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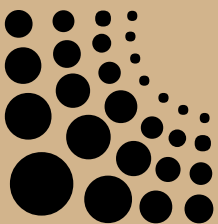
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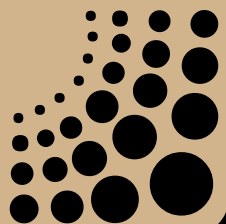
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The profession from a different perspective.



Letter from the Senior Co-Chair

*by Tamar Evangelestia-Dougherty
The Black Metropolis Research Consortium
University of Chicago*

Dear AAC roundtable members,

As we all know, spring is the season for new beginnings. For example, you may have noticed that our newsletter has received a fantastic and much needed makeover from its new editor, Rabia Gibbs. This is a great example of the changes the ACCR has experienced over the last 24 years and we would like to continue improving our resources.



For example, our “Archivists of Color Directory” has not been updated since 2007. I will be working with Janel Quirante, our AAC Membership Directory/

Listserv Moderator, to update this list. Help from you would be greatly appreciated in terms of providing name and contact information through the membership form on our website.

Recently, while attending a meeting on the SAA Mosaic Program, the Diversity Committee discussed using the directory as a database for an “of color” mentoring program. Graduate students could contact members concerning internships, employment opportunities, or for advice about day-to-day archival concerns. A robust ACCR mentoring program would be beneficial for recruitment and retention in the field.

I can recall my own BLS (Before Library School) days when I volunteered as a manuscript processor for the Chicago Public Library. It was Beverly Cook who encouraged me to go to library school. At the time, Beverly was the curator of the Harold Washington Collection. I found her name in an SAA directory and contacted her.

“I want to experience working in an archive,” was all I said to her when she picked up the phone. Beverly immediately invited me into her

heart and collection. Her love for archives was infectious and I never looked back. A career in archives was the path I wanted to take and Beverly Cook was my model. What did I need to do to have a job like Beverly's?
(record screeching)

“A Master's degree? That would take too long. I can't do that.” I procrastinated but Beverly would not let me get out of becoming an archivist so easily.

“It is easy,” she said. “And those two years will fly by before you know it.” Beverly was extremely patient and generous with her time. She watched me waffle back and forth for two years. My reasons for not getting the degree came up again and again. I am too old. It costs too much. I will never get in. Beverly held my feet to the fire every time, gracefully dismissing every excuse I could come up with. Eventually, she wore me down and I enrolled in the archives program at the Simmons Graduate School of Library and Information Science in Boston.

Beverly always told me to choose a school that was out of my comfort zone. “Your experience will be enriched if you leave the history you know and learn about the history you don't know,” she advised.

Boston represented an entirely new era in historical documents. I went from Chicago – and working on the papers of its first African American mayor – to Boston where I worked on a collection of letters documenting the activities of a slave broker. Beverly was right, I thought while walking through Salem, Massachusetts. A group of Simmons students were researching the Salem Witch Trials and there I was standing in the very cemetery where the victims were buried. This was new and uncharted territory – at least for me.

After working at Columbia University as a curator, I came back to Chicago in 2007, this time as an archivist. The other day I was giving a presentation

on outreach to underrepresented communities at the Hall Branch of the Chicago Public Library. The conference was entitled "The Church as a Preserver of Our History and Protector of Our Heritage" and hosted by the Chicago Friends of Amistad Research Center. As I was rushed in from the rainy Saturday afternoon, my first thought, besides worrying if my presentation would go smoothly, was that this library was the very branch where Vivian Harsh, the first African American librarian in Chicago, had worked. What an honor. My thoughts were interrupted when I heard my name called. It was Beverly Cook. We embraced and smiled. Who could have predicted that 15 years after she took me under her wing, Beverly and I would be side by side again, on an SAA Host Committee, on a speaking panel about preserving the heritage of the Black church, or as fellow Chicago archivists?

Our membership directory matters and it is important that we provide mentoring opportunities for future archivists of color. But there are still important questions that need to be asked. Just how much information would a potential mentee need to know about us? Would it be helpful if our ethnic and racial backgrounds were mentioned? How about providing a picture of ourselves so the mentee can see exactly who we are? What if a mentee contacts someone on the list and is disappointed to learn that they are not "of color" but an archivist that works in an "archives of color"? Does any of this matter at all? Please let your voice be heard by contacting us with your ideas.

Sincerely,

Tamar Evangelestia-Dougherty
AACR Senior Co-Chair

Letter from the Junior Co-Chair

by Courtney Chartier
Woodruff Library, Atlanta University Center

This past fall SAA launched its new public awareness campaign "I Found It In The Archives!" My institution, the Robert W. Woodruff Library of the Atlanta University Center, was one of five nationwide that chose to participate. SAA hopes to continue this contest every year.

