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2020

Bookmark: The magazine of the UMass Amherst Libraries

Carol Connare

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BOOKMARK

THE MAGAZINE OF THE UMASS AMHERST LIBRARIES

Issue 5
2020

WBCN:

The Soundtrack
of a City

LIBRARIAN ALL-STARS

THE PAPER CHASE

How the archive of W. E. B. Du Bois
came to UMass Amherst 40 years ago

FIVE VOICES

The Americans with
Disabilities Act @ 30

PLUS

A Gallery of Grads

Unpublished Du Bois

A Cliffhanger of a Season

OUR STATEMENT ON TEXTBOOKS

The cost of textbooks and other course materials are a barrier for students at every university. To avoid fees, some students don't purchase textbooks, instead, they use a copy on reserve at the Libraries.

A significant portion of books on print reserve are required textbooks, which students are unable to use without coming into the library building—impossible since March. Complicating this work are textbook publishers, who do not make electronic formats readily available to libraries for purchase as they have built their business models around selling e-textbooks directly to students.

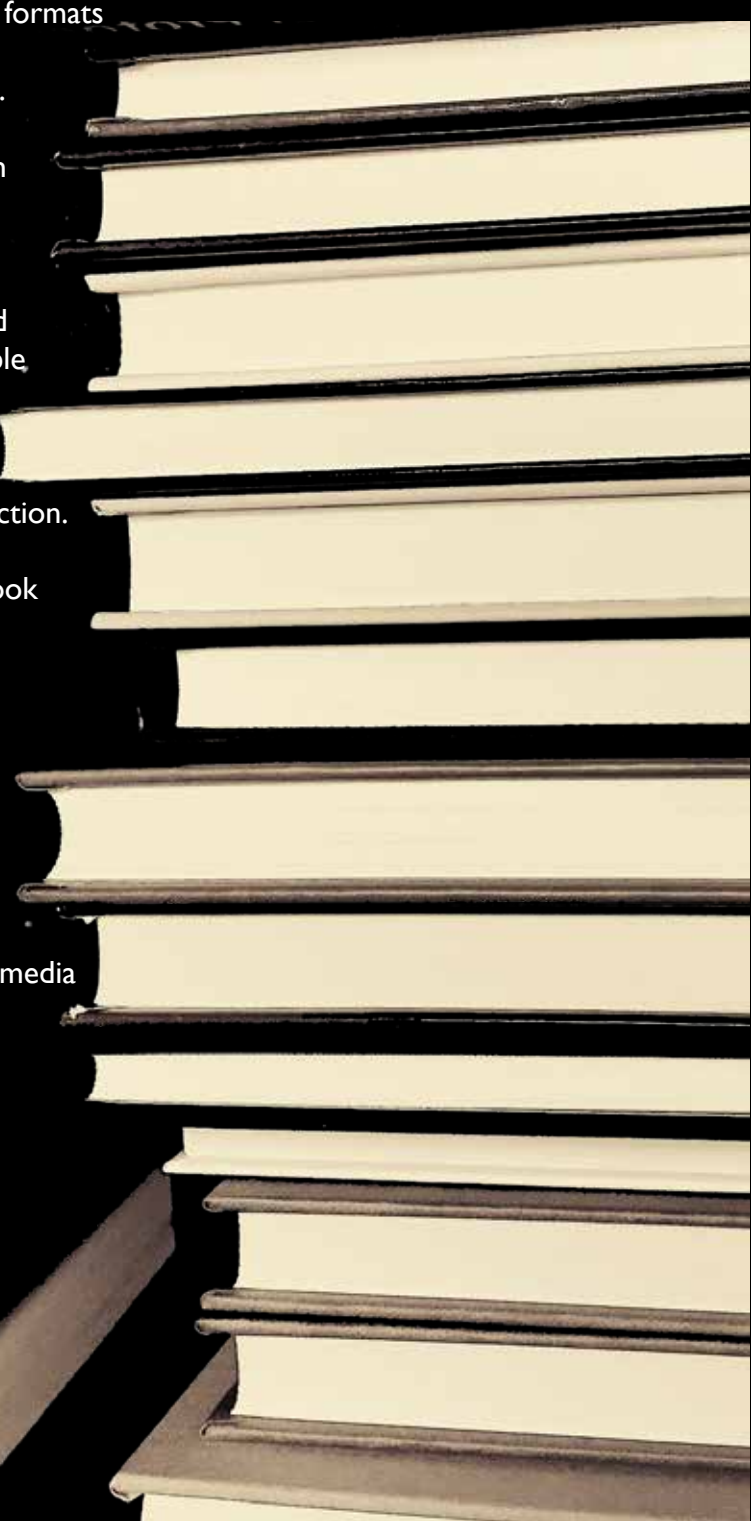
This is not a library problem. Textbook costs impact everyone in higher education: students, faculty, advocates in support and success roles, institutional research output, and grant funding.

The Libraries attempt to make copies of selected textbooks and course materials available to assist those students who are unable to purchase their own. The following publishers will not allow libraries to purchase e-textbook versions of their publications: Pearson, Cengage, Elsevier, McGraw Hill, Thieme, and most publishers of 'common reads,' popular fiction, and popular nonfiction.

The Libraries work with faculty and instructors to utilize textbook alternatives, such as:

- Adopting Open Educational Resources—freely available educational materials openly licensed to allow for re-use and modification;
- Creating digital course materials by scanning book chapters and excerpts subject to fair use and licensing regulations;
- Linking to Libraries' e-books, journal articles, and streaming media
- Purchasing new academic e-books

Thank you to our colleagues at Grand Valley State University Libraries and the University of Guelph Libraries. We have adapted their statements with permission.



ON THE COVER
Morganne Gallagher '20
by Abigail Lee '20
(see right)

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BOOKMARK
is the magazine of the
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About the Cover

@morganne514

Even though classes went online in March, many graduating seniors took photos on campus—often with the Du Bois Library in the background—and posted them on social media. (see Gallery, page 26.)

The cover photo of Morganne Gallagher '20 was taken by her fellow graduate, Abigail Lee '20. Morganne shared a little about her experience and what she's been up to since the photo was taken.

"I graduated with a double major in Special Education and Psychology. I am now attending Merrimack College for a yearlong fellowship to get my Master's in Elementary Education,

while teaching full-time in Lawrence Public Schools. I have been living at my family home in Westford, Mass., while taking my graduate school classes online.

I was sad not to finish out the senior year that I had been hoping for, but all of the professors were great about making classes accessible from everywhere. I am still holding out hope for a graduation ceremony down the line, but everything that UMass provided in the meantime, like the virtual graduation, really helped in making myself and the rest of the graduating class feel celebrated."

Congratulations graduates!

Bookmark BookMark Online!

Reading *BookMark* online links you to collections, websites, references, and other resources throughout the text. In the fall 2020 digital issue, we also connect you to these extras:



The 40th Anniversary of the W. E. B. Du Bois Papers

A half-hour video celebrates the enduring

relevance of Du Bois's legacy today, featuring scholars, students, campus leaders, and two-time Pulitzer Prize winning Du Bois biographer, David Levering Lewis.

The Forbidden Professor

A three-hour oral history with late cannabis path-breaker Lester Grinspoon. In July 2012, Grinspoon sat down to discuss his background, family, education, the beginnings of his advocacy, his work with the National Organization for the Reform of Marijuana Laws, and the long professional, legal, and personal struggle to end prohibition.



The Daniel Ellsberg Collection "Blame it on the CIA"

Daniel Ellsberg shares

select documents from his vast archive at UMass. In this two-and-a-half-minute clip, Ellsberg finds copies of photographs taken by Richard Nixon's infamous "plumbers," Howard Hunt and G. Gordon Liddy, as they plot their illegal break-in Ellsberg's psychoanalyst's office.

Free Digital Media Workshops

The Digital Media Lab's Adam Quiros launched a series of online workshops designed to help students, staff, faculty, and you with audio and video projects from home while the Library is closed, using freely available software.



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bookmarkmagazine.library.umass.edu

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In April, fountains in the Campus Pond and two upper stories of the Du Bois Library shone blue in gratitude to front-line workers battling the coronavirus.

Re: Opening

The day I sat down to write this note, Governor Baker announced that libraries across the Commonwealth may expand to 50 percent capacity as long as coronavirus infection rates remain low. This is welcome news, after months of complex challenges for all of us, for the Libraries, for the university, and for the entire globe. Though we know that things may need to change back quickly, at least right now we're hopeful.

For months we have been planning and preparing to safely welcome patrons back into the Libraries. Explicit in our mission is the call to foster a diverse, inclusive, and user-centered environment for teaching, learning, and research—both virtual and in-person. Our pledge is that all individuals who enter the Libraries in their physical or digital manifestation will be treated with respect.

In line with our mission, some of our most important work as an organization this past year has been affirming that Black Lives Matter. Staff created a Library Guide featuring resources on race and identity, including new books, articles, films, and other materials to support both personal and academic research and inquiry. We marked the 40th anniversary of the W. E. B. Du Bois Papers coming to UMass by documenting on film scholars' thinking on the relevance of Du Bois's work today. In this issue, we for the first time publish "Platform for the Progressive Party," a piece of writing by Du Bois that shows how Americans 70 years ago were fighting for freedom. We are looking closely at our own practices within the Libraries, to see what we need to change to live our values.

I am deeply grateful for the collective wisdom of staff at every level throughout the libraries who guide our work. All of our services have been available online since March, and the libraries opened over the summer for contactless pickup and printing, as well as by appointment for activities that need to occur in person, like using archival materials and retrieving of 3D printed objects. It is a testament to the creativity and dedication of library staff that we were able to successfully pivot to remote work while providing all the high-quality services our students and faculty depend on.

We have learned significant lessons from our experience working outside of the physical confines of our building and away from our physical collections. Fortunately, our librarians have been adopting and teaching others about digital resources for 30 years, and are experts in these fields. We have learned that our work providing access to information is more important than ever.

In this issue you will find many examples of how our work continues, such as welcoming new staff, supporting students, working with researchers and historians, bringing in new collections, making sure our resources are accessible to all, and even documenting the campus experience of the pandemic.

Thank you for your support of the UMass Amherst Libraries. I hope you enjoy this issue of *Bookmark*—after all, it shows all the things that your support helps make possible.

Stay safe and be well,



Simon Neame
Dean
UMass Amherst Libraries



Fine Arts Center Named for Former Chancellor Bromery

In April, the UMass Board of Trustees voted unanimously to name the Fine Arts Center for the late Randolph W. "Bill" Bromery, who served as chancellor from 1971-79. His appointment made him the second African American ever to lead a predominantly white campus. Bromery was instrumental in diversifying the campus in terms of both gender and race. Under his leadership, the ratio of undergraduate men to women improved to 50-50, efforts were intensified to recruit and support minority students, and the number of faculty of color increased. His efforts brought to the campus the archives of both W. E. B. Du Bois and Horace Mann Bond. These acquisitions cemented the Libraries' reputation as a top repository for African American thought and served as the foundation for the establishment of what is now the W. E. B. Du Bois Center.



Randolph Bromery (right) planting a tree outside the Fine Arts Center near campus pond, ca. 1976. Special Collections and University Archives.

During Bromery's tenure as chancellor, he oversaw construction of the Fine Arts Center. A dedicated saxophonist and lifelong student of jazz, Bromery listed meeting the pianist Eubie Blake at UMass Amherst as one of his most treasured moments as chancellor.

Practice & Patience

By Lauren Weiss



alumnus Edward Appel '81.

A Holyoke native, Appel majored in wildlife biology and worked as a U.S. National Park Service Law Enforcement Ranger at Delaware Water Gap National Recreation Area in Bushkill, Pa. When he and his wife, Diane '77, a member of the U.S. Forest Service, retired, they moved to Leverett, Mass. They were visiting the Campus Center last year with their cocker spaniel as part of the campus's Paws Therapy Dog program when an article in the *Daily Collegian* about the Tower Run piqued Appel's interest.

Appel ran occasionally while a student at UMass, after running cross-country and track for four years at Holyoke High School (Mass.). "In my senior year, I was the third-best runner behind two

juniors," he says, "and we had the worst win-loss record in school history."

In 1991, Appel's oldest brother convinced him to pick up running again, starting with the St. Patrick's 10K in Holyoke; he has participated in it every year since, with the exception of the 2020 virtual race. "My main races are 5K and 10K, so I thought the Tower Run was an interesting change and challenge, from running horizontally to running vertically," says Appel.

So, how does one prepare for a 440-stair run?

"I ran the Tower twice before November," Appel says. "Once in October, I ran the entire height, and then two weeks before the event, I ran the steps and walked the landings from floors 15 to the top. I tried running two steps at a time but quickly tired, so I decided to run every step."

Appel's practicing paid off. In a record crowd of 78 runners, mostly undergraduate students, he placed 14th. At the top, "I was pleased I had beaten my practice runs," he says. "My goal was to place in the top 10, but 14th was

great." Appel says his favorite part of the event is the camaraderie and sense of campus community that quickly develops among runners of all ages.

Appel says that, although he may not have been a top racer in his younger days, "since I entered the 60-69 age group, I've won some. I think 90 percent of it is showing up and being patient."



“Your Remarkable Showing for Health”

Mass Aggie and the 1918-1920 Influenza Epidemic

By Caroline J. White, Archives & Manuscript Librarian, Special Collections and University Archives

The influenza epidemic popularly known as the “Spanish flu” emerged on the campus of Massachusetts Agricultural College (MAC) in the fall of 1918. At that time, the college had slightly fewer than 500 registered students. By the middle of October, with microbiology professor and infirmary supervisor Dr. Charles E. Marshall in charge of MAC’s response, restrictions on leaving campus were in place, travelers returning to campus could be quarantined for four days, and there were few known cases. The college deemed itself better prepared by far than it had been in January 1913, when an outbreak of scarlet fever sickened 25 students, four of whom died. In 1915, with \$15,000 from the state legislature—not quite enough for one large infirmary building—it had constructed two small buildings, one of which was meant to be for contagious cases, and both of which were considered temporary.

An early influenza patient was Elizabeth Olmstead, resident nurse at the infirmary from sometime in 1918 to August 1920. Along with a Miss Starkweather, she cared for 37 patients, all of whom had recovered by late October. According to an October 30, 1918, story in the *Collegian*, Olmstead “resumed her duties before she herself was fully recovered, thereby proving her loyalty to Aggie.”

However, preparations notwithstanding, the campus saw several influenza-related deaths. Stuart C. Vinal, class of 1915, a graduate assistant in entomology who worked at the Experiment Station, died on

September 26. On October 2, farm manager John J. Barber died, and herdsman Maurice Calif died on November 19. Off campus, a current student, Trueman Eugene Kile, a member of the class of 1921, died at his home in Providence, R.I., on December 6.



Trueman Eugene Kile

Kile was a private in the Students’ Army Training Corps (SATC), established by the United States War Department earlier that year at colleges across the country. An effort to maintain enrollment while preparing more young men to serve in the war, the SATC was active at MAC from October through December, as cases of influenza continued to rise everywhere. The flu, in fact, affected the program: all large gatherings were cancelled, and the soldiers’ classes were suspended for four weeks. In contrast to the *Collegian* story, the 1919 Annual Report put the number of sick MAC students and soldiers at 25 and added, “the second wave of influenza, which was predicted by physicians,

has come, and a number of cases have occurred.” Still, the report noted, “the State Department of Health congratulated the college ‘for the admirable way in which the situation was handled, and your remarkable showing for health.’” And the 1919 Summer School, part of MAC’s Short Courses offerings of more flexible and specialized educational opportunities, had the largest enrollment for that program that the college had ever seen, and grew again the following summer. The return from war of many men, expanding opportunities for women, and a general desire to resume normalcy likely all fueled this growth.

