A case in point is the stellar photo collection compiled and cared for by the Wasco County Pioneer Association. This organization has over 700 members, many tracing their roots back to the Oregon Trail. For over 70 years their primary focus has been putting together photo boards to display collections related to family history and various themes pertinent to the history of the county. The collection now has almost 10,000 images. Well-meaning members have used various adhesives over the decades to affix the original photographs to plywood display boards. It has been deemed virtually impossible to safely remove the photographic prints from the boards without damaging them. In addition, the boards have been stored in various locations over the years, and were stored in a basement of an old house owned by the county before coming to our facility in 2009.



Museum Registrar Carmagene Uhalde working on the photo boards.



Through agreement, the Pioneer Association still owns the collection. The Columbia Gorge Discovery Center Board of Directors was enthusiastic about bending the rules to make sure the community did not lose this invaluable collection. Bringing the photos to our facility for storage and long-term care started with a conversation in 2008, during which we hosted a Heritage Summit to bring together all the stakeholders in the county who managed collections. Speakers at the summit included MaryAnn Campbell, Director of Research at Oregon Historical Society, the late Terry Toedtemeier, Curator of Photography at Portland Art Museum, and Larry Landis, Archivist at Oregon State University Libraries. The four-hour session touched on storage, preservation, documentation, public access and planning for collaborative projects. It opened the doors for communication among the entities and has led to multiple successful collaborations throughout the mid-Columbia heritage community.

Collaboration

Two noteworthy collaborative projects have graced our community in the past four years, each offering a solution to long-standing problems. Through the assistance of Oregon Heritage Commission and Oregon State University Libraries, we now have high-resolution scans of the entire Pioneer Association photograph collection, and the images are available to everyone on the OSU website at <http://oregondigital.org/digcol/cgdc/>.



1877 photograph of the dining room on the Wide West Steamboat, which traveled from Portland to Cascade Locks and from Portland to Astoria. She operated from 1877 until 1888.



Another very important resource, not only for the community, but also for the state and region, is the newspaper collection, owned by Eagle Newspapers, that has long been stored at The Dalles Chronicle office. This collection of papers, chronicling the news of eastern Oregon, dates back to 1864. Realizing how vulnerable the collection was, the publisher began restricting access to it some years ago. Preservation necessitated this action but caused dismay for the local and regional historians who used the collection for research. But, even with this precaution, storage conditions were not ideal, and the collection continued to deteriorate. Through funding from Oregon Heritage Commission and with the assistance of University of Oregon Libraries, the newspapers are now being re-microfilmed for inclusion in the Oregon Digital Newspaper Program. When the project is complete, the originals will be stored at the Columbia Gorge Discovery Center. Eagle Newspapers is retaining ownership of the collection.

It no longer feels threatening to surrender original collections to the necessity of secure temperature and humidity control. Digital access obviates the fear that they will be locked away and never seen again. By being flexible rather than restrictive, and collaborative rather than antagonistic, museums gain valuable access to local historical resources. Agreements have been made to provide storage in exchange for on-line access, thus meeting everyone's needs while opening collections to the entire world.

Black and white policies do not work well in grey areas of human emotion, family pride and heritage. By working side-by-side with those who hold a passionate interest in Oregon's cultural history, and by employing the tools of digital access, heritage preservation is advancing at the velocity of the high speed internet. 

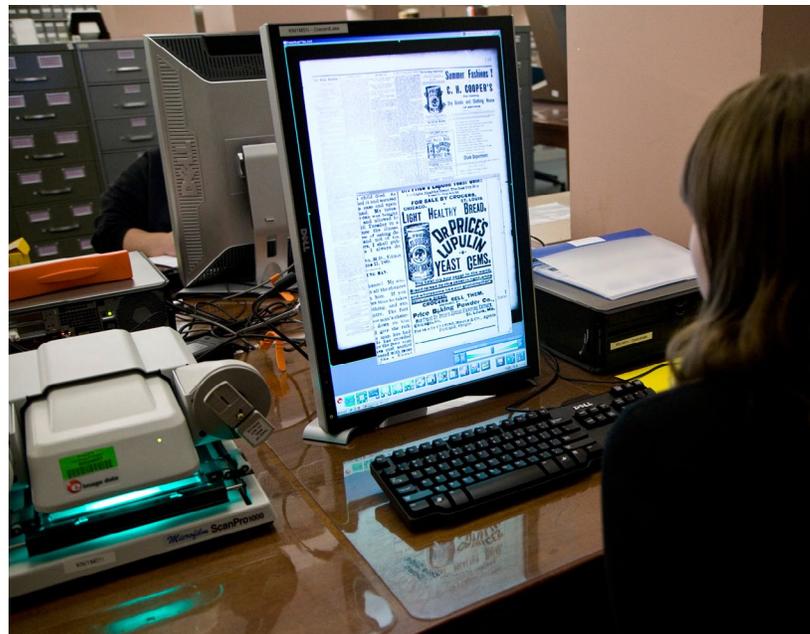


Oregon Digital Newspaper Program: Preserving History While Shaping the Future

by **Sheila J. Rabun**
Oregon Digital
Newspaper Program,
Project Coordinator,
University of Oregon Libraries
srabun@uoregon.edu

Before the advent of the internet, cell phones, television or radio, newspapers served as one of the most consistently utilized mediums of communication and cultural expression in the modern world. Throughout the past several centuries, newspapers have not only reflected cultural norms, they have also shaped our worldview, often instigating social change with the viewpoints expounded within their pages. Newspapers have provided a record of local, national, and international events, as well as given voice to grassroots perspectives by publishing fictional stories, poems, political cartoons, and editorials. While they do not always represent an objective account of reality, historic newspapers are an essential primary resource for anyone with an interest in the past, as they embody the general history of common folk as well as more prominent figures in the timeline of humanity.