The rules are simple: each contestant must write an essay or create a video about their own discovery experience in the archives. There's a period of public voting and then winners for each category are announced. Institutions can administer their own contests and offer any prize they choose before forwarding winners on to SAA to compete nationally.

At Woodruff, we promoted the contest using patron emails and the LibGuide software. The LibGuide was an easy place to collect entry forms and upload essays and videos. The software's comment feature was used for online voting during the public voting period. As a prize in both the essay and video categories, we offered one free, glossy print from the Archives' photograph collections.

We were very pleased to get two video entries and five essays. Luckily, one of our faculty members assigned the contest as extra credit for a course, which certainly helped with the number of entries. You can still see the contest site and entries online at <http://research.auctr.edu/content.php?pid=70236&sid=1659905>. We hope to continue this contest each year, hopefully with ever-growing faculty participation.

This contest is an important tool for raising public awareness, for both SAA and individual archival institutions. It's also a great and fun way to learn more about your user group and their perception of your resources. I think it also has another dimension in that it contributes to the mission of the Archives and Archivists



of Color Roundtable.

We talk frequently about the need for diversity in SAA but this should apply to our patrons as well as those in the profession. For those of us that serve patrons from traditionally marginalized groups, this contest is a simple way to share information about our professional organization and standards and to encourage our patrons to participate further in using archives and analyzing their importance. For those of us that work primarily with the documentation of marginalized groups, the contest serves as promotion of our resources and a reminder that someone somewhere is documenting history left too long outside of the mainstream.

Woodruff-AUC serves four Historically Black Colleges, and our student population is predominately African-American. Our contestants were 100% African-American and 100% female; we are proud that there will be two entries from women of color in the national contest, both of whom addressed African-American history in their entries. In addition, we now have several new success stories from our patrons that strengthen our faith in our institutional goals. Please consider holding your own "I Found It In The Archives!" contest this fall. SAA will provide most of the tools including rules, entry forms, and boilerplate language for promotional materials; it is up to us to discover how best to use them to further our goal of promoting the involvement of people of color in SAA and archives in general.

Sincerely,

Courtney Chartier
AACR Junior Co-Chair

On the Job Market? Five Helpful Tips to Get You Through the Horror

*by Rabia Gibbs
Diversity Resident Librarian
University of Tennessee, Knoxville*

It's spring. The birds are singing, the flowers are blooming, and graduation is looming. The idea of leaving grad school can be daunting. Yes, it does mean a brief reprieve from reading neck-sized tomes of library literature but it also means heading into that emotional gauntlet known as job hunting. This is a scary place to be, in the face of terrifying student loans and the prospect of having to move back in with the 'rents... AGAIN! It doesn't help that the unemployment rate hasn't stabilized and older librarians, who were predicted to be retiring in droves by now, are postponing their retirement due to the economy.

The truth is that there are jobs out there but they might not be your dream job at an ideal salary and you might not get them in record time. So, if you are a new graduate with limited experience but won't settle for anything less than a \$55,000 salary in a major metropolis, you might have a long wait on your hands. So what is the answer to getting a job? With so many people applying for so few positions and needs varying from institution to institution, there isn't one. But don't lose hope. Here are some helpful hints to get you through the process in one piece.



1. Have Patience – Unless you already have three years of professional archival experience, can perform special collections cataloging, are fluent in French and German, and know how to create metadata for digitized objects, it might be a while before you get a permanent position. How long? 8 months to a year...at best. It's a long time but it is time that can be used wisely. So what's the best way to keep yourself occupied

that doesn't involve weeping over the want ads?

- Participate in your state archivist and library associations by contributing to their newsletters and attending the annual meetings. If you can't afford to travel to the national or regional conferences, this is a good way to stay active professionally while on a limited budget.
- Work on your research. Dust off one of your student research projects and turn it into a presentation proposal for an annual meeting at a local library or archivist conference. This is a great networking opportunity and it will help you build up your resume. You can also start reading up on those topics that piqued your interest in school but you didn't have time for.
- Write a book review. You have the time and there are a number of places to submit your reviews to including *Archival Outlook*, *American Archivist*, SAA roundtable newsletters, and a wide range of ALA newsletters, columns, and publications.
- Stay current. Continue to read the professional literature, follow blogs, subscribe to RSS feeds, and listen to podcasts. Also, take advantage of available professional development and online learning opportunities. Both ALA (<http://www.ala.org/ala/onlinelearning/>) and SAA (<http://tinyurl.com/65578p>) keep an active schedule of webinars, workshops, and presentations as do most state archivist and librarian associations.
- Create an online portfolio that showcases your research, experience, and areas of interest. You can post papers, completed finding aids, and digital examples of collections you have processed and/or digitized.

