CRL Primary Source Awards

A manuscript cookbook from the Chef Louis Szathmary Collection of Culinary Arts, from the University of Iowa's *DIY History* initiative, the 2013 Primary Source Award winner for Access. Learn more about this project and the other awardees in the Spring 2013 issue of *FOCUS on Global Resources*. Photograph by Tom Jorgensen, courtesy of the University of Iowa Libraries.

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In This Issue

This issue of *FOCUS on Global Resources* highlights the projects selected for recognition in this year's CRL Primary Source Awards program. CRL created the program in 2009 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 Dan Hazen of Harvard University, reviewed all submissions and identified the top projects in three areas: access, research, and teaching. The projects recognized this year illustrate a variety of approaches to mining 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 2014 awards. Submissions are accepted beginning in June; the CRL website has details.

—Bernard F. Reilly, Jr.
President

CRL 2013 *Primary Source Awards*

CRL Primary Source Awards

The Archivo Histórico de la Policía Nacional, discovered in 2005. To date, about 12 million of the Archive's 80 million documents have been digitized. CRL used this image for its 2013 Primary Source Awards flyer. Courtesy of Archivo Histórico de la Policía Nacional, Guatemala.

The Center for Research Libraries first created the Primary Source Awards in 2009 to recognize innovative uses of primary source materials by faculty, librarians and library staff, students, and other researchers in the CRL community. Nominations are accepted in three arenas: access, research, and teaching. This year the CRL Collections and Services Policy Committee, chaired by Dan Hazen, Harvard University, selected the following awardees for recognition:

2013 Primary Source Awards

Award for Access

Jennifer Wolfe, Digital Scholarship Librarian, University of Iowa

Nominated by: Paul Soderdahl, University Librarian for Information Technology, University of Iowa

Award for Research

Thea Lindquist, History Librarian, University of Colorado at Boulder

Nominated by: Jennifer Knievel, Director, Arts and Humanities, University Libraries, University of Colorado at Boulder

Award for Teaching

Edward Udovic, Vice President of Teaching & Learning and Senior Executive for University Mission, DePaul University

Nominated by: Scott Walter, University Librarian, DePaul University

2014 Primary Source Awards

Nominations for the 2014 awards will be accepted beginning June 1, 2013. Faculty and staff at CRL libraries are encouraged to consider other staff, faculty, or colleagues as candidates for these awards; self nominations are welcome. Both awardees and nominators can choose between a gift certificate for Powell's Books or an iPad. Please see the Awards Criteria and How to Nominate sections on the CRL website for information on participants and the selection process. ❖
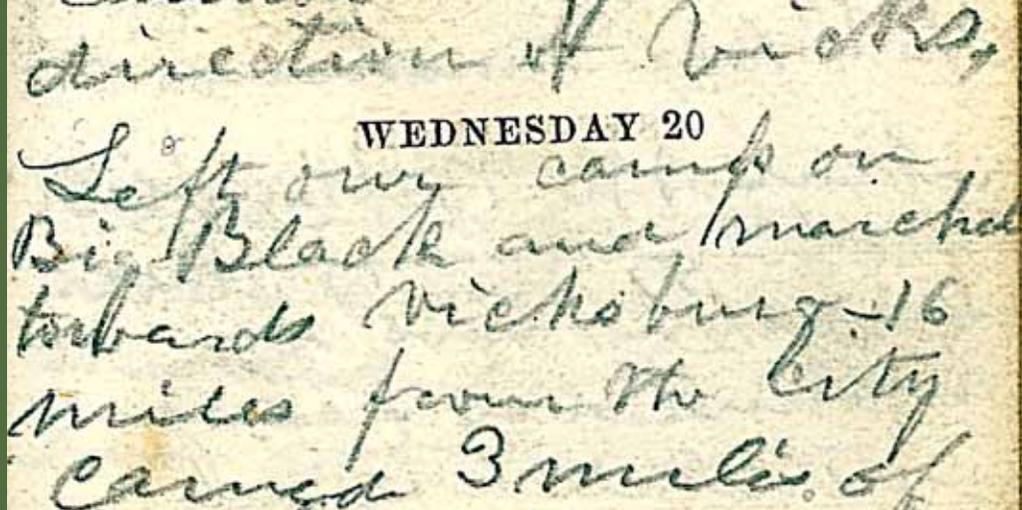
2013
Award for Access

Award for Access

Jennifer Wolfe, Digital Scholarship Librarian, University of Iowa

Nominated by: Paul Soderdahl, University Librarian for Information Technology, University of Iowa

Jennifer Wolfe, Digital Scholarship Librarian at the University of Iowa, has received the 2013 Primary Source Award for Access. She was the driving force in the development of University of Iowa's crowd-sourcing *DIY History* initiative, which features five collections, beginning with "Civil War Diaries and Letters."