Up until recent years, those wishing to delve into the historical record provided by old newspapers had to venture to a physical library and scour stacks of printed pages or microfilm reels to find what they were looking for. The University of Oregon Knight Library houses an extensive collection of both historic and contemporary Oregon newspapers on microfilm through which students, faculty, and members of the public can peruse at any time during the library's hours of operation. Inter-library Loan has allowed us to share our collection with library users near and far, but with some limitations; reels can only be used by one person at a time, and access to microfilm readers continues to impede usability.



A patron uses a ScanPro machine to view historic newspaper content on microfilm in the UO Knight Library. Photo by Amanda Garcia, UO Libraries.

However, the UO Libraries' Oregon Digital Newspaper Program (ODNP) is taking historical newspaper-based research to the next level by providing a free, keyword-searchable online digital collection of Oregon newspapers, accessible to a worldwide audience of students, researchers, and the global community at large.

The Program

Founded in 2009, the ODNP has remained in operation with grant funding from the Library Services and Technology Act, the Oregon Cultural Trust, the Oregon Newspaper Publishers Association (ONPA), and private donations. Additional grant funding came from the Library of Congress and National Endowment for the Humanities' National Digital



Newspaper Program, a collaborative effort to build a free, searchable, digital repository of historic newspaper content from across the nation, starting with publications from 1836–1922. Content from 16 of the 52 historic Oregon newspaper titles digitized to date are currently available on the national *Chronicling America* website (<http://chroniclingamerica.loc.gov/>), along with titles from 27 other states.

The ODNP's Historic Oregon Newspapers website (<http://oregonnews.uoregon.edu>) went live in mid-December of 2010 and has since drawn over one million views from over 65,000 visitors all over the world, including Canada, the United Kingdom, India, Germany, Australia, Brazil, France and Turkey. Residents of Oregon are the most active users, followed by Washington, California and the rest of the United States. The site currently hosts 52 titles of over 220,000 pages of content, with another 300,000 pages to be processed over the next year. Slightly more than half of visitors to the site are returning users.

Despite the advances in technology that have allowed for keyword searching of historic newspapers online, microfilm is still the most reliable preservation medium and is integral to a newspaper's journey from printed page to computer screen. According to the Library of Congress, "digitization, for a wide variety of technical problems, is not generally accepted as a preservation technique" (*Preserving Newspapers*, 2012), and prevailing standards recommend that digital newspaper images be created from scanned preservation microfilm print negatives (Philosophy, 2012). While microfilm preserves historic newspaper content, digitization increases access to the content.

The UO Libraries have been preserving newspaper titles on microfilm since the early 1950s; however, specific dates and date ranges are often missing from microfilmed versions due to the unavailability of those issues at the time of filming. Additionally, the quality, condition, and readability of newspaper pages on microfilm, and thus online, depends solely on the condition of the original papers and the way in which they were filmed. For example, newspapers that were microfilmed as bound volumes have a center binding that creates a gutter shadow and page curve, making text more difficult to read. When microfilm is scanned to create digital images, obscured text of any kind reduces Optical Character Recognition (OCR) reliability for keyword searching.

The Oregon Digital Newspapers Program has enabled a re-visitation of the UO Libraries' microfilm holdings, allowing missing content to be regained and image quality revamped through partnerships with historical societies and public libraries statewide and across state lines. For example, in the fall of 2010, 11,960 pages of the *Astorian* were re-microfilmed, since it had originally been filmed over fifty years ago as, "bound volumes of issues that were often in an exceedingly poor state of preservation" (Stone, 2010). The Astoria Public Library provided the ODNP with well-preserved bound print copies, which were then carefully disbound, allowing each page to be filmed flat to produce a cleaner and more readable image. A steam iron was used to flatten wrinkles and creases in the papers, and "rips and tears were mended with Filmoplast, a non-reflective adhesive tape specifically designed for archival paper documents," (Stone, 2010). This same process was put to use again this year to re-film several titles from The Dalles, in a collaboration spearheaded by the Columbia Gorge Discovery Center, in order to fill in content that had previously been missing, as well as to improve image quality since the titles had originally been filmed bound.





Image Services technician Heidi Scheidl steam irons an original printed page of The Daily Morning Astorian in preparation for microfilming. Photo by Amanda Garcia, UO Libraries.

The Content

Every detailed inch of a newspaper page—the size, font, layout, rhetoric, author and writing style, in addition to the actual content, including mistakes and typos, advertisements and images—can reveal a plethora of information about the culture in which the newspaper was produced. The wealth of information that our historic newspapers have to offer can serve a wide array of disciplines and interests, and while it may seem overwhelming to sift through all of this rich content, the ODNP also offers resources that guide users to interesting topics and starting points for engagement with the database. Essays for each digitized title inform users of the cultural environment in which the papers were started and an overview of the papers' philosophies, perspectives, and content. Periodic blogs (<http://odnp.wordpress.com/>) provide project updates and highlights on potential topics of interest, and the Historic Oregon Newspapers website offers K–12 resources for themed curriculum such as women's suffrage, the Lewis & Clark voyage, Native American trade, the Oregon Trail, and Oregon-specific industry and environmental issues (<http://oregonnews.uoregon.edu/k12/>).

