

Summary of Evaluation:

During the previous year of the LSTA grant (2010), the Oregon Encyclopedia (OE) was established to serve as an authoritative resource on the history and culture of the State of Oregon. From the inception of the project, special attention was focused on promoting traditionally underrepresented groups and regions, both in regard to the contributors of new entries, as well as the entries themselves. During this period, a number of editorial procedures were developed and initiated, with an eye toward the creation of a self-sustaining process that could continue in the absence of LSTA or other grant funding. These procedures served both to open additional channels for the collection of relevant OE content and also to create a review and fact-checking process to ensure the continued high editorial quality of the final product.

Now, in the second and final year of the LSTA grant (2011), this developed methodology reveals itself as a process that is both iterative and sustainable, allowing for the balanced growth of the Oregon Encyclopedia and the continued harvesting of new sources from diverse and traditionally overlooked voices throughout the State.

In the 2011 grant year, the OE focused more resources on working with its public and institutional library partners over the academic libraries it had cultivated during the previous grant year. The more open focus of the project this year dovetailed nicely with several education-related goals concurrently emphasized by the OE staff. Overall, the project's primary goal for the current year was to generate at least 120 new entries that were both geographically and culturally diverse. This goal was achieved by hosting public meetings at numerous academic, public, and tribal libraries throughout Oregon, then soliciting ideas for prospective entries (as well as the entries themselves), from the participants. Additionally, the public meetings and student input were used as a springboard for teaching the value of local history research, writing academic-level, peer-reviewed articles, and (re)discovering the use and importance of library local history collections.

Project Objectives:

The OE considers that the inclusion of a multiplicity of voices (especially those which have been traditionally underrepresented in local and state histories) are of greatest value to the project. During the initial year of the grant (2010), the majority of partnerships were initiated with academic institutions in order to lay the fundamental groundwork for a network of academics and scholars to nurture and guide the project. This year, by contrast, the OE partnered with a greater number of public and tribal libraries in all parts of the State. As originally planned, the focus has now shifted toward inclusion of traditionally underrepresented groups. As a desired benefit, it was also hoped that as a byproduct of a community's response to the OE's events and requests for locally-sourced information, that a cross-pollination of sorts would arise, whereby the academic, public, and tribal libraries that assisted the OE in gathering content would themselves be strengthened by that process, thereby positioning themselves as recognized centers

for education in local history and culture. As local research centers, all types of libraries can play an important role in helping students obtain access to information resources to help achieve success in academic and other pursuits.

A final educational component was also factored into the goals of the OE. In concert with high school teachers and college instructors, the OE staff created and implemented teaching goals and lesson plans (now available on the OE website), helping to improve both the pool of available contributors as well as their prospective contributions.

Project Method

A number of geographically diverse libraries were selected by OE staff. Each participating library agreed to host two meetings (one catering to high school-aged students and one for college/university students). These meetings were also open to the general public and local community members. It was hoped that an average of 20 people (both students and the general public) would attend each meeting and contribute ideas and recommendations. Each public meeting was promoted via a press release to local papers, and through announcements to multiple listservs from The OE, Oregon Heritage Commission, Oregon Libraries, and other sources. Printed fliers were also posted and distributed on-site by local library staff.

The eventual purpose of these meetings was to generate at least 120 Encyclopedia entries during the period of the LSTA grant. These entries would be created by participating students or the general public, edited and fact-checked by OE staff, and posted to either the OE web cache of entries or the OE “For Teachers” section of the webpage.

Because many would-be contributors, at all educational levels, may have an interest in history and culture, but are unable to write a prospective article at the editorial level required by the project, an additional educational component was included in the project goals. The OE staff, via a series of workshops and meetings, instructed and mentored students and the public at large on the development of research methods and local history writing toward publication in a peer-reviewed resource. As a part of this instruction, participating librarians also informed the participants of the various meetings regarding the primary and secondary resources that were available for research at their respective institutions and how these materials could be located and utilized in individual research.

Finally, the OE, together with participating libraries created several annotated bibliographies on local history to assist in the discovery, research, and writing of community history and the promotion of historical literacy. OE staff also worked with the academic, public, and tribal libraries to compile a list and description of historical resources available within each region. This information will be added as a link to the OE web site.

Project Results

Overall, the results of the OE during the grant period were outstanding. Students and other contributors have created 124 new entries to date, which are either posted or in editorial process. For a listing of entries please see “New Oregon Encyclopedia Entries by Regions” (Appendix 1).

- 13 of these entries are student (college or university) created and are in the editorial process.
- 13 of these entries are from two high schools (9 from Madras High School and 4 from the Nixyaawii Community School) and are currently in the editorial process.
- 98 of these entries are from the general public.

The geographical representation of the new entries includes:

- 19 entries from Eastern Oregon
- 19 entries from Central Oregon
- 84 entries from the Portland Metro region
- 2 entries from the Willamette Valley region

The majority of these entries have been posted to the OE within the last 6 months.

