



Smithsonian Libraries

# 2014 ANNUAL REPORT

ADVANCING KNOWLEDGE AT HOME AND AROUND THE WORLD

# DIRECTOR'S CORNER

Smithsonian Libraries' accomplishments in 2014 were many, but none so important as the completion of our new Strategic Plan for 2014-18. Still titled "A Focus on Service," it will carry us through the balance of the Smithsonian's \$1.5 billion fund-raising campaign. Here is a 10,000-mile version to remind us of our Values and Goals; some of the statistics provide a benchmark for the coming years.

But numbers can only tell so much. Certainly they show that we are actively serving our constituents, that they still need us, and that our workload, for the staff we have (122 at last count) is large. We constantly look for efficiencies in our processes and new focuses for our outreach efforts. The plan lays out a new coordinated Education Program, which we are eager to launch. Our new education emphasis has four parts:

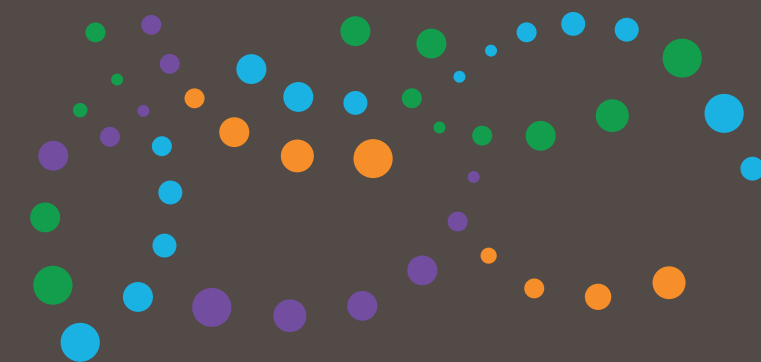
- **Internal Training**, including staff development and workshops/training of users and visitors in how to use the Libraries' services and electronic resources;
- **Internships** to provide opportunities to work on projects and fellowships for academic researchers to use our collections in pursuit of knowledge;
- **Outreach activities**, such as public lectures, exhibitions, iTunes U courses and other programs to inform learners of all ages;
- **Develop digitized materials** and collections specifically for the K-12 classroom.

Generous gifts from two Board members will allow us to hire an Education Specialist for two years to help, but we are seeking additional funds for interns and fellows, for exhibitions, and for production of educational materials.

Our donors are our most precious resource, and we are proud to list those who gave in Fiscal Year 2014. Thanks to all for your support.

Nancy E. Gwinn

# STAFF on the MOVE



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# NEVILLE-PRIBRAM AWARD

## *Promotes Innovative Education*

New York Times best-selling author Katherine Neville lives and breathes adventure and quest, both in her novels and in her natural curiosity in life. Her first foray into such a life was a position in the computer industry in New York in the 1960s that dispatched her around the world, where she was enthralled by the “landscapes, puzzles, historic figures, ancient mysteries, and foods” she found in her travels. Her colorful, nomadic life and experiences inspired her books, yet despite her renowned success, Katherine notes that the glamour of the job comes in brief spurts. “Being a writer and author are mutually exclusive,” she says. “I’m a writer when I’m in front of my computer typing furiously for hours; I’m an author when I wear fancy clothes to talk about my books at events.” Katherine’s four novels (most well-known is *The Eight*) have been published in 40 languages in

80 countries, with around nine million in print today.

As an Advisory Board member for the Smithsonian Libraries, Katherine noticed the lack of grant funding for mid-career educators to improve their skills; most opportunities are geared toward doctoral or post-doctoral scholars. Inspired by her findings, in 2014 she and her spouse, neuroscientist Dr. Karl Pribram, funded an annual Neville-Pribram Mid-Career Educators Award at the Libraries. This grant allows recipients to be in residence and creatively utilize the Smithsonian Libraries’ distinctive collections in science, history, culture, and art. The award is open to educators of all levels, including middle and high school teachers, college professors, and museum specialists working on curriculum development.

The first recipient of the Neville-Pribram Award, Joseph Murphy, will develop an educational video game using collections from the Warren M. Robbins Library at the National Museum of African Art. For Katherine, this grant promotes the work of the Smithsonian Libraries done for – and belonging to – all Americans. “Donating to the Smithsonian Libraries isn’t for the sake of helping out the Libraries; it is in fact helping to expose a vital resource that belongs to all Americans,” says Katherine. “The Libraries holds a world-class collection of knowledge that must be kept available for learners of all ages, now and in future generations. Everyone can find something that he or she is passionate about within the Libraries’ collections.”

For Katherine, working side-by-side with the Smithsonian’s librarians is the

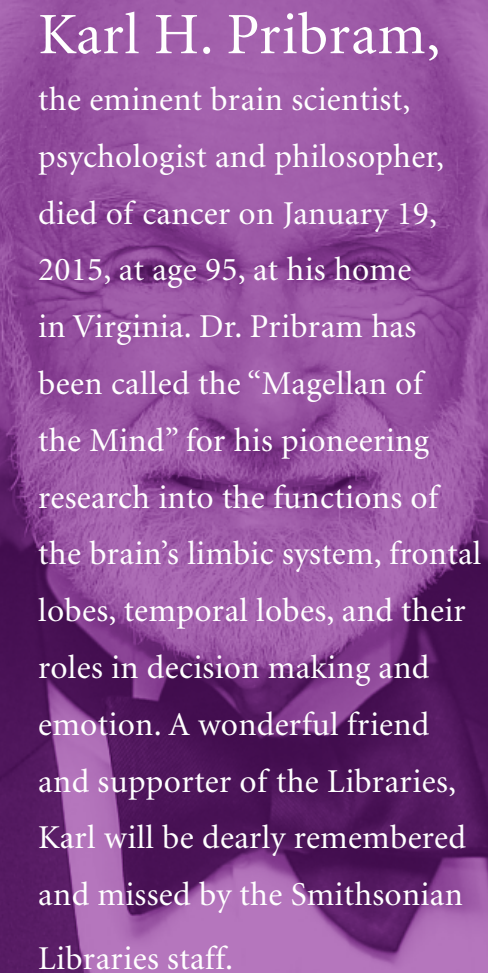


greatest benefit the award recipient receives. “While the Libraries has a vast collection, the most valuable thing it provides is knowledgeable librarians. Without librarians, we don’t understand the value, context, and content of the materials,” she notes. “When researching in one of the Smithsonian’s twenty-one libraries, researchers have often told me that they have vastly expanded the scope of a project simply because a librarian has opened a drawer packed with treasured content, helping them discover important resources and make connections they might not otherwise have done.”