The ODNP Advisory Board, comprised of librarians, curators, journalists, historians, and educators from across the state, plays a fundamental role in selecting titles for inclusion in the ODNP to ensure representation from the diverse geographical regions, political interests, and cultural perspectives. However, due to public domain copyright restrictions, we have only been able to digitize titles published before 1923, an era in which, with a few exceptions, Anglo American men dominated the newspaper industry. Although racism and other modes of discrimination abound in historic newspapers, much can be learned from the errors and injustices of the past. While most mention of Native Americans, Chinese immigrants, and other cultural groups in Oregon's newspapers came from an Anglo viewpoint, every now and then unique perspectives from the people themselves can be found,



such as the “Umatilla Account of the Whitman Massacre,” highlighted in the ODNP blog (<http://odnp.wordpress.com/2010/03/03/an-umatilla-account-of-the-whitman-massacre/>).

The growth of Oregon’s economy, transportation, and natural resource industries can be traced through the pages of titles from various regions of the state, and researchers can witness first-hand the development of forestry, fishing practices, railroads, and Oregon’s mining boom. Salem’s *Willamette Farmer* (1869–1887) was Oregon’s first paper to focus on environmental, economic, and political issues related to agriculture, and was one of the first publications to point out the trend toward decline in wild salmon populations (Robbins, p. 137). The ODNP collection includes this and other key titles of importance to Oregon’s history as well as the history of the United States.

The oldest title in the Historic Oregon Newspapers web database is the *Oregon Spectator* (1846–1855), published in Oregon City thirteen years before Oregon became a state. The first newspaper to be published on the west coast (California’s first paper came seven months later; Washington had no newspaper until 1852), the *Spectator* was initiated by the newly formed Oregon Printing Association, consisting of several prominent citizens of Oregon Territory, including Francis W. Pettygrove, who gave the city of Portland its name, William G. T’Vault, the *Spectator*’s first editor, and Oregon’s first territorial governor, George Abernethy, whose influence dominated the publication (Turnbull, p. 25). The *Spectator*’s voice fell short of unbiased reporting, and one of the paper’s editors, George L. Curry, was fired early on for refusing to cater to Abernethy’s political interests. As a direct protest to the *Spectator*, Curry started the *Oregon Free Press* in 1848 with the motto: “Here shall the Press the people’s rights maintain, un-awed by influence, and un-bribed by gain.” The *Free Press* was only published for six months due to the outflow of Oregon readers to the gold mines of California, but Curry went on to become Secretary of the Interior for Oregon Territory as well as one of the youngest governors of Oregon, in 1854. The *Spectator* and the *Free Press* laid the foundations for opposition in Oregon’s print journalism between protest papers and the dominant political and social perspectives of the times.

The issue of women’s voting rights is prevalent in almost all of Oregon’s early newspapers, but *The New Northwest* (1871–1887), is most prominent in leadership and advocating for equal suffrage, workers’ rights, racial equality, immigration, and human rights, in the face of fierce opposition from the general press. It was published in Portland by Abigail Scott Duniway, a women’s rights and human rights advocate who came to Oregon via the Oregon Trail. Duniway’s brother, Harvey W. Scott, was the editor of *The Oregonian* at the time *The New Northwest* was founded, and she opposed his Republican stance directly through her progressive publication with an “energy and intelligence equaled by few publishers of her day,” (Turnbull, p. 165). With the help of Duniway, women in Oregon gained the right to vote in 1912, almost a decade before the United States government passed the 19th amendment, making 2012 the women’s suffrage centennial in Oregon. Now remembered as “Oregon’s Mother of Equal Suffrage,” Duniway finally witnessed the passage of the Oregon Proclamation of Women’s Suffrage, which she authored and signed, at the age of 78. Digitization of *The New Northwest* was one of the ODNP’s top priorities, and although the UO Libraries’ microfilm holdings for the title were incomplete, the Oregon Historical Society loaned original print material and the University of California Berkeley’s Bancroft Library offered their master negatives for digitization, allowing for a comprehensive collection of digitized issues from this monumental Oregon title.



Oregon's first African American newspapers are also part of the ODNP's collection: *The New Age* (1896–1905) and the *Portland New Age* (1905–1907), published in Portland by Adolphus D. Griffin, offer a unique perspective on Oregon's cultural history, given that African Americans were legally excluded from the state from 1857–1926. As a leading advocate for African American equality in the Pacific Northwest, Griffin was twice elected as a Republican delegate to the state convention, and his newspaper kept readers aware of the many issues facing America's black population. The *Portland New Age* included national news items such as an annual announcement from Booker T. Washington for the National Negro Business League (1906), as well as Griffin's own freely expressed opinions on African American involvement in business, politics, and academia. Readership extended beyond the greater African American community to include Anglo readers as well. *The Advocate* (1903–1936), openly confronted racism in the state and strongly promoted racial equality with a positive outlook for the future. It was published in Portland by Edward D. Cannady



Image from page five of *The New Age*, June 29, 1901.

and later by Beatrice Cannady, the first African American female lawyer in Oregon and founding member of the Portland NAACP. Although *The Advocate* was published weekly well before 1923, only post-1923 issues can be found in the UO Libraries' microfilm collection, excluding the title from the online collection at this time.

Several factors limit the inclusion of titles like *The Advocate* in the digital collection, including missing microfilm negatives, no content available in the public domain copyright date range, poor quality or condition of microfilm, and funding limitations. But, with



over 1,300 Oregon titles currently preserved on microfilm at the UO Libraries, we have just begun to skim the surface of the deep well of possible content that may eventually be included in our web database. Several institutions across Oregon have contacted the ODNP with questions about the preservation and digitization process and have expressed interest in partnering with the UO Libraries to include specific newspaper titles in the ODNP collection. We encourage these inquiries.