Some entries are still in process. The OE staff is still awaiting student submissions from Madras High School and the Nixyaawii School. The Nixyaawii entries are in review by tribal members from the Confederated Tribes of the Umatilla Indian Reservation. Additionally, a number of PCC entries are under review by the class instructor. Also, some PCC students may not submit entries because they have completed their course studies and do not have the time (or desire) to work on their entries during the summer.

Some teachers used the OE as a curriculum aid, and were able to incorporate the writing of entries into lesson plans that benefitted both the students and the OE. For example, Professor Mike Chasar at Willamette University tasked his students with writing biographies of local poets for his *Poetry of the Northwest* course. Eight entries on NW poets have been submitted to The OE and are currently going through editorial review. Chasar plans to use the same course for his senior spring writing seminar in 2013. Next year, Tyrell Graham, a social studies teacher at McKay High School in Salem, also plans to have his students research and write Oregon Encyclopedia entries.

Although the initial goal of the grant recipients was to hold 2 meetings at each location, many libraries only hosted a single meeting due to the schedules and curriculum needs of teachers. At Portland Community College, for example, 7 students wrote entries, all of whom were already familiar with the PCC library. These students also conducted most of their research at the Oregon Historical Society and therefore did not have time or the need to meet at the Multnomah County Library. Often, it turned out that each classroom had unique needs related to specific

curriculum requirements, obviating a need to visit more than a single library. Following are the number of meetings hosted and attendance at each of the meetings:

| <u>LIBRARIES</u> | <u># OF MEETINGS</u> | <u># OF PEOPLE ATTENDING</u> |
|------------------------------------|-----------------------------|-------------------------------------|
| Portland Community College | 1 | 8 |
| Oregon Historical Society | 1 | 5 |
| Multnomah County Library | 1 | 15 |
| University of Portland Library | 1 | 34 |
| Central Or. Community College Lib. | 1 | 5 |
| Jefferson County Library | 1 | 5 |
| Madras High School Library | 2 | 10 at each meeting |
| Tamastlikt Cultural Institute | 1 | 10 |
| Pendleton Public Library | 1 | 41 |
| Eastern Oregon University | 2 | 10 at each meeting |

The following classroom meetings/workshops with OE staff were held during the grant period:

| <u>SCHOOLS</u> | <u># OF MEETINGS</u> | <u>TOTAL # OF PEOPLE ATTENDING</u> |
|-------------------------|-----------------------------|---|
| PCC | 3 | 7 at each meeting |
| Univ. of Portland | 1 | 34 |
| Madras High School | 2 | 10 at each meeting |
| Nixyaawii School | 2 | 10 at each meeting |
| Eastern Oregon Univ. | 2 | 3 |
| Rosemont MS (West Linn) | 1 | 31 |
| Willamette University | 1 | 10 |

The following institutions created annotated bibliographies, which can be viewed at <http://www.oregonencyclopedia.org/content/resources/>:

| <u>LIBRARIES</u> | <u>BIBLIOGRAPHY COMPLETED</u> | <u>POSTED TO OE WEB</u> |
|-----------------------------------|--------------------------------------|--------------------------------|
| PCC | Yes | Yes |
| Oregon Historical Society | Yes | Yes |
| Multnomah County Library | Yes | Yes |
| University of Portland | Yes | Yes |
| Central Or Community College Lib. | Yes | Yes |
| Jefferson County Library | Yes | Yes |
| Madras High School Lib. | No N/A *** | No N/A *** |
| Tamastlikt Cultural Institute | Yes | Yes |
| Pendleton Public Library | Yes | Yes |
| Eastern Oregon University | Yes | Yes |

** Madras HS Library did not create a bibliography because the students used only the resources available at the Warm Springs Museum.

Project Impact

Aside from the obvious benefit to the citizens of Oregon, the long-term impact of the Oregon Encyclopedia lies mainly in its use as a peer-reviewed (and therefore trustworthy) resource for all levels of Oregon researchers, from casual browsers to doctoral candidates. Further, all the stakeholders involved in the creative process have come away enriched by their relationship with the Oregon Encyclopedia. This group includes students who learned how to write acceptable articles, and who will hopefully use this knowledge in the future both in continuing to write for the OE, as well as librarians who now have a better grasp on the importance of local history information and its representation in their collections.

The OE/LSTA partnership together with the creation and continued evolution of the project continues to fulfill many goals. Teachers may now use the OE as a curriculum tool to teach writing, research, and critical thinking skills. Libraries have also benefited from the project as it allowed them to document, reorganize, and plan for the future of their local history collections. The fact that the project has now become self-sustaining with recognized oversight and accepted processes for submission and editing is also a notable achievement. The OE has indeed met its goal of becoming a cultural community project.