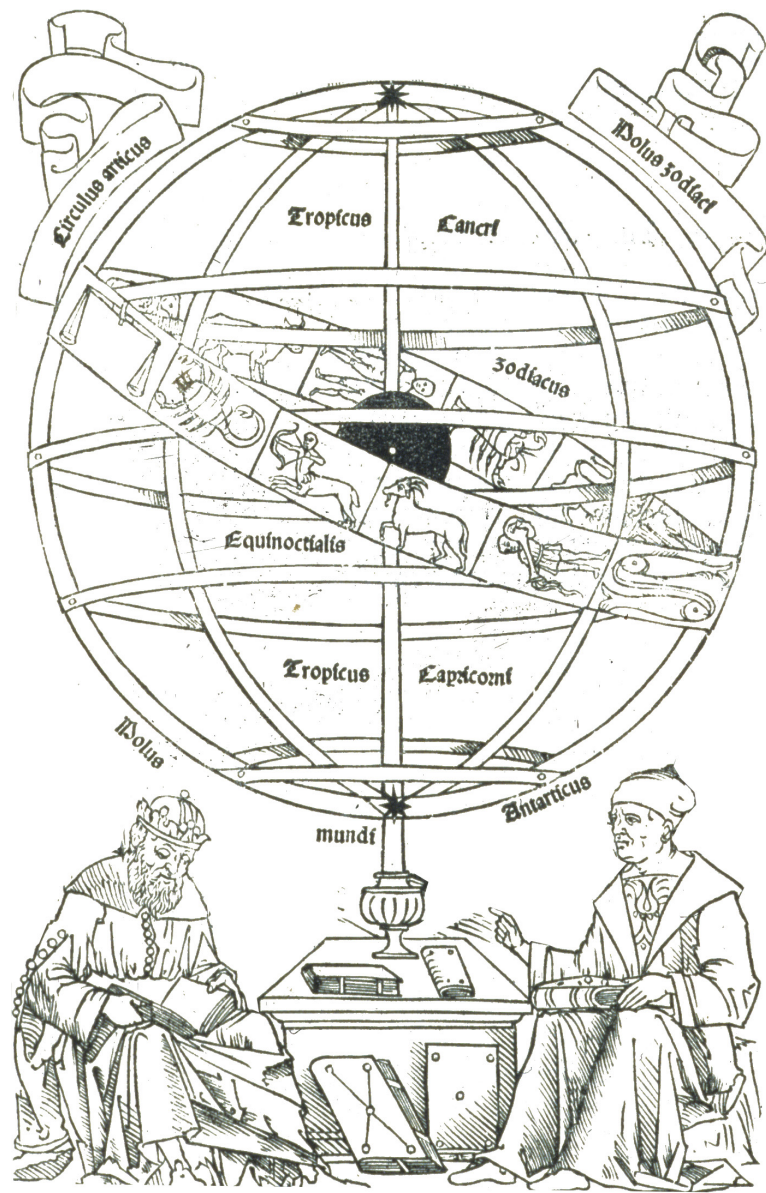
Katherine knows firsthand how easily serendipitous discoveries can be made in our libraries. While visiting the Dibner Library in the National Museum of American History one afternoon, Katherine noticed a well-preserved

handwritten letter by Galileo from 1635 in the library’s reading room. Upon inquiring about it, she found that the letter was addressed to an obscure French scientist, who coincidentally happens to be a character in Katherine’s next novel! (The letter is a thank-you note from Galileo for helping him get out of prison.)

Katherine emphasizes that it is important for Americans to know that Smithsonian Libraries resources belong to all of us — and what is most incredible — that access to these rare and fascinating books and documents is all free. “The Smithsonian Libraries holds one of the greatest repositories in the world,” says Katherine. “We need people to know it is at their fingertips. The Libraries is a terrific place to saturate yourself in adventure and quest.”



Karl H. Pribram, the eminent brain scientist, psychologist and philosopher, died of cancer on January 19, 2015, at age 95, at his home in Virginia. Dr. Pribram has been called the “Magellan of the Mind” for his pioneering research into the functions of the brain’s limbic system, frontal lobes, temporal lobes, and their roles in decision making and emotion. A wonderful friend and supporter of the Libraries, Karl will be dearly remembered and missed by the Smithsonian Libraries staff.



## Strategic Plan 2014-2018

The Smithsonian Libraries promotes new ideas through knowledge sharing. We play a dynamic role in advancing scientific and cultural understanding and in preserving America's heritage.

Our expert staff and extensive collections are a crucial resource for research and education communities at the Smithsonian, within the United States, and around the world.



Our  
**VALUES**



## Our **VALUES**

**SERVICE:** Connect Smithsonian researchers, the American people, and curious minds around the world to relevant information and resources.

**STEWARDSHIP:** Develop, sustain, and protect our collections to ensure their continued significance and accessibility.

**PROFESSIONALISM:** Embrace responsibility, integrity, and a commitment to the ethics and standards of our fields.

**COLLABORATION:** Build, facilitate, and support partnerships by leveraging the pan-Institutional nature of the Libraries and expanding our connections beyond the Smithsonian.

**INNOVATION:** Engage in purposeful experimentation with ideas, technologies, and practices for the delivery of value-added information and expert services.