Looking through historic newspapers online is like looking backwards and forwards in time simultaneously. It is almost impossible not to make comparisons between the content and views expressed in historic papers and the way things are today, leading to thoughts of what the future might bring. It can be shocking to see how much our world has changed,



A political cartoon, published on page one of The Madras Pioneer on July 20, 1911, reveals that although much progress has been made in the past 100 years, society has remained the same in many ways.



from word usage to fashion styles and market prices, as well as the ways in which our society has remained the same over the years: personal and classified ads continue to be quite popular, and many of the same political and social issues continue to crop up in modern papers. More wondrous still is the notion that the people who actually read these newspapers on the day of publication would probably never have believed that the internet could exist, or that in the span of a century their daily and weekly newspapers would be preserved and made freely accessible online for the world to see. With that in mind, let us look toward the future with curiosity, creativity, and confidence that modes of preservation, access, education, and outreach will continue to improve with the passage of time, and ideas that we have not even imagined yet will likely become the reality of future generations. 

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Documenting Oregon's Latino Heritage: The Braceros in Oregon Photograph Collection

by **Lawrence A. Landis**
Director, Special Collections &
Archives Research Center,
Oregon State University Libraries
Larry.Landis@oregonstate.edu

and

by **Natalia Fernández**
Oregon Multicultural Librarian,
Oregon State University Libraries
natalia.fernandez@oregonstate.edu

Between 2000 and 2010, Oregon's Latino population grew by more than 63 percent, continuing a trend of rapid growth that began more than thirty years ago (Oregon, p. 7). The history of Oregon's Latino community, however, stretches back many decades, even centuries, with the first person of Mexican origin listed in the 1850 census (Gonzales-Berry, Erlinda, and Marcel Mendoza, p. 25). Over the course of the next ninety years, the Latino population gradually increased through a combination of seasonal migrant laborers and permanent settlers. The Bracero Program, established by the federal government in the early 1940s to help alleviate the nation's wartime labor shortage, brought several thousand migrant workers from Mexico to Oregon, making it one of the most significant components of the history of Oregon's Latinos in the 20th century. Fortunately, the Bracero Program in Oregon was well documented photographically. This article will discuss this significant group of photographs and how they have been used to tell the story of Oregon's Latino heritage.

National and State History of the Bracero Program

During the early 1940s, the entry of the United States into the war caused both a decrease in the national farm labor force yet and an increased need for food production. In Oregon, more than 35,000 men from farms entered the armed forces (25 percent of the more than 140,000 total). Significant increases in employment in war industries in the Portland-Vancouver area also contributed to the farm labor shortage. In order to address the national shortage, the United States began negotiations with Mexico to establish a program to enable the legalization and control of Mexican migrant workers. In August of 1942, both governments signed the Mexican Farm Labor Program, and in April, 1943, Congress passed Public Law 45, a wartime emergency labor program which sanctioned the Mexican Labor Agreement. In the state of Oregon, the Oregon State College Extension Service implemented the national program through the development of the Emergency Farm Labor Service. This state program utilized many forms of non-traditional labor that included the Victory Farm Volunteers (youth), the Women's Land Army, and the Mexican Farm Labor Program, or more commonly known as the Bracero Program (Fighters, p. 16–17).

Although it was the Emergency Farm Labor Service's policy to first recruit as much domestic labor as possible, when the availability of the local community became insufficient, the program took advantage of the Bracero Program, and migrant workers from Mexico arrived in Oregon in the summer of 1943. Notably, other groups used as farm labor included prisoners of war, Japanese evacuees secured through the War Relocation Authority, and international migrant workers. The Mexican labor force, however, was the largest of the non-domestic groups; during the years 1943 to 1946, several thousand Mexicans came each year as migrant workers (Fighters, p. 6, and p. 10). Though the federal government extended the national Bracero Program through 1965, in Oregon the program's peak years were 1943 to 1948, with some evidence of Bracero workers brought to the state in 1952 and 1958 (Gonzales-Berry, Erlinda, and Marcel Mendoza, p. 47).

Life as a migrant worker for the Mexican men that participated in the Bracero Program was challenging, due to the camp conditions and sometimes hostile community environments. The camps were meant to be temporary, so they were designed to flexibly to accommodate various sized groups of people and to be easily dismantled for winter storage. Although each camp had accommodations such as heat, laundry, and health services, the workers were usually isolated, due to a lack of transportation to venture to neighboring





Klamath County Camp

communities, and there were little few to no organized social activities (Gamboa, p. 177–178). If the Bracero workers had been able to interact with the local community, it may or may not have been welcoming. Community support for the Mexican labor forced fluctuated, as evidenced by numerous newspaper articles which sometimes stating that hiring non-locals was unpatriotic while and at other times praising the Bracero Program for the needed labor assistance. In order to promote the program and assuage the fears of the community, the Extension Service in charge of the program created printed propaganda materials and even radio shows to champion the Bracero Program.¹ It was in part due to these efforts that we now have a printed and photographic record of Braceros in Oregon.

Collection Information

During World War II, Oregon State College Extension staff took many photographs of activities associated with the Emergency Farm Labor Service. Photos, including those of the Bracero workers, were taken in all parts of the state. Most of the Bracero- images were likely taken by Fred Shideler, an Oregon State College journalism faculty member who had a special assignment as the information assistant for OSC's farm labor program in 1944 and 1945. A few of the Bracero related photographs were taken by commercial photographers, such as Bus Howdyshell of Pendleton and Maurice Hodge of Portland. The photos accompanied news releases about the program and were used in county Extension annual reports and other Extension publications. At least 102 photographs documenting various aspects of the Bracero Program in Oregon have been identified. The majority of the images depict the farming enterprise, such as harvesting and loading various types of fruits and vegetables. The collection also includes photographs showing the arrival of migrant workers, the temporary camps in which they lived, and life in the camps, including recreational activities.





