

SIMMONS COLLEGE

GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE

**LS 439_20 Preservation Management in Libraries & Archives
Fall Term 2008**

Class Hours: Saturday 1:15 – 4:15: Library 618

Instructor: Rachel Onuf

Office Hours: By appointment

Email: onuf@simmons.edu

Course Description:

This course is an introduction to the fundamental principles of library and archives preservation. As an introductory course, students will become acquainted with the nature and deterioration of library and archival materials, collections care, analog and digital reformatting, conservation, disaster planning, and issues in digital preservation by considering real-life examples and studying the professional literature.

Course Structure:

- September 6: Introduction to Preservation
- September 13: no class
- September 20: Context for the Cultural Record
- September 27: Structure and Deterioration of Paper Based Materials
- October 4: Structure and Deterioration of Non-Paper Based Materials
- October 18: Building-wide Concerns, Holdings & Stack Maintenance, Housing
- October 25: Exhibits, Staff & User Education, Surveys and Assessments
- November 1: Treatment Options: Field Trip to UMASS
- November 8: Preservation Reformatting
- November 15: New England Archivists meeting
- November 22: Creating Sustainable Digital Collections
- December 6: Disaster Planning
- December 13: Building a Preservation Program

Course Outcomes:

At the end of this course, students will be able to:

- Demonstrate an understanding of the nature and structure of library and archival materials.
- Identify agents of deterioration of library and archival materials, as well as accepted preservation functions that help mitigate deterioration.
- Explore treatment and reformatting options available to librarians and archivists.
- Distinguish issues and emerging trends in digital preservation.
- List the components of a preservation program and describe how they can be incorporated into an organization's policies.

- Identify issues in digital preservation, and the role of preservation in ensuring continued access to information.
- Recognize preservation as a central function that has implications throughout libraries or archives.

The course will address Simmons Student Learning Outcomes 1, 4, 5, 7, 8, and 10.

Course Requirements:

- Preparation of weekly reading assignments
- Full participation in class discussion and exercises
- Completion of written article analysis
- Completion of term project

Students are expected to abide by the College honor code and must satisfactorily meet all the requirements described in the syllabus. Extenuating circumstances or other valid reasons for not making up the course assignments will be considered by the instructor, but the student will be required to provide evidence of the severity of the circumstances preventing the student from completing the assignments. Unexcused late submissions of assignments will lead to a half reduction in your grade each day the assignment is late.

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important that you contact the Director of the Academic Support Center at 617-521-2471 early in the semester. Students with disabilities are also encouraged to contact their instructors to discuss their individual needs for accommodations.

Grading:

- Class attendance, discussion, and participation in exercises – 25%
- Weekly written discussion questions/comments – 10%
- Written article analysis – 10%
- Acronym assignments – 10%
- Grant proposal assignment – 10%
- Quizzes – 10%
- Oral presentation of term project in class – 5%
- Term project – 20%

A "B" or "B+" grade constitutes fully satisfactory work; such a grade means that the student has met the requirements of the course. An "A" or "A-" grade means that the student has exceeded expectations. A grade of less than "B" means the student has not met the requirements of the course.

Class Participation:

Discussion of the readings each week contributes ideas, understandings, and questions about class topics. The students not only learn from the instructor but from each other. It is expected that all students will complete the readings before class and participate

actively in class discussions and activities. Your grade will reflect the level of your participation in class discussion and exercises as well as your attendance.

In addition to the weekly readings, you will be expected to skim through the **Conservation Distribution List** that I will forward to you.

Homework assignments:

Each week by Friday 5 PM you need to submit at least one question/comment based on the readings for that week to the elearning discussion list. Please read your colleague's contributions before class and be prepared to discuss.

There will be several short assignments given throughout the course, many of which we will also share with each other through elearning. The intent is to reinforce the concepts that we will read about and discuss and you will be graded on the quality of your ideas, mastery of the terminology, and writing ability.

Quizzes:

These will be short and hopefully sweet checks on What You Have Learned.