Our **GOALS**



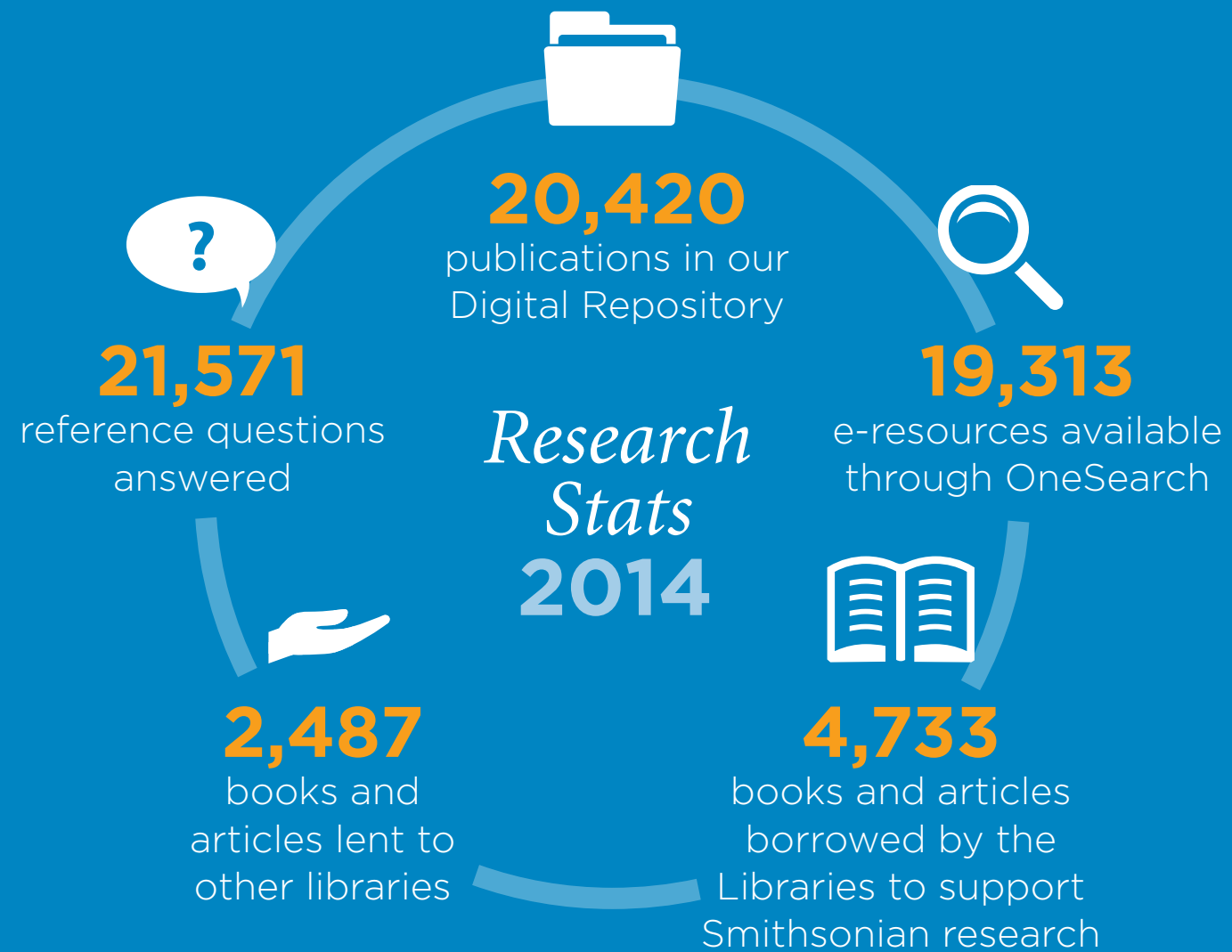


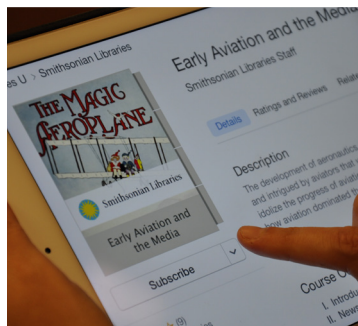
## Research

Become the foremost provider of authoritative research information services to establish the Smithsonian as a national leader in all major initiatives of the Institution.

The Libraries is at the heart of the specialized scientific, cultural, art, and curatorial research at the Smithsonian Institution. By integrating ourselves into the research lifecycle of Smithsonian scholars and curators, we can fully align our services with the priorities of those who rely on us to accomplish their research and curatorial goals:

- **Integrate** the Libraries' services more fully into the research lifecycle of Smithsonian scholars and curators.
- **Position** the Libraries in a key role towards creating a web-based network of researchers for facilitating scholarly discovery.
- **Prioritize** the experience of our users in decisions made regarding staffing, resources, and innovative feedback mechanisms.