Boxes of Cucumbers

The photographs remained in the Extension Service's voluminous photo files for many years. In the late 1960s and early 1970s they were transferred to the University Archives, which had been established in 1961. The Braceros in Oregon Photograph Collectionⁱⁱ is an artificial collection; the original photographs (prints and negatives) were drawn from a number of our Extension Service's related photograph collections. They include the Extension Bulletin Illustrations Photograph Collection (20), the Extension and Experiment Station Communications Photograph Collection (120), the Extension Service Photograph Collection (62), the Agriculture Photograph Collection (40), and Harriet's Collection.ⁱⁱⁱ

The Digital Collection

Like many academic libraries, the OSU Libraries selected CONTENTdm as one of its digital collection platforms, acquiring it in 2001.^{iv} After a few months of in-house experimentation with the software, University Archivist Larry Landis proposed in spring 2002 that the Braceros photographs would be ideal as the first publicly available collection—it was a relatively small group of materials with a high scholarly profile.

The proposal was approved, and building of the online Braceros in Oregon Photograph Collection commenced in the summer of 2002. Working with the Technical Services and Library Technology units, the University Archives' first steps were creating the data dictionary (metadata template) and identifying, pulling and scanning the images. The project provided Libraries' staff with an opportunity to develop workflows, standards and procedures needed for building digital collections. A graphic design student employed by the Libraries designed the collection's portal page. After nearly five months of work on the



digital collection, the site was launched in October, 2002. It was featured by parent company at the time, DiMeMa, in December, 2002. The site was enhanced in early 2003 with an extensive bibliography of Braceros sources, which included links to catalog records and other online resources. Currently, the site allows researchers to browse the entire collection, or search by keyword or county. Default advanced search is also available.

Notably, the digital collection was used in a Winter, 2003, Ethnic Studies class at OSU. Class members were asked to complete a survey on how useful the collection was to their work. Some of the most telling comments from the students, many of whom were Oregonians of Latino heritage, revealed that they were unaware of the Braceros history in their home communities.

After the launch of the digital collection in late 2002, the collection had 700 page views in 2003. This quickly increased, peaking at more than 14,000 page views in 2006. Since that time, page views have varied between 9,000 and 11,000 per year.^v



Weighing Hops

Collection Use

In addition to the 2003 Ethnic Studies class, the Braceros photographs are regularly used by a variety of OSU classes, including History, Sociology and Foreign Languages and Literatures. In 2009, a sociology undergraduate used the Braceros collection as a springboard for her extensive research on the Braceros Program and its connection to current thinking about immigration. Her work was featured in *Terra*, OSU's research magazine (Carillo).

Since the early 1980s, the Braceros photographs have been frequently used in a wide variety of scholarly publications, lectures and exhibits. Dr. Erasmo Gamboa of the University of Washington's Department of American Ethnic Studies is credited with "discovering" this treasure trove as a scholarly resource. As a graduate student at the University of Washington,



he used several of the photos in his October, 1982, *Pacific Northwest Quarterly* article, “Mexican Labor in the Pacific Northwest, 1943–1947.” Gamboa’s 1990 monograph, *Mexican Labor and World War II: Braceros in the Pacific Northwest, 1942–1947*, based on his dissertation, also included several of OSU Braceros images. In 1995, the Oregon Council for the Humanities published *Nosotros: the Hispanic people of Oregon*. Gamboa wrote the chapter on the Bracero Program which again featured OSU’s Braceros photos.

A selection of eleven Braceros-related images was included in the OSU Archives’ 1993 traveling exhibit, “Fighters on the Farm Front: Oregon’s Emergency Farm Labor Service, 1943–1947,” funded in part by the Oregon Council for the Humanities. Between 1993 and 1995, the exhibit was shown in twelve venues in Oregon, including many of the same communities where Bracero workers had a major presence. An online version of the exhibit was developed in 1994 (hosted by the Oregon State Archives in Salem), and was—the first web-based archival exhibit in Oregon. An updated and expanded version of this exhibit was released in the summer of 2010.^{vi}

The photos were highlighted at “Undocumented,” a conference held at OSU in 1999 focusing on Oregon’s undocumented workers. Oregon Public Broadcasting made extensive use of the photographs in its 2007 *Oregon Experience* episode, “The Braceros,”^{vii} and the authors of the 2010 book, *Mexicanos in Oregon: Their Stories Their Lives*, used eight images from the collection. Presently, a few of OSU’s Braceros images are featured in the Smithsonian Institution’s traveling exhibit, “Bittersweet Harvest: The Bracero Program 1942–1964.”^{viii} In early 2012 the Oregon Historical Society hosted “Bittersweet Harvest” and used several of OSU’s Braceros images to supplement the exhibit. Other recent projects that have used Braceros photographs include an edition of *The Oxford Encyclopedia of Food and Drink in America*, the American Social History Project’s HERB website,^{ix} and the Bread for the World Institute’s 2012 hunger report.

Future Plans

In 2005, the OSU Libraries established the Oregon Multicultural Archives to highlight multicultural collections already held in the OSU Libraries’ Archives, to serve as a resource linking researchers to other institutions or organizations with multicultural archival collections, and to document African American, Asian American, Latino/a and Native American communities that have contributed to the identity of the state of Oregon. As part of the Oregon Multicultural Archives’ goal to engage the community and share a part of Oregon’s diverse cultural history, we are partnering with OSU’s Center for Latino/a Studies and Engagement during this, the program’s inaugural, year.^x Collaborative outreach activities include a photographic exhibit in celebration of Latino Heritage Month, mid-September to mid-October, as well as a lecture in October describing the collection.

