

ARCHIVAL

# OUTLOOK

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**July/August 2011**

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a Difference!



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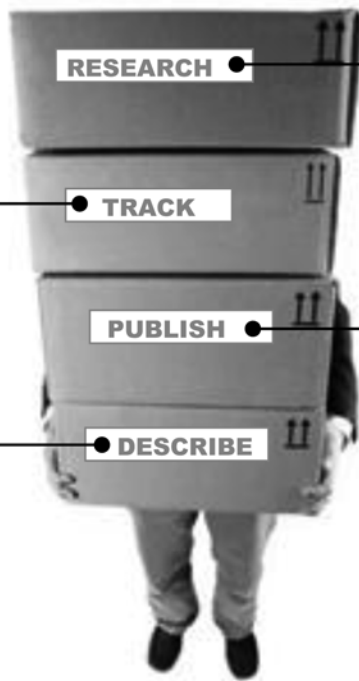
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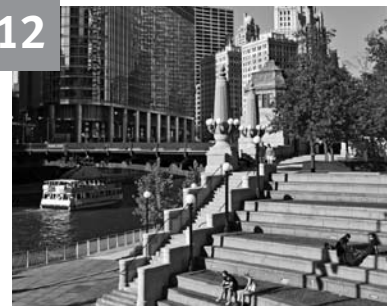


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Gear up for ARCHIVES 360° in the Windy City, August 22–27! Repository tours, All-Attendee reception details, 75th Anniversary Track features, and more.

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Top Left Image: Mourners from the Ladies Waist and Dressmakers Union Local 25 and the United Hebrew Trades of New York March in the streets after the Triangle Fire, 1971.

Top Middle Image: Seven students were arrested at Emory University in Atlanta after staging a series of sit-ins, rallies, and other protests to their institutions' involvement with the multinational food services corporation Sodexo.

Top Right Image: Find yourself on Chicago's Riverwalk this August 22–27 during ARCHIVES 360°. The Hyatt Regency (host hotel) is steps from the Chicago River and miles of attractions, like the Architectural Boat cruise pictured in this snapshot.

### COVER PHOTO

**Beach bound!** Chicago's Oak Street Beach continues to refresh city residents and tourists on hot summer days. SAA's 75th Anniversary Annual Meeting, August 22–27, is being held about a mile south of the beach and promises to provide a refreshing mix of educational sessions, tours, receptions, and celebratory activities. *Photographed by Kaufmann and Fabry. University of Illinois at Chicago Library. Oak Street Beach, ca. 1946.*



## PRESIDENT'S MESSAGE

**Helen Tibbo**

University of North Carolina at Chapel Hill  
tibbo@email.unc.edu

# DAS—SAA's New Digital Archives Specialist Program

As my presidency draws to a close, I'm pleased to announce some *very* good news. In May, the SAA Council approved creation of a new Digital Archives Specialist (DAS) Program that we believe will go a long way toward addressing archivists' capacity to work with born-digital records. DAS also achieves one of the technology objectives in SAA's strategic plan.

The program consists of two parts: the DAS Curriculum and the DAS Certificate Program.

**The structured curriculum features four tiers of study.** *Foundational* courses address the essential skills needed by practitioners (i.e., archivists working directly with electronic records). *Tactical and Strategic* courses, intended primarily for managers, focus on the skills needed to make significant changes within an organization so that the archivist can develop a digital archives and work "seriously" on managing electronic records. *Tools and Services* courses focus on specific software products and other aids. *Transformational* courses, directed primarily to administrators, address the

skills needed to transform one's institution into a full-fledged digital archives. Some current SAA workshops and Web seminars are right on target with the new curriculum and will be folded into it; others will be "tweaked"; and 12 newly developed courses will complete the curriculum.

Participants who complete specific requirements may choose to earn a **Digital Archives Specialist (DAS) certificate.**

The certificate validates students' knowledge of technical standards and core archival activities as they relate to digital archives. The DAS certificate holder will have evidence of achievement in understanding how to work with digital archives. Watch the SAA website for details as the certificate program is rolled out.