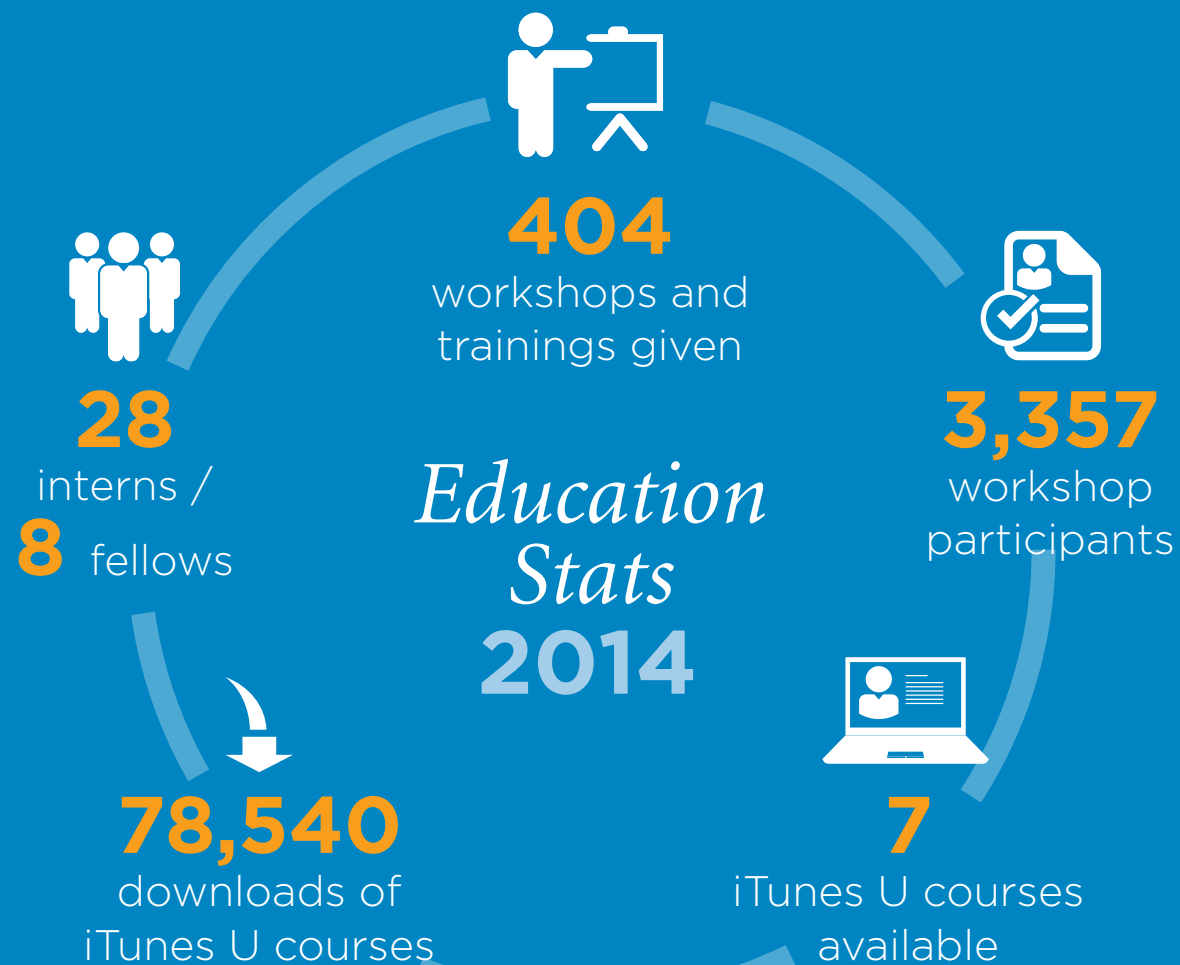


## Education

Grow into the leading source of training on research resources for Smithsonian staff and contribute to the Smithsonian Institution's leadership role in education for learners of all ages.

Our success depends upon ensuring the success of our users. Providing exceptional assistance with knowledge discovery helps us reach this goal. By crafting educational resources and embracing the pedagogical mission of the Smithsonian, we endeavor to promote the wonder of learning well beyond our stacks.

- **Reach** out to Smithsonian staff via orientations, open houses, and meetings to introduce library services and resources and to provide updates to library users as needed.
- **Provide** innovative training and information tools to build the research skills and knowledge of library users.
- **Develop** materials and package our content for K-12 educators.
- **Offer** outstanding internship and fellowship programs to support the development of professionals in library/information sciences and other academic fields.





## 2014: THE YEAR OF THE BIRD



On a cold, blustery morning in March, a large truck pulled up to the Smithsonian's Enid A. Haupt Garden, behind the Smithsonian Castle. Covered in thick, white tarp, five six-foot tall bird sculptures stood prominently on the bed of the truck. These sculptures—the Carolina parakeet, the Labrador duck, the great auk, the heath hen, and the passenger pigeon—arrived from The Lost Bird Project, an organization which recognizes the tragedy of modern extinction through immortalizing extinct North American birds. The sculptures' arrival was well anticipated by the Smithsonian Libraries: our exhibition coordinator, Susan Frampton, discovered the project while researching for the Libraries' exhibition, *Once There*

*Were Billions: Vanished Birds of North America*. A few phone calls later, the Libraries, Smithsonian Gardens, and The Lost Bird Project agreed to bring the project to the Smithsonian.

As a crew from Smithsonian Gardens and The Lost Bird Project shoveled deep into soil, uncovered each bird, and installed each sculpture, the beauty of the garden elevated to a stunning magnificence. All but the passenger pigeon were installed in the Haupt Garden; the remaining bird, most emblematic of the losses posed by modern extinctions, was placed in the Urban Bird Habitat, in front of the National Museum of Natural History. The Lost Bird Project exhibition

created an atmosphere of splendor and remembrance at the Smithsonian, as the sculptures were enjoyed and photographed by thousands of visitors. While The Lost Bird Project was installed, staff from the Libraries' preservation and exhibition departments were busy preparing for the June 24th opening of the new exhibition, *Once There Were Billions: Vanished Birds of North America*. A collaboration with the National Museum of Natural History, *Once There Were Billions* put Martha, the last passenger pigeon, back on public view for the first time since 1999. The exhibition opening was timed to highlight the 100th anniversary of Martha's death on September 1, 1914.

Specimens of three other extinct birds (Carolina parakeet, heath hen, and great auk) were also on display, along with books from the rare collections of the Smithsonian Libraries (including John James Audubon and Mark Catesby) and illustrations from the Biodiversity Heritage Library.

*Once There Were Billions* received an unprecedented level of acclaim and press. It was featured in over 150 online and print publications, including *The New York Times*, *The Washington Post*, *National Geographic*, BBC, NPR, and the Associated Press. The exhibition programming brought renowned bird enthusiasts to the Smithsonian, including Joel



Greenberg, Todd McGrain, Andy Stern, and Christopher Cokinos, attracting hundreds of attendees.

Once an amazing diversity of birds—some in breathtaking abundance—inhabited the vast forests and plains of North America. Through science, history, art, and the written word, *Once There Were Billions* and The Lost Bird Project exhibitions created a dialogue for this modern tragedy. We hope that this conversation continues, so that the stories of the Carolina parakeet, the Labrador duck, the great auk, the heath hen, and the passenger pigeon continue to bring to light the fragile connections between species and their environment.