2. Consider Residencies and Temporary/Contract Positions

– I cannot recommend residencies enough. I graduated in 2009 with only 6 months of practicum experience. As I slugged through the job hunting process, I immediately realized two things:

- I did not have the requisite years of experience. Period.
- I was competing with several past classes of MLIS graduates for the same “entry-level” positions. The difference was that they had been slowly building up their archival skills in the interim through professional development, part-time jobs, and patient waiting in less-than-

ideal, full-time positions. So it didn't matter that I had a 3.9 GPA and more enthusiasm than you could shake a stick at. My resume simply wasn't competitive enough.

So I started to investigate residencies. Residency programs are fantastic! It will be the only time that someone will be unperturbed by your complete lack of professional experience. The positions are usually for a two-year term at academic libraries; appointments are often at faculty status with faculty pay and privileges. The primary goal is to help participants develop their professional library skills. This means financial support for conferences, time to work on articles and presentations, peer collaboration, and a very supportive and mentoring environment. Most importantly, it means the opportunity to gain experience.

Most residencies are listed as librarian positions but they often allow residents to choose their area of interest; some job postings explicitly list archives and special collections as desired areas of focus. An example of a great residency opportunity for a budding archivist is the following expired posting for Emory's Research Fellows Program: <http://tinyurl.com/6g8mumq>. Although these positions don't require professional experience, they are still very competitive and often require an exhaustive interview process that includes a presentation component.

Temporary positions are another option. These positions are often grant-supported and can last anywhere from 6 months to several years. If you have the mobility in your personal life, these jobs are a great opportunity to gain some much-needed professional experience. If your options are more localized, don't be afraid to apply for part-time positions in your area. While not ideal, these types of positions will help keep your resume current.

3. Practice, practice, practice! – In “real world” terms, entry-level means 2-3 years of experience and some institutions further qualify this as professional experience, meaning any position held after you graduated from library school or a paid archivist position; this excludes practicum or internship experience. Yes, we've all taken classes but theoretical knowledge isn't enough.

Employers are looking for what can't be taught in school, namely the knowledge that comes from working regularly with more experienced archivists, learning from your own mistakes, and creating that personal balance between theory and practice.

Still, some experience is better than no experience. If you are still in graduate school, then you should get yourself a practicum immediately. If you are about to graduate, then you should be looking for opportunities to volunteer. Areas you will want to get some skill development in include:

- Processing collections
- Creating EAD-compliant finding aids
- Project management
- Familiarity with digitization components and institutional repository (IR) platforms
- Reference and instruction
- Basic preservation

Also, regularly review archivist job postings to see what skills employers are looking for.

4. Be Willing to Move! –

The best advice anyone gave me in grad school was to be willing to move. The professor who imparted this wisdom was also the professor who had most recently come off the job market as a full-time archivist and she was acutely aware of the professional climate. She stressed that if I was willing to move anywhere, I would find a job faster and that, in the long-term, it would be worth it...

professionally. And she was right. Aside from my own, other examples include:

Ex. 1. Right after school, a colleague from my graduating class accepted a full-time, lone archivist position at a very small institution in a very, very, very, very small town. I know just how small it was because I interviewed for a different position at the same institution. She managed to stay there a year and she is now working at Yale.



Ex. 2. Another friend in my class accepted a position as a part-time librarian in an extremely rural library. She spent the last year and a half building up her qualifications and gaining professional experience. She has just accepted a full-time librarian position in the field of her choice; she will be moving to Sacramento in a few weeks.

5. Publish, present, or perish! – Well, you won't perish literally but you might flounder professionally. If you intend to work as an archivist in an academic institution, then publishing and presenting are required. Even if the position doesn't have faculty status, a demonstration of "professional involvement and a commitment to scholarship" will be one of the requirements for promotion and advancement.

If you're not planning to go into academic librarianship, it will still behoove you professionally to publish and present. Though the language is slightly different, many non-academic positions still require a "demonstrated commitment" to the profession. This doesn't mean that you need to publish a 500-page doctoral thesis on the entire history of archives but you should be thinking about your research interest. Become involved with SAA groups and don't be afraid to respond on the listservs.

Also, don't limit yourself to SAA; try out some member groups and sections in ALA such as the Rare Books and Manuscripts Section (RBMS), Preservation and Reformatting Section (PARS), or Library and Information Technology Association (LITA). The archival profession is increasingly interdisciplinary and there are a number of interesting ideas being developed in closely related fields that could innovate and rejuvenate our work.

The job climate might be rough at the moment but it certainly isn't hopeless. With a little hard work, perseverance, and compromise, we, the recent MLIS graduates, WILL find gainful employment. Maybe not in the cities we want or at the salaries we think we deserve but we will get jobs. And those dream jobs that we fantasized about during long lectures in school? We will get those too...eventually.

Title: Archivist I
Salary: \$45,000
Institution: Academic
Location: Boston, MA
Feeling: SWEET!