Travel restrictions remained in place at least into 1920. The *Collegian* mentioned on February 3 the cancellation of a Chemistry Club trip meant to take place in January: the Amherst Board of Health requested that “students should not leave town unless on urgent business because of the influenza epidemic.” How long such restrictions continued is unclear from the records; campus attention was focused on postwar endeavors including educating veterans, supporting students returning with war-related disabilities, and increasing programming for women, as well as constructing buildings and facilities to accommodate growing numbers of students. A pledge drive to raise funds among alumni for the Alumni Memorial Building, now Memorial Hall, was considered a great success and a fitting homage to fallen Aggies.

The college also desperately needed a new, permanent infirmary. With a rapidly growing student body that included more women than ever,



Infirmary, contagious ward, 1918

MAC’s small buildings, just five years old, would not be sufficient “to meet the minimum requirements of the hospital in case of an epidemic.” (Annual Report, 1921) Dr. Marshall repeatedly called for such a building: “When some drastic epidemic, as the influenza, comes, I dread to think of what may happen.” (Annual Report, 1923)

There were, of course, more outbreaks of influenza and scarlet fever, although apparently not “drastic” ones. It was not until 1947 that major expansion of the infirmary facilities came in the form of a two-story annex. Dr. Marshall, who also served as microbiology department chair and head of the graduate school, was not there to see it; he died suddenly in March 1927 from heart disease, just 60 years old. Tributes to him and his accomplishments in the *Collegian* and the *Index* do not mention his supervision of the infirmary or his role in managing the flu outbreak.

Historic events do not happen in a vacuum, nor does historical research. This story was prepared while the Libraries were closed due to the global pandemic and access to physical collections was not possible; it relies on records and material from the University Archives that have been digitized. Since the bulk of the sources used were Massachusetts Agricultural College (MAC) publications, it seems the college did not document the 1918-1920 influenza pandemic to a great extent, possibly because its impact locally was considered relatively minor, especially compared to the war and its disruptions.

The clues are tantalizing but leave plenty of questions: How many MAC students actually fell sick? (Between 25 and 37 out of 489 equals between about 5.1% and 7.6%

of the student population at the time.) How did students feel about what was happening? When were restrictions lifted? Did people wear masks? What was the first name of Miss Starkweather, a nurse who does not appear in the Annual Report staff lists? It is not unusual to find gaps and inconsistencies in the archival record, which exist for any number of reasons, and so, even when we can return to the archives, these are questions to which we may not find ready or complete answers.

Soon after learning that the Libraries, like the UMass Amherst campus, would be closed for an undetermined length of time due to the COVID-19 pandemic, archivists in Special Collections and University Archives (SCUA) began to discuss how to document the crisis for future researchers. Thus was the UMass Amherst Pandemic Project conceived. SCUA decided to capture UMass Amherst’s experience, with an emphasis on the student experience, through oral histories. Engaging the campus community through conversation, encouraging participants to share their own stories, in their own words, could create a rich, deep, and meaningful historical record.

Archivists have recruited several undergraduate and graduate students to participate, as both interview subjects and as interviewers themselves in conversation with peers. A few members of the administration and the faculty are also being interviewed for the project. Befitting the technological moment as well as the historic, interviews are being conducted and recorded on Zoom. The oral histories will eventually be available in SCUA’s online digital repository, Credo (credo.library.umass.edu).

Cliffhanger of a Season

Wildlife experts observe falcons' natural competition for territory

By Lauren Weiss

On a bright April afternoon, the Library Falcon Team made its way up to the rooftop of the W. E. B. Du Bois Library to deploy the falcon cam for an eighth season.

Previously, camera deployment has proven a difficult task that usually takes five or more team members half a day to prepare, secure, and lower the camera arm over the side of the 274-foot-high Du Bois Library. However, with social distancing restrictions in place, Richard Nathorst '79, Research Facilities Manager and founder of the Libraries' falcon program in partnership with the Massachusetts Division of Fisheries and Wildlife (MassWildlife), along with Allan Krantz of Library Technology Systems, devised new block and tackle rigging that made it possible for two people to deploy the camera.

As soon as the camera went live, the falcon community tuned in to watch as last year's unbanded female began making a depression in the nest box material, readying it for eggs. She laid three over the next couple of weeks. However, an unusual situation unfolded: two male peregrines, only one of which was banded, began visiting the nest box. Although neither the falcon team nor other observers were able to identify which male was the father of the eggs, thanks to some high-resolution images taken with the falcon cam, the team was able to identify the banded male as 21/BU (black over green bands), born at Tufts in 2018. Both he and the unbanded male were seen courting the female, and after close observation, it was apparent they were fighting over the territory.



Endangered wildlife biologist David Paulson G'10 and Hollie Sutherland G '23, a Tweeter for the @DuBoisFalcons account, note that this behavior is novel to observe, now that peregrines have made a comeback. "Breeding falcon populations were only just restored in Massachusetts in the 1980s, after local extinction," says Sutherland. "Now there may be competition for territories, which could be seen as a good sign."

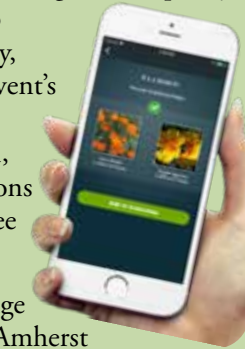
Due to their territorial struggle, neither male hunted for the female, so she abandoned incubation to feed herself, rendering the eggs inviable. Falcon fans were understandably disappointed in the results, but the season had bright moments. Eric Bloomquist G'20, Digital Scholarship Resident at the Libraries, used GIS (Geographic Information System) technology to begin mapping out data points gathered on sightings of banded Du Bois falcons after they have left the Library. Once completed, the interactive FalconMap will be freely available to the public. Additionally, the Twitter pen pal program started by @DuBoisFalcons last year has expanded: Tower Girl (@UT_TowerGirl) from the University of Texas at Austin and the falcons at UMass Lowell (UML_HawkWatch) have joined the Du Bois Falcons and UC Berkeley's Annie and Grinnell (@CalFalconCam) in sharing all things falcon, including the successful hatching and banding of Annie and Grinnell's three chicks, Poppy, Sequoia, and Redwood.

"All Good Things are Wild, and Free"

—Henry David Thoreau



Started by citizen science teams in Los Angeles and San Francisco, the City Nature Challenge began in 2016 as a fun way not only to capitalize on those cities' friendly rivalry, but also to highlight urban biodiversity. The event's popularity quickly grew, and, by last year, 159 cities across the nation and the globe joined in, submitting millions of photos and identifications of wild plants, animals, and fungi using the free mobile app iNaturalist.



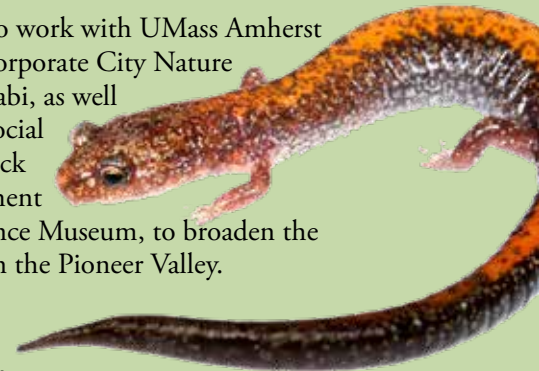
The Pioneer Valley participated in the Challenge for the first time this past spring, and UMass Amherst Science Librarian Melanie Radik spearheaded the effort. Having worked with one of the Boston-area City Nature Challenge organizers in her previous post at Brandeis University, Radik was excited to bring the event here. "I like the purpose," she says. "It gives [you] a walk outside, and makes you notice so much more about the living things around you."

Due to the pandemic, the 2020 CNC organizers eliminated the usual competitive aspect and encouraged collaboration, since the Challenge "provides useful information that gives citizens,

scientists, educators, urban planners, and policymakers insight into the biodiversity of urban locales throughout the world."

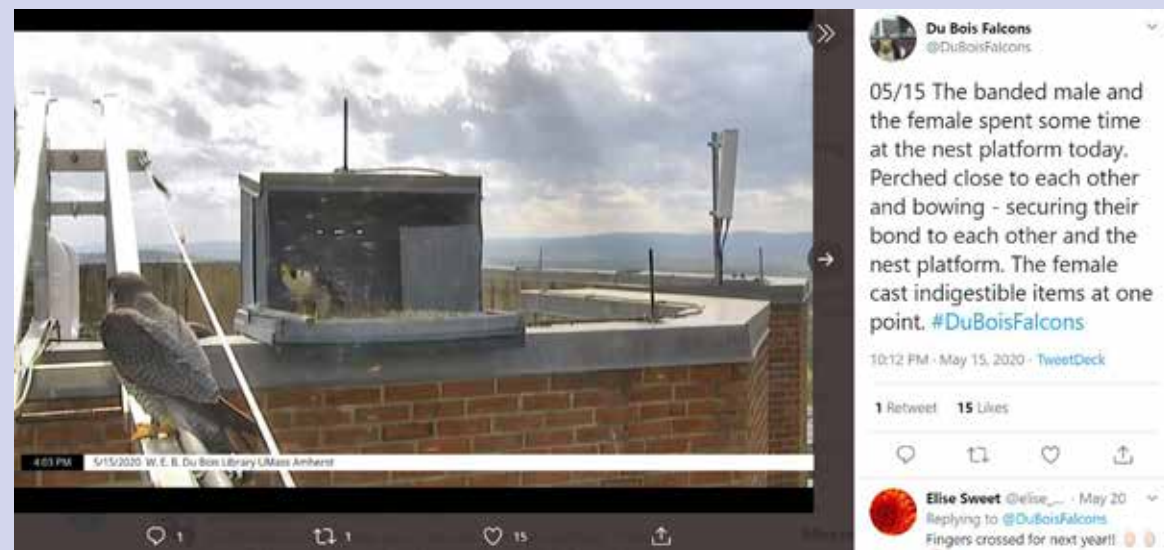
To prepare, Radik developed a comprehensive guide and held virtual workshops, training campus and community members to observe and identify species using the app. Over several days in late April and early May, the Pioneer Valley group made 1,253 observations of more than 400 species. Worldwide, CNC participants made 815,258 observations and identified 32,600 species.

Next year, Radik plans to work with UMass Amherst science professors to incorporate City Nature Challenge into their syllabi, as well with local wildlife and social centers, like the Hitchcock Center for the Environment and the Springfield Science Museum, to broaden the reach of the Challenge in the Pioneer Valley.



To view more images, visit: inaturalist.org/projects/city-nature-challenge-2020-pioneer-valley

Photos, clockwise from top: "Purple Trillium Blooms at Last" (c) 2014 Distant Hill Gardens/CC-BY-NC-SA 2.0; Black swallowtail butterfly: (c) Anna T./CC BY-NC-SA; Cell phone with iNaturalist app; Eastern red-backed salamander: (c) J.P. Lawrence; Greater bee fly: (c) Anders Illum/CC BY-NC-ND; Great Blue Heron: (c) Dan Roach/CC BY-NC; Beaver: (c) Keith Williams/CC BY-NC-ND.



FOUND IN TRANSLATION

A family memoir project spans three generations, unveils a legacy of dyslexia, and pioneers crowdsourcing translation



Clockwise from Left: Landré, age 8, with her parents Anna Hahn and Wilhelm Allerhand, Ostrava, Czechia, 1910—her parents died together on September 13, 1942, by suicide, the day before they were to report for transport to Hitler’s gas chambers; Landré standing by bench, year unknown; Student

I.D. from the University of Vienna, which Landré attended from 1921-25; Landré with Eric and Tom Goldscheider, 1964.

Eric Goldscheider’s grandmother, Berta Allerhand Landré, had a profound positive influence on him. “Some of my best childhood memories are of her telling me stories from her life,” says Goldscheider G’93. Landré’s stories spanned a happy childhood in an empowered working-class community all the way to surviving World War II as a Jew in Germany and Czechoslovakia. “She made sure I learned German, and introduced me to German and Austrian culture on my frequent trips to visit her in Europe.”

In the decade before her death in 1982, Landré handwrote and then recorded on cassette tape stories from her life. Goldscheider, now 63 and himself a grandparent, digitized all 35 hours of the recordings 15 years ago, but it wasn’t until he took a job driving for the Valley Transporter in 2016 that he began listening to them in earnest.



The stories felt especially relevant given the trends in contemporary politics: Landré lived in Cologne when Hitler took power, fled to Prague in 1937, and was sent to a concentration camp during the last four months of the war. “Some of the stories were familiar. Some filled gaps in my knowledge,” says Goldscheider. “I also wanted to share them with friends.” But how many would be able to understand German?

As he listened, an idea formed. Goldscheider is dyslexic, “a disability that also carries some advantages,” he says. “It occurred to me that had my grandmother not made those tapes, I would probably never have read her manuscript.” Nor would he have uncovered clues that her father was likely dyslexic, as was her husband, Goldscheider’s grandfather. He found himself with a great deal of written and recorded information about three women in succeeding generations spanning the 20th century: his great-grandmother, his grandmother, and his mother, who is still alive, and who has written about her own life during the war and after. “I began to realize that I was onto a family tale in which the presence of dyslexia was answering questions for me that I never knew existed,” Goldscheider marvels. “Add in that it was also a Holocaust story with strong female characters who revered books and literacy. I wanted to bring it to a wider audience. The question was how.”

With support from UMass Amherst and the Five Colleges, Goldscheider began to build a crowdsourcing translation project. He recruits crowd translators from all over the world, through live and recorded presentations. With encouragement from the Five College Digital Humanities and Blended Learning program, the Translation Center, and the Institute for Holocaust, Genocide and Memory Studies, Goldscheider spread the word and developed a website (www.BertaLandre.org).

Landré’s text is now available on the internet in three different formats. The 1,819-page handwritten manuscript is online at the Center for Jewish History digital collections by

way of the Leo Baeck Institute, an archive of Jewish life in Central Europe before the Holocaust. There is also a manuscript typed by Landré’s friends after her passing, which Goldscheider scanned with Optical Character Recognition and produced a PDF that users can search, copy, and paste.

Goldscheider spent several weeks dividing the 35 hours of audio recordings into 600 individual audio clips and posting them to SoundCloud. These are the crowdsourcing units. Goldscheider asks people to choose an audio clip, translate it into English, record themselves reading their translation on a cell phone, and then email him the script, the audio file, and a photo of themselves. He also asks each participant to indicate how public they are willing to be on social media.

Before the pandemic hit, Goldscheider had begun talking with German language instructors at UMass Amherst, and Amherst and Hampshire Colleges, about engaging students through coursework or extra credit. Brian Shelburne, the head of the Digital Scholarship Center in the Du Bois Library, has taken an interest in the project as an example of digital humanities that is also multisensory.

As a person with dyslexia, Goldscheider points to the “universal design” aspect of the project. It is someplace where text-proficient people can have a meaningful experience, and he hopes that many do. But, thanks to multiple points of access to the text, it is also inviting to people with learning disabilities who might not think of themselves as translators. All are welcome to post to his blog.

“The goal is to stockpile submissions until there is enough audio material for a podcast team to go to work on editing and shaping it into something to appeal to a wider audience,” says Goldscheider. In the meantime, “it’s an interactive learning tool that students of English and German of all ages can use to practice language skills, get a glimpse into history and, if they want, showcase themselves and their work by being part of an international project.”

— Carol Connare

Top, left to right: Landré’s photo album with a yellow star that she was required to wear in Prague (the caption says it was instituted in 1942). Under the star is the classroom of Landré’s daughter, Marianne Landré Goldscheider, 1944. The caption translated: School for half-Jewish and less gifted children; Landré 1909; far right: Landré with her father and cousin, Arnold Eberstark, who appears to have been a soldier in WWI, 1914. During the Holocaust, he escaped to Shanghai and later returned to Vienna, where he was a physician.