Our **GOALS**

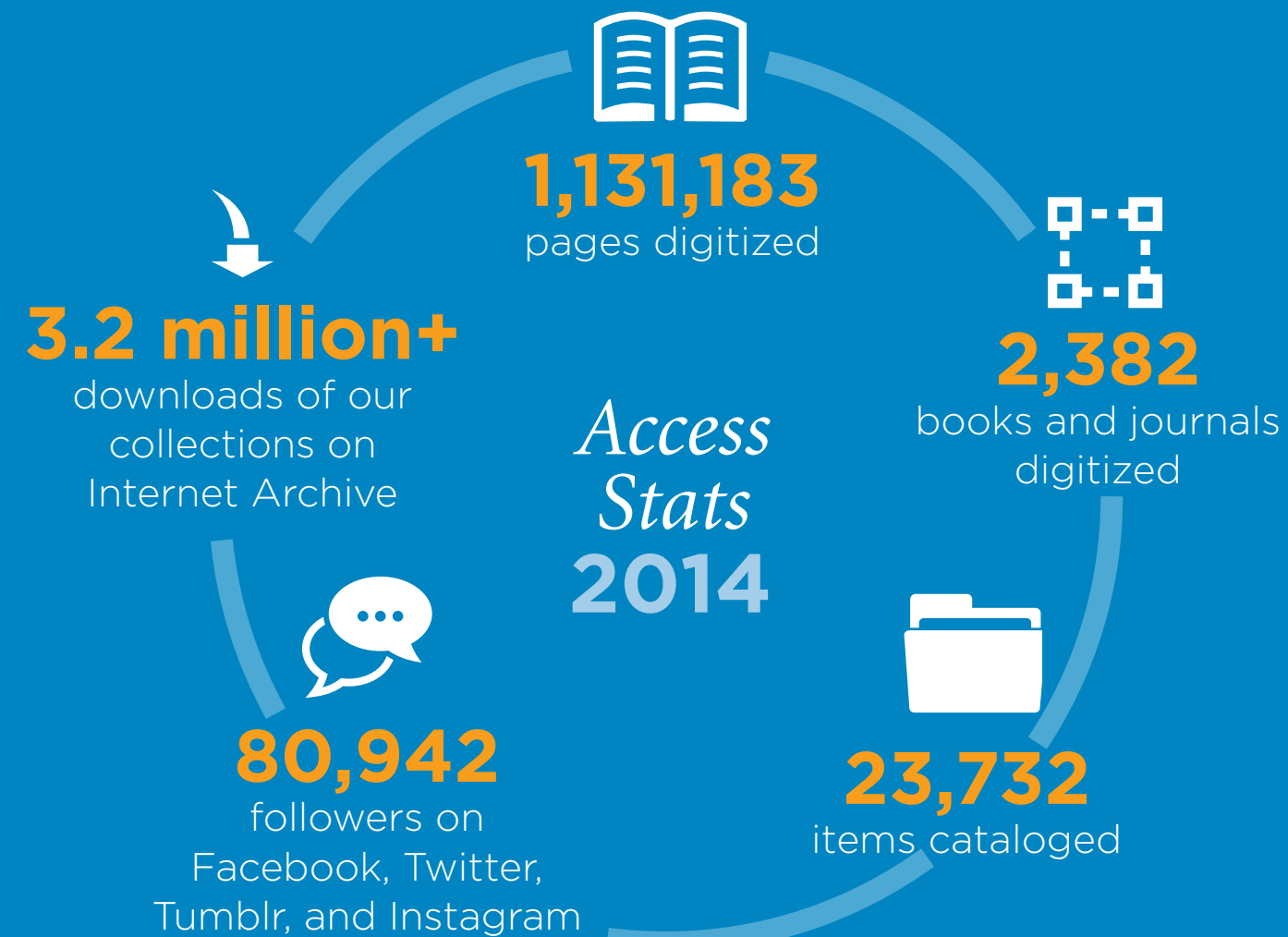


## Access

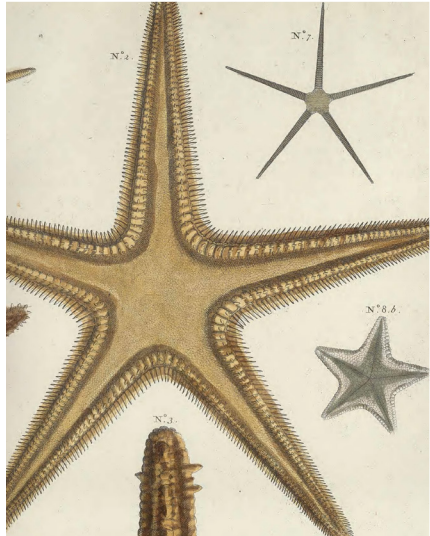
Broaden access to and promote use of collections for new and diverse audiences using a variety of methods and tools.

Our world-class collections have the potential to reach curious minds wherever they may be. We embrace the challenge to reach out to the world and find new ways to make our collections more discoverable and useable to those curious minds.

- **Develop** and engage new audiences through social media, exhibitions, and communications that focus on our unique role.
- **Enhance** discovery of collections by improving collections information and extending its availability both inside and outside the Institution.