Colorado Chicano Veterans Oral History Project

by Beverly B. Allen
University Archivist/Records Manager
Colorado State University

Popular Job Sites

1. Archives Gig (<http://archivesgig.livejournal.com/>)
2. SAA Career Center (<http://careers.archivists.org/search.cfm>)
3. ALA Job List (<http://joblist.ala.org/>)
4. Higher Education Recruitment Consortium (<http://www.hercjobs.org/>)
5. Libgig (<http://www.libgig.com/>)
6. UT Austin's iSchool Jobweb (<http://www.ischool.utexas.edu/jobweb/Search.php>)
7. ARL Job Announcements (<http://www.arl.org/resources/careers/positions/index.shtml>)

Other Resources

1. *Public Speaking for Librarians and Information Professionals* by Sarah R. Statz
2. Librarian by Day's "Guide For Those Considering an MLS, Current Students & Job Seekers" (<http://tinyurl.com/34h4ak9>)
3. LIS Job Wiki (http://liswiki.org/wiki/HOWTO:Apply_for_a_library_job)

For the past two years, students in Dr. Fawn-Amber Montoya's "Voices of Protest" class have been interviewing participants in the Chicano movement and, more recently, Chicano veterans. Beverly Allen, the University Archivist, has worked closely with the class, teaching oral history techniques, providing one-on-one instruction, and facilitating interviews.

As part of the course, students were asked to create 15-minute videos about the experience of Chicano veterans. These mini-documentaries, comprised of images, music, and interviews, preserve the rich history of veterans who returned home to face anti-war protests and universities with low minority enrollment, limited financial aid, and courses that did not reflect their heritage. The project has proved to be inspirational for the students and healing for the vets who have so generously shared their stories. A number of the participants have wondered about sharing these narratives with a larger population.

While there has been much research on Colorado veterans, there is a dearth of materials about the experiences of Chicano veterans from around the state and the challenges they faced including poverty, a lack of education, and disproportionate war mortality rates. Regardless of their personal feelings about the war, many of these vets were compelled to enlist based on a strong current of patriotism and familial duty.

Many veterans later used the discipline and leadership skills they learned in the military to become leaders in the Chicano movement to try to effect positive social change for Chicanos and other minorities. In a larger sense, this oral history project helps illustrate the complex nature of Colorado veterans' involvement in the Vietnam War effort. These experiences need to be shared with the larger population of Colorado.

Full-length interviews, in audio and video format, are deposited in CSU-Pueblo's University Archives

and are available to researchers for further study. The Archives also has plans to place indexed interviews on their website and on the CSU institutional repository for wider availability. Plans for an expanded film documentary, a



companion book of memoirs, and accompanying narratives by humanities scholars are also in development.

Fueled by Diversity: Interview Excerpts with Asian American 2010 ACRL Career Enhancement Program Fellows

by Eugenia Kim with Harrison Inefuku and Brian Leaf

The mission of the Association of Research Libraries (ARL) Diversity Programs is to “recruit people from underrepresented racial and ethnic groups into careers in research libraries” and “prepare and advance minority librarians into leadership positions in ARL libraries.” Although the emphasis is placed on encouraging students to enter libraries, ARL is equally accepting and supportive of budding archivists. One particularly impressive initiative is their Career Enhancement Program (CEP) that provides paid internships, housing, tuition, and travel stipends to participants. These fellowships increase a student's networking opportunities, offer guidance through assigned mentors, and provide an overall practical experience.

On April 10, 2011, three of the 2010 Fellows engaged in conversation about their experiences with racial issues, family acceptance of their career decisions, their plans for increasing diversity in archives and libraries, and the potential future of diversity. They gathered online in a Skype chatroom from three different corners of North America, brought together through their experiences as Asian American students in library

and information science programs.

The moderator was Eugenia Kim, webmaster for the AAC Roundtable. She graduated in December 2010 from the University at Albany Information Science program with a thesis on digital dance preservation. As a Korean American from the Pacific Northwest, Eugenia values the preservation of old traditions while adapting to new trends.

Harrison Inefuku is a student in the Dual Master of Archival Studies/Master of Library and Information Studies program at the University of British Columbia. He is a recipient of the Mosaic, Spectrum, and APALA scholarships and is now on the selection committee for the Mosaic scholarship. Harrison grew up in Hawai'i and is of Chinese, Japanese, and Okinawan descent.

Brian Leaf is pursuing an MLS at the University of North Carolina – Chapel Hill. He also received a Spectrum scholarship and is a poster presenter at ARCHIVES 360. Other achievements include co-founding his school's diversity initiative and creating a framework for SILS Diversity Taskforce. Brian grew up in Phoenix, AZ and is Chinese American.

April 10, 2011

EK = Eugenia Kim

HI = Harrison Inefuku

BL = Brian Leaf

EK: Thank you both for taking the time to meet up today, I really look forward to the discussion. As moderator, I will be asking a series of questions, but you should feel free to create and follow tangents. That said, let's start with the first question...