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**Jeremy Smith,
DANIEL ELLSBERG ARCHIVIST**

**Ehrlichman, five others
indicted in Ellsberg case**

Accused
in doctor's
office raid



Chicago Daily News

**Impeach panel
Nixon curb on**

Mitchell
aid tied to
Vesco gift



15,000 in Illinois
face disability loss

As the Daniel Ellsberg Archivist, Jeremy Smith '94 is processing, rehousing, and creating intellectual order for the collection to improve access for researchers. "I am creating an overview of the collection, then I will transfer the material into archival folders and boxes for long-term preservation," says Smith. "Along the way, I will be identifying items for potential digitization in the future." Smith connects regularly with Dan, and his wife,

Patricia, who are actively involved in making the materials accessible, and representative of Dan's life and work, including work he is still producing. We asked Jeremy to tell us about a few objects he's found so far in his work. "I chose three objects that I came across in my initial work with the collection that were interesting to me for various reasons. I could have grabbed any random box and found something fascinating, but I had to narrow it down to something."



**LEWIS FIELDING
BREAK-IN INDICTMENT
HEADLINE**

This is a great visual representation of how the Ellsberg story got turned on it's head. What started as a high level Government official leaking secrets ended up with Ellsberg's charges being dismissed and one of the operator's behind the effort to discredit him being indicted and sent to prison! (photo left)

**WATERGATE TIMELINE
INDEX CARDS**

These appear to be something Dan created, perhaps after his trial in 1973, following the release of the Pentagon Papers, that tracks the activities of the White House and the "Plumbers" in their efforts to stop leaks and gather dirt on perceived enemies. They are interesting because they shows the first glimmers of Dan understanding the full scope of the Nixon White House's "dirty tricks" campaign. This is all common knowledge now, but when these were created, new revelations were coming out every day. Dan seems to be trying to get a handle on the timeline of events with these cards. (photo right)



330 ROUTE 211 EAST, BOX 730, MIDDLETOWN, NEW YORK 10940 — (914) 342-3905

August 7, 1973

Mr. Daniel Ellsberg
Simon and Schuster, Inc.
630 5th Avenue
New York, New York

Dear Mr. Ellsberg:

I am not sure how many people recognize what a patriot you were in making public the Pentagon Papers. I know that this was done at a great sacrifice to yourself and that you took a great personal risk.

I do hope that some day more people will recognize your patriotism and your sacrifice and that more people will recognize that there are many people running loose that are really traitors, but so far they have been able to conceal this by wrapping themselves in the American flag.

Sincerely,

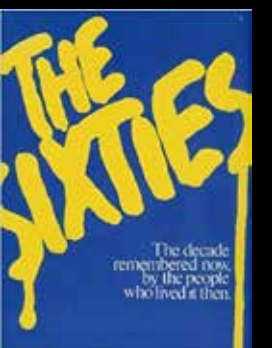
Edmund Lloyd

EL/dkh

**EDMUND LLOYD
LETTER**

Ellsberg received many supportive letters from a cross section of people from around the country for releasing the Pentagon Papers, (as well as some vitriolic hate mail). This is an example of the former and comes from the owner of an upstate NY chain of big box stores called Lloyd's. It was a regional equivalent to Caldor's, Bradlee's, Ames, and K-Mart. I chose this because it comes from an unlikely source. Ed Lloyd does not appear to be a typical "peacenik" and shows how Ellsberg's action touched many corners of the country outside of traditional anti-war circles. (photo left)

When Jeremy Smith was in middle school, he was fascinated with his mother's large Rolling Stone History of the Sixties coffee table book, with photographs, posters, stills, memorabilia, and original essays on all-things 1960s. "It opened a portal in my psyche and gave me a lifelong fascination with that time period," he says.





Meet our all-star team of new librarians, shaping the future of how we live, work, learn, and explore.

by Michael Mercurio and Lauren Weiss

THERESE KAUFMAN User Experience & Web Services Librarian

“The digital space has become increasingly valuable for libraries as people move more of their lives online,” says Therese Kaufman. “Especially in this particular moment, the virtual materials and offerings that libraries have are of the utmost importance when we are unable to provide face-to-face or physical support.”

UMass and other academic libraries were well-poised to adapt to the increased focus on online services, as librarianship has long been shifting in that direction. Kaufman brings a unique set of skills suited to delivering online experiences that are available to all types of users.

It helps, too, that Kaufman has been in a library setting for years, beginning as a student worker for four years at the library at Mount Holyoke College. It was a summer with

their Digital Assets and Preservation Services department that made her realize librarianship was a viable career option for her.

“I was in Gender Studies with a focus on Disability Studies and was considering either working in the nonprofit world or pursuing a PhD in Disability Studies,” she says. “Working in libraries professionally hadn’t even crossed my mind until I took a step back and realized that I could do accessibility work within libraries, which I loved working in, and which married my interests.”

After graduating from Mount Holyoke, Therese worked in several different library settings, including the Colorado State Archives as a project archivist while earning her Master’s in Library & Information Science.

It was during her graduate studies that Therese became interested in the user experience and web technology aspects of librarianship. “When I started my degree, I found myself turning every assignment into one that focused on accessibility,” she says. “Since libraries are increasingly looking at the digital space and how to expand that, it felt natural to turn my attention to what we can be doing better in that realm.”

As one of the most recent staff members to join the Libraries, Therese was brought in to do just that. She is currently managing the Libraries’ website redesign, making sure that the new interface is easily accessible to all patrons. “It doesn’t matter if your library has all the bells and whistles if those things are not accessible to all your users. I enjoy being a small part in ensuring that we’re reaching out to everyone interested in what we have to offer.”

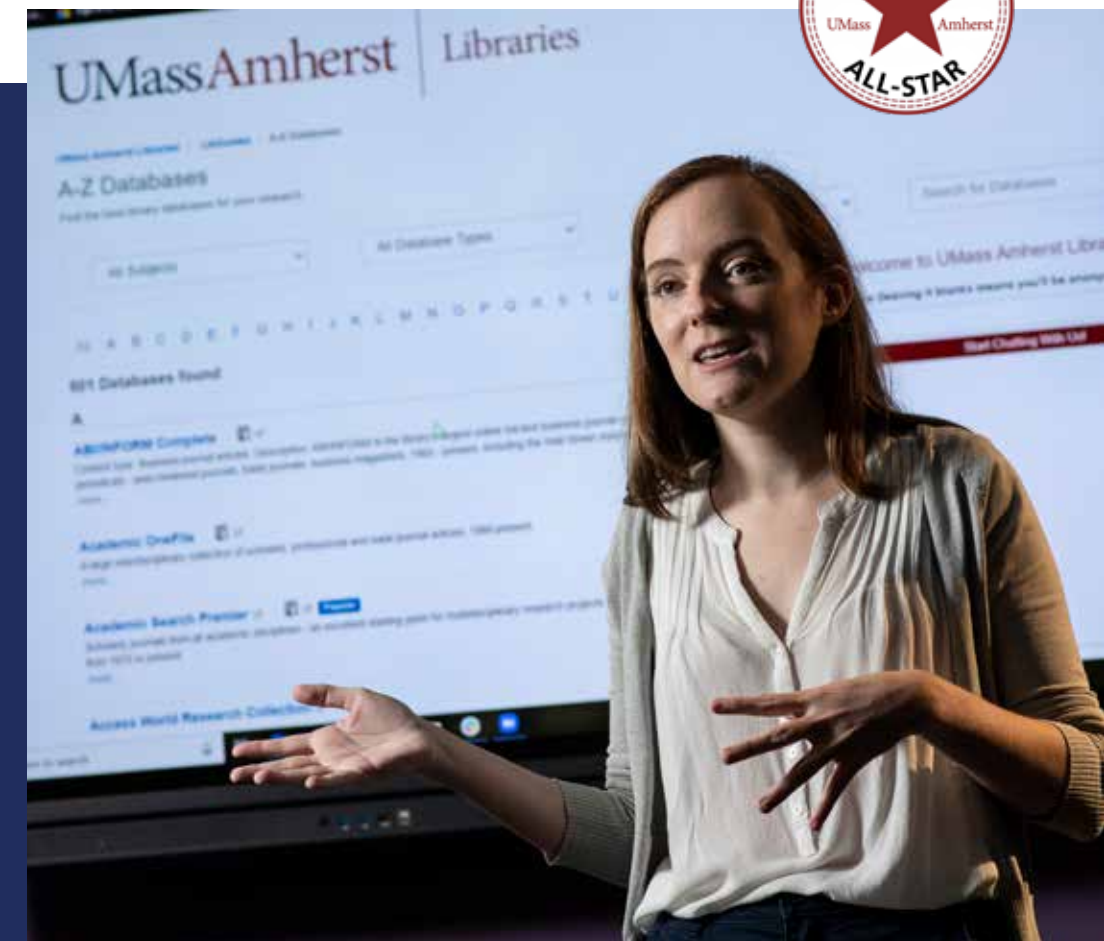
Her plan for the Libraries’ website redesign begins with research on the current website, meeting with the librarians about what they have found to be important resources for users, and reviewing analytics to see “what users are asking, and where they are going” on the page. Additionally, she will conduct usability testing on the current website, asking participants to find various pieces of information on the page and reviewing their experiences. Any difficulties they have accomplishing those tasks will inform how the new

site is built to ensure better navigation and display. Once the redesign is ready to share, more usability testing will continue on a regular basis.

“The thing I love about working in user experience is that I am constantly learning,” says Kaufman. “Every time you conduct a new usability test, you get to see how people are interacting with whatever it is you’re testing, and no two people are ever going to do, or think, the same way. I get to meet people, and see how their unique experience of the world shapes how they go about everyday tasks. I always glean something from it.” Kaufman says the more that she works in the space, the better librarian she becomes; “I love being able to help promote library services, technologies, and more by creating better access.”

As people spend more time online, they’ve grown aware that a poor user experience can make or break use or adoption of a website or technology. “This awareness is going to push all libraries to take a second look at what they are doing to ensure their digital presence is equal to their physical presence,” predicts Kaufman. “We will see new library platforms, systems, and technologies (or at least monumental upgrades to current ones) based on the feedback that comes out of so many libraries moving completely online.”

UMass and other academic libraries were well-poised to adapt to the increased focus on online services, as librarianship has long been shifting in that direction. Kaufman brings a unique set of skills suited to delivering online experiences that are available to all types of users.



THEA ATWOOD

Data Services Librarian

Thea Atwood spends much of her workday thinking about how to manage all kinds of data across the spectrum: How best can researchers in any discipline share the materials of their research? In search of answers, Thea works with members of the university community in support of grants, projects, and scholarship, as well as working with end-users to help people understand the processes available for managing the products of their research.

Big picture? For Atwood, data management benefits society. “Well-managed data assists in breaking down traditional barriers across disciplines,” she explains. “Making the data from studies on the movements of invasive species can ripple out—it can inform many different aspects, from how we grow our crops, to

how we mitigate or adapt to these changes, to how we monitor climate change, to health implications, to policy writing, to statements in the arts. We never know how a well-managed and shared dataset will impact us, or what ideas will grow from it.”

Managing their data isn’t something that faculty and students necessarily think about or plan for while they’re doing the



Managing their data isn’t something that faculty and students necessarily think about or plan for while they’re doing the work, so Atwood looks for opportunities to help shape planning in such a way that these practices will be included.

work, so Atwood looks for opportunities to help shape planning in such a way that these practices will be included.

And shaping the future of data management is part of why Atwood’s work is so vital. She sees it as a natural outgrowth of what librarians have done for a long time: making information more available through organizing it and making it findable using metadata, and thinking about how it will be stable and accessible in perpetuity.

Still, “with increased connectedness in and access to data, there are some risks that need to be accounted for and mitigated,” says Atwood. She is keenly aware of the importance of human rights, privacy, and restricted data. Of the latter, she offers the example of a photo of an endangered species uploaded to a database with GIS data intact, potentially threatening the remaining members of that species.

Providing customized support for faculty is important to the promotion and tenure process, as best practices for data sharing across disciplines shift expectations of data management. Atwood stresses that data sharing across very different disciplines is not a one-size-fits-all proposition, and that it’s critical to understand how each discipline sees their own data management needs.

Atwood is also involved with data management at the librarian level, focusing on the language librarians need to use with patrons around data management, as well providing guidance on how to meet researchers where they are. At the organizational level, she’s vital to the shaping of data management strategies by providing input on policies, identifying gaps in already-existing services, and ensuring that the Libraries are in compliance with the current government guidance on data management.

It’s a lot to keep up with, to stay abreast of this ever-evolving landscape and the ways it affects UMass Amherst. To do so, Atwood has built valuable partnerships across campus and beyond, leveraging her people-skills to work with stakeholders here and counterparts at peer schools to learn what they’re doing in the field. She is committed to identifying what services

and solutions the Libraries can provide across campus and across disciplines, making time to serve on different committees—including Research Computing—and she is active in advocating for the inclusion and development of data management plans across all disciplines.

Atwood earned her stars from the ground up. In 2007 she was gearing up for a PhD program in neuroscience and neuroimaging, and decided to take a gap year before starting. Not wanting to be completely out of the game, she began working as the functional Magnetic Resonance Imaging (fMRI) technician for the Department of Psychological and Brain Sciences at Indiana University, where she helped collect data on brain activity for a dozen labs connected with the facility. Atwood found herself conflicted about picking a single subject for her doctoral studies, and began to recognize the innate competitiveness of the field.

Meanwhile, Atwood was processing and reprocessing data for her fMRI research because she was concerned that she wasn’t doing it consistently. It was an epiphany for her to realize that people could run code and track their own data—as she puts it, this was “the magical thing that woke me up.” She also recognized the potential difficulty that faced graduate students who tried to advocate for themselves and locate new opportunities for improving their own research.

Still, the road to librarianship from there had a few more turns in store. Atwood interned elsewhere, eventually volunteering at the Kinsey Institute Library and Special Collections on the Indiana University campus, where the Curator of the collection suggested that librarianship could be a career path that would allow Atwood to engage with all of her interests. She enrolled in the eScience Librarianship program at Syracuse University, which was then a pilot program focused on data management.

Thea loves being on the forefront of data management during what she describes as a “strange and awkward time” in scholarship: Atwood emphasizes that there’s no consensus, so it’s a collaborative effort to shape what data management will look like going forward. “There’s a long overdue shift in managing digital data, and we’re asking scholars to be vulnerable in new ways that neither they nor their advisors ever have been before. It’s a time of opportunity.”

ANNETTE M. VADNAIS '99

Student Success and Outreach Librarian

“There are a lot of assumptions and stereotypes people have of libraries and librarians, but we are so different than what they assume,” says Annette Vadnais '99. “I think it is important that there is a librarian dedicated to showing students that we are way more than just books and can really help them to work smarter, not harder.”

One of the top challenges for academic libraries is successfully engaging the undergraduate population; today's students may be under the impression that the library building is nothing more than storage for old books. As libraries evolve, their image has to be updated as well.

Vadnais comes uniquely equipped for the task: starting out as a library student worker in 1995, she worked her way up the ranks, holding various posts including building monitor, Information Desk Supervisor, and reference librarian. She became the Libraries' first-ever Undergraduate Outreach



Librarian in 2015, a position created to focus on student outcomes.

“I like the job because it is malleable,” she says. “I can be innovative and creative in my approach, and there is a lot of out-of-the-box thinking, which I enjoy.”

Vadnais makes herself approachable to students as a friendly contact point who can help them navigate the Libraries' resources and spaces, even if they don't remember her name. She self-identifies as the Purple Hair Librarian (with good reason), wears a custom sweatshirt with a cartoon of her face printed on it, and hands out stickers, business cards, and purple highlighters with the icon and her signature email address: purplehairlibrarian@umass.edu.