The *DIY History* initiative has made special collections more discoverable with enhanced cataloging and searchable text, while engaging the public to interact with primary source materials in new ways. The initial experiment was launched in spring 2011 to coincide with the Civil War sesquicentennial, and featured a collection of Civil War diaries and letters. The developers note that the initial website "was surprisingly low-tech but the project generated unimaginable enthusiasm, spreading internationally through word of mouth. In a year, volunteer contributors transcribed over 15,000 pages." An enhanced platform was launched in October 2012; today, nearly 32,000 manuscript pages in total have been transcribed.

DIY History offers opportunities for the public to transcribe, review, or tag digitized material from five collections in the University of Iowa Libraries' Special Collections, University Archives, and Iowa Women's Archives. In addition to the "Civil War Diaries," the collections include: "Iowa Women's Lives: Letters and Diaries"; "Building the Transcontinental Railroad"; "The Nile Kinnick Collection" (all-American Iowa football player who died in World War II); and "The Szathmary Culinary Manuscripts and Cookbooks," a historical collection assembled by the late Chicago chef Louis Szathmary. The project posts interesting items from revealed content, such as a rhyming recipe for "A Paradise pudding" in an 1860 English cookbook, calling for "the same fruit which Eve once did cozen/ When pared & well chopp'd at least half a dozen."

Anyone can contribute to the site by selecting a manuscript page and entering a full-text transcription in a simple online form, or by registering to tag an image collection accessible on Flickr. The *DIY History* website indicates, "While typeset texts can be scanned with OCR . . . there's no such easy fix for primary source materials like handwritten documents or photographs. Making these items findable requires

time-consuming manual labor to transcribe or describe each item—a process that doesn't scale with traditional library workflows."

The project has captured the public imagination. After publication of an October 2012 article by Wolfe in *Iowa Now*, word of the site spread quickly, drawing from a wide breadth of news sources, from *Library Journal*, to personal blogs, to *Wired UK*, to CNN. A commentator on the digital humanities resource site hastac.org noted, "It opens up the practice of history, allowing people who aren't formally historians . . . to see what it is that historians and archivists do . . . it allows us to overcome some of the limitations of technology and funding resources. [And] what better way to have students . . . learn how to read primary sources in an analytical manner, seeing themes and contradictions and problems with the historical record as they go?" ❖

Front cover of an American cookbook, c. 1925, with an original color drawing. This manuscript cookbook, among others, is also featured on the *DIY History* website. From Szathmary Culinary Manuscripts and Cookbooks. Courtesy of University of Iowa Libraries, Special Collections Dept.

2013
Award for Research
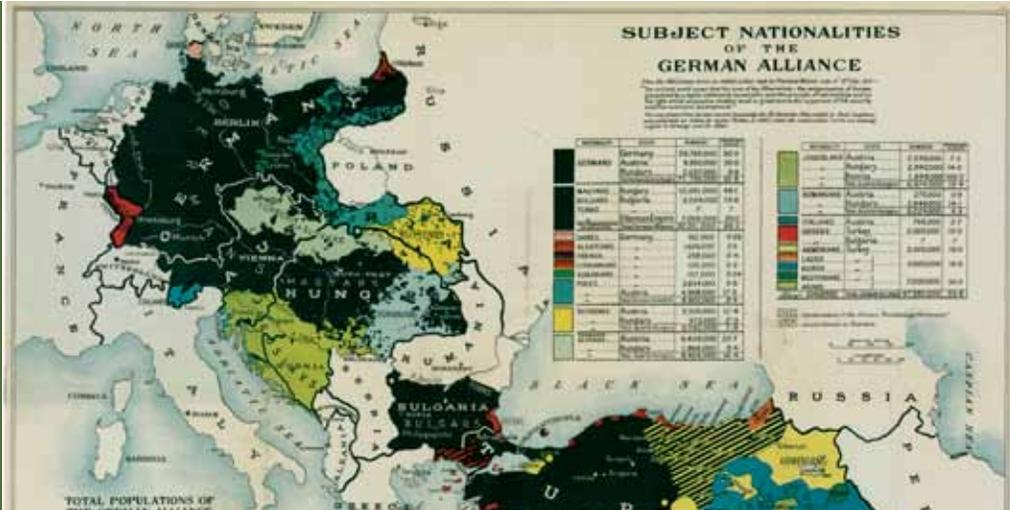
Subject Nationalities of the German Alliance (with a Map Drawn from German Sources) (London: Cassell and Company Limited, 1917). Courtesy of World War I Collection, University of Colorado Boulder Libraries.

Award for Research

Thea Lindquist, History Librarian, University of Colorado at Boulder (CU)

Nominated by: Jennifer Knievel, Director, Arts and Humanities, University Libraries, University of Colorado at Boulder

Enhancement of research methodologies, either by simplifying methods of discovery or by expanding existing avenues of scholarly work, is one of the activities the Primary Source Awards aim to recognize. This year's award in the Research category goes to Thea Lindquist, History Librarian at the University of Colorado at Boulder, who embarked on a WWI Linked Data project based on an assessment of scholarly needs related to digitized primary sources. Lindquist's project helps to improve the research experience by applying linked data methods to enhance use of CU's digitized World War I Collection (WWI) of more than 1,200 pamphlets, books, maps, and speeches spanning the years between 1914 and 1920. This online resource represents a wide range of genres, authors, geopolitical units, and subject matter, and offers full-text searching capability along with visualization tools that facilitate alternate avenues of exploration in the collection.