Conclusion

The Bracero Program of the 1940s is a small part of the larger narrative of the Latino community in Oregon, yet its impact on the state’s history is significant. Although most apparent is the program’s contributions to the success of Oregon’s agricultural industry during the war, the program was also the precursor to increased immigration of Mexicans to Oregon and a shift in their role of migrant to immigrant. Even after the Bracero Program officially ended, Mexican migrant workers continued to come to Oregon, and in the decades following the Bracero program, various services and organizations emerged to facilitate migrant workers’ permanent



settlement. For example, in the 1960s, the Valley Migrant League, 1965–1974, encouraged and assisted migrant workers through the settlement process; in the 1970s the Colegio César Chávez, 1973–1983, was established as a Chicano—serving College without Walls to provide educational opportunities otherwise not afforded to migrant workers; and in the 1980s PCUN (Píneros y Campesinos Unidos del Noroeste—Northwest Treeplanters and Farmworkers United), 1985–present, was established and continues to empower migrant workers regarding their rights as farmworkers. Our hope is that our continued outreach and promotion of the Braceros in Oregon Photograph Collection not only inspires students, scholars, and historians to use the collection and further research the Bracero Program, but also inspires them to further explore the continued legacy of the Latino community in Oregon. 

ⁱ Gonzales-Berry and Mendoza analyze various newspaper articles and propaganda materials exploring the racism endured by the Mexican migrant workers.

ⁱⁱ The BOPC website: <http://oregondigital.org/digcol/bracero/>

ⁱⁱⁱ Harriet’s Collection is an extensive subject based photo collection of historic images of OSU. It was assembled by and named for Harriet Moore, OSU’s first university archivist.

^{iv} CONTENTdm had been developed at the University of Washington, and today is a product offered by OCLC.

^v Oregon State University Libraries uses Google’s Urchin web statistics analysis program.

^{vi} The 2010 version of the online “Fighters on the Farm Front” exhibit: <http://archives.library.oregonstate.edu/omeka/exhibits/show/fighters>

^{vii} <http://www.opb.org/programs/oregonexperiencearchive/braceros/>

^{viii} http://www.sites.si.edu/exhibitions/exhibits/bracero_project/main.htm

^{ix} <http://herb.ashp.cuny.edu/>

^x The mission of the OSU Center for Latino/a Studies and Engagement (CL@SE) is to promote engaged research devoted to advancing knowledge and understanding of Latino contributions and the issues surrounding the population in our state, region, and beyond.

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Teaching U.S. History from an Oregon Perspective:

A Multimedia Approach to Educational Outreach

by **Shawna Gandy**
Archivist,
Oregon Historical Society
Research Library
shawna.gandy@ohs.org

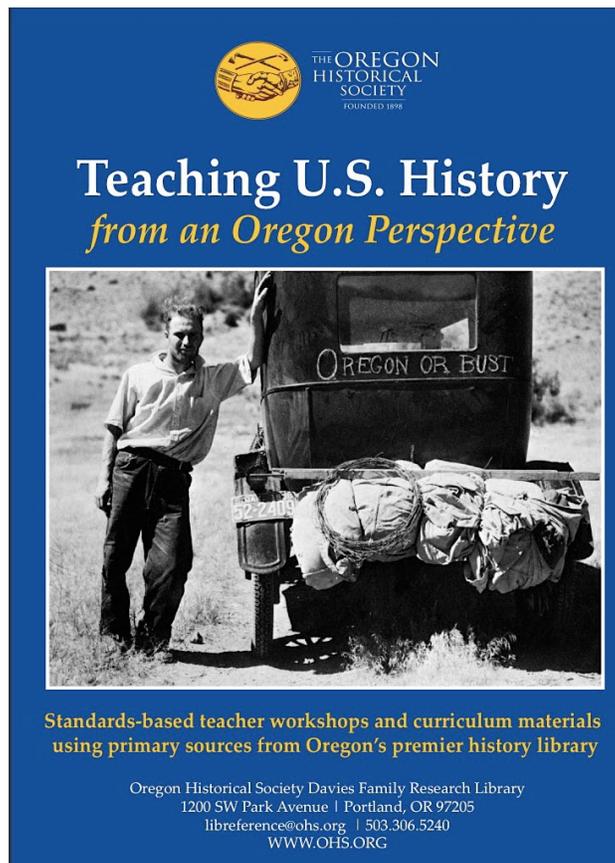
You never know what two archivists will dream up over a cup of java. Was it the caffeine or our experience with outreach to teachers and our vision of the possibilities of technology that led fellow archivist Amy Bowman and me come up with a crazy plan: to produce televised professional development workshops for Oregon high school teachers? And not only that, but to bundle the programs into an innovative multimedia package that includes digitized primary source documents from the Oregon Historical Society Research Library, educational standards-based curriculum materials, and other resources to help teachers incorporate Oregon content into their U.S. history classes. Why would two busy archivists be interested in doing such a thing? And why does it matter?

The key to all this is the primary source documents, the first-hand accounts of historical events, that are the mainstay of our archival and artifact holdings. Primary source documents provide the “evidence” that makes history a social *science*. Librarians, archivists, and collection managers who work in special collections libraries, archives, and museums are all custodians of the historical record.

The use of primary sources in the classroom allows students to see that history is an active process of inquiry and analysis that requires an understanding and interpretation of evidence. Students must learn how to engage with these sources and to scrutinize them for their value as evidence, looking for historical clues and uncovering bias and falsehood to reveal the measure of truth they may hold. This higher-order thinking cuts across the curriculum and prepares students for the kind of complex decision-making that is necessary in today’s world.