As part of her outreach efforts, Vadnais works with offices across campus to provide tours for individual students, classes, and visitors. Motivated by data gathered through an



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anthropology course on student usage of the libraries which showed little to no familiarity for many incoming students, Vadnais collaborated with the director of New Student Orientation (NSO) to make the Libraries an official stop. Last year, due to the positive feedback from the info sessions, NSO added extra blocks of time for Annette to speak with parents and guardians of new students, as well.

With the goal of simply getting students familiar with and comfortable using the Libraries, she also coordinates engaging events geared towards undergraduates, including pop-up welcome kiosks in the Libraries' lobbies at the beginning of the semester stocked with info, candy, and friendly faces; Finals Fun study breaks include cookies, coffee, and de-stress activities like coloring and Legos; and Get Your Game On!, a night of board games and snacks in the Learning Commons that brings in over 500 incoming students. For many of those first-years, Get Your Game On! is their initial experience of the Libraries, and the playful nature of the event is what brings some back in later on to start their research.

One of Vadnais favorite parts about working in Student Success and Engagement is the teaching. In addition to giving Library instruction sessions to classes, Annette was recruited by the university's Director of Student Success and Academic Programming to give required Library tours to the 800-1000 students enrolled in Residential

Academic Program (RAP) classes, which provide first-year students with a living-learning community on campus with which they take a one-semester course. She named the series RAP/Tours, in honor of the rooftop falcons, and it is taking off—pun intended. A few times a semester Vadnais dons a falcon costume and makes appearances in the building as the Falcon Librarian to promote library services and resources—a cheerful, disarming way to engage undergraduates and set them at ease.

In addition to working with UMass Amherst students, Annette engages with elementary and secondary schools throughout Western Massachusetts through a program at the UMass Center in Springfield called “College Matters for U,” where she dismantles library stereotypes, promotes libraries and librarianship, and encourages students to consider higher education as an option.

“I love working with students,” she says. “They are inspiring to work with, and for. I think it plays to the strengths that I have: I love meeting and talking to people. Also, as a proud first-generation alumna who was able to attend college because of financial aid, I know what many of the students are going through. And if I can be a support to them, that is rewarding.”

*“Purple Haired Librarian,
You are a champion of academia and I
am super grateful for your tutelage.”
—Daniel Keating Jr. '21*

REBECCA SEIFRIED

Geospatial Information Librarian

As one of the foundational supports for learning and research in every discipline, librarianship's evolution ultimately reflects what areas of the academy are growing. The use of Geographic Information Systems (GIS)—tools that enable users to store and manage spatial data, analyze patterns over space and time, and visualize data in the form of maps and 3D models—is increasingly in demand at UMass and other top research universities. In response, the Libraries brought in an expert to support students and faculty in this work. A year ago, Dr. Rebecca Seifried became the Libraries' first Geospatial Information Librarian.

“GIS librarianship is tied to the field of map librarianship, in that both require an expertise in core geographical concepts,” she explains. As more and more maps are being digitized and georeferenced, libraries are downsizing their map collections and map librarians are becoming less common.

“I see being a GIS Librarian as a kind of leveling-up, an expansion of that role to incorporate the ever-growing corpus of digital geographical datasets.” Seifried says the big issues in the field right now are about making sure data are discoverable and usable, providing educational support to fields like the humanities and social sciences that don't typically teach geographical concepts, and advocating for free and open source technologies and data. “I think most academic libraries in the US will find it challenging to meet these needs as demand for geospatial education increases—and it is most certainly increasing.”

“GIS is a powerful approach to working with data, and it has applications in nearly every field in which our researchers engage. I see this playing out in the range of people contacting me with questions, from undergraduates enrolled in the introductory course through emeritus faculty interested in using GIS for the first time in their research.”

Seifried became interested in the field after taking GIS classes as a graduate student in the Anthropology

“GIS librarianship is tied to the field of map librarianship, in that both require an expertise in core geographical concepts,” Seifried explains. As more and more maps are being digitized and georeferenced, libraries are downsizing their map collections and map librarians are becoming less common.



department at the University of Illinois at Chicago. “We were told that GIS was the ‘next big thing’ in the field, and that it would be good to have a working knowledge of the technology,” she says. “It turned out that I really enjoyed doing it, and I quickly became the GIS Specialist for several archaeological projects in Europe. This gave me a rare opportunity to work with data hands-on in the field, and it led to a number of internships and fellowships that gave me a more rigorous understanding of GIS as a field in its own right.”

Midway through her PhD, a colleague who was also an archaeologist specializing in GIS was hired as the Geospatial Librarian at a research university. “That was the first time I’d even heard of the position, though of course it had been around for a few years by then,” she says.

As the Geospatial Information Librarian, Seifried is responsible for leading and developing services through

the Libraries’ Digital Scholarship Center for both students and instructors. She teaches workshops and consults with people across campus. She recently began work as a co-principal investigator on a grant for a collaborative project to add geospatial data to aerial photographs already in the library’s collection. (See “Mapping Massachusetts’s Past and Future, next page).

Another major aspect of Seifried’s work is to foster communal resources that bring all these different individuals—and academic departments—together. She has helped launch a campus-wide GIS Community of Practice that meets monthly, and established the UMass GIS Hub, a website hosted by the Libraries. She is currently working towards helping the Libraries develop a “geportal” platform to make the geospatial research being done at UMass more easily available and accessible to others in the field.

Professor MacConnell (see next page), no stranger to firsts, would likely approve of the pioneering technology enhancing his original images to continue their usefulness. In the late 1970s, MacConnell and fellow researchers used the maps to show natural changes in Bristol County wetlands, not solely human-induced ones, and argued that policy should take this into account. It was one of 97

papers he published during his 44 years at UMass Amherst, on subjects from aerial photogrammetry to the use of herbicides in forestry, watersheds, and winter sports areas. From 1960 to his retirement in 2000, he served as the coach to the UMass Ski Team, making him the only academic faculty member in the history of the university to coach a sport.

Mapping Massachusetts’s Past & Future

Georectification of historic maps show effects of land use over time

By Lauren Weiss

In the 1950s, William P. MacConnell ’43, a professor in the department of forestry, engaged his photogrammetry students in a project to map the land cover of Massachusetts using aerial photography. Although the project initially focused on areas such as forests, fields, and wetlands, it eventually expanded to all land use; as such, it paved the way for the U. S. Fish and Wildlife Service’s National Wetlands Inventory, and Massachusetts became the first state in the country to be mapped completely by aerial photography.

The photographs, spanning from 1951 to 1999, were acquired by Special Collections and University Archives (SCUA) in 2008. Recognizing the research value of the photographs, SCUA began digitizing them three years ago to make them accessible to more people by adding them to Credo, SCUA’s online repository. Forrest Bowlick of the geosciences department was involved in the process from the beginning, and it was this connection with the Libraries that fueled his latest scholarly collaboration with Rebecca Seifried, Geospatial Information Librarian, and Camille Barchers, a professor of Landscape Architecture and Regional Planning, in georectifying the digitized collection.

“Georectifying the aerial photos means adding geospatial information to them to link them back to their location of origin,” Seifried explains. “The process enhances the research value of the photos because it makes them easier to find and use in geospatial software, if a geospatial search portal is set up. Applications are limitless, from finding out what a specific property looked like in the past, which many members of the public want to know, to investigating large-scale changes to environment, infrastructure, and land use.”

The team has been strategically coordinating their efforts with GIS and geographic interest groups on campus and beyond: Seifried with the UMass GIS Community of Practice she has helped build and manage, and Barchers with regional planning agencies to demonstrate how this technology can be used in historic preservation and landscape planning. This includes the Pioneer Valley Planning Commission (PVPC), which is responsible for coordinating and supporting transportation, recreation, landscape, and historic preservation planning in Hampshire and Hampden counties, and with whom Barchers’s department already has a productive working relationship.

“The PVPC has some of the hard-copy prints from the MacConnell collection in their own archives,” says Barchers. “They have many ongoing projects where historic aerial photography could demonstrate the change in landscape and inform planning and policy choices for the future.”

In addition to benefiting local and regional work, the project’s completion will have a positive impact on the field of Geographic Information Science and Technology (GIS). After the collection is georectified manually, Bowlick will use the completed photographs to develop an AI-enabled tool to assist with auto-georectification of future projects.

“There are a number of ideas and processes in the literature about how to auto-georectify, but they’re difficult to adapt and deploy,” says Bowlick. “By working together in both the automated georectification and the usability side, we’re aiming for something more holistic and more accessible than just raw code or script alone.”

In order to complete the project, Bowlick, Seifried, and Barchers applied for and received an Interdisciplinary Faculty Research Award. Funded by the Chancellor, the Provost, and the teams’ respective Colleges and Schools, the award will enable them to support a graduate research assistant, who will work with the team on georectifying the photographs. Once the project is completed, the georectified photographs will, like the original digitized aerial photographs, be openly available on Credo, and the team will present their work to the American Association of Geographers and apply for a National Endowment for the Humanities Digital Humanities Advancement Grant.



William MacConnell (right) receiving outstanding teacher citation from Russell Renouf and Dean Arless Spielman, Special Collections and University Archives.

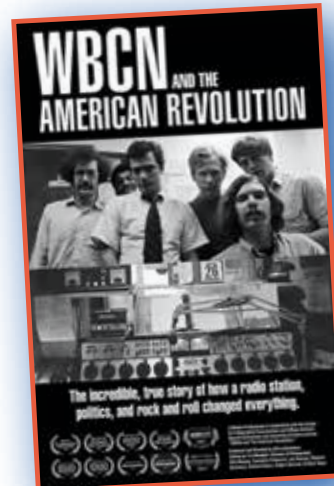


The Soundtrack of a City

by
Aaron Rubinstein

A documentary about Boston's legendary radio station WBCN forges a new way of finding, collecting, and sharing the past

In March of 2019, Bill Lichtenstein's documentary *WBCN and The American Revolution* debuted at film festivals. It was an immediate success, winning the best documentary award at the D.C. Independent Film Festival and eliciting glowing reviews. For eagle-eyed audience members, the opening credits tell a surprising story about how the film was made. Before the documentary's title, and following the name of the film company, LCMedia Productions, are the following words: "In association with UMass Amherst Special Collections and University Archives."



The way documentaries usually get made is by a filmmaker going from archive to archive in search of primary source materials to weave into a story. Along the way, they discover photographs, audio recordings, and films that create the visual and auditory fabric of their documentary.

For Bill Lichtenstein, making a documentary about WBCN-FM was anything but usual, much like the station itself. Its free-form radio broadcasts out of Boston were, during their heyday, the voice of the counterculture in the late 1960s and early 1970s. Telling that story decades later proved challenging, since radio stations are notoriously missing from the historical record. The last 30-plus years of media buyouts and mergers, resulting in a handful of massive conglomerates ruling the airwaves, have left the tangle of original, independent stations in dumpsters and landfills.

"There were no archives. There were no tapes. Basically nothing," explains Lichtenstein. Undaunted, he came up with a creative solution. Lichtenstein was able to raise significant start-up funds when he began working on the film in 2006 using what was then a new form of fundraising: crowdsourcing. Seeing the potential of that model, Lichtenstein put out a call through local Boston media to anyone who had anything documenting WBCN and its world of music and protests.

Lichtenstein had opened the floodgates.



Clockwise from top left: WBCN poster, 1970; Marchers on Boston Common after Martin Luther King, Jr.'s assassination, April 8, 1968, Peter Simon photo; Howard Zinn speaking at a war resistance rally on Boston Common, 1967, Peter Simon photo; Lou Reed and the Velvet Underground, 1969, Jeff Albertson photo; WBCN peace sign over the Vietnam War Moratorium, Boston Common, 1969, Peter Simon photo; Bruce Springsteen during a 1974 WBCN broadcast, Jeff Albertson photo; Acting Head of SCUA Aaron Rubinstein with just a few of the thousands of WBCN objects now in the SCUA collection, Ben Barnhart photo.



Born on March 15, 1968, with its early studios in the dressing room of the legendary rock club the Boston Tea Party, WBCN brought the excitement and energy around the late sixties music scene to the FM airwaves. Ray Riepen, who opened the Tea Party in 1967, saw there was a large audience for bands like The Who, the Grateful Dead, Muddy Waters, the Kinks, Frank Zappa, and the Velvet Underground; Lou Reed called the Tea Party his favorite place to play in the U.S. Riepen also noticed that no radio station in Boston was playing the music that was increasingly vital to the growing youth movement. He bought time from midnight to 6 a.m. on a failing classical station and hired a bunch of college radio deejays. It was the perfect recipe for a new kind of media.

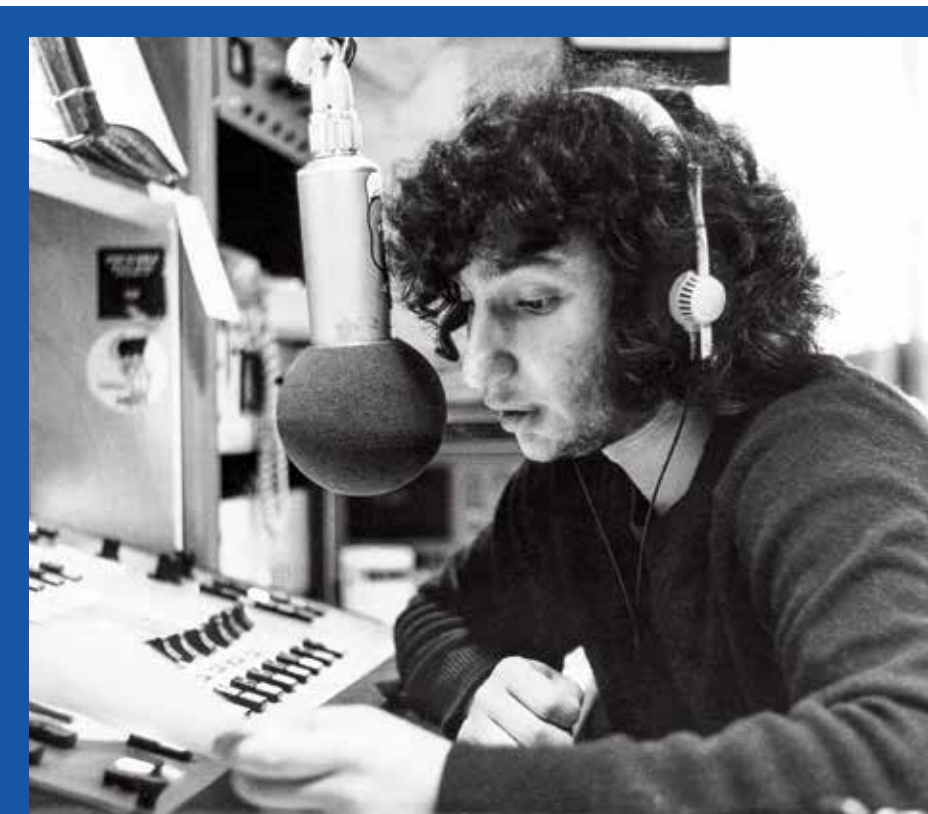
WBCN's news department, took documents from the office of a Harvard dean that showed Harvard's direct support of the Vietnam War effort, and they later found their way into print in the underground press. When FBI documents that uncovered the covert and illegal COINTELPRO projects were stolen by activists from the bureau's office in Media, Pa., a set of the pilfered reports were read live on the air at WBCN to make them public. In 1970, WBCN introduced the Listener Line, where listeners could call in and talk about whatever they wanted, creating a vibrant community conversation about music, culture, and revolution. As activist and educator Steven Wayne explains in Lichtenstein's documentary, "WBCN was like the soundtrack of the city."

By 2013, these traces began to pile up, and Lichtenstein knew he needed help managing the growing stash of history he had acquired. When he brought this problem to Hayley Wood, then the program officer at Mass Humanities, she recommended he talk to the Libraries' Special Collections and University Archives (SCUA) at UMass Amherst. SCUA's focus is on documenting the history of social change and the communities of activists and organizations that have worked to bring real and lasting change to our society. It was clear to Lichtenstein and to SCUA that this was a match.