Our GOALS

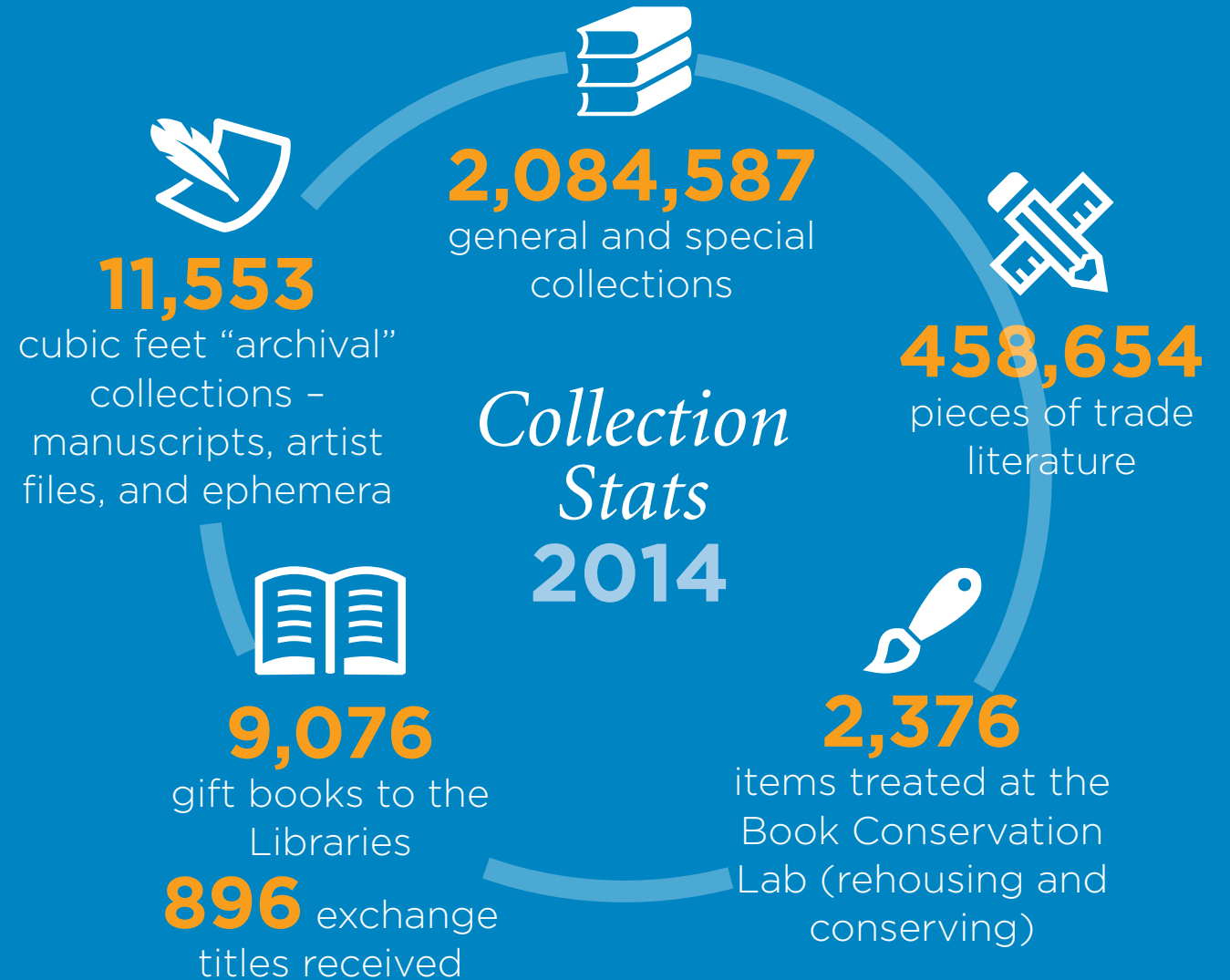


# Collection

Strengthen stewardship of Smithsonian Libraries' vast and diverse collections.

The curation and preservation of an easily accessible, relevant, and contemporary collection is at the core of the Libraries' mission. Fulfilling our responsibility to provide a deep and broad set of resources tailored to the needs of our users facilitates a lasting and authentic impact on the world we live in.

- **Become** better stewards of our collections through improved management of physical collections.
- **Integrate** methods of collection development and management for physical and digital collections, whether owned or licensed.
- **Increase** number of collections available online and improve stewardship of digital assets.



# AMERICAN SCIENCE IN THE BORDERLANDS

*The Margaret Henry Dabney Penick Resident Scholar Program was founded by a bequest of Mrs. Margaret P. Nuttle.*

In August 2013, Penick scholar Cameron Strang arrived at the Smithsonian Libraries for his nine month fellowship program. He spent most of his time researching and revising his book-in-progress, a history of science and U.S. expansion in the early American borderlands. It focuses on natural knowledge in the Gulf South during the transitional period from Spanish to U.S. rule, around 1760 to 1840. More broadly, he is interested in how cross-cultural encounters and power relationships have shaped the production and circulation of natural knowledge. Notes Cameron, “The dizzying array of peoples, empires, and individuals that generated knowledge

and competed for power in the Gulf South makes it an ideal site for studying this history.”

American science developed hand-in-hand with the expansion of the United States. Yet many think of “American science” as something practiced by a few smart men in the eastern states, like Benjamin Franklin or Thomas Jefferson, and flowed outward with explorers like Lewis and Clark. “Studying science and expansion in early America is important because it reveals that ‘American science’ actually included a much wider range of practitioners, including French and Spanish Creoles, Native Americans, and African Americans

living throughout the United States’ vast territorial claims,” says Cameron. “Such scientific practitioners redefined what it meant to be a scientific American and, more importantly, both enabled and challenged the United States’ conquest of the Gulf South during the early 1800s.”

While at the Smithsonian, Cameron used numerous primary and secondary sources from several of our libraries, including the Joseph F. Cullman 3rd Library of Natural History at the National Museum of Natural History, The Warren F. Robbins Library at the National Museum of African Art, and The Vine Deloria, Jr. Library at the National Museum of the American

Indian. He notes that the specialized research subjects available at the Libraries were “essential” to revising his book manuscript. During his fellowship, Cameron drafted the first three chapters of his book and published an article about the Second Seminole War (1835-1842). Drawing on primary sources in the Cullman Library, he wrote the draft of a stand-alone article on linguistics in early America, particularly the study of Native languages, and presented a version of this paper at Columbia University.