EK (Question): What are your professional aspirations and your dream job[s]?

HI: I want to work within an archives or records management program for about 5 years. Then I want to enter a PhD program with a long-term goal of teaching archival studies.

BL: Oh, I guess I typically tell people that I want to focus on instruction and emerging technologies in an academic library. My "dream" though is to be in library administration and to be someone who can direct the vision and path of a library institution, if not the profession itself. Or, also get

my PhD and work on projects that do have a lasting effect on the information community. And society in general.

BL: I'm an idealist. :-P

EK: Both of you sound very impressive – I applaud your immense amount of ambition! I would like to find a nice digital archives or curation job and work my way up to a department director position. Ideally, though, I would like to work for the Kyoto Manga Museum as an archivist.

EK (Question): Now for the serious questions... First of all, have you encountered difficulties in general life because of your ethnicity or nationality?

BL: More so growing up. I don't feel like I encounter it too much overtly. But I am very aware that people may perceive me differently and make certain assumptions about who I am. I wonder if it sometimes adversely affects my opportunities if I don't match expectations. But definitely growing up, I was teased a lot.

EK (Question): What sort of opportunities and expectations?

BL: I guess, job opportunities and being able to enter certain social networks. I can play the part of someone white, but I can never look it.

HI: In a way, I was fortunate to grow up in Hawai'i, where I am not a racial minority. However, I think I was always aware that I was a racial minority within the broader United States and I think this knowledge has affecting[sic] me significantly. For example, I would refuse to let my mother teach me Chinese and worked to have a standard American English accent, rather than a Hawai'i accent.

EK: I think our friend Kim mentioned something about white kids getting teased for being the minority in Hawai'i. It really boggled my mind when I heard that. I think I remember getting teased by other Korean kids for not being Korean enough - apparently speaking English and eating American food was a bad thing.

HI: Yeah, white kids get teased in Hawai'i. It wasn't bad at my school, because I went to a private school... so the only thing I remember teasing the white kids about was that they don't wash their rice before cooking it.

EK: Oh my...I wish that wasn't a truth based statement, but I do remember my mom washing the rice very thoroughly.

BL: Haha, yeah we washed our rice too.

EK (Question): So then, did you have any encounters with these kinds of issues when you entered your library school program?

HI: Canada views itself as a society that is at once "color-blind" and a "mosaic," views that don't fit together. The overall political correctness of Canadians may mean that racial issues are not frequently discussed, although the lack of racial diversity within the profession is obvious, given the attendance at the Association of Canadian Archivist conferences.

BL: I find that people who don't want to offend prefer not to say anything. And people who believe it's worthwhile will talk to me. I've been tackling diversity issues here for the past year here. Actually, we just closed a survey polling all faculty and students on diversity issues. We're reviewing the data on Wednesday.

EK: I have to admit that attending a program with mainly white students was a little surreal. Nobody was rude but no one talked about diversity either. Even the few non-white students seem to just fade into the background.

EK (Question): So then, how did your families react when you told them you were going to library school?

BL: They were okay with it. They didn't have much to say about it because it's not something that they think is particularly great. They just like the fact that it's a masters[sic].

HI: My father was against it because he wanted to me enter a profession where I'm able to write and my mother was against it because she felt I needed a job that would allow me to communicate with people. Clearly, neither seem to know what an archives is.

EK: If it makes you feel any better, my parents couldn't remember the word for "librarian" in Korean much less "archives."

EK (Question): Did either of your parents have short lists of professions that you ought to go into?

BL: My dad wanted me to come out of the program as an IT specialist.

HI: Nope. Well, I think they wanted me to stay in graphic design. But I was pretty much free to choose.

EK (Question): So no "doctor-lawyer-businessman-engineer/programmer" pressure?

HI: Nah.

BL: Not particularly. They suggested an MBA. They had higher hopes earlier on in undergrad.

EK (Question): Did the ARL CEP Fellowship help at all in justifying your decision to families, garnering respect, increasing self-confidence, etc?

BL: Well, they saw it as more of a personal success of mine than something that justifies the value of libraries. So in that respect, it maybe gave them a little more respect for me.

HI: I think the ARL CEP fellowship and Spectrum was useful in building a cohort of peers that are interested in advancing diversity within the profession. The Mosaic scholarship started after my first year of my program, so having it available showed that the Society of American Archivists was interested in supporting diversity, which was nice.

EK (Question): Ah yes, I was going to ask about the Mosaic.

HI: Yup?

EK: You're continuing [to] work with the committee, right?

HI: Yes. This is my second year on the selection committee. My term ends in 2013.

EK: In that case, to help out any archives students, can you tell us what kind of qualities are they looking for in an applicant?