WBCN and *The American Revolution* continues to play across the country, albeit virtually during the coronavirus pandemic, and the story of WBCN couldn't feel more timely.

A big part of what makes this story resonate is how it's rooted in the history it portrays, from Lichtenstein's own connection to WBCN to the grassroots and collaborative way the film was put together. It was clear to Lichtenstein from the moment he put out his fateful call in 2006 that his film would have an impact beyond its two-hour-and-four-minute running time. A significant part of that impact comes from the well of historical resources the film has tapped and the unusual but wildly successful partnership between a filmmaker and archivists to preserve those resources and make them available to a new generation of scholars and activists.

In the same way that a lack of archival sources for his documentary forced Lichtenstein to take an unusual approach to gathering material for his film, SCUA was forced to adapt its role from the typical one of an archive supporting a documentarian. Instead of helping the filmmaker find the threads for their narrative fabric, SCUA had to help create those threads. Archivists processed, scanned, and worked closely with Lichtenstein to find other caches of historical riches documenting the station and its milieu. One such example was the tens of thousands of negatives in the closet of the widow of Jeff Albertson. Albertson, a student at Boston University during the late 1960s and early 1970s, was a part of an innovative group of documentary photographers coming out of BU at the time. He worked for the *Boston Globe*, *Rolling Stone*, and *Life*, and had kept all of his negatives. This collection was a treasure trove for Lichtenstein, and it added powerful visual documentation of many of the people, places, and movements represented in SCUA's collections. Thousands of Albertson's photographs are now online. The seed that Lichtenstein planted continues to grow in SCUA, with significant new collections, totaling hundreds of thousands of objects, still coming to the Libraries on the foundation of this unusual partnership.



Although the Tea Party closed in 1970, WBCN grew to be more than just a source for the music of the counterculture; it became an integral part of that counterculture. WBCN added a news department, reporting on the growing unrest on college campuses and, increasingly, playing an active role in the protests across Boston. The station hired a plane to skywrite a giant peace symbol over the Boston Common during the Vietnam War Moratorium demonstration in October 1969. During a building takeover, Danny Schechter, the soon-to-be director of

Lichtenstein began his relationship with WBCN in 1970 at the age of 14 by helping answer calls on the Listener Line. At the end of one of his shifts on the phones, Schechter asked him to report on a protest sparked by the killing of Black Panther Fred Hampton. Lichtenstein was hooked and was given his own show under the name "Little Bill." This experience led directly to his career as a filmmaker and producer; he worked for ABC as an investigative reporter and eventually founded Lichtenstein Creative Media, where he has directed and produced award-winning documentaries. From his early, pivotal experiences at the station and on the air, Lichtenstein understood firsthand the power of radio and news media, and of the community WBCN had built.

Lichtenstein tapped into this same community to create *WBCN and The American Revolution*, gathering material through crowdsourcing from the public before "crowdsourcing" was a word. Lichtenstein's film not only tells the story of WBCN's history and role and the broader community that supported and participated in the station, it is also made from that community, using the recordings, music, posters, photographs, and other treasures that the deejays and listeners had held on to as traces of that tumultuous era.

Clockwise from top: African American World War I veteran speaks on the campus of Boston University during the Moratorium to End the War in Vietnam, October 15, 1969, Jeff Albertson photo; Danny Schechter in the WBCN studio, 1973, Jeff Albertson photo; WBCN rally to register voters, early 1970s, Don Sanford photo; Bob Marley at the Music Hall, 1976, Peter Simon photo; Bernadette Devlin McAliskey at the WBCN studio, 1971, Jeff Albertson photo; celebratory climax of WW I veteran's speech at 1969 Moratorium, Jeff Albertson photo; Bill Lichtenstein at WBCN in 1973, Don Sanford photo.

GALLERY



@julia_cremi on Instagram (IG)



@hannaheliz16 on IG

Congratulations Class of 2020!

Graduating seniors couldn't resist using the Du Bois Library for their cap and gown portraits even though campus closed in March.



@sam.gall on IG



Submitted by Andrea Kooistra and Emmalie Keenan



@tessacullz on IG



@izzydww on IG



@icaruso22 on IG



Submitted by Nurul Aiman Abdul Jabbar



@spokuri on IG



Submitted by Stephanie Hinojosa



@kayla_mcmillan on IG

Five VOICES



By Eric Goldscheider G'93

Thirty years ago, the Americans with Disabilities Act, widely known as the ADA, was signed into law. It was “a response to an appalling problem: widespread, systemic, inhumane discrimination against people with disabilities,” wrote Robert L. Burgdorf, the disability rights scholar and legal advocate who was instrumental in writing the landmark bipartisan legislation—the result of a decades-long campaign for equal rights.

Since its passage, much has improved for people with disabilities: buildings, mass transportation, hiring practices, and telecommunications are some of the sectors that have made transformative accommodations. Yet there is still more to be done, and, as much of the world pivoted to remote living, working, and learning in 2020, familiar gaps widened. **In honor of the 30th anniversary of the ADA, we turn to five voices in the community to explore the ways the Libraries work to ensure resources are available to all.**

THE ADVOCATE: JOSHUA PEARSON

JOB NUMBER ONE FOR JOSHUA PEARSON '15, G'17 IS LETTING YOU KNOW HE EXISTS.

More precisely, he gets the word out that UMass Amherst has an Assistive Technology Center (ATC) located on the Lower Level of the Du Bois Library, and that he, as its director, is available to advise, train, and coach anyone on campus, whether they think of themselves as disabled or not. Pearson's mandate is to serve people with five categories of disability; those relating to vision, hearing, speech, mobility, and cognitive impediments. The last includes learning as well as psychological disabilities. Another way is to think of the categories as physical, mental, and sensory disabilities.

Roughly 3,000 students on campus are registered with disabilities, and about 500 employees are on record as needing accommodations in the workplace, says Pearson. He thinks there are many more who can benefit from his services, pointing to the 60 percent dropout rate for people with disabilities.



Josh Pearson

Tools, ranging from simple door openers to ever-evolving text-to-speech software and pilot classrooms that respond to voice commands, are an important part of what he offers.

Pearson is part of a Library and campus network helping build a consciousness around disabilities—an umbrella term for a wide variety of impediments to learning. His ethos includes pride while acknowledging a sense of loss.

“Anybody can develop a disability at any time in their lives. It’s important to know that just because you have a disability, your life is not over, you can still access academic resources or do your job independently, says Pearson. “You might not be performing tasks in the same way as before, but you can still live a life full of fun and purpose.”

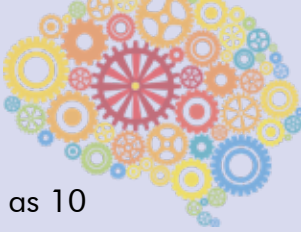
Just as anyone can become disabled, everyone is welcome at the ATC to try technology or ask questions, regardless of whether they are registered with Disabilities Services or have ever been diagnosed. Disclosure can be a tricky thing for people with what are often called “invisible” disabilities, such as dyslexia, another broad category denoting difficulty decoding, usually of text. A person slowly losing their eyesight might be hesitant to submit themselves to the stigma that ailment can carry while at the same time struggling with a course that has not been designed to include every kind of student. “Maybe they are looking at it through the lens of an inferiority complex,” said Pearson. “Having a disability is still seen as being less than whole in our society. These access technologies can mitigate stigma and help people reach full independence in a world which has been built to serve the needs of the non-disabled.”

By now, you may suspect that everyone, even you, could benefit from some of the devices and techniques. “Everybody talks to their phone these days, dictating texts or emails,” says Pearson. “People will have their devices read books or websites to them at the end of a long day or in the car. These are examples of how assistive technologies initially designed for the disabled have become a part of the mainstream.” Disability is more common than people think: More than sixty million Americans have a documented disability, according to Pearson.

The Assistive Technology Center has a soundproof room with work stations where people can speak to their computers without disturbing others. The other room has space for up to four people to receive training simultaneously on any of dozens of applications that Pearson has compiled on a centralized server. While the majority of learners are accessing education remotely, the Assistive Technology Center has a virtual space where copies of access technology can be utilized by distance learners.

The decentralized universal access to assistive technologies the ATC provides to the university community means that students, staff, and faculty who rely on them can work and

DYSLEXIA



is estimated to affect as much as 10 percent of the population. Yet many people who suffer from an inability to instantly recognize symbols—sometimes called word blindness—and are mentally fatigued by typical reading loads are reluctant to seek help because of the stigma a disability label carries. “When they do disclose, some professors will give them a hard time,” says Pearson. “They don’t say this to their students’ faces, but there is definitely a faculty bias on the part of not believing the person has a disability.” By introducing universal design for learning principals “you create a new baseline of accessibility that benefits everybody.”

study wherever they feel most comfortable and efficient. Josh predicts that graduation rates among people with disabilities will increase as the awareness of his services grows. He also has a lending program for hardware so that students who need to access devices beyond their financial means can borrow them from the university. “Access to technology should not be an impediment to receiving education,” he said. Much of the hardware and some licensed software is beyond the means of people living on a fixed income, as is the case for many disabled people. “I want to ensure we are doing our institutional due diligence in removing these barriers to education for students with disabilities, the same as we do for non-disabled students,” said Pearson. “Tech inequity, and the stresses it puts on people’s lives, is very real.”

THE ARCHIVIST: AARON RUBINSTEIN

AMONG THE HOLDINGS OF THE LIBRARY’S SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES (SCUA) ARE 30 COLLECTIONS THAT CAN HELP PAINT A PICTURE OF THE BIRTH AND EVOLUTION OF THE DISABILITY RIGHTS MOVEMENT.

The *Visibility for Disability* Project is now on track to put about 20,000 objects online with the support of a \$250,000 grant from the Council on Library and Information Resources.

Documents chosen for digitization help illustrate the struggle for full civic participation for those with physical disabilities, and the struggle for rights for people with

psychiatric disabilities. The collections span the years between 1863 and 2016 and, while rooted mainly in New England, include the papers of nationally recognized activists such as the late Judi Chamberlin, a pioneer in the psychiatric survivors' movement, and Elmer Bartels, a key figure in creating early statutes regarding civil rights for people with disabilities. There are records about facilities, too, such as the Belchertown State School and the Clarke School for the Deaf.

These collections are among approximately 200 that are accessed online through SCUA's digital repository, Credo. During his development of the site, then-University and Digital Archivist Aaron Rubinstein '01 (now Acting Head of SCUA) attended a workshop with assistive technologies specialist Joshua Pearson.

There were a number of "aha" moments as they visited the collections online. Pearson, who has been blind since birth and who is well-versed in sophisticated software for navigating the digital world with his keyboard (and increasingly, voice), demonstrated that after about 45 seconds, he had reached a point where he couldn't navigate anymore.

Rubenstein moved to redesign Credo "from the bottom up," he said. "The main design principal became accessibility, driving all the visual aspects of the site." Funders were impressed, and this became an important



talking point in securing the grant to made the digitization of the disability rights collections possible.

Building on the collection of the Library's namesake, social justice writer and activist W. E. B. Du Bois, Special Collections has added considerably to its social justice and civil rights collections. People in the disability rights movement who saw themselves in the broad tradition of human rights movements have engaged with the archives to further their research.

THE LAWYER: LAURA QUILTER

THE INSTITUTIONAL LEARNING UMASS AMHERST IS UNDERGOING IS ALSO MAKING IT A LEADER AMONG ARCHIVISTS. "UMASS SPECIAL COLLECTIONS ARE AHEAD OF THE GAME," NOTES LAURA QUILTER. "THAT'S GREAT FOR US, AND ALSO DISAPPOINTING WHEN YOU CONSIDER ALL THE LIBRARIES THAT ARE NOT THINKING ABOUT THIS."

Quilter points out that innovations for accessibility end up benefiting many people. For instance, carefully crafted descriptions of visual material, intended for persons with sight impairments, enhance everyone's access to work by making search engines more effective, and assist scholars in data-mining large collections. Similarly, technologies such as voice recognition will help people in many circumstances.

The Libraries are currently auditing our entire presence on the web, including the sites of hundreds of journals, databases, and research repositories to which we subscribe. Quilter led the Libraries' Accessibility Task Force, which underwent an organization-wide accessibility assessment in 2017-18.

One of Quilter's frequent partners, the Office of Disabilities Services, has a section dedicated to document conversion under the direction of Monika Schrauder '06, G '10, G '14, who devotes much of her time to communicating with publishers and intermediaries to obtain digital files for textbooks and other materials that can be manipulated to meet various disability-related needs.

Her field is evolving, especially as smart phones are providing what Schrauder calls "accessibility on the go." Students adept at technology are latching onto these innovations. "Many tools and apps are inexpensive or free of charge. This helps make access to education more equitable," she said. The university also makes tools available to the campus community beyond people registered with Disability Services. "This is in line with universal design," said Schrauder.

At the same time, there are publishers who are not keeping up with their responsibilities, forcing people like Schrauder to find work-arounds to make sure class material is accessible to all students.

"If a student is assigned a book and it's not accessible then the University is on the hook for that assignment," she said. The same is true for all educational materials. The university has more control over its internal resources, but finding vendors who build accessibility into everything they produce has also become a priority.



"There is an ethical component to this, which I think is the more compelling one, but I am also happy to talk about the legal argument," says Quilter. "If you don't want to do it because it's the right thing to do, maybe it would be helpful to also know that a court in Los Angeles held a whole community college district liable for the libraries providing access to things that were not accessible." The U.S. Department of Education posted a video to YouTube last spring, highlighting accessibility requirements made more acute by the sudden shift to remote learning on a massive scale.

To help address accessibility issues, the Libraries created a User Experience and Web Services librarian position this year, to bring on board someone proficient in usability testing and principles of universal design. Therese Kaufman joined the Libraries in March, and is leading a library-wide redesign of the website, focused on accessibility. (See story about Kaufman on page 14.)

According to Quilter, higher education in general, including UMass Amherst, is lagging in terms of keeping up with the laws emanating from the Americans with Disabilities Act. She thinks the current transition to online education highlights the need for accessibility, as well as new challenges. "This moment—transitioning large-scale to online education—creates enormous opportunities to increase accessibility, but also new challenges to ensure that people with disabilities don't lose their privacy."

When Joshua Pearson leaves home in the morning, for instance, he tells his virtual helper to turn off the appliances and lock the door. Over the previous hour it had started his coffee maker, brought him the day's top stories, and called his rideshare. Every one of those interactions leaves a digital trace.

Tools that might be a convenience for some are a relied-upon necessity for others. Pearson foresees interactive classrooms becoming the norm. As more and more homes employ the so-called internet of things, people will expect

the workplace to follow. Why shouldn't anybody, whether they can walk and reach things or not, be able to control monitors, thermostats, lights, and teaching resources with voice commands? Or why shouldn't listening devices automatically give a read-out of words spoken to people who can't hear? Or cameras feed descriptive details about objects to people who can't see?

But all this activity leaves a digital trail, which can erode people's privacy. The process of doing research, even now heavily correlated to key strokes, will leave more and more metadata in its wake, down to details like how long someone lingered on a page and where they clicked next.

Quilter struggles with the implications of the mere existence of all this data, especially at institutions built around free inquiry and the exploration of ideas without fear of unintended consequences. She believes that much of the data created by digital interactions should be extinguished unless there is an overriding reason not to. "It would be irresponsible to keep data that could harm people without carefully evaluating and justifying the need for keeping it," she said. "Privacy needs to be protected



UNIVERSAL DESIGN

Universal design, sometimes called inclusive design, holds that everyone is better off when accessibility is fully integrated into the physical and digital architecture of the built world. Curb cuts are essential for wheelchairs and also great for strollers. Similarly, text to speech technology might be essential for the blind and dyslexic, and also nice for hikers, who want to exercise their lungs while "reading" a textbook with their ears. Captions on videos are crucial for deaf people and also useful to those who benefit from parallel information streams. Building accessibility into website coding is not difficult. Tools of accessibility, such as a properly organized headings structure and descriptive information for all graphics and links, not only makes content available to visually impaired people, it makes it more useful to everybody.

because intellectual freedom requires that people feel safe and in fact are safe in doing the research they want to do.”