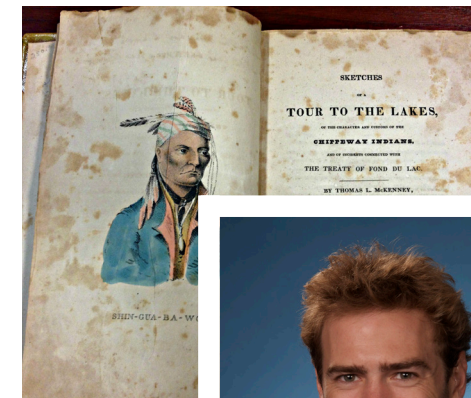
An accomplished scholar, Cameron published two award-winning articles while at the Smithsonian: “Indian Storytelling, Scientific Knowledge, and Power in the Florida Borderlands” (*William and Mary Quarterly*, Oct. 2013), which won the *William and Mary Quarterly*’s Richard L. Morton award and the Florida Historical Society’s John H. Hann award; and “Violence, Ethnicity, and Human Remains during the Second Seminole War,” which came out in the *Journal of American History* in March 2014, and won the Organization of American Historians’ Louis Pelzer Memorial Award. In previous years he

has won fellowships from the Library of Congress, the McNeil Center for Early American Studies, and the National Science Foundation.

Our Penick Resident Scholar Program supports scholarly research into the legacy of Patrick Henry and his political circle, the early political history of Virginia, the history of the American Revolution, founding era ideas and policy-making, as well as science, technology, and culture in colonial America and the Early National Period. Says Cameron, “The Penick fellowship was appealing on several levels, most notably the combined emphases on the early United States and the history of science.”

Cameron received his bachelor’s degree in history from McGill University (Montreal) and a master’s degree from the University of New Hampshire (Durham, N.H.). He began his doctoral studies at the University of Texas at Austin’s history department in 2008 and completed his Ph.D. in 2013. In his spare time, he enjoys playing sports, hiking, listening to music, reading novels, doing crossword puzzles, and grilling. He hopes to pursue a long

career in academia and, he says, thanks in large part to the Penick fellowship program, he was able to land a tenure-track job at the University of Nevada at Reno. To read more about our fellowship programs, visit [library.si.edu/fellowships](http://library.si.edu/fellowships).





## Mission

Build financial strength and ensure accountability.

Develop and sustain our staff, physical infrastructure, information technology, and capabilities.

Cultivate the Libraries as a learning organization committed to openness, inclusion, innovation, continuous improvement, and efficiency.

In order to deliver high quality, technologically relevant, and user-friendly services and scholarship, we must be an engaged, open, forward-looking, and purposeful organization. By rising to the standards articulated in our values, we seek to ensure the long-term success of the Smithsonian Libraries so that generations to come may benefit from the integral role we play within the Smithsonian Institution.

- **Increase** income from private sources by strengthening fundraising capability and raising our profile.
- **Grow** earned income through increased business ventures.
- **Foster** an environment which encourages experimentation, continual education, and staff development.
- **Ensure** space and technology sustain the Libraries' objectives and provide a safe, healthy, and secure environment for the Libraries workforce.
- **Build** a culture that encourages and rewards creative and innovative strategies to problem solving.