The Oregon Historical Society has collected, preserved, and documented Oregon’s history for over a hundred years through its museum and research library. Collecting and preserving historical artifacts and documents is in itself not enough to serve the needs of Oregonians. We can also use our substantial collections to educate the public and spark conversations about past issues and events that shape us today. Good stewardship of these documents includes making this goldmine of educational resources available to Oregon’s teachers and students. This is the approach we took in our project, *Teaching U.S. History from an Oregon Perspective*: to create access to and make relevant essential components of Oregon’s story.

DVD sets containing the program videos and companion materials are on the shelves in Portland Public High School Libraries.



The image shows the cover of a multimedia package. At the top left is the Oregon Historical Society logo, a yellow circle with a black silhouette of a hand holding a quill. To its right is the text 'THE OREGON HISTORICAL SOCIETY' and 'FOUNDED 1878'. Below this is the title 'Teaching U.S. History from an Oregon Perspective' in white and yellow text. The central image is a black and white photograph of a man standing next to a covered wagon in a desert landscape. The wagon has 'OREGON OR BUST' written on its side. Below the photograph is the text 'Standards-based teacher workshops and curriculum materials using primary sources from Oregon's premier history library'. At the bottom, it lists the Oregon Historical Society Davies Family Research Library, 1200 SW Park Avenue | Portland, OR 97205, and provides contact information: libreference@ohs.org | 503.306.5240 and WWW.OHS.ORG.



For some time, the OHS and its partners have extracted materials from our collections goldmine for face-to-face teacher workshops and educational online resources, such as the Oregon History Project and its interactive companion website, Timeweb, and the Oregon Encyclopedia. We've partnered with Oregon Public Broadcasting to produce the *Oregon Experience* television series. And we've encouraged scholars and writers of all kinds to record their findings in publications, including our own *Oregon Historical Quarterly*, published continuously since 1900.

These resources provide a great foundation for addressing the current needs of teachers. Specifically, Oregon educators have told us of their critical need for professional development and curriculum materials to fulfill state curriculum guidelines requiring Oregon content in social studies courses. This Oregon content is not provided by the standard textbooks. And according to the 2010 Oregon Heritage Vitality Report, teachers are not learning it in college either: "None of the teacher-education programs require coursework in Oregon heritage or history."

We initially designed this project to meet Oregon state educational standards adopted in 2001, in which primary sources play an important supporting role. The literacy and content components of the more recent and broadly-adopted Common Core State Standards, place an even greater emphasis on understanding, interpreting, and utilizing primary sources, including those with local, state, and tribal content. But it is no simple matter to identify documents and to develop exercises that fit into the prescribed curriculum. Teachers are hard pressed to do it on their own. We who are stewards of our state's heritage materials can blend our knowledge of collections with educators' knowledge of student needs and state educational requirements to help fill in the gaps.

It was just this kind of collaboration that allowed us to venture into new territory to create this multimedia product. This pilot project built on an existing relationship between Portland Public Schools and the OHS. Funding also helped determine the project's parameters. The Mt. Hood Cable Regulatory Commission offers capital grants for projects that utilize cable system technology within Multnomah County. The MHCRC funded the computer and camera equipment needed to scan the primary source documents and the costs to film and edit the televised workshops. Our own institutions supported the many hours of staff time that went into this project. Additional funding came from a National Endowment for the Humanities Teaching American History grant to the Portland Public Schools, and Oregon Community Foundation support to the Oregon Historical Society.

Our partners at Portland Public Schools provided important feedback throughout the project. First, district educators worked with us to determine the subject content of the programs. We settled on eight videos. The first three introduce OHS resources: the Research Library, the Oregon History Project and Timeweb, and the Oregon Encyclopedia. All are important resources that teachers and students can use to find and understand primary sources. The other five programs encompass twentieth-century topics covered in the high school U.S. history curriculum: World War I, the Progressive Era, the Great Depression and New Deal, the Cold War, and the Vietnam War and Counterculture Movement.

A team of OHS archivists (Amy Bowman, Megan Friedel, Geoff Wexler, and I) had the fun job of digging through collections to find documents of all kinds that would be suitable for classroom use. We found letters, photographs, pamphlets and fliers, articles, posters, maps, moving images and the like that would make meaningful connections with students as well as fit with teaching objectives. The documents we uncovered include:



- Letter from George Shibley to Oregon Governor George Chamberlain regarding direct democracy (1908)
- Temperance flier with a map showing the “dry” counties in Oregon (1910)
- Photograph of military enlistees from Enterprise, Oregon, with a banner reading “Remember the Lusitania” (1917)
- Circular letter by John A. Jeffery, district manager of the Townsend National Recovery Plan for the Third Congressional District of Oregon, describing the need to pass legislation in support of the old age pension plan (circa 1937)
- Subpoena for Julia Ruuttila to testify before the House Committee on Un-American Activities (1956)
- “The Day Called ‘X,’” a CBS television documentary depicting a dramatized evacuation of Portland during a potential nuclear attack by air (1957)
- Leaflet from The Family proposing that a rock festival, Vortex I, be held during the American Legion Convention and People’s Army Jamboree in Portland (1970)

All of the documents selected for these programs tie Oregon people and events to the national and even international scene.



Document scanning commenced after our panel of educators reviewed our document choices. Next, we developed film scripts and the camera started rolling. We did the bulk of the work with in-house presenters, discovering a few hidden talents along the way.

The first video, Introduction to the OHS Research Library, showcases the variety of OHS library collection types during a guided tour of the reading room. An online tutorial for the OHS online collections catalog and the Northwest Digital Archives follows.