These are complicated issues which don't lend themselves to easy solutions. One step Quilter thinks the Libraries should take is to create a privacy task force to systematically go through and look at these kinds of concerns, much like the accessibility task force kicked off the current drive to make it a leader in reducing barriers.

Those who are enthusiastic about the possibilities of deeper and wider digitization, as well as those sounding cautionary alarms, have overlapping interests in figuring out how to safely expand inclusivity, according to Quilter. “We are constantly having to think about both issues.”

THE STUDENT: DEANNA FERRANTE

DEANNA FERRANTE, WHO GRADUATED WITH A BACHELOR OF SCIENCE IN PSYCHOLOGICAL AND BRAIN SCIENCES, A MINOR IN EDUCATION, AND A LETTER OF SPECIALIZATION IN DEVELOPMENTAL DISABILITIES AND HUMAN SERVICES, SAYS THAT WITH THE ADVENT OF COVID-19 AND THE HEADLONG LEAP INTO DISTANCE LEARNING, POSITIONS FOCUSED ON ACCESSIBILITY OF DIGITAL RESOURCES ARE MORE IMPORTANT THAN EVER.

Without comprehensive and systemic attention to digital accessibility, large swaths of students will be completely shut out of participating in courses.

Ferrante's consumer manager at the campus's Disabilities Services office referred her to the Assistive Technology Center in the Du Bois Library when she arrived on campus. It was a life-changing encounter. As an intern with the ATC, she put together a manual of the tools it offers. “Assistive technology for me was a transformational experience because college is a time where a million tasks are thrown at you at the same time,” said Ferrante. “Today, I couldn't live without these extra little tools that may not seem big to anybody else.”

Ferrante is open about her disability, which involves difficulties with reading comprehension, but also understands why others with disabilities would want to shield themselves from the stigma that it still carries fairly widely, including in academia.

Screen readers, something blind people depend on, were a revelation for Ferrante. The suite of tools Pearson introduced her to and coached her on, many of which combined speech-to-text and text-to-speech applications with strategies and support for gathering, organizing, and expressing information and ideas, kept her going.

Dropout rates among students with all kinds of disabilities are alarmingly high to begin with, and the sudden shift

to remote instruction poses an added danger. “In the midst of all this mayhem, professors are not being given information to make the online course content accessible to all students,” Ferrante wrote in a recent blog post. “Documents are going to be uploaded in unreadable formats for blind students and lectures are going to be held via Zoom without transcription for deaf students.” She is calling on professors inexperienced in creating inclusive online content to “reach out to their disability services, accessibility offices, or assistive technology centers to find out what they can do to support students with disabilities.”

As a student, Ferrante got to know peers with a wide variety of disabilities, inspiring her to create a community on campus among people experiencing a variety of barriers. They started with a simple message posted around campus which read, “*Are you a person with a disability or an ally? Help to make disability part of the conversation on our campus.*” They soon had a mailing list of more than 100 people. “This was before we even had a name,” said Ferrante of what would become the Alliance Against Ableism, which acts as a communications node for members' ideas and concerns.

This is the kind of spontaneous activism and organization-building that the *Visibility for Disabilities* exhibit showcases through the records of people and associations that helped shape the evolving consciousness as well as the social and legal frameworks around disabilities.



Deanna Ferrante '20

THE ACTIVIST: FRED PELKA

AS A CHRONICLER OF THE DISABILITIES RIGHTS MOVEMENT IN THE UNITED STATES, FRED PELKA HAS TRACKED DOWN, AND IN MANY CASES CONDUCTED, ORAL HISTORY INTERVIEWS WITH ORGANIZERS, THINKERS, AND LEGAL AND STREET-LEVEL ACTIVISTS WHO CONTRIBUTED IN FOUNDATIONAL WAYS TO WHAT WE SEE NOW AS A PROFOUND, IF UNFINISHED, SHIFT IN HOW PEOPLE WITH DISABILITIES ARE ABLE TO FUNCTION IN SOCIETY.

Along the way, he has experienced several moments which felt like gut punches upon learning that troves of papers with valuable insights into the movement's defeats and victories had been cast into dumpsters.

Dennis Haggerty, a key figure in codifying equal access to education, told Pelka at the end of a long interview that he had a garage filled with documents, memorabilia, and ephemera. Pelka was horrified to learn that the lawyer, whose many achievements included overseeing the 1972 consent decree coming out of the landmark *PARC v. Pennsylvania* case, was about to move to assisted living and that his condo association gave him two weeks to clear out. Pelka made some frantic calls around the country and, with some cajoling, got Temple University to accession the papers of their law school alumnus. “I really had to sell them on the idea,” said Pelka recently.

An earlier encounter, when he learned that an unabridged catalogue of *Valor*, the monthly newsletter of the American Federation of the Physically Handicapped going back to the 1940s, had been ruined by a basement flood, is “seared into [his] brain.” Also lost were meeting minutes and complete correspondences. “I have a bunch of stories of really significant collections that got lost,” he said. “It has been an obsession of mine to identify orphan collections of important disability materials and make sure they are safe.”

When Judi Chamberlin, a leader in the psychiatric survivors movement, died ten years ago, Pelka got in touch with Robert Cox, the late head of Special Collections, and found an enthusiastic partner in preserving, indexing, and eventually digitizing a trove that could have easily vanished. “I know that one person has already written her Ph.D. based on those papers,” said Pelka of ways in which his and Cox's instincts for preservation are paying off. They were only slightly ahead of the times, and also just in the nick of time. Recently, there has “been an explosion in disability history scholarship and disability studies,” said Pelka of the growing recognition that “disability, like race, gender, and class, is an important prism to look at all history.” You can choose any period anywhere and if you look closely enough, you'll find evidence of physical and cognitive differences.

A turning point in that history, the passage of the Americans with Disabilities Act, happened thirty years ago. Many records from the antecedents of those who achieved that victory have been lost. What Pelka calls, “the second cohort” of activists are now at or nearing the end of their careers, increasing the urgency of ensuring papers are cared for.

“The disabilities rights movement in America,” he emphasizes, “intersects with the Labor Movement, African American civil rights, the Women's Movement. It's a profoundly important movement in American History.”

These materials are not only vital to scholars weaving a narrative of recent times, but also to future activists who can learn from the experiences of those who went before and look to them “as a model,” said Pelka. “What if we didn't know who Rosa Parks was? If that history was lost, what a loss that would be for all of us.”

Pelka, together with his life partner Denise Karuth, who died in 2019, donated their papers to UMass. Karuth was an internationally recognized champion for the rights of people with disabilities in the struggle for affordable, accessible mass transit. Pelka has published several books relating to disabilities including, *What We Have Done: An Oral History of the Disability Rights Movement* (UMass Press, 2012).

Pelka's current projects include continuing to interview Massachusetts based advocates, and recording their oral histories, with a particular focus on the history of the Boston Self Help Center.

He comes across “orphan collections” of papers with some regularity. The Libraries are an important node in his work. It is one of the few places that is systematically building a collection on this topic, he said. “I was so relieved to begin a relationship with them because up until then I was running around every time” he needed a home for pages of history about to be swallowed up by the ages.



The Paper Chase

How W. E. B. Du Bois's archive came to UMass

by Phillip Luke Sinitiere

"You read these papers at your own risk. There is no point ... in talking about the Du Bois papers unless we are willing to do something within our own lives. ... Dr. Du Bois raised in his lifetime and he raises in his papers the fundamental question of the meaning of scholarship. What is scholarship for? Can scholarship serve the many instead of the few? Can it address itself to the problems of bread and peace and racism and militarism?"

Lerone Bennett, Jr., "Listen to the Blood: W. E. B. Du Bois and the Dreams of the Dead," Box 265, Folder 8, W. E. B. Du Bois Papers, UMass Amherst.

By the late 1940s, librarians and book collectors had started asking W. E. B. Du Bois about plans for depositing his mammoth manuscript collection into a university or library archive. In a 1952 letter to Jean Blackwell, curator at New York's Schomburg Center the 83-year-old scholar referred the archivist to his second wife, writer and activist Shirley Graham Du Bois. "Please talk to Shirley Graham on matters concerning my books and papers," he wrote. "She has complete charge of their eventual disposition."

While decades would pass before Du Bois's papers found a permanent home, the exchange illustrates substantial interest in Du Bois's archive and the role he asked Shirley to play in the making of his legacy. To many, the end of the story is well known: the largest portion of Du Bois's archive came to UMass in 1973 and was opened for research in 1980. Less known is that its arrival 40 years ago was the culmination of a decades-long paper chase that circled the globe.

The history of how Du Bois's papers came to UMass spotlights three individuals: Shirley Graham, Du Bois's second wife; Randolph W. Bromery, geoscientist, World War II veteran, and the first Black leader of the University of Massachusetts Amherst; and Herbert Aptheker, radical white historian, Communist Party leader, and the scholar Du Bois selected in 1946 to edit and publish his immense archive.

The longer story of the making of Du Bois's papers includes a larger cast of historical characters, the central player being Du Bois himself. As a teenager, he began collecting his life's primary sources, the materials that now reside in the Du Bois Papers. More than 100,000 items populate the vast collection of his intellectual productivity and political activism. Letters, speeches, novels, poems, newspaper articles, creative essays, and photographs document one of the 20th century's foremost intellectuals. A Massachusetts native, born in 1868, three years after the Civil War's end, Du Bois died in Ghana at age 95, in August of 1963, just hours before Martin Luther King, Jr., gave his "I Have a Dream" speech at the March on Washington.

Lofte Jacobi portrait of Shirley Graham Du Bois and W. E. B. Du Bois on his 87th birthday



Please talk to Shirley Graham on any matters concerning my books and papers. She has complete charge of their eventual disposition.

W.E.B. Du Bois

Shirley Graham Du Bois in her Cairo office, ca. 1968



Shirley described how "nine steel file cases and 30 smaller wooded cases are bursting with papers."

Shirley Graham married W. E. B. Du Bois in 1951 and worked tirelessly to preserve his work and curate his legacy. Two years after they were married, Shirley created the Du Bois Foundation. The Cold War era's anticommunist context hampered black radicals like the Du Boises from finding hospitable publishing venues for their work. The Foundation sought to publish Du Bois's remaining scholarship and fund the republishing of earlier writings dating back to the 1880s. Another central concern

basement until 1973. There, Aptheker and his wife, Fay, read and edited the massive collection of Du Bois's correspondence, part of which was published by University of Massachusetts Press. Through the efforts of Fisk librarian and Harlem Renaissance literary luminary Arna Bontemps, Fisk University received the remaining portion, an acquisition that marks its 60th anniversary in 2021. Bontemps commented in 1961 that the expansive archive of Du Bois's manuscript materials "forms an impressive

"I'd like to have the papers at UMass," Bromery told Shirley. "I'll put them on the twenty-fifth floor of the library, and if it weren't for the curvature of the earth you could almost see Great Barrington."



of the Foundation was the preservation of Du Bois's archive. Shirley described how "nine steel file cases and 30 smaller wooded cases are bursting with papers."

Through the efforts of Shirley, and subsequently her son David Graham Du Bois, the Foundation succeeded in amplifying Du Bois's radical intellectual legacy. When the Du Boises moved from New York to Ghana in 1961, they took a third of the archive with them. Herbert Aptheker received another third, which he stored in his Brooklyn

basis for research." Fisk houses the second largest collection of Du Bois archival materials: it holds a substantial archive of his speeches, NAACP materials, records of his expansive Pan-African activism, and manuscript drafts of many of Du Bois's books. Of particular importance are the files associated with his unpublished study of Black soldiers in World War I, *The Black Man and the Wounded World*.

Shirley's literary efforts to craft Du Bois's intellectual heritage through preserving his papers bore substantial fruit.

From the materials taken to Africa, she published two definitive studies on Du Bois. Her global advocacy for Du Bois's political legacy found support among some members of the UMass Amherst community, including faculty from the W. E. B. Du Bois Department of Afro-American Studies and Chancellor Randolph Bromery. In 1973, she received an honorary doctorate from UMass and taught for two years in Afro-American Studies.

In the early 1970s, Bromery strategized to bring the Du Bois Papers to the university. Like Shirley Graham, Bromery passionately promoted Du Bois's legacy in Massachusetts and across the world. Bromery's unflinching commitment to advancing and preserving Du Bois's intellectual and educational legacy persuaded Shirley that UMass was the ideal home for her husband's papers.

Bromery held several strategic meetings in Cairo with Herbert Aptheker and Shirley about the archive, and he discerningly negotiated with Shirley and her lawyer, Bernard Jaffe. "I'd like to have the papers at UMass," Bromery told Shirley. Not only was UMass a public university, he explained, but he also promised, "I'll put them on the twenty-fifth floor of the library, and if it weren't for the curvature of the earth you could almost see Great Barrington."

Although anticommunist critics like the American Legion fiercely opposed having Du Bois's archive in western Massachusetts, Bromery's leadership, moral fortitude, and tact led to the purchase in 1973 of the Du Bois collection for \$150,000, aided by the support of the Afro-American Studies department, local university officials, UMass Press, and campus archivists. It took nearly a decade to process the collection, organize it, and ready it for researchers. The release of Du Bois's papers on microfilm coincided with the opening of the archive.

In September of 1980, UMass Amherst inaugurated the opening of the W. E. B. Du Bois Papers to scholars and students with workshops that celebrated his contributions to education, history, literature, and sociology. Herbert Aptheker spoke at the opening banquet. Drawing on his knowledge of both the papers and the person, he remarked: "The papers of Dr. Du Bois are the papers of a profound radical, a fearless and tireless scholar . . . a mind of superb capacity and infinite training."

The next day, Black author and *Ebony* magazine editor Lerone Bennett, Jr., gave the keynote address at the dedication ceremony. Michael Thelwell and Esther Terry, faculty in the Afro-American Studies department, concluded the two-day event by reading a proclamation encouraging scholars to translate intellectual production into political liberation, a practice that embodies Du Bois's legacy.

Bennett's dedication speech effectively captured the tenor of celebration, what he called a "day of jubilee." Yet he also understood the intellectual and prophetic gifts contained within the Du Bois collection: *You read these papers at your own risk*.

The problems of Du Bois's life and times continue to bedevil the planet. Yet he plumbed the depths of his own political and creative imagination and worked purposefully toward freedom and justice. The evidence of those efforts resides in his archive. If we are willing to listen to history, then we may yet discover the keys to our collective liberation today, a paper chase worth pursuing in honor of Du Bois's enduring legacy.



Bromery's leadership, moral fortitude, and tact led to the purchase of the Du Bois collection. Above, from left, Chancellor Randolph W. Bromery, Shirley Graham Du Bois, and Herbert Aptheker, at the W. E. B. Du Bois Papers Acquisition Ceremony. Opposite: Chancellor Bromery and Shirley Graham Du Bois on campus in 1972.

Phillip Luke Sinitiere is a professor of history at the College of Biblical Studies, a predominately African American school located in Houston's Mahatma Gandhi District. He is also Scholar in Residence at UMass Amherst's W. E. B. Du Bois Center.

