CRL Primary Source Awards

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FOCUS on Global Resources
Spring 2014 • Volume 33 • Number 3

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In This Issue

This issue of FOCUS on Global Resources highlights the projects selected for recognition in this year's Center for Research Libraries Primary Source Awards program. CRL created the program in 2005 to promote awareness and use of primary historical evidence in research and teaching. Identifying and recognizing innovative uses of primary sources helps us to better understand the practices and the needs of scholars today.

The projects featured here were selected from a competitive pool nominated by faculty and librarians at CRL institutions. CRL's Collections and Services Policy Committee, chaired by Eustace Evans of Harvard University, reviewed all submissions and identified the top projects in these areas: access, research, and teaching. The projects recognized this year illustrate a variety of approaches to ensuring the primary evidence of history.

We hope that the projects described here better enable librarians to support the excellent research and teaching being done throughout the CRL community. Please consider nominating a deserving colleague or yourself for the 2015 awards. Submissions are accepted beginning in June; the CRL website has details.

— Bernard E. Reilly, Jr.
President

The 2014 Primary Source Award for Access featured the manuscript collection from the Chief Loos Embroidery Collection of Culinary Arts from the University of Iowa Digital History program; the 2014 Primary Source Award winner for Access. Photograph by Tom Bergman, courtesy of the University of Iowa Libraries.

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CRL Collections and Services Policy Committee

Dan Hazen, Chair, Harvard University
Fern Brody, University of Pittsburgh
Diane Bruxvoort, University of Florida
Sharon Farb, University of California, Los Angeles
Scott Mackenzie, Simon Fraser University
Mary Molinaro, University of Kentucky
Greg Raschke, North Carolina State University
Jeanne Richardson, Arizona State University
Bryan Skib, University of Michigan
Bernard F. Reilly, ex officio, Center for Research Libraries
Presented to library staff, faculty members, or administrators whose work promoting primary source materials demonstrably results in expanded appreciation and usage on campus, and ultimately has an impact on research. Sample project outcomes:

- Simplified access through enhanced visibility on the library’s OPAC
- Mediated lending techniques that facilitate user access
- Development of new finding aids
2014 CRL Primary Source Award – Access

Biff Hollingsworth, Collecting and Public Program Archivist
University of North Carolina, Chapel Hill
Civil War Day by Day Project
Nominated by: Doug Diesenhaus, Administrative Projects Librarian
My dear Mr. Hamilton,

I feel I should write to you this evening but something has occurred to you which I imagine you do not wish to hear. I hope you will not mind to hear me. I have received some letters from Washington dated as late as the 20th. As early as this it is unsafe for me to talk of the Merk. The letters have been very unfortunate. There are letters from Mr. Hamilton dated the 16th. Since which time I have received no letters from you and have heard nothing from you since the 16th. I should have heard from you sooner than you did. I have written so frequently as I requested you should. But hearing from you an occasional letter and at times a little more than enough for the few you annually receive. 1829
Primary Source Award in Research

Presented to recognize a faculty member, library staff, or graduate student whose use of primary source materials in their research or in collaboration with academic departments, educators, curators, bibliographers, authors, curriculum specialists, etc., has demonstrably resulted in the development of scholarly methods, research initiatives, and methodologies that:

- Expand or simplify methods of discovery
- Open new or expand existing avenues of scholarly research
- Develop new knowledge
Christian Reed, Center for Primary Research Training Scholar
University of California, Los Angeles
Los Angeles Aqueduct Digital Platform project
Nominated by: Jasmine Jones, Los Angeles Aqueduct Digital Platform Project Manager
The Aqueduct, in Fourteen Lines
By David Ulin

Was the aqueduct built for orange juice? You know what I’m saying Owens Valley water irrigating breakfast concentrate, two hundred fifty miles to the south.

Or was it built so William Mulholland could ride out his last days awash in guilt swept under the devastation wrought by the collapse of the St. Francis dam?

Mulholland’s home was later laid waste for a freeway, fitting, given the ghosts who still haunt his penthouse office downtown. But Los Angeles will have what it will have.

Which is? A future that works as we say it does—and not the other way around.
Presented to an educator, educational group, bibliographer, or curriculum specialist who develops innovative ways to use primary source materials in the classroom or in a student advisory role in:

- Expanding classroom resources
- Defining the scope of research projects
- Promoting diverse viewpoints
Richard Schramm, Vice President for Education Programs, National Humanities Center, Research Triangle Park, North Carolina

America in Class “Lessons” project

Nominated by: Brooke Andrade, Reference and Interlibrary Loan Librarian
Lexington and Concord: Tipping Point of the Revolution

Advisor: Timothy H. Breen, William Smith Mason Professor of American History, Northwestern University, National Humanities Center Fellow.

How did the Battles of Lexington and Concord change the character of American resistance to British rule?

Understanding
From the early 1760s to 1775 American colonists complained bitterly about British policies that taxed them without representation. Nonetheless, they did not advocate taking up arms against king and parliament. The Battles of Lexington and Concord changed that. The killing of Americans by British troops altered popular perceptions of imperial rule and transformed a largely peaceful resistance into an armed rebellion.

Texts
Selections for classroom use:
1. Diary entries of Matthew Patten, 1776.

For more primary sources on the American Revolution, see Making the Revolution: America, 1763-1781.

Text Type
Informational texts, each with a clearly stated purpose, moderately complex text structure and knowledge demands, and vary complex language features. Tier 2 vocabulary words are defined in pop-ups (full list at bottom of page). Tier 3 words are explained in brackets.
Primary Source Awards

The Primary Source Awards are an annual competition designed to recognize and publicize librarians, teachers, and researchers who use or promote use of primary source materials.

Program Description & Criteria
The awards are presented annually in three categories:

1. **Access**
   - Promoting use of primary source materials.

2. **Research**
   - Innovative use of primary source materials in research projects.

3. **Teaching**
   - Employing primary source materials in the classroom.

Download the 2014 Primary Source Awards Flyer:

Further Information about the Nomination Form

Submit your Nomination
Call for Motion to Adjourn
Call for Motion to Adjourn

Thank you for participating in the business meeting.