HI: So this is from the web site, "The award is given to applicants who demonstrate excellent potential for scholastic and personal achievement and who manifest a commitment both to the archives profession and to advancing diversity concerns within it." And I think that's pretty accurate. It's important to note that we're looking for a commitment to advancing diversity concerns in addition to academic and professional potential.

EK (Question): But what does that really translate to? Suppose we all ended up on scholarship committees - would we select ourselves? Do we embody the kind of person that the application calls for?

BL: Maybe – is there a rubric of some sort?

HI: Two qualities that I think most strongly embody what the Mosaic Scholarship is about are the commitment to enhancing diversity and providing mentorship to future archivists. I definitely feel that the mentorship and connections I've received as a result of the scholarship were the most important aspects of the award.

BL: Yeah, so my guess would be that it depends on what values each member holds, and if applicants can speak to those values. That response from Harrison makes perfect sense to me.

EK (Question): What would you do or want to do to enhance diversity in archives and libraries? What does it even [mean] to "increase diversity"?

HI: Not really answering your question but, I think that having received the scholarships I have, I feel it's important that I give back to the profession, which is why I'm on two scholarship selection committees.

HI: It's also a reason why I want to teach archival studies, because there needs to be increased diversity not only amongst the professional ranks, but in academia, as well. For example, my faculty is completely white or at least, does not contain any visibly racial minorities.

HI: I've found that, in my research, I've needed to clarify my definition of minority. I speak of majority/minority as a power relationship, rather than a numbers thing. Which is probably why everyone is confused when I talk about the South African Blacks as a minority group.

BL: I think increasing diversity is less about having a colorful workplace and more about creating an environment that is not full of homogeneous (i.e. culturally) perspectives. In the context of a society where there is a historically major group that comes with having privileges, diversity also means that you're allowing those who have not had that chance [or] the ability to establish themselves--and that someone who is white may not recognize his or her own biases, so there is purposeful recruitment of people of color or others. That being said, you still want the best people, or those who demonstrate the most potential.

EK: I was having lunch with a friend last week and we both agreed that we are getting tired of the American approach to diversity, which tends to be racially based. Judging someone by race is really inaccurate when you see someone who doesn't fit a stereotype.

EK: Immigrants from different countries cannot be lumped together simply because of race either.

BL: There's a difference between race and perception. Context is important in terms of racial attitudes. And race is certainly not the only thing that makes a person diverse. While it's something I have focused on in the past, it's not the only thing I support or recognize as being important.

We all face problems, and we all need to work together to solve those problems.

EK (Question): So Brian and Harrison - what kind of initiatives will we see you start in the future?

HI: Hopefully graduation :D

EK: Lol - and that will enhance diversity?

HI: Hahaha!

BL: Well, I guess the next initiative depends on where I go next. But, haha, graduating would certainly be a step in the right direction for me too. And then more seriously, it depends on where I'll be and what the needs at the time are.

BL: Diversity shouldn't be a static initiative. As it evolves and grows, I expect it to have different names, but ultimately the same goal: equity.

EK (Question): Which area do you think you will focus on more: scholarship/professional programs to increase diversity in professionals or community-based outreach to make patron populations more diverse?

BL: Both, if there's a need and the opportunity arises.

HI: Because I want to teach, I'll probably focus on scholarship/professional programs. However, depending on where I get a job, if I'm able to do community-based outreach, that would be awesome.

EK: Well gentlemen, thank you so much. I appreciate you participating in this chat and look forward to seeing you again at ARCHIVES 360!

The Preservation of Knoxville's Black Radio History

by Jennifer Randles
MIS Student, University of Tennessee

Founded in May 1975, the Beck Cultural Exchange Center is a regional heritage institution located in Knoxville, TN. The center – named after James and Ethel Beck, an influential Black couple in Knoxville – aims to be “a forum of artistic expression and historical perspective for African Americans in Knoxville and East Tennessee.” The institution houses several prominent archival collections including the Judge William Hastie Papers, organizational records from Knoxville College, a large African-American newspaper collection, and a wide variety of audiovisual materials.

I am currently processing the Beck Center's *In Touch-Insight* collection comprised of 61 quarter-inch open reel audio tapes. *In Touch-Insight* was a Knoxville radio show broadcast from 1968 to 1970 on WJBE, a station then owned by James Brown. The show focused on different facets of local African-American life and culture but also included rebroadcasts of speeches and sermons by such renowned African-American leaders as Dr. Martin Luther King, Jr., Malcolm X, and Ralph David Abernathy.

The majority of the material on the tapes is unique content about local events. For example, one broadcast was devoted to the murder of a white taxi driver on Knoxville College's campus and the show featured interviews with students present during the events. There is also coverage of the 1969 University of Tennessee student government elections as well as original recordings of speeches by Dick Gregory and Stokely Carmichael at local venues.