The physical collection comprising the W. E. B. Du Bois Papers was purchased by UMass in 1973, with Shirley Graham Du Bois retaining all literary rights. In 1977, David Graham Du Bois took ownership of the rights to the W. E. B. Du Bois Papers upon the death of his mother, Shirley Graham Du Bois. In 2005, after the death of David Graham Du Bois, Odell Murry inherited the rights to the Du Bois Papers, the Shirley Graham Du Bois Papers, and the David Graham Du Bois Papers, and, as trustee of the David Graham Du Bois Trust, continues to hold these rights today.

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Progressive Party for 1950

We Are Still Waiting.

This unpublished article by W. E. B. Du Bois comes from February 1950. The Cold War between the United States and the Soviet Union was intensifying, the Korean War just months away. Du Bois was 81 when he wrote this, still working hard for racial justice, socioeconomic equality, and an end to colonialism. In the last decade of his life, Du Bois turned his attention increasingly towards promoting peace, and pointing out the links between an aggressive, anti-communist foreign policy and oppression and inequality domestically. This resulted in Du Bois facing more harassment than ever before. He was indicted by the U.S. Justice Department on charges of being an agent of a foreign power. He was acquitted, but the process was a sad and embittering one for Du Bois. He gladly accepted the chance to leave the U.S. and settle in Ghana, where he died in 1963.

This document, though a product of an earlier time, also speaks to our present moment. We are still “ruled by corporate wealth,” and Du Bois’s paraphrasing of Winston Churchill still rings true: “never before have so few owned so much at the expense of so many.” The demands Du Bois makes in this piece have, in many cases, yet to be met. We are still struggling for the basic rights of people to be recognized, regardless of race, gender, or belief. We still cannot trust that our elections will be free and equal. Du Bois is asking for more rights for working people, socialized medicine, and public housing. We are still waiting.

Whitney Battle-Baptiste,
Director, W. E. B. Du Bois Center

This article, reproduced in full, unpublished in Du Bois’s lifetime, is based on a draft version in *Credo*. Obvious typographical errors have been silently corrected.



The American people want Peace. They want neither to conquer the world nor police it. They have no desire to meddle in other people’s affairs, nor censor their thought nor control their industry. They want to spend the billions now wasting in war on human education and uplift for all men.

We are threatened by no nation. There is no disagreement between us and the Soviet Union which force can settle or which conference cannot resolve. We are opposed therefore to the Atlantic Pact and similar treaties.

We are blood-guilty in using the frightful atom bomb to kill women and children after unnecessarily refusing to outlaw the weapon save on our own terms; in curtailing its peacetime use; and surrendering this use to monopoly; and in planning even more frightful weapons.

We believe in self-determination for all peoples regardless of color, race, belief or political philosophy. We congratulate China on achieving rule of the people, and demand her recognition and the refusal of further aid to Chiang Kai-shek and his kind.

Especially do we demand the abolition of the colonial system and freedom from its tentacles of all present peoples who suffer from control by foreign masters. We see in this system endless cause of war, poverty, ignorance and disease.

Many of us are not satisfied in basing our prosperity on the degradation of most of mankind, but busy ourselves with transmuting political colonialism into industrial and financial slavery, so as to build high profit and high wage in Europe and the United States on poverty and starvation in Asia, Africa, Central and South America, the beautiful raped islands of the Seven Seas.

We want to help the needy of all lands so far as we can; but we refuse to couple charity with commercial profit or

political control. We therefore demand that the Marshall Plan be confined to restoring the autonomy of the victims of war and not used for land monopoly, industrial advantage and thought-control.

Not by might nor by power can we help the world, but by sacrifice and example; we gain little by boasting of a democracy which we do not practice or of riches and comfort which at least a third of our own population do not share. We are ruled today by corporate wealth; and blessed as we are in natural resources, never before have so few owned so much at the expense of so many. Public welfare must replace private profit and planned economy must bring order and justice out of the anarchy of Free Enterprise and Private Initiative.

We demand control of industry, public ownership of banking, transport and communications, of mines and oil wells, and of all government-subsidized industry. We demand limitation of income so as to insure a decent standard of living and curb excessive personal wealth; and we need a tax structure calculated to achieve these ends by stopping tax exemption for the greedy and decreasing the tax burden of the needy.

We demand immediate suppression of attempts at thought-control by “Un-American” committees, secret police methods as used by the F.B.I. and witch-hunting by officials and the press. Communists, Catholics and Pacificists have the same right to think, vote and act, within the law, as other Americans; and injustice in the courts must not be used to punish freedom of belief.

We demand for every American citizen, no matter what his color, race or belief, the right to vote and hold office; the right to live where others live and on the same conditions; the right to work according to ability and to income according to accomplishment; the right to move without segregation and to receive education and other public benefits without discrimination; and the right to marry any sane, sound person who wants to marry him. This means fair employment legislation and laws against lynching and the poll tax.

The foundations of our democracy rest on free and equal elections. We should stop rewarding disfranchisement in sections like the South by giving 7,000 votes in South Carolina as much power as 70,000 in Michigan, with consequent committee chairmanships and rights to filibuster. Representation should be based on votes cast. Only in this way can the democratic weapon of the Third Party be able to oust corruption and reaction.

We demand federal aid to education without segregation or discrimination by race, color or belief. And we believe that education is the function of the State and not of the Church.

We defend the right of working people to organize and bargain, whether in public or private employ and we resent the use of court injunction to limit this right. We demand of labor unions freedom of admission to their ranks of all men of every race and color and of any shade of political opinion.

We call for increased government control of land ownership and use; for socialized medicine to protect the public health; for abolition of slums and for publicly subsidized housing on a nation-wide scale; for unemployment relief, sickness and old age security on levels sufficient for decent life; for the protection and subsidization of workers in any essential industry like farming which has suffered from present organization of industry; we believe in the encouragement of all forms of self-help, like consumers cooperation.

We have made Science the prisoner of Big Business, government the slave of the army and education the plaything of propaganda. We have come out of war a scared, suspicious, money-mad people, without love, faith or hope and with our charity married to profit.

We are increasingly becoming helpless victims of our secret police with spying, lying and wire-tapping, unrevealed witnesses and star-chamber methods even in the halls of Congress and in government employ.

We resent the intrusion of courts upon the realms of democracy and the increasing tyranny of judges on the rights of lawyers and clients.

We believe in America so thoroughly and in the Bill of Rights so completely that we refuse to exchange democracy for oligarchy, freedom for slavery or self-respect for “jim-crow” laws or practices.

We ask the votes of all persons who support the essentials of this platform and we do not ask or wish to know what other beliefs or aims they have so long as they wholeheartedly support ours. We believe that persons who so distrust their own aims as to exclude anybody from supporting them, show lack of faith in their own program.

This is a brief statement of our beliefs and policy. During the campaign we shall prepare and distribute detailed statements on each of the points referred to above with facts and detailed suggestions for remedies and improvements.

Connected *by*

2020 IMPACT REPORT

im·pact | \ 'im-pakt \

the force of impression of one thing on another: a significant or major effect



Illustration by James Yang

The root of joy is gratefulness.

Brother David Steindl-Rast
(whose archive resides in Special Collections and University Archives)

Gratitude brings us together. Practicing gratitude raises awareness of what we have and compels us to consider how to spread human goodness. We share a year's worth of highlights from the Libraries that make us grateful for Friends of the Libraries who create a positive impact on every student who attends UMass Amherst.

Thank you for being the root of joy for so many.

Gratitude

IMPACT: Improving Affordability and Access

- The Libraries invested in the **Visible Body database**, which replaced student lab manuals for Kinesiology classes, and resulted in an annual savings of \$48,000 for students enrolled in those courses. Other departments also use this database for classroom support: Nursing, Communication Disorders, Biology, and Biomedical Engineering.



- Responding to astronomical (and still rising!) textbook costs, the Libraries reduced student financial burden by working with faculty and instructors to **explore and identify viable textbook alternatives**, including the use of existing e-books or the purchase of new books; adopting open educational resources; creating digital course materials lists by scanning book chapters and excerpts; and linking to content from the Libraries' existing collection of electronic resources.



- The Libraries supported the publication of *Radicalize the Hive*, an **openly licensed textbook** about beekeeping authored and assembled by Angela Roell, from the Stockbridge School of Agriculture, and Aisha Russell, Editor and Project Manager. The collection of stories from beekeepers in the field and resources for new and intermediate beekeepers is interwoven

with the author's own experience as a beekeeper over the last decade. From the introduction, "Right now the honey bee/human relationship is transactional. We want to 'save the bees.' If we want a reciprocal relationship with these creatures, we have to ask what we learn from the bees to begin to shape change so we can be more responsive to each other and our ecological allies." This textbook has a Creative Commons license, making it a free and openly available resource for anyone to use, share, and remix.



- The winners of the **2020 Open Education Initiative (OEI)** grants represent a broad range of disciplines across campus:



Stacy Guifre and Melina Anne Masterson who plan to create an openly-licensed Italian textbook for Italian 110, 120, and 126.

Matthew Sherwood, an accounting instructor who is adapting software packages and instructional materials to integrate with original instructional videos, assignments, case studies, and quizzes into one centralized resource.

Wayne Xu and Martha Fuentes-Bautista from Communications who plan to update and integrate existing mini-lecture podcasts and student blog entries on key class topics into "interactive lecture notes."

IMPACT: Enhance Student Learning

- When classes moved to remote in March, the Libraries began seeing an expected uptick in use of our online services for research assistance through Ask Us emails, texts, and chats. By the end of April, requests for online help had almost doubled from the previous year, and though the semester ended in early May, the usage continued to rise. In both May and June, **use of the online functions were up more than 300% over the same months in 2019.**



IMPACT: Strengthen Research and Teaching

- Special Collections and University Archives is offering graduate students, early career professionals, and independent scholars **fellowships in the spiritual dimensions of social change; the history of work, labor, and industry; and the value of human life.** Offered for the first time, these new fellowships join the well-established W. E. B. Du Bois Research Fellowship and expand the breadth of subjects for researchers to delve into during short-term residential research appointments as access to the Library building becomes available.

- The Libraries helped faculty and students transition to online instruction during the spring semester and received many testimonials. One faculty member



wrote, **“UMass Library Reserves has been essential in the transition to online teaching** during the pandemic emergency. Without their excellent and helpful staff, I could not have effectively continued the course ...

- Their amazing staff has been the single-most effective campus resource during this crisis.”
- During the first 48-hour Sciathon hosted by the Council for the Nobel Laureate Meetings, Steve Acquah, the UMass Amherst Libraries Digital Media



Lab Coordinator and Associate Research Professor of Chemistry, worked as part of the team called Group Clifton **to develop a science news verification tool, authentiSci.** The group was awarded second place in the category of ‘Lindau Guidelines’ and a shared prize of 1,000 Euros. “Now that the extension is out on the Chrome Web Store our team is looking into adding more resources to support accessibility for the extension and website,” says Acquah. The extension is one of the first of its kind that gives scientists the ability to score science news stories, providing a measure of confidence for the reader.

IMPACT: Focus on Diversity

- The Libraries’ Diversity and Inclusion Committee **created a resource guide on Diversity, Equity and Inclusion** (guides.library.umass.edu/DEI-readings). This collection of articles, books, videos, lectures, podcasts, and more, covers topics that relate to diversity, equity, and inclusion both inside and outside the Libraries.



- Irma McClaurin, G’76, G’89, PhD ’93 was awarded **a \$15,000 Historical Archives Grant** from the Wenner-Gren Foundation for Anthropological Research, Inc. The funds are for the development of the Irma McClaurin Black Feminist Archive in Special Collections and University Archives. The Irma McClaurin Black Feminist Archive was established

in 2016, when Dr. McClaurin was recognized as a University of Massachusetts Amherst “Distinguished Alumni.” McClaurin was also a UMass employee, working in Transfer Admissions and as the Assistant Dean of the College of Arts and Sciences from 1977-1991.



IMPACT: Support Leaders in Public Service

- Isabel Espinal MLIS, PhD, Humanities Research Services Librarian, was named ADVANCE Faculty Fellow 2020. “Through the power of collaboration, UMass ADVANCE transforms the campus by cultivating faculty equity, inclusion and success.” Grants contribute to the mission of the National



Science Foundation ADVANCE program, which is advancing equity for women faculty, including women faculty of color, in science and engineering. “For 2020-21, ADVANCE’s focus will be on inclusion, particularly with an emphasis on ‘Inclusion and Covid-19,’ since the pandemic has had

a differential effect on faculty members,” says Espinal. Collaborative teams receive **a one-year grant of up to \$15,000** and logistics support from the ADVANCE team to apply for external funding opportunities based on the seed funded project.

- Whitney Battle-Baptiste, Professor of Anthropology and Director of the W. E. B. Du Bois Center, was named a **Chancellor’s Leadership Fellow in the Office of Equity and Inclusion.** Organized by the Office of Faculty Development, Chancellor’s Leadership Fellowships seek to cultivate future campus leaders

by offering a half-time, one-year, temporary appointment to an administrative area on campus. Professor Battle-Baptiste will be working with Nefertiti Walker, Interim Vice Chancellor for Diversity, Equity and Inclusion, to roll out “Black Presence at UMass,” an initiative dedicated to celebrating the collective impact of African American and Black faculty, staff, students, alumni and other community members. Battle-Baptiste is a historical archaeologist, and her research focuses on the historical intersection of race, class, and gender in the shaping of cultural landscapes across the African diaspora. She has led the Du Bois Center since 2015.



IMPACT: Support Sustainability

- The Libraries gave scholarships to the **winners of the 2020 Undergraduate Sustainability Research Awards:**

First place: Linda Black ’20, for “FOOD/NOW: On Climate Mitigation, Sustainable Farming, and Food Security in Massachusetts.”



Second place: Margaret Dreishpoon ’20, Levente Haber ’20, and Waverly Lau ’20 for “Reusable to-go Containers at UMass Amherst,” and James Mazarakis ’20 for “Bringing Life to a Hospital Site: 19 Years of Proposals for the Abandoned Malden Hospital Site in Malden, MA.”

Honorable mention: Amanda Anderson ’21, for “New Shipment Just in! The Earthship.”

Winners presented their projects on the Libraries’ YouTube channel and they have been made openly accessible in the Sustainability Student Showcase in ScholarWorks@UMass Amherst.

Special Collections Gifts of Note

A revered teacher, mentor, scholar, and builder of the Afro-American Studies Department at UMass Amherst, **Chester Davis** was an important influence on the growth of Black Studies programs nationally.



David Graham Du Bois (left) and Chester Davis, ca.1990. Edward Cohen photo (Davis Papers)

A legendary figure on the Boston and Cambridge folk scene, **Jim Kweskin** and his Jug Band gained a national following in the 1960s. Kweskin's deep connection to American music and his long recording career shine through his papers, which include an extensive collection of 78 rpm recordings of folk, blues, and popular music, assembled by Kweskin and his musical co-conspirator **Mel Lyman**.



Jim Kweskin playing cello at Fort Hill, ca. 1968, Charles Frizzell photo (Kweskin Papers)

An attorney and zealous collector of historic photographs, **Paul D. Rheingold** donated more than 55,000 images to SCUA, nearly all from the period 1860 to 1920. Rheingold focused on images mounted on thick cardstock, with his diverse topics of interest running from factory scenes, city scapes, and work life to domestic interiors, disasters, death, and dogs.



Student pageant, ca. 1900 (Rheingold Collection)



THE NEW MULTIFUNCTIONAL LEARNING STUDIO in the Science and Engineering Library is complete and will be ready to welcome students back with a learning space specifically designed for teaching data and information literacy. Outfitted with flexible furnishings and a variety of technologies, the Studio supports instruction—including flipped, traditional face-to-face, and virtual education, as well as team-based learning—for up to 30 students. When not being used for instruction, the Studio can accommodate small lectures, workshops, and presentations, and serve as overflow study space.