**The target audience(s) for the new program?** Designed to provide working archivists with the knowledge and skills needed to manage and curate born-digital records, the program will supplement rather than compete with today's technology-infused graduate archival education.

Archivists' busy work schedules will be accommodated with no-travel webinars and half-day to two-day face-to-face courses delivered around the country.

I'm especially grateful to the experts whom I appointed to work with me on the Digital Archives Continuing Education Task Force, which developed the program details: Geof Huth (chair), of the New York State Archives; Jackie Esposito, of Penn State University; Mahnaz Ghaznavi, of Loyola Marymount University; and David Kay, of Little Airplane Productions. Solveig De Sutter provided outstanding (and patient!) staff support. To complete our work, we met once in person, held several conference calls, sought input from 16 sections and roundtables, and vetted the draft plan with the Education Committee.

Built on the foundation of archival principles, the DAS Program will evolve as new technologies emerge and repositories change. We believe the program will help propel the archives community forward for years to come. ■

## ARCHIVAL OUTLOOK



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# What's That You Say?

## Moving Pre-1972 Sound Recordings under Federal Copyright Protection

Mark Greene, American Heritage Center, University of Wyoming, and Member, SAA Intellectual Property Working Group

Under current law, sound recordings made prior to 1972 are exempt from U.S. copyright law, and instead are governed by state statutes that offer few provisions for preservation or public access.

In May 2008, Tim Brooks, chair of the Copyright and Fair Use Committee of the Association for Recorded Sound Collections (ARSC), requested that SAA support its efforts to insert an amendment into a federal Orphan Works bill to commission a study on the status of pre-1972 sound recordings. ARSC's main goal was to, "Place pre-1972 U.S. recordings under a single, understandable national law by repealing section 301(c) of Title 17, U.S. Code." The ARSC "recommendations" detailed why such a repeal was important:

- Repealing 301(c) would ensure a single, understandable and rational national code for recordings, as . . . for other creative work.
- The multiple state laws are difficult to find and interpret.
- Few, if any, state laws include explicit provisions for [fair use, preservation, or] non-profit, educational use of pre-1972 sound recordings.
- In the Internet era, prohibitions by one state may effectively be imposed on all states, due to the difficulty of policing the location of Internet access.
- The vast majority of recordings were and are produced for interstate, not local, commerce and are appropriately the subject of federal regulation.

### SAA's Support of ARSC

With input from the SAA Intellectual Property Working Group, SAA's Executive Committee agreed to support ARSC's position. In August 2008, the American Library Association signed on to ARSC's efforts as well and ARSC succeeded in getting a Copyright Office study of pre-1972 sound recordings included in the Omnibus spending bill. The study was to cover the effect of federal coverage on the

preservation of such sound recordings, the effect on public access to those recordings, and the economic impact of federal coverage on rights holders, and to examine the means for accomplishing such coverage.

In November 2010, the Copyright Office placed a *Federal Register* notice calling for comments by January 31, 2011. The IPWG drafted comments for SAA to send to the Copyright Office after seeking suggestions from several SAA units with a stake in the legal status of sound recordings: Recorded Sound, Oral History, Native American Archives, Manuscript Repositories, Performing Arts, and Preservation sections and roundtables. Appropriate revisions were incorporated into IPWG's final draft.

The SAA Executive Committee approved IPWG's statement without changes on January 19, 2011. (Visit [www.copyright.gov/docs/sound/comments/initial](http://www.copyright.gov/docs/sound/comments/initial).) The introduction to SAA's position paper gives a good idea of the document's overall tenor:

According to a 2005 survey, American cultural institutions house over 46 million recorded sound artifacts. . . . Most of these are unpublished. In content they reflect the variety of archival repositories in the U.S. . . .

The recordings exist in a wide variety of physical formats and in many different conditions, but all will eventually require preservation intervention because of the fragility of the media on which they are contained. Preservation of sound recordings, therefore, should be a shared national priority. . . . Congress and the Copyright Office need to remove any legal impediments that may discourage libraries and archives from preserving sound recordings.