In collaboration with scientists from the Semantic computing Research Group (SeCo) at Aalto University (Helsinki), Lindquist selected the WWI collection to demonstrate the types of complex questions that can be answered by employing automated data linking in a specialized subject domain. She chose the topic of the civilian experience in occupied Belgium, as it was well-represented and also highlighted current scholarly interest in the impact of "total war" on civilian populations.

The project attempts to establish links among various types of data, including data points relating to the specific collection, additional incorporated datasets, and external data sources such as DBpedia, a linked data version of Wikipedia. A further goal is to create an event-based framework that will encourage linking by a variety of projects. The sponsors of this project describe, "This framework is meant to be shared, thus providing the 'semantic glue' that binds separate datasets together and allows searching and browsing among various World War I collections." To date, datasets converted to RDF (Linked Data format) to facilitate sharing in the WWI Linked Data project include: the MARC records for the CU digital collection; specialized vocabulary terms and an authoritative timeline of the war from the Imperial War Museum in London; contextual information on German atrocities in Belgium; and data on the German army hierarchy.

THE BATTLE FRONTS OF EUROPE

The Battle Fronts of Europe (Edward Stanford Ltd, c. 1917). Courtesy of World War I Collection, University of Colorado Boulder Libraries.

The project recognizes a fundamental barrier between researchers and existing digital collections. Too often relying on Google to identify digitized resources, faculty and students alike are challenged by the decontextualized presentation of content, or by database retrieval tools that are either too complex or not granular enough. The project team notes, "Even with relevant sources and adequate context, users may struggle with challenges inherent to primary-source research: foreign languages, document bias, historical usage, grammar, etc. Although all of these issues make it difficult and time-consuming to find and use online primary sources, participants agreed that these sources present a unique educational and research opportunity." ◈

2013
Award for Teaching

Award for Teaching

Edward Udovic, Vice President of Teaching & Learning and Senior Executive for University Mission, DePaul University

Nominated by: Scott Walter, University Librarian, DePaul University

Every year the Primary Source Awards recognize innovations in teaching that encourages students to use primary sources. This year Edward Udovic, Vice President of Teaching & Learning and Senior Executive for University Mission, DePaul University, has received the 2013 Primary Source Award for Teaching for his "The Lincoln Park Neighborhood: Then and Now" course.

DePaul University offered "The Lincoln Park Neighborhood: Then and Now" as a first-year-experience course during fall 2012 as part of the "Chicago Quarter" program. The Chicago Quarter program aims to "acquaint first-year students at DePaul with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations and urban issues." This course incorporated the discovery and use of primary source materials held at DePaul University and the Chicago History Museum into a number of course assignments, including critical, reflective learning journals. For their final project, the students are assigned a year in the university's history and a theme such as women, sports, or advertising, and compare the past with the present, and an oral final examination.

"We look at Lincoln Park as a neighborhood," Udovic explains. "It was incorporated as part of the city in 1857, and went from farmland to an urban neighborhood university in four decades. How did that happen?" By examining primary sources, the students trace the evolution of their city, "and see how LP as a neighborhood continues to evolve, going from a blighted area to one of the most affluent zip codes in the U.S.

"We do a lot of walking tours," he continues. "For example, one block, Kenmore between Webster and Dickens, can depict the whole housing history in Chicago, from farmhouse to McMansions. Or students are shown a postcard showing an intersection in 1900, and then go to that intersection to see what it looks like now."

Udovic designed the course to provide students with the opportunity to engage primary source materials documenting the history of DePaul University, Lincoln Park, and the City of Chicago directly, and to reflect critically on the broader, historical forces that shaped the development of local history and the communities in which they have come to live and learn. The course examined the "then" and "now" of these symbiotic relationships. Students gained insight into how human beings

geographically site their settlements, and the impact over time of this development as influenced by changes in population, technology, culture, economics, architecture, engineering, and other factors. In the course syllabus, Udovic explained, "In the end, this study will hopefully lead to questions about what [is] next for Chicago? What next for the Lincoln Park Neighborhood? What next for DePaul University? History's ultimate value is to prepare us for future questions, future decisions."

Providing a structured introduction to urban, local, and educational history, as well as museum and material culture studies, Udovic's course ensured that first-year students at DePaul engaged with primary source materials from their first days at the university, and developed an initial awareness of the role that special collections, archives, and museums may play in their undergraduate education. ⬧

Construction of the Elevated Train, Fullerton Avenue, looking south to Belden Avenue, Chicago, c. 1898. Lincoln Park Neighborhood Collection, Archives and Special Collections, DePaul University, John T. Richardson Library.

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