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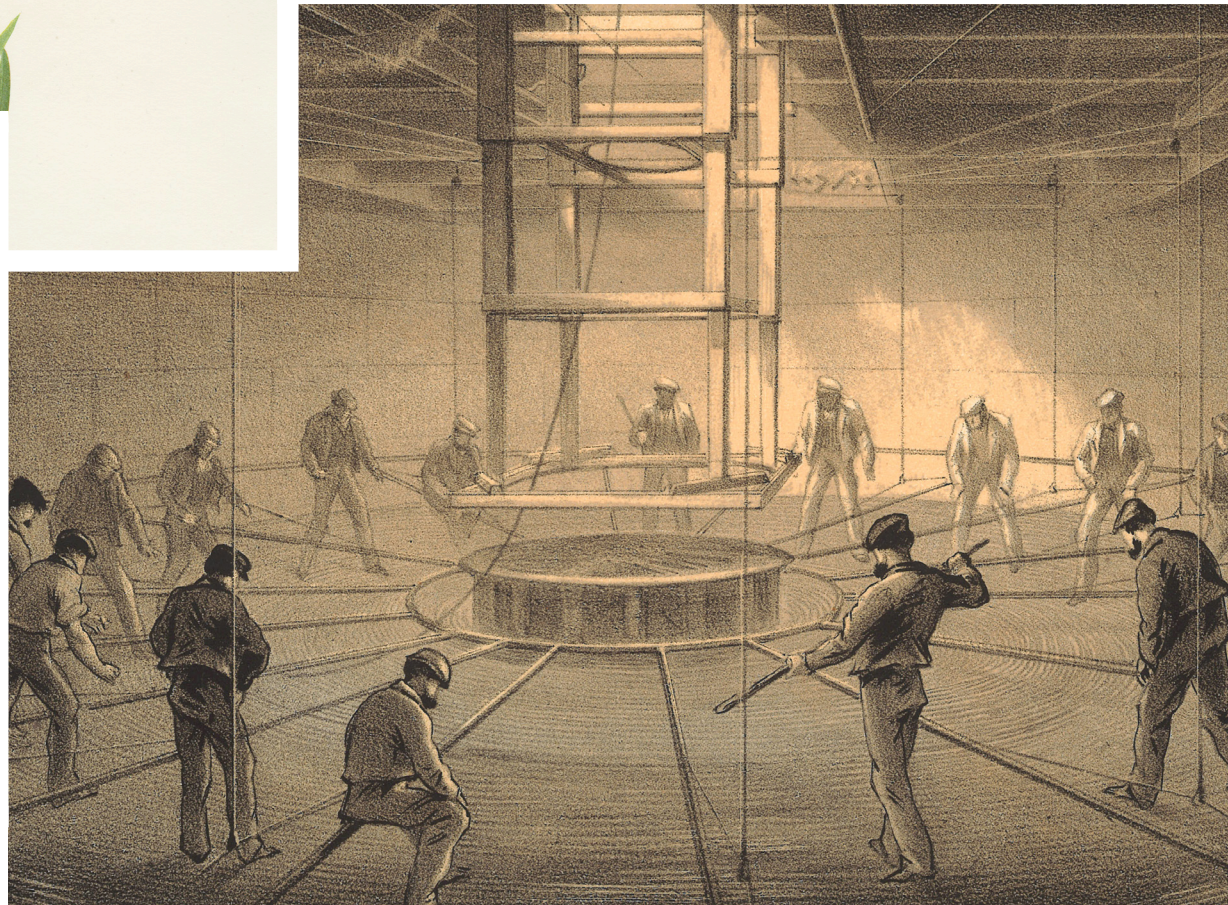
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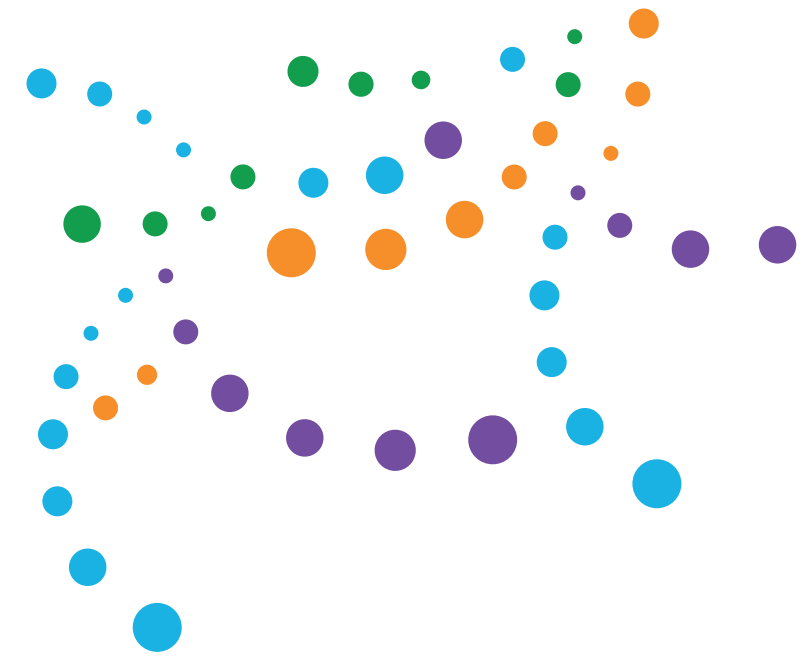
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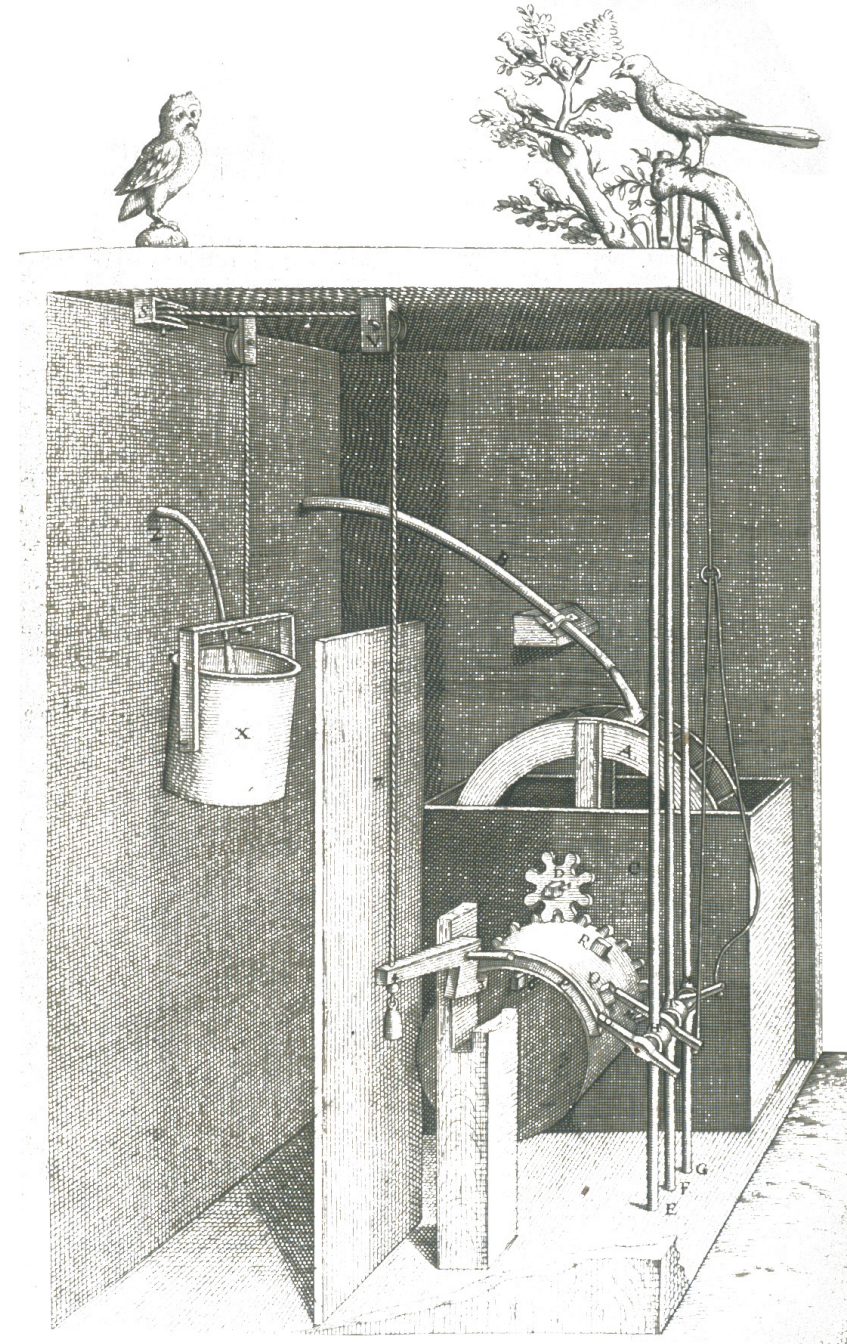
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