Term Project: You may choose one of the following:

- Preservation survey for some or all of the collections of a real institution or agency using the "Assessing Preservation Needs: A Self-Survey Guide"
- Disaster plan for a real institution or agency
- Proposal for a preservation education program for staff and/or the public for a real institution or agency

Please e-mail me a brief description of the type of project you propose to undertake. Topics are due by **October 18th**.

A one-page interim report on how the work on your term project is progressing is due **November 8th**.

Term project is due **December 6th**.

You will give a presentation of your term project in class on **December 6th or 13th**.

Students must use real institutions or agencies for doing surveys, plans, and proposals. The model agency may be a library, media center, learning center, information center, or archives in which the student works or to which he or she has access. If the institution is very large, the student may choose to observe part of the collections and its related physical environment. *Preservation surveys* must include the completed survey worksheets from "Assessing Preservation Needs: A Self-Survey Guide" as well as a written evaluation and discussion of the information collected on the worksheets with recommendations of the first steps to be taken as a result of analyzing this information. *Disaster plans* and *preservation education proposals* must include an assessment of needs, descriptive data on the collections

involved, staff/user needs and behaviors, environmental issues, personnel, projected costs, and an evaluation for the proposed disaster plan or education program.

All term projects must be prepared in a professional style, following the instructions of a standard style manual (such as the *Chicago Style Manual*), typewritten/word processed in 12 point font, and double-spaced. Both the quality of your ideas as well as the manner of your presentation will be taken into consideration when assigning a grade.

Required text: Paul N. Banks and Roberta Pilette. *Preservation: Issues and Planning*. (Chicago: American Library Association, 2000).

This course is based on the "Preservation Education for 21st Century Librarians" (that's you!) curriculum developed by the Northeast Document Conservation Center (NEDCC) in partnership with GISLIS. They were awarded an IMLS "Librarians for the 21st Century" grant to produce, test, and disseminate planning tools for a preservation curriculum that can be widely used in library schools. The content for the three-year project, which began in January 2005, has been developed by an advisory committee composed of leaders in the field of preservation.

COURSE SYLLABUS

September 6: Introduction to Preservation

Assignment due: Oral presentation of preservation-related article to class

September 20: Context for the Cultural Record

Assignment due: Acronyms number one

Required readings

THE IMPORTANCE OF CONTEXT

Banks, Paul. "[Preservation, Library Collections, and the Concept of Cultural Property.](#)"

In *Libraries and Scholarly Communication in the United States: The Historical Dimension*. Ed. by Phyllis Dain and John Y. Cole. Westport, CT: Greenwood Press, 1990, pp. 89-110.

Belanger, Terry. "[Descriptive Bibliography](#)," in Jean Peters, ed, *Book Collecting: A Modern Guide* (New York: R. R. Bowker, 1977), pp. 97-115.

McCorison, Marcus. "[Statement on Conservation](#)," *The Abbey Newsletter* 14, no. 5 (1990): 84-85. <http://palimpsest.stanford.edu/byorg/abbey/an/an14/an14-5/an14-509.html>

PHYSICAL ASPECTS OF CONTEXT

"Hand Bookbindings: Plain and Simple to Grand and Glorious." Very possibly the best website on the history of binding, from Special Collections in the Princeton University Library. http://libweb5.princeton.edu/visual_materials/hb/hb.html

Frost, Gary. "[A Brief History of Western Bookbinding, Without One Mention of Decoration](#)," *The Abbey Newsletter*, 2:4 (Feb. 1979): 39-43.

Silverman, Randy. "[Can't Judge a Book Without Its Binding](#)," *Libraries and the Cultural Record*, 42:3 (2007).

PRESERVATION OF CONTEXT

Cloonan, Michèle Valerie. "[W\(h\)ither Preservation?](#)" *Library Quarterly* 71:2 (April 2001): 231-244.

September 27: Structure & Deterioration of Paper-Based Materials

Assignment due: Written article analysis

Select a recent article from the professional literature that is not included in the syllabus on any topic related to this course that is of particular interest to you and prepare a 2 to 3 page written analysis (not regurgitation!) of the contents. Give your reasons for choosing this particular piece and respond to the points raised by the author.

Required readings

R Bruce Arnold, "[The preservation of paper: How long will the page you are reading last?](#)" *Serials Review*, 1997, Vol. 23, Issue 4.