Suggestions for Improvement

The OE staff is almost solely comprised of volunteers, and it is a testament to their skills and community spirit that the Oregon Encyclopedia is a polished and professional work. They can be justifiably proud of their continuing accomplishments.

Some possible ideas for improvement include:

- A large-format travelling exhibit composed of 1-5 large freestanding panels that would explain the goals of the Oregon Encyclopedia, provide contact information and pamphlets, and issue an invitation to all viewers to participate in the creation of articles. This type of exhibit has been used by a number of Oregon and national institutions with great success. As an example see: <http://www.ohs.org/exhibits/traveling-exhibits/oregon-is-indian-country.cfm>
- In the interest of publicizing the name, perhaps the OE could serve as a (hopefully non-financial) sponsor of various cultural programs through the Oregon Cultural Trust, or elsewhere.
- Because some students did not complete promised entries before the end of the school term, they have no impetus to turn them in at a future date, and likely will not. Future OE

partnerships with schools should take this fact into consideration when setting initial goals.

- To attract future funding, the OE may wish to explore crowdsourcing via kickstarter.com or a similar resource.

Appendix 1

New Oregon Encyclopedia Entries by Regions

Eastern Oregon

Appaloosa horse breed
Baker City Chinatown
Baker City streetcar system
Bates State Park
Boardman
Carnegie Libraries in Oregon
Catlow Valley
Copperfield Affair of 1913-1914
Joseph Gale
*Phyllis McGinley**
Reuben Nevius
Pendleton
Alexander Phimister Proctor
Starkey Experimental Forest and Range
Benjamin Tanaka
*Four entries on Umatilla Tribal History written by students at the Nixyaawii Community School are currently in review by tribal members at the Tamastlikt Cultural Institute.**

Central Oregon

Henry Larcom Abbot
Alkali Lake Chemical Waste Disposal Site
Christmas Valley Air Force Station
Company Towns
Laidlaw/Tumalo
McKenzie Pass
Madras
Pine Mountain Observatory
Santiam Wagon Road
Jane Sherar and Joseph Sherar
*Nine entries on Warm Springs Tribal History written by students at Madras High School are currently in review by tribal members at the Confederated Tribes of Warm Springs.**

Portland (Multnomah County)

Art Alexakis
Aubrey Watzek House
*Bagdad Theater**
Billy Webb Elks Lodge
*Gloria Bird**
Barber Block

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by the Oregon Council of Teachers of English on behalf of The Oregon Encyclopedia
Prepared by Greg Martin
July 25, 2012

The Bohemians
Brick House Beautiful
John F. Carroll
Clive Charles
Brad Cloepfil
Will Daly
Mary Carolyn Davies
Madeline DeFrees
Miles Lowell Edwards
Elk Rock Garden of the Bishop's Close
Epworth United Methodist Church
Bernard (Bernie) Fagan
*Ethel Romig Fuller**
*The Grotto**
Harvey Wade Halbbrook
*Kenneth O. Hanson**
Alan Hart
Hjalmar Hvam
Mary Frances Isom
Simeon Josephi
George Katagiri
Kelly Butte Civil Defense Center and Kelly Butte Natural Area
Peter Kerr
William S. Ladd
Ladd's Addition
Harriet Lawrence
Walter Lobitz, Jr.
Katherine Manion
Charles Martin
Julius L. Meier
Oregon Health and Science University School of Dentistry
*Oregon Zoo**
Henk Pander
Albert Patecky
Fred Peterson
Portland Art Association
Portland Art Museum
Portland Timbers' 1975 season
Clarence Pruitt
Betty Roberts
Gilbert S. Seeley
Simon Benson House
Gary Snyder
William Stafford

Albert Starr
*Lisa Steinman**
Storefront Theatre
Frances J. Storrs
Mary Cachot Therkelson
University of Portland Plots women's soccer
U.S.S. Astoria (CA-34)
Vaughn Street Park
*Voodoo Doughnuts**
Whitecloud Center
Aurthur Lee (Artie) Wilson
X-Ray Cafe

Portland Metro Area (Clackamas, Washington & Yamhill Counties)

Bagby Hot Springs
City of Banks
*Dundee**
Expulsions of Chinese from Oregon City, 1886
Forest Grove Streetcar system
Joseph Gale
Geocaching
Guide Dogs for the Blind
Hillsboro
Larry Jansen
*Edwin Markham**
Pacific University College of Optometry
Community of Roy
Salmon-Huckleberry Wilderness
Tualatin Riverkeepers
U.S. General Land Office in Oregon, ca. 1850-1946
U.S.S. Oregon City (CA-122)
Community of Verboot
Voyageurs
Alvan Waller
West Linn streetcar system
Willamette Stone

Willamette Valley

*Ernest Moll**
*Ralph Salisbury**

* *Denotes student entry in editorial process. Not posted to web.*

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Total Entries: 124 (As of 7-23-12)

Grant Goal: 120