We used online screen-capture video for most of the second program, a tutorial for the OHS's award-winning educational websites, the Oregon History Project and Timeweb. The Oregon History Project treats a broad range of historical topics with narratives written by some of Oregon's finest historians, and illustrated by primary source documents and artifacts. The project's companion website, Timeweb, presents primary sources in an interactive timeline. Visitors to this student-friendly site can create customized timelines by using preset filters and topics. In both the OHP and Timeweb, each primary source appears as a downloadable image set in context by an historical background piece.

Our partners at the Oregon Encyclopedia filmed and produced the third video. They filmed interviews with editorial board members to illuminate the special characteristics of this online encyclopedia of history by and for all Oregonians. A brief tour of the website and tutorial concludes the video program.

The remaining five subject-based programs cover the historical topics mentioned above. In these longer videos, the pre-selected primary source documents drive the content. Each 23–30 minute video consists of four components:

- Brief introduction
- Ten minute historic narrative piece designed to place the primary source documents in historic context, using OHS library documentary resources
- Teacher workshop featuring classroom exercises developed using a sampling of the digitized primary sources
- Mini-tutorial highlighting specific features of the OHS library's online collections catalog, the Oregon History Project and Timeweb, and the Oregon Encyclopedia.

The DVDs also contain companion materials for each of the five subject-based programs include:

- Digitized primary source documents
- Curriculum guide with lesson plans and other helps for using the primary sources in the classroom
- Bibliography for further reading
- Pertinent *Oregon Historical Quarterly* articles
- Document analysis worksheet templates covering eight formats from maps to motion pictures (developed by the Education Staff at the National Archives and Records Administration and used with permission)

The filmed teacher workshops begin with a document analysis, using a different document type for each program. This provides an entry point for working with primary sources, suitable for teachers and students just starting out with this kind of analysis. The examples are loosely based on National Archives and Records Administration worksheets, and set up the central feature of the curriculum piece: the Document Based Question Set (DBQ).





Hannah Allan delivers the World War I teacher workshop. The document analysis in this program ends with a comparison of two war propaganda posters.

Document Based Questions are used in Advanced Placement and other higher level high school courses to develop students' abilities to extract meaning from and create arguments based on a set of historical documents. A series of questions provided for each document guides students through a close examination of the document and then leads them to make connections to broader questions. Each program includes one DBQ set and helps for creating additional sets. Although DBQ sets target higher level students, teachers can extract lessons from them and adapt them to other levels. A variety of other exercises with built-in flexibility is also included in the curriculum guide.

Portland Public Schools educators directly contributed some of the curriculum materials and provided valuable guidance in the creation of the remainder. They also evaluated the videos during their initial broadcast on PPS Cable Channel 28. Their feedback was absolutely critical in assuring that the entire series met our goals and expectations.

This valuable feedback showed us that we were on track. Our panel of educators told us:

- “The instruction I use now does not have any local history in it. This is exciting information.”
- “These are closely aligned [with state standards] and will save me hours of lesson planning.”
- “Local materials will help my students relate to these topics in ways that no other materials can.”
- “They really bring the broad concepts and events to a human level.”
- “These materials will help me to assist students in analyzing multiple sides of particular issues and help them to contextualize them in terms of what is happening today.”
- “It will increase the amount of time my students spend doing the authentic kind of analysis of primary source documents that historians do.”



Teachers reported that they would use the materials in a broad range of social studies courses. They also gave us ideas about what we could do in the future to make our existing programs even better.

The programs are now being woven into the district's curriculum support network. Thanks to the district's media specialists, DVD sets containing all of the videos and companion materials are on the shelves in all PPS high school libraries. A new PPS Sharepoint site also provides access to these materials, thanks to Rick LaGreide, a history teacher and the district's chief liaison for the project. And our wonderful partners at PPS Television Services continue to broadcast and stream our eight videos.

Although at present Portland Public Schools is the chief beneficiary of this project, we would love to reach a wider audience. The next steps are still in the works, but the possibilities are wide open.

What is clear from this exercise is that digital technologies continue to open new doors for innovative educational outreach. It is up to us to draw upon our ingenuity and our connections to make the best of it. If it takes a little caffeine and camaraderie, all the better. 

Teaching U.S. History from an Oregon Perspective

Oregon Historical Society
<http://ohs.org/>

2010 Oregon Heritage Vitality Report
<http://www.oregon.gov/OPRD/HCD/OHC/docs/HVreport2010.pdf>

Common Core State Standards for Education
<http://www.ode.state.or.us/search/page/?id=1802>

Mt. Hood Cable Regulatory Commission
<http://mhcrc.org/>

OHS Online Collections Catalog
<http://librarycatalog.ohs.org/eosweb/opac/>

Northwest Digital Archives
<http://nwda-db.wsulibs.wsu.edu/nwda-search/>

Oregon History Project (new url)
<http://www.ohs.org/the-oregon-history-project/>

Timeweb
<http://www.ohs.org/education/oregonhistory/timeweb/>

Oregon Encyclopedia
<http://www.oregonencyclopedia.org/>



OLA Quarterly Publication Schedule 2012–2013

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Each issue is developed around a theme determined by the Communications Committee and Guest Editor(s). To suggest future topics for the *OLA Quarterly*, or to volunteer/nominate a Guest Editor, contact the OLAQ Coordinator.

Vol./No.	Theme	Deadline	Pub. Date	Guest Editor
Vol 18 • No. 4 Winter 2012	<i>Professional Development, an Update from 2008</i>	December 1, 2012	January 15, 2013	Steph Miller, Librarian, Multnomah County Library
Vol 19 • No. 1 Spring 2013	<i>Measuring Success</i>	February 1, 2013	March 15, 2013	Chris King Reference Librarian, Hillsboro Public Library & Karen Mejdrich Technical Services & Collection Development Manager, Hillsboro Public Library

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