Hoel, Ivar A. L. "[Standards for Permanent Paper.](#)" 64th IFLA General Conference August 16 - August 21, 1998. <http://www.ifla.org/IV/ifla64/115-114e.htm>

Dube, Liz. "[The Copying Pencil: Composition, History and Conservation Implications.](#)" *The Book and Paper Group Annual*, 1998. <http://aic.stanford.edu/sg/bpg/annual/v17/bp17-05.html>

Dip into:

ICON [Conservation Register](http://www.conservationregister.com/index.asp?id=1) <http://www.conservationregister.com/index.asp?id=1>

[Ink Corrosion Website](http://www.knaw.nl/ecpa/ink/index.html) <http://www.knaw.nl/ecpa/ink/index.html>

October 4: Structure & Deterioration of Multi-Media Materials

Assignment due: Acronyms number two

Required Readings

Overview

Paul N. Banks and Roberta Pilette, eds, *Preservation: Issues and Planning* (Chicago: American Library Association, 2000) Chapter 18, "Preservation of Information in Nonpaper Formats" by Eleanore Stewart and Paul N. Banks.

Photographic Film – Still Images and Motion Picture Film

Dalton, Susan. "[Moving Images: Conservation and Preservation](#)," in *Conserving and Preserving Materials in Non-book Formats*, eds. Kathryn L. Henderson, Kathryn L., and William T. Henderson. Papers presented at the Allerton Park Institute, Urbana-Champaign, Ill.: Board of Trustees, 1991:61-72.

Gracy, Karen F. and Michèle Valerie Cloonan. "[The Preservation of Moving Images](#)," in *Advances in Librarianship* 27(2004):49-95.

Sound Recordings

Brylawski, Samuel. "[Preservation of Digitally Recorded Sound](#)." In *Building a National Strategy for Preservation: Issues in Digital Media Archiving*. Washington, DC: CLIR, April 2002. <http://www.clir.org/pubs/reports/pub106/sound.html>

Library of Congress. [Cylinder, Disc and Tape Care in a Nutshell](#). Washington, DC: Library of Congress, 2002. <http://lcweb.loc.gov/preserv/care/record.html>

Audio and Video Magnetic Media

[Videotape Identification and Assessment Guide](#), provided by the Texas Commission on the Arts, available online at <http://www.arts.state.tx.us/video>

Optical Discs

Iraci, Joe. "[The Relative Stabilities of Optical Disc Formats](#)." *Restaurator* (2005):134-150.

October 11: COLUMBUS DAY HOLIDAY

October 18: Building-wide Concerns, Holdings & Stack Maintenance, Housing

Assignments due: expect a quiz, email final project topic, supply order exercise

Required Readings

Building-wide Concerns

Banks, Paul N. and Roberta Pilette, eds, *Preservation: Issues and Planning* (Chicago: American Library Association, 2000). Chapter 7, "Environment and Building Design," by Paul Banks; and Chapter 10, "Library and Archives Security," by Richard Strassberg.

Ogden, Sherelyn, ed. [Preservation of Library and Archival Materials: A Manual](#). (Andover, MA: Northeast Document Conservation Center, 1999). Particularly Section 2, Leaflets 1-5 and Section 3, Leaflets 10-11. <http://www.nedcc.org/plam3/index2.htm>

Ritzenthaler, Mary Lynn. *Preserving Archives and Manuscripts*. Society of American Archivists Basic Manual Series. (Chicago, Society of American Archivists, 1993). Chapters 4 and 5, "[Causes of Deterioration](#)" and "[Creating a Sympathetic Environment](#)."

Association of College and Research Libraries. [Rare Books and Manuscripts Section](#). (See "Standards" section). Particularly *Guidelines for the Security of Rare Book, Manuscript, and Other Special Collections*, and *Guidelines Regarding Theft in Libraries*. <http://www.rbms.nd.edu/>

Dip into:

[Image Permanence Institute](#). www.imagepermanenceinstitute.org

Holdings & Stack Maintenance

Higginbotham, Barbara Buckner and Judith W. Wild. “[Circulation & Stack Maintenance](#)” in *The Preservation Program Blueprint*, Chicago: American Library Association, 2001, pp.42-47.