Themed shows explored such topics as “The History of the Black Church and its Involvement in the Civil Rights Movement,” “The Black Man & Politics in the Presidential Election of 1968,” and “The Employment Problems & Conditions in Knoxville Pertaining to the Negro.” As these shows were created exclusively by African-Americans for a primarily African-American audience, they are an authentic representation of Knoxville's Black community and their concerns during this key period in American history.

The *In Touch-Insight* project entails digitizing, rehousing, and processing the tapes for preservation and access purposes; I am using equipment at the University of Tennessee as the Beck Center does



not have the requisite equipment or staff. The first step of the process is to import the audio from the tapes using a reel-to-reel player, a line-in input to a computer, and Audacity software, a free audio recorder and editor. If the file needs any clean-up, I perform it in Soundtrack Pro. Next, I create 96 kHz/32-bit WAV files from the imported audio tracks. These files are saved on server space until they can be burned onto DVD-Rs for preservation masters and CD-Rs for

circulation copies. The Beck Center's archivist, Timothy Vasser, is also looking into purchasing an external hard drive for on-site storage and to facilitate future migration.

The original open reel tapes will be rehoused and a finding aid will be created for the materials. Though the tapes are in good condition and do not show many signs of deterioration, it is important that they are preserved and multiple copies are kept safe for long-term care and access. I am positive that once the project is completed, the materials will be utilized by scholars and the general public as they are a fascinating record of their time and the people who created them.

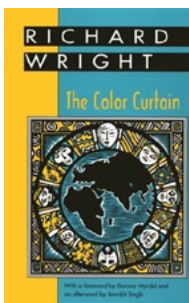
Black Metropolis Research Consortium Receives \$500,000 "Hidden Collections" Grant

*by Tamar Evangelestia-Dougherty
The Black Metropolis Research Consortium
University of Chicago*

The Council on Library and Information Resources (CLIR) has awarded a two-year "Hidden Collections" grant in the amount of \$499,500 to the Black Metropolis Research Consortium (BMRC) for the "Color Curtain" Processing Project: Unveiling the Archives of Chicago's Black Metropolis.

The grant will enable the BMRC to:

- process over 10,000 linear feet of its members' primary resource collections related to African American history
- create EAD finding aids
- formally introduce undergraduate students into the archival profession



The title for the project was inspired by the Chicago-based, African American author Richard Wright. In 1956 Wright wrote the book *The Color Curtain: A Report on the Bandung Conference* in an effort to understand his

own Black identity in relation to international perspectives. Like Wright's quest, "The Color Curtain" Processing Project represents an effort to access the history of people of African descent in Chicago through its primary resources. Curtains unveil things. By processing these important collections, we are unveiling history.

Through this award, the BMRC seeks to expand intellectual control and arrangement of unprocessed collections discovered during the three-year (2009-2011), Andrew W. Mellon-funded BMRC Survey Initiative. We will go beyond surveying by arranging and cataloging primary resources related to Chicago's African American heritage.

Another objective of the project is to structure a comprehensive recruitment tool for the archival profession. Undergraduate students seeking careers in history and archival science will gain experience working in special collections repositories while processing African American related collections.

The BMRC extends its gratitude to CLIR for granting this generous award, which will significantly advance the teaching, study, and understanding of American history and culture.

About the Black Metropolis Research Consortium

The Black Metropolis Research Consortium (BMRC) is an unincorporated Chicago-based association of libraries, universities, and other archival institutions with major holdings of materials that document African American and African diasporic culture, history, and politics, with a specific focus on materials relating to Chicago. The University of Chicago serves as the host institution of the BMRC.

BMRC Members

Chicago History Museum
Chicago Public Library System (Including the Vivian G. Harsh Research Collection of Afro-American History and Literature)
Chicago State University
Columbia College Chicago (Including- Columbia Center for Black Music Research)
Dominican University
DuSable Museum of African American History
Illinois Institute of Technology
Loyola University Chicago
Northwestern University
Roosevelt University
University of Chicago
University of Illinois-Chicago

People

Dr. Manning Marable, a professor at Columbia University and founder of the Institute for Research in African-American Studies (IRAAS), passed away April 1, 2011.

Dr. Marable received his undergraduate degree from Earlham College and a doctoral degree from the University of Maryland. Before becoming a professor at Columbia University he taught at the University of Colorado at Boulder and Ohio State University.

In addition to his professorial duties, Dr. Marable was also a social activist and a prolific writer. He was the author of almost 20 books including *The Great Wells of Democracy*, *Black Leadership*, and *Malcolm X: A Life of Reinvention*. He was also instrumental in the acquisition of several important African-American collections for Columbia University's Rare Book and Manuscript Library. He was also the chair of the Movement for a Democratic Society and the author of the political column "Along the Column Line."

Dr. Marable died from complications from pneumonia in New York. He was 60.