Top: Rebecca Reznik-Zellen, Head, Science and Engineering Library, Ben Barnhart photo

\$1,666,488 RAISED—THANKS TO YOU

HOW YOU GAVE



81%
Gifts-in-Kind
(95%-gifts to Special Collections and University Archives)

7%
Supporting students
(learning spaces and resources)

5%
Endowments

4%
Collections

3%
Other

MASS AGGIE SEED LIBRARY

Science and Engineering Library



SENT **205** ENVELOPES
1,019 SEED PACKETS

Sowing Hope, Reaping Thanks

I have long enjoyed gardening and growing food in my front yard (as opposed to growing lawn). However, I always bought regular tomato and pepper starts from the garden center, perhaps a few flowers as well. This was my first year growing anything from seed and it has completely changed the way I think about gardening. Early spring was an incredibly difficult time and on a particularly hard day, I received the most glorious, bright orange envelope from the Seed Library. In it, there were a few seeds of varieties I had never even heard of—but most importantly, in that envelope there was hope and something to look forward to. I owe an enormous debt of gratitude to the UMass Aggie Seed Library. Thanks to the Seed Library, I learned that patty pan squash are not just beautiful, but delicious (my absolute favorite!) and that pepper seeds will not germinate if it's too cold (sorry little pepper seeds!). I've also educated myself on heirloom varieties and open-pollinated plants, learned about food sovereignty and seed saving (and also learned about the unfortunate seed shortages in the wake of COVID-19). Thank you for opening up this whole new world view. I am forever thankful to this awesome UMass program!

I have purchased organic and heirloom seeds from a seed company for my next spring garden. I will be more than happy to share a few of those for the Seed Library. I will, of course, collect seeds from my current garden plants to share with this amazing community as well (I already have coriander and onion seeds I collected!)

From the bottom of my heart, THANK YOU! And I can't wait to contribute to the seed collection.

Mariammar Gutierrez Ramirez
PhD candidate/Gerson Lab
Graduate Program in Organismic & Evolutionary Biology
College of Natural Sciences
University of Massachusetts Amherst



Fundraiser Joins the Libraries

In May, Henry “Joe” Long, Jr., arrived at UMass Amherst as the Executive Director of Library Development. Long’s newly created position as the first full-time development officer for the Libraries represents a significant increase in the University’s support for fundraising for the Libraries. Long comes to us from Springfield College, his alma mater, where he most recently served as a major gifts officer. After earning his bachelor’s degree in 1995 and a master’s degree in sport management in 1997, Long spent a decade in advancement at Plymouth State University in New Hampshire, returning to Springfield in 2011.

We asked Joe about himself and his move to the UMass Amherst Libraries.



What are your earliest library memories?

I grew up in Kingston, Mass., on the South Shore. My mom used to have an in-home day care with four or five kids. Every couple of weeks, we would set out for the 2.5-mile walk to the library in the center of town. We had free rein of the children’s literature room, and it was better than visiting the candy store. By the time I went to school, I had read just about every book in the room.

Why UMass Amherst?

Opportunity, challenge, and difference. Opportunity: UMass is an amazing place with committed people who make a difference every day. The opportunity to join this group of colleagues and build on the great work already done by the people before me was just too much to pass up. Challenge: Raising money to support libraries is a difficult and unique task. Many people just see the Library as an extension of the physical campus—a building. For many, libraries are just there, like sidewalks, parking lots, and the shuttle. All of this couldn’t be further from the truth. The Library is the academic heartbeat of an institution. We are the cumulative experience, knowledge, and passion of our people. We are the place where truth is tested and inspiration becomes reality. We are the judgment-free place where access to information is granted to all. Difference: Almost 25 years in higher education has taught me that if you want to make a difference... show up. I am a product of the transformational nature of higher education. In 1991, I showed up at the beginning of my freshman year and my life was forever changed. I worked hard, but I needed to show up first. I want that opportunity for others. I want to be a part of the solution to the problem of rising costs in education. I want to be at a place where I know every day I am making a difference. I want to go to sleep at night knowing that that day, I helped someone realize their future.

UMass gives me the opportunity to challenge myself and make a difference.

What inspires you about the future of libraries?

I love the Open Education Initiative (OEI). I truly believe this program can fundamentally change the costs and accessibility of higher education. When we build curriculum and deliver knowledge through the use of open resources, the cost of higher education is drastically decreased, and higher education becomes much more accessible and affordable to so many more people. We have the opportunity to eliminate economic barriers to education for everyone. To me, OEI is like a scholarship for every student. Every single dollar dedicated to creating classrooms free of high-cost textbooks makes a difference. The best part of this is the fact that every dollar is multiplied and impacts many more than just one student. When we remove the costs of textbooks from the equation, every student benefits.

What do you know now that you didn't know before you arrived at UMass?

Libraries aren’t just about books and a quiet place to study. Today’s library is about easily accessible, shared information. When a faculty member ignites a spark in a student, the Library is there to stoke the fire. We are not the gatekeepers of knowledge; we are here to fan the flames.

Books on Kindle and nightstand

The Last Odyssey by James Rollins

Why Are All the Black Kids Sitting Together in the Cafeteria?
by Beverly Daniel Tatum, Ph.D.

Best follows on twitter:

Emmanuel Acho: @EmmanuelAcho

Will McAvoy: @WillMcAvoyACN

*The two old, simple problems ever intertwined,
Close home, elusive, present, baffled, grappled.
By each successive age insoluble, pass'd on,
To ours to-day—and we pass on the same.*

—Walt Whitman, “Life and Death”

A Short Remembrance of a Tall Man

by Aaron Rubinstein '01, Acting Head, Special Collections and University Archives

It's a rare person who is not only comfortable with the many incongruities and paradoxes of human existence, but thrives on them; who finds inspiration and, ultimately, peace in the uncategorizable and the unknowable. Robert S. Cox, Head of Special Collections and University Archives, who passed on May 11th, 2020, was an archivist who defied easy categorization.

When Rob arrived at UMass in 2004, he had already collected a veritable beaded necklace of degrees: a BA in geology, an MS in paleontology, an MFA in poetry, a master's in library and information science, and an MA and a PhD in history. On the surface, it's hard to reconcile the sciences and humanities, poetry and library science, but the thread that attached these beads was obvious to anyone who talked to Rob. Countless people who visited his office on the 25th floor of the W. E. B. Du Bois Library would emerge hours later having made connections with Rob, both personally and philosophically, that they had never thought possible before sitting down on his couch.

It's no wonder that Rob was a scholar of the American Spiritualist movement. If communicating with the dead is indeed a paradox, it was an ever-fascinating one for him, not necessarily because of the phenomena expressed in the diverse array of narratives by and about spiritual mediums, but because of what it says about humanity and our connection to each other. Rob zeroed in on the concept of sympathy, a pillar of mid-19th-century philosophy that saw

an intimate connection between mind, body, people, the cosmos, and souls living or dead. Many found this theory attractive as the country began to rupture in the lead-up to the American Civil War. Sympathy was the phenomenon that made it possible to communicate with the dead, and maybe even help us communicate among the living.

Rob collected these contradictions, finding them wherever he went, and plumbing them for their kernels of meaning. When he visited Brother David Steindl-Rast—a groundbreaking Benedictine monk who sought out true interfaith study and dialogue, uniting themes between Catholicism and Zen Buddhism, and whose papers came to SCUA in 2016—Rob was struck by the monk's response to how seemingly contradictory religious beliefs could be in meaningful dialogue. “Monastic life is like digging into a well,” explained Brother David. “Over the years you dig deeper and deeper in your own understanding of things, until the day arrives that you reach the waters that connect us all.”

But, of course, it's never that simple. According to Rob, Spiritualism, and the concept of sympathy, failed to be a truly transcendent force. After the Civil War, Spiritualists, like most whites, used their philosophies to build a new form of community that expelled and oppressed Blacks. As Rob wrote at the end of his book, *Body and Soul: A Sympathetic History of American Spiritualism*, sympathy became a “social power that underwrote the new political shape of the nation and that suggests that far more than sects or death, the American practice of race had emerged center stage.”

The legacy Rob leaves behind at UMass Amherst is profound. He brought all of his powers to bear on building a world-renowned center for social change collections and research. Rob is responsible for 75 percent of the 1500 collections in SCUA, one of the earliest—and now the largest—digital collections programs in an academic archives, the largest gift ever given to the university (the McCormack Papers, valued at more than

\$30 million), and countless other groundbreaking projects and high-profile collection acquisitions. This success came in large part from Rob's own hard labor. He regularly worked 13-hour days, or longer, often getting to the office at 2:00 or 3:00 in the morning. He cherished doing the dirty work, calling himself a stock boy in an intellectual Kmart, and refused to take individual credit for SCUA's achievements. Among the many meaningful contradictions of Rob was his passion for teaching—he taught courses on the history of religion in UMass Amherst's history department and on archival theory and practice at Simmons University—and his refusal to be didactic or dogmatic. He insisted on being in the background but was still the center of gravity, or better yet, the current of a river, altering its surrounding landscape without power tools or dynamite.

Rob's real legacy, however, is as much philosophical as it is tangible. Documenting the people engaged in social justice and movements to change the world in real and lasting ways was more than just a topic to Rob, it was a way of approaching our work. For Rob, activism can never be

confined to a single movement but is a deeply interwoven fabric of people and ideas, movements, causes, faiths, and beliefs. As he wrote in a recent article in this magazine about the acquisition of the Daniel Ellsberg Papers, “If the holdings in the Libraries' Special Collections have not already been called the Songs of Experience, they ought to be. SCUA's focus on the history and experience of social change in America has led us to document a broad community of organizations and individuals enmeshed in the cause of improving the world, each using their particular understanding of justice, democracy, and civil society to create real change.”

Rob found a way to guide “the waters that connect us all” through SCUA. He fearlessly brought together people and ideas that no one had imagined existing in conversation into a single, rich, and vibrantly diverse trove of research collections. For anyone coming in contact with Rob and SCUA's collections, it was impossible not to be changed by what they found. SCUA is not just *about* social change—it *is* social change. If anyone could make that history our future, it was Rob.

Introductory Remarks at the *Radical Aliveness and Becoming* Symposium

by Rob Cox, September 2019



We're here today, it's an honorary October day, it's a beautiful day: the best month of the year in New England. It's such a good month that it actually lasts eight weeks in New England, maybe a little bit more. On your way in you may have noticed it is a particularly living day: that there's a lot of activity around campus, around the climate strike and all that. You may have seen some of that commotion, and the energy and the passion that have been pent up in this country for some time now, and that's coming out in this climate strike among other things. There have been a lot of days in recent years, at least the last two years, when it may feel like we're in a state of really, truly, unprecedented crisis in the world. Where forces of reaction and deceit are primed to overwhelm us. As a historian, I have to say that the current state of the nation feels like all that is warranted; it's not unreasonable to be concerned. But as a historian, I'm not sure that there's a particular feeling of crisis right now. Because the nation has been creating crisis since its very beginning. We've had genocide, we've had our original sin of enslavement: they're an indelible part of our history, as are civil wars, and wars for empire, Jim Crow, Joe McCarthy, Watergate, and I could go on and on and on.... We're a nation of crisis—and of crisis and in crisis. So the need for change is nothing new here either. But I think the opportunity we have for change, right now, has never been like this before. We very seldom in our history have had a moment where the opportunities for change are as great as they are now. We may be at a moment when people are finally receptive to listening, to hearing, and to acting. We may be nearing a time when we are receptive to the urging of spirit to listen, and to wait on the truth, and to act on a conscience. Like the points of an anvil crush carbon into a diamond, maybe oppression will create solidarities, and possibilities for a beautiful future.

Left: Rob Cox; Brother David Steindl-Rast, photo by ©Doug Menuz

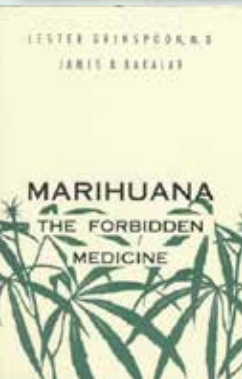


Ichiro Wentworth, author, designer, and long time SCUA donor whose alter-ego, Rob Cox, was Head of Special Collections and University Archives.

The *Forbidden* PROFESSOR

Remembering a Pioneer

By Allen St. Pierre '89



Allen St. Pierre '89 (Legal Studies) of Chatham, Mass., is a former executive director and board member of NORML (1991-2016). Grinspoon donated his archives on the history of cannabis law reform to Special Collections & University Archives, in the UMass Amherst Libraries.

Accomplished author, Harvard Medical School professor, activist, parent, life-long Massachusetts resident, Library donor, and something of a late-in-life cultural icon, Dr. Lester Grinspoon, of Newton, Mass., quietly passed away on the morning of June 25, just a few hours after celebrating his 92nd birthday with family via a pandemic-friendly Zoom video call.

Grinspoon, while internationally known for his pioneering research on schizophrenia and how to treat it, also published the first comprehensive review of medical literature regarding the known effects of cannabis on humans at the time, first in a *Scientific American* report in 1969, then later in the 1971 classic cannabis tome, *Marihuana Reconsidered*. His writings began the long and concerted effort by activists to reform cannabis laws, whose work was championed by a nascent National Organization for the Reform of Marijuana Laws (NORML) to employ science and data to pass numerous local and state-based cannabis law reforms.

Reviewing *Marihuana Reconsidered* for *The New York Times*, under the headline "The Best Dope On Pot So Far," former Food and Drug Administrator James Goddard wrote "I can only express my admiration for the manner in which Grinspoon has extracted, analyzed, and synthesized the most relevant literature to present the reader with a coherent, logical case."

Not escaping the watchful eye of an anti-cannabis president, Richard Nixon circled Grinspoon's name on a clipping of the review and wrote "This clown is far on the left." (Later in the day, captured on Nixon's secret recording system, the president railed to his Chief of Staff against 'Jewish psychiatrists trying to legalize marijuana.')

In 1972, Grinspoon provided expert scientific testimony pivotal to musician John Lennon's legal efforts fighting U.S. Immigration and Naturalization Service's deportation hearing for a prior hashish conviction in England. Lennon (and his wife, Yoko Ono) prevailed in the case.

In the mid-1970s, Grinspoon begrudgingly became an advocate for therapeutic access to cannabis after

his teenage son, Danny, fought and ultimately lost a courageous battle against leukemia. Grinspoon began to publicly advocate for reform, joining the board of directors at NORML, and participating in the work that ultimately resulted in the current toppling of cannabis prohibition laws currently underway in the U.S. and globally.

During this time Grinspoon published numerous scholarly articles and definitively researched books about illegal recreational drugs such as cocaine, speed, and psychedelics. During the late 1970s and early 1980s Lester, and his wife, Betsy, along with his best friend (infamous *Marihuana Reconsidered's* 'Mr. X' essayist) Carl Sagan, became prominent anti-nuclear war advocates, at one event even getting arrested protesting an MX missile site in Nevada.

Despite Grinspoon's enormous academic output, including founding and editing the prominent and profitable *Harvard Mental Health Newsletter*, Harvard's administration denied Grinspoon a full professorship, apparently embarrassed by his progressive views on drug policy.

In 1993, Grinspoon co-authored the groundbreaking *Marihuana, The Forbidden Medicine* with James Bakalar (published by Yale University rather than too-timid Harvard Press). It helped launch and solidify public policy reform efforts to legalize physician-recommended use of cannabis for qualified medical patients. The scholarly work published by Grinspoon, an East Coast academic, helped propel vigorous law reform efforts largely in the western U.S., resulting in prohibition-bending popular votes in favor of medical access to cannabis in the states of California, Washington, Oregon, and Colorado, from 1996 to 2000.

Despite being an Ivy League medical school professor and social justice movement elder, in the last decade of his life Dr. Grinspoon enjoyed numerous cultural accolades in his honor: NORML named a lifetime achievement award after him, a popular Australian rock band adopted the name 'Grinspoon,' and a popular pure sativa strain of cannabis is fittingly named: 'Dr. Grinspoon.'

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