Garlick, Karen. “[Planning an Effective Holdings Maintenance Program](#)” *American Archivist* Vol. 53, No. 2 (1990 Spring): 256-264.

Ogden, Sherelyn, ed. “[Storage & Handling](#)” Section 4 of *Preservation of Library and Archival Materials: A Manual*. Andover, MA: Northeast Document Conservation Center, 1994. <http://www.nedcc.org/resources/leaflets.list.php>

“[NARA Holdings Maintenance](#)” *The National Archives*.
<http://www.archives.gov/preservation/holdings-maintenance/>

Housing

Baird, Brian J. “[A Look at Microenvironments for Books](#)” in *The New Library Scene*, Vol. 13, No. 2 (April 1994), pp.8-12.

Van Bogart, Dr. John W.C. [Magnetic Tape Storage and Handling: A Guide for Libraries and Archives](#). Washington, D.C.: Commission on Preservation and Access, June 1995. 34 pp. <http://www.clir.org/pubs/reports/pub54/index.html>

October 25: Exhibits, Staff & User Education, Surveys and Assessments

Assignment due: BRIEF oral presentation of staff & user education article to class

Required Readings

Exhibits

Banks, Paul N. and Roberta Pilette, eds, *Preservation: Issues and Planning* (Chicago: American Library Association, 2000). Chapter 11, “Exhibition Policy and Preparation,” by Roberta Pilette.

Staff & User Education

Drewes, Jeanne M. and Julie A. Page, eds. *Promoting Preservation Awareness in Libraries*, Westport, CT: Greenwood Press, 1997. **You will each read one article from this collection to present to the class.** On reserve.

Surveys and Assessments

Patkus, Beth. [Assessing Preservation Needs: A Self-Survey Guide](#). (Andover, MA: Northeast Document Conservation Center, 2003).
<http://www.nedcc.org/resources/downloads/apnssg.pdf>

California Needs Assessment. <http://calpreservation.org/management/needs-assessment.html>

Teper, Thomas H., and Stephanie S. Atkins. 2003. "Building preservation: The University of Illinois at Urbana-Champaign's stacks assessment." *College & Research Libraries* 64, no. 3 (May 2003): 211-227.

Gunselman, Cheryl. "Assessing Preservation Needs of Manuscript Collections with a Comprehensive Survey" *American Archivist* 70:1 (Spring/Summer 2007).

Frost, Hannah, "Surveying Sound Recording Collections." http://www.arl.org/preserv/sound_savings_proceedings/Surveying_sound-2.shtml

Conserve O Gram 2/12 (September 2000), *Safe Techniques for Archival Surveying and Assessment*. <http://www.cr.nps.gov/museum/publications/consveogram/02-12.pdf>

November 1: Treatment Options

Assignment due: Grant proposal memo
Field trip to UMASS

Required Readings

Paris, Jan. "Choosing and Working with a Conservator," *Preservation of Library and Archival Materials: A Manual*. Andover, MA: Northeast Document Conservation Center. <http://www.nedcc.org/plam3/tleaf69.htm>

Banks, Paul N. and Roberta Pilette, eds, *Preservation: Issues and Planning* (Chicago: American Library Association, 2000). Chapter 13, "The Conservation of General Collections," by Jan Merrill-Oldham and Nancy Carlson Schrock and Chapter 16, "Special Collections Conservation," by Eleanore Stewart.

November 8: Preservation Reformatting

Assignment due: One page interim report on final project

Required Readings

Weissman Preservation Center, Harvard University Library. *Principles for Reformatting Collections*. September 2002.
<http://preserve.harvard.edu/guidelines/reformattingprinciples.html>

Hazen, Dan, Jeffrey Horrell, Jan Merrill-Oldham. *Selecting Research Collections for Digitization*. Washington, D.C.: Council on Library and Information Resources, August 1998. <http://www.clir.org/pubs/reports/hazen/pub74.html>

Elkington, Nancy E., editor. *RLG Preservation Microfilming Handbook*. Mountain View, CA: Research Libraries Group, Inc., March 1992 (Read “[Overview](#)” and “[Terms](#)” sections in ereserves) and *RLG Guidelines for Microfilming to Support Digitization*. <http://www.rlg.org/en/pdfs/microsuppl.pdf>

Baker, Nicholson, “[Deadline: The Author's Desperate Bid to Save America's Past.](#)” *The New Yorker*, July 24, 2000, pp. 42-61.