In the News

Recently, the **Shelby County Archives** discovered new documents related to the assassination of **Dr. Martin Luther King, Jr.** County



Register Tom Leatherwood came across the materials when he began re-organizing collections with a former archivist.

Newly discovered items include notes from James Earl Ray's attorneys and correspondence from James Earl Ray and county sheriffs.

"There are additional crime scene photographs," says Shelby County Register Tom Leatherwood, who oversees the Archives Department. "Notes they took. Some notes with private investigators they had hired to run down leads and so forth."

Eight new folders of material were posted on the Shelby County Archives on Monday, April 4, 2011, and are available for viewing at: <http://register.shelby.tn.us/media/mlk/index.php>.



The **American University in Cairo**'s Rare Books and Special Collections Library has been working on a digital collection documenting political protests against

Hosni Mubarak, the former president of Egypt. The library has archived over 150,000 items, including tweets, websites, Facebook postings, and audio and video files that document events beginning January 25, 2011. To view the archive, please visit: <http://archive-it.org/public/collection.html?id=2358>

Opportunities

Avery Research Center Public Historian

A tenure-track faculty member, the Public Historian develops public programs that showcase Avery's growing archival material. Primary responsibilities include:

- * Designing oral history projects
- * Developing public programs, including conferences and symposia, in conjunction with African American Studies Program, the Carolina Lowcountry and Atlantic World Program, and other campus departments.
- * Hiring, training, and supervising temporary and permanent staff.
- * Teaching one course annually in the African American Studies program
- * Supervises the Reference Librarian, Curator, and library staff

Essential requirements:

- * PhD in History or African American Studies, with a history cognate
- * Experience working in a museum or archives
- * Experience developing public programs
- * Experience conducting oral histories
- * Teaching experience on the college/university level

Salary and Benefits:

\$50,000 starting salary and benefits package. Benefits include Retirement (401a) Plans, Deferred Compensation Plans (401k, 457, and Roth 401k), Health Insurance, Dental Insurance, Life Insurance, Dependent Life Insurance, Long Term Disability Insurance, and Long Term Care Insurance. Additional information on benefits can be found at <http://www.cofc.edu/hr/Benefits/index.htm>.

For full position announcement please visit:
<http://www.cofc.edu/library/docs/avery-pub-hist1>

Center for Puerto Rican Studies Project Archivist

The Center for Puerto Rican Studies (Centro) is a research institute dedicated to the study and interpretation of the Puerto Rican experience in the United States and produces, disseminates relevant interdisciplinary research. Centro also collects preserves and provides access to library resources documenting Puerto Rican history and culture. We seek to link scholarship to social action and policy debates, and to contribute to the betterment of our community and enrichment of Puerto Rican studies

Duties include:

- 1) Processing of collections, assist in digitization and web related projects
- 2) Developing content for the Barrios section of Centro Voices, an electronic magazine
- 3) Writing finding aids, EAD and compile collection inventories.
- 4) Supervising student assistants.

Qualification Requirements:

- 1) MLS or MA from accredited school and one-two years of archives experience.
- 2) Knowledge of archival practice, must know standard archival techniques in the arrangement and description of historical records.
- 3) Experience with web/digital projects and EAD.
- 4) Knowledge of Puerto Rican community required.
- 5) Subject knowledge in history, ethnic studies, urban studies, or related areas desirable.
- 6) Bilingual English/Spanish reading skills a must.

For a full position announcement, please visit:
[Job_Description_ProjectArchivist_PVN_3_2011.pdf](#)

Call for Submissions!

The AACR is currently seeking submissions for its quarterly newsletter. We welcome:

- articles about current news and trends
- op-ed and perspective pieces on topical issues
- descriptions of digitization initiatives
- excerpts from research projects and scholarly writings
- institutional profiles and professional updates
- book reviews

Guidelines for Submitting Materials

Materials should be submitted via email to the newsletter editor, Rabia Gibbs, at rgibbs4@utk.edu no later than August 1, 2011. Manuscripts are to be sent as a Microsoft Word attachment or in plain text in the email body. ore publication.

Article length should be between 300-750 words. Shorter or longer pieces may be accepted upon prior approval.

We look forward to hearing from you!



Harold T. Pinkett Minority Student Award

Established in 1993, this award recognizes and acknowledges minority undergraduate and graduate students who, through scholastic and personal achievement, manifest an interest in becoming professional archivists and active members of the Society of American Archivists.

Eligibility: Awarded to minority students, with preference given to full-time students possessing a minimum scholastic grade point average of 3.5 while enrolled in a graduate program focusing on archival management during the academic year preceding the date on which the award is given.

Prize: Full complimentary registration to the SAA Annual Meeting, and related expenses for hotel and travel for attending the SAA Annual Meeting.

For additional information about the award and nomination procedures, please visit <http://www.archivists.org/governance/handbook/section12-pinkett.asp>