The Recording Industry Association of America and American Association of Independent Music, however, submitted a joint statement opposing federalization of copyright for pre-1972 recordings. The IPWG prepared a rebuttal to the RIAA, which was transmitted to SAA President Helen Tibbo and Executive Director Nancy Beaumont on March 17, 2011 (and due in D.C. by April 13). This conveys the flavor of SAA's response to RIAA:

RIAA's opposition to the preemption of state protection by Federal copyright law appears to be based in several misunderstandings. . . . First, the RIAA, while noting that the preservation of sound recordings is "a worthy goal," argues that "the means by which this goal is achieved should be left to the marketplace." However, there is no marketplace in which the preservation of sound recordings is the primary goal. . . . That there is no primary "marketplace" for preservation is evidenced in the past by wholesale bulldozing of master recordings, the recycling of . . . copies . . . to capture their silver content, and the reuse of magnetic recordings in order to avoid having to purchase new tapes.

### Advocacy in Action

This effort to bring pre-1972 sound recordings under federal copyright statute exemplifies SAA's continuing advocacy on behalf of its members, work entailing collaboration with an external organization (ARSC), and cooperation among several SAA units. SAA will seek additional opportunities for such alliances in the months and years to come. For more on the legal complexities surrounding the use of pre-1972 sound recordings, visit [www.clir.org/pubs/abstract/pub148abst.html](http://www.clir.org/pubs/abstract/pub148abst.html). ■

# Triangle Factory Fire 100 Years Later

## Collaboration Ignites Re-launch of Website

**Cheryl Beredo, Kheel Center for Labor-Management Documentation and Archives and Martin P. Catherwood Library, Cornell University**

A fire at the Triangle Shirtwaist Factory in New York City claimed the lives of 146 workers in 1911. Many of the victims were young immigrant women, and the public outrage that followed the tragedy galvanized efforts to organize workers and enforce workplace safety regulations. The 100-year-old fire continues to attract the interest of many.

To observe the centennial of one of the most devastating U.S. workplace disasters, the Kheel Center for Labor-Management Documentation and Archives at Cornell University's ILR School launched a revised version of its website on what has come to be known simply as the "Triangle Fire."

The creation, maintenance, and expansion of the Triangle Fire site illustrates how archivists can work with students, designers, scholars, and the public to create resources that resonate with researchers and educate the public about major events in American history.

### The Fire and Its Legacies

At the beginning of the 20th century, the Triangle Waist Company was a successful manufacturer of women's shirtwaists, occupying the top three floors of the Asch Building and employing about 500 workers. When the fire broke out on March 25, delayed notice of the blaze to workers on the 9th floor, locked exit doors, a crumbling fire escape, and inadequate firefighting equipment made escape difficult for some workers and impossible for others. Many died on the factory floor; others on the collapsed fire escape; and still others from their jump from the factory windows to the sidewalks below.



**Picture of devastation:** Interior view of the tenth-floor work area in the Asch Building after the Triangle Fire.

The fire was a tragic reminder of the hazardous workplace conditions in the city's growing women's apparel manufacturing industry. It signaled the dangers of poorly enforced fire codes and building regulations. In its aftermath, unionists from the Women's Trade Union League and the International Ladies' Garment Workers' Union (ILGWU), civil reformers, and government

officials collaborated on an unprecedented scale to improve workplace conditions. They built on the momentum of major industry strikes in 1909 and 1910, as well as the public outrage at the deaths of young women and the subsequent acquittal of Triangle Waist Company owners Max Blanck and Isaac Harris of any wrongdoing. Thousands of New Yorkers watched the funeral procession and participated in

**The creation, maintenance, and expansion of the Triangle Fire site illustrates how archivists can work with students, designers, scholars, and the public to create resources that resonate with researchers and educate the public about major events in American history.**



the official day of mourning designated by the ILGWU.

## How the Website Came To Be

The Triangle Fire site was inspired by, and a response to, a steady flow of requests for information on the fire that the Kheel Center received from middle and high school students. The platform would provide a good way to get valuable information to a wider audience, reduce the repetition of answering the same questions, and provide the impetus for a multimedia undergraduate student project. The original Triangle Fire website was launched in 1998.

The online guest book suggested that the website had an even broader audience, including not just students but teachers, professionals in occupational and fire safety, and American history enthusiasts. Three years after its original launch, the Triangle Fire website was redesigned and re-launched by ILR School Web designers Linda Fisher and David Demello.

The site is a well-known resource, registering nearly 30 million hits in 2010. Its popularity and visibility led to offers of primary sources (such as the lantern slides, found in an attic by someone who did not know what they were). Through the years, the public has offered much information and material on victims and survivors, helping us gather more primary sources and provide a more accurate picture of the event. It's grown to be a true "interactive" site—a collaboration between archives and the public.



**Up in a blaze:** Fire fighters struggle to extinguish the burning Asch Building. Fire-quenching sprinkler systems were considered too costly by many factory owners and were not installed in the Asch Building. Still, the fire was quickly controlled and was put out in a little over half an hour.

## Triangle Fire Centennial

The website highlights a variety of original documents from the fire, including testimonies, newspaper reports, trial transcripts, oral histories, and photographs. Also included are such secondary materials as a bibliography of selected sources on sweatshops and the Triangle Fire, a model of the 9th floor of the

Asch Building, and a list of all 146 victims compiled by the independent historian Michael Hirsch.

The archives documenting the Triangle Fire are wide-ranging, and so are the people who use them. The guestbook illustrates the many reasons why people use the site. Documentaries aired on the Triangle Fire on PBS and HBO this year, as well as references in local, regional, and national newspapers, have increased website traffic.

## Looking Ahead

This collaboration led to the Kheel Center's designation as the repository for the records on Triangle Fire centennial events. A goal is to collaborate with teachers to develop a lesson plan or two around the primary sources and make such material available online. By expanding and presenting primary and secondary sources online and supporting in-depth research on the fire, the legacy of this tragedy continues into a second century. ■

**Paying homage:** Josephine Nicolosi, a Triangle fire survivor, with fire fighters and others near the memorial plaque during the 60th anniversary commemoration of the Triangle Fire, March 1971.



# DOCUMENTING CAPTURED RECORDS FROM TERRORIST ORGANIZATIONS

**Morgan R. Davis, University of Kansas**

During the 2003 invasion of Iraq, American forces captured 43,000 boxes of government documents and thousands of hours of previously unknown audio recordings. This landmark research collection at National Defense University was the topic of the 2011 Dole Institute Archive Visiting Fellowship at the University of Kansas.

Records documenting the regime of Saddam Hussein in Iraq and records from Afghanistan documenting Al-Qaeda and related organizations are housed at the Collections at the Conflict Records Research Center (CRRC). Of particular note are audio recordings of high-level meetings among Saddam Hussein and his generals and advisors.

## Records Treatment

Visiting Fellow David Palkki, deputy director of the CRRC, explained how the material came into U.S. possession. *Warning:* Graphic mishandling of documents may be disturbing to archivists. “Often you’ll have a 21- or 22-year-old GI over there collecting the stuff and putting it all in the back of a truck,” says Palkki. “So things aren’t done ideally the way archivists or historians would want. There are a lot of unanswered questions.”

Palkki related a second-hand account of soldiers opening a safe full of documents by dropping it off the top of a building. In most instances there is less-than-ideal documentation of context. He says, “You get recordings that say they came from a building, but there were a lot of rooms in

that building and there were a lot of desks in that building.”

Although the methods of capture may draw gasps from archivists, the importance of seizing records during periods of conflict is obvious. Palkki made a comparison to recent events in Egypt, where a mysterious fire at the Interior Ministry building is widely speculated to have been set to destroy files of the secret police.

“The Egyptian people in the street are furious because they heard about the destruction of records,” Palkki says. “So you can see right away, the same thing has happened in Iraq. When U.S. troops went into the Ministry of Defense there were a couple of floors worth of documents that were fire bombed, and the Iraqis didn’t want the coalition troops to get them. I think it was really important at the time for U.S. troops to get these records out of Iraq to preserve them so they won’t be destroyed.”

## U.S. Transaction

Copies of documents and recordings were brought back to the United States for analysis by the CIA and other government agencies. They looked for strategic and tactical information, including any information relating to weapons of mass



**Caught on tape.** Audio recordings of Saddam Hussein are part of the Collections at the Conflict Records Research Center at National Defense University in Washington, D.C.

destruction. Documents and recordings were digitized at that point and stored in a secure governmental database.

In 2006, under pressure from congressional Republicans who believed document analysis

was proceeding too slowly, the Bush administration authorized the release of 11,000 records to the public through a website called “Operation Iraqi Freedom Document Portal.” Although the online documents were subject to a triage review process, which included a quick examination by Arabic linguists (the

specifics of the review process remain classified), it was discovered that they included documents on the fabrications of nuclear devices. The document portal was shut down after less than a year of being online.

The scholarly value of these records beyond national security interests was brought forward in 2008 by Secretary of Defense Robert Gates when he called for the creation of a research center that would make copies of captured materials available to the public. In a speech to the American Association of Universities, Gates said, “To date only a small number of documents have been exploited. Further research could yield unprecedented insight into the workings of

**Although the methods of capture may draw gasps from archivists, the importance of seizing records during periods of conflict is obvious.**



dictatorial third-world regimes. We cannot fully realize the value of these resources unless we find some way of making them publicly available."

## Protecting the People

The problem with making the documents available online was already evident and remains one of the major challenges of the CRRC. From its inception, the center put great care into protecting people who may be mentioned in the records and preventing release of dangerous information. Categories of screening criteria are used to determine which records will be made available. For example, only those Iraqi records that were created prior to the 2003 invasion are available; anything from the occupation period is not accessible.

The CRRC also screens for classified information and personally identifiable information that could be potentially harmful, such as the names of Kuwaiti collaborators. The process is slow-going and is further hindered by the paucity of Arabic translators and the cost of translation services. (The researcher database at CRRC makes English translations available to the public as well as digital copies of Arabic originals and audio files.)

Documenting authenticity is another part of the review process at CRRC. Although forged documents from Iraq do exist, they do not comprise a large portion of the captured records. The center works with document experts on suspected forgeries and CRRC staff enters no known forgeries into the database.

## Another Perspective

Materials in the researcher database provide a perspective on events much different from what researchers are able to find in American declassified documents. On February 24, 1991, U.S. ground forces began the liberation of Kuwait, and there were three recordings made that day in the office of Saddam Hussein in which the events unfold minute by minute. One section of the transcript describes the burning of Kuwaiti oil wells:

*Saddam Hussein: Does our artillery have enough range?*

*Sabir: Yes, it does, Sir. And today, the weather was on our side, thank God. They were not able to fly, the weather was so bad.*

*Saddam Hussein: What about the oil fields? Have we set them all on fire?*

*Sabir: Yes, Sir. They were set on fire. Yesterday*

*they announced that these 350 km long black clouds were obstructing their ability to fly sorties.*

President Bush called the burning of the oil wells a scorched-earth policy, and this was one of his justifications in ending negotiations with Iraq. However, the transcripts reveal something entirely different, according to Palkki.

"Saddam, it turns out, actually pre-delegated authority to burn the wells. He actually wasn't even the one who issued the order at the time. He gave the order to commanders, apparently, to burn the oil wells not as a scorched-earth policy, but to create clouds of smoke that would make it harder for coalition planes to hit Iraqi targets," Palkki says.

Other recordings in the center indicate the mindset of Saddam Hussein and his opinions of the United States. In an article in the *Journal of Diplomatic History*, Palkki describes the Iraqi leader as paranoid, believing that the United States was behind the Iranian revolution in the 1970s and, later, in the 1980s, believing that the United States was trying to assassinate him.

Still other recordings show a different side of Saddam Hussein. Following the invasion of Kuwait, he called his advisors together

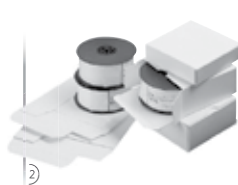
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## Archiving Campus Protests in the Digital Age

Kate Donovan Jarvis,  
Emory University

Archivists: Let's rally together. Today's media poses new opportunities—and obstacles—for archivists seeking to document campus and student protests. Students take to the streets armed not only with placards and bullhorns, but with smartphones that allow them to communicate with each other and report on activities in real time, capturing both images and video of the events as they unfold.

This past spring, students at U.S. colleges and universities staged a series of sit-ins, rallies, and other protests of their institutions' involvement with the multinational food services corporation Sodexo. At Emory University in Atlanta, seven students were arrested. As the unrest and revolutions of the "Arab Spring" and the labor protests in Madison, Wisconsin, have demonstrated clearly, current political and social activists—especially college students—are increasingly organizing and mobilizing their supporters via the Internet, mobile communications, and social networking sites.

### Documenting Dissent

The evolving demand is apparent. Archivists need to develop criteria on documenting dissent and protest that aid in identifying, appraising, and capturing digital content—including video, photography, Internet, and social networking sites—to accurately document campus protests and demonstrations.

The protest at Emory in April 2011 was notable, but not for its size. It was relatively modest in terms of participation and impact, despite the arrests. It was notable because it was part of a more expansive movement against Sodexo, involving students in the United States and Canada, that used digital media to organize supporters and document protest activity. The Emory students were a small piece of a much larger movement, one that not only exemplifies the emergence of a broader narrative regarding social and political activism in the digital age, but also presents an excellent test case for how college and university archivists can document dissent on campus in the 21st century.

Little has been written about the ways in which college and university archivists might effectively document in this way. The Emory University Archives determined that the Sodexo protests and subsequent student arrests constituted a critical piece of its history and endeavored to document it.

### Challenges for College and University Archivists

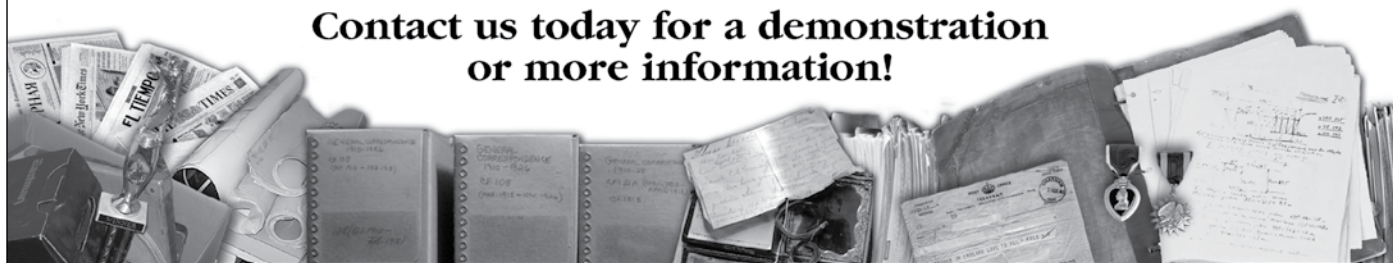
Emory's protest began when a group of students, led by members of the group Students and Workers in Solidarity



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**Staking ground.** A small camp formed on Emory's quadrangle and lasted six days.



**Under seige.** Students' arrest in the center of Emory's campus generated substantial attention from the Atlanta news media.



**Rallying together.** Members of the group Students and Workers in Solidarity held a protest meeting on April 20, 2010, at Emory's Administration Building to bring attention to the institution's contractual relationship with Sodexo.

(SWS), staged a sit-in at the university's Administration Building in an effort to bring attention to and protest the institution's contractual relationship with Sodexo. Following their eviction from the building later that day, the students set up a small camp within the university's quadrangle, where they pitched tents, hung signs, and held small rallies. After six days, increasingly impatient university administrators demanded the immediate removal of the camp, citing the protestors' unauthorized use of campus property. Tents and equipment were removed forcibly and Emory University police arrested seven students, four from Emory and three from local universities.

### Archivists need to develop criteria on documenting dissent and protest that aid in identifying, appraising, and capturing digital content.

Throughout the protest, student activists employed a variety of media—including websites, blogs, Facebook pages, and digital video and photography—to communicate with their supporters and to document their sit-ins, rallies, chanting, camp-outs, and, eventually, their own arrests. The students' arrest in the center of campus generated substantial attention from the Atlanta news media as well as the university itself, with much of the footage produced by the protest participants. Video of the arrests circulated through the university community within a few hours.

The digital dissemination, however, was somewhat ephemeral. Monitoring and

archiving the events in real time enabled the Emory Archives to capture the events as they unfolded. At the same time, the challenges of appraising websites, a large volume of e-mails and text documents, and scores of digital photographs and hours of video (some produced with camera phones and thus of relatively poor quality) presented an enormous challenge to the University Archives.

### Documentation in the Digital Age

The cornerstone of the Archives' efforts to document the Sodexo protests at Emory was Web archiving, because virtually all the participants communicated primarily via the Internet. The Emory University Library lacked an established program at the time of the events. To solve this problem, we utilized the open-source offline browser utility HTTrack to capture websites we believed were relevant to the protests, arrests, and ensuing campus-wide conversation.

Sites selected for crawling included those generated by students, including members of the SWS group, SWS Facebook page, student newspaper, and a website developed by sympathetic Emory faculty members. Several of the university's emory.edu domain sites were selected that captured the official university perspective. These included the university president's site, as well as others with policies that outlined rules regarding public use of the quadrangle, the "Student Code of Conduct," and the "Freedom of Expression" policy. After identifying and appraising the sites, the Archives created a spreadsheet documenting site names, URLs, and crawl dates, frequency, and depth.

In the days and weeks following the arrests, many faculty members expressed outrage at the way in which the protests and arrests were handled by the university administration. In order to capture the faculty perspective, the Archives contacted faculty members who were supportive of the arrested students and initiated conversation with several of the faculty responsible for drafting an open letter to the university president (signed by 188 faculty members). The university archivist was surprised to learn that even though some of the faculty had partially modeled their response on materials in the University Archives related to Emory's 1968-1969 black student protests, most did not consider their own actions and the related documentation to have any historical value. Documentation of the administration's role in the protests proved more straightforward for the University Archives to capture.

Establishing personal conversations with the arrested students and other SWS members about archiving their materials was most challenging, but ultimately most rewarding. The university archivist e-mailed group members and received positive responses. Subsequent in-person meetings revealed that the students were initially conflicted about giving their materials to the Archives, and were particularly concerned that the Archives was aligned with the university administration and might misrepresent their cause and their activism. Conversations ensued regarding the role and mission of the Archives, its commitment to preserving and respecting donors' privacy, and the invaluable contributions made by the Archives in documenting the university's campus culture and institutional memory. The students agreed to submit their materials.

Continued on page 25 >>



# "Did You Fight in the Civil War?"

## Introducing Special Collections to K-12 Students

Marc Brodsky, Kira Dietz, and Carolyn Meier, University Libraries, Virginia Tech

Kids really do say the darndest things. This was evident when Virginia Tech's Newman Library welcomed K-12 students to the world of primary sources.

The Special Collections Department has hosted four groups of students within the last two years. In January 2010, a nearby middle school teacher contacted instructional librarian Carolyn Meier. Several students were engaged in the National History Day Program, and the teacher hoped the library at Virginia Tech could assist. Meier proposed an introduction to the general collection and suggested that Special Collections, which was offering instructional programs within the university, be involved.

She called Kira Dietz and Marc Brodsky, archivists at Special Collections, to devise a plan. Two days prior to the students' visit, a topic list arrived. The National History Day theme for the year was "Innovation in History: Impact and Change." Of interest to the impending visitors were the Panama Canal, submarines, the hypodermic syringe, turbine engines, and the sewing machine.

With 11 topics to be covered, Dietz and Brodsky concluded that the consultations would have the same improvisational character as do many reference sessions. With modest goals, the archivists and librarians could introduce the students to primary source research, show each student several sources, encourage their work, and have some fun.

### Student Scene

Students came individually to Special Collections and their visits