ARL Preservation of Research Library Materials Committee. “[Recognizing Digitization as a Preservation Reformatting Method.](#)” May 2004.
http://www.arl.org/bm~doc/digi_preserv.pdf

Smith, Abby. *Why Digitize?* Washington, D.C.: Council on Library and Information Resources, February 1999. <http://www.clir.org/pubs/abstract/pub80.html>

**November 15: New England Archivists Meeting:
For All Time (And in All Media?): Preserving Cultural Heritage in New England**

November 22: Creating Sustainable Digital Collections

Assignment due: expect a quiz

Required Readings:

A Framework of Guidance for Building Good Digital Collections. 3rd edition. Bethesda, MD: National Information Standards Organization, 2007.
<http://www.niso.org/publications/rp/framework3.pdf>

The Evidence in Hand: Report of the Task Force on the Artifact in Library Collections, Council on Library and Information Resources, November 2001,
<http://www.clir.org/pubs/abstract/pub103abst.html>

Melissa Smith Levine, “Overview of Copyright Issues,” in *Handbook for Digital Projects: A Management Tool for Preservation and Access*
<http://nedcc.org/oldnedccsite/digital/dighome.htm>

Priscilla Caplan, "[The Preservation of Digital Materials](#)" *Library Technology Reports* 44(2), February/March 2008.

<https://publications.techsource.ala.org/products/archive.pl?article=2614>

Erik Moore, "Post-Archives: How Technology, Aesthetics, and Economies of Scale Challenge Our Ethical Standards" Paper presented at SAA 2008; url or file TBA.

Dip into:

Beagrie, Neil and Maggie Jones. *Preservation Management of Digital Materials: A Handbook*. Maintained and updated by the Digital Preservation Coalition.

<http://www.dpconline.org/graphics/handbook/>

November 29: THANKSGIVING HOLIDAY

December 6: Disaster Planning

Assignment due: Term project

In class: Student presentations

Banks, Paul N. and Roberta Pilette, eds, *Preservation: Issues and Planning* (Chicago: American Library Association, 2000). Chapter 9, "Preservation Management: Emergency Preparedness" by Sally Buchanan.

Carol Turchan, "[The Chicago Historical Society Flood: Recovery Analysis Two Years Later](#)" *The Book and Paper Group Annual*, 1988. <http://aic.stanford.edu/sg/bpg/annual/v07/bp07-10.html>

Silverman, Randy. "[Toward a National Disaster Response Protocol](#)," *Libraries and the Cultural Record* 41:4 (Fall 2006).

NEDCC, *Disaster planning Technical Leaflet* <http://www.nedcc.org/plam3/tleaf33.htm>

SOLINET *Disaster Prevention and Protection Checklist*.

<http://www.solinet.net/~media/Files/Solinet/Preservation%20Files/disasterprevention.ashx>

Syracuse University Library Disaster Plans

<http://library.syr.edu/information/preservation/displan/displan.htm?print>

December 13: Building a Preservation Program

In class: Student presentations

Required Readings

Banks, Paul N. and Roberta Pilette, eds, *Preservation: Issues and Planning* (Chicago: American Library Association, 2000). Chapters 1-5 (pp. 1-96).

Ogden, Sherelyn, ed. *Preservation of Library and Archival Materials*. Particularly Section 1, Leaflets 1, 2, and 5. <http://www.nedcc.org/resources/leaflets.list.php>

SOLINET [Preservation Leaflets](http://www.solinet.net/Preservation/Leaflets). Particularly “Funding Resources for Preservation” and “Preservation Budget Planning.”
<http://www.solinet.net/Preservation/Resources%20and%20Publications.aspx>

Smith, Abby. *The Future of the Past: Preservation in American Research Libraries*. (Washington, DC: Council on Library and Information Resources, April 1999).
<http://www.clir.org/pubs/reports/pub82/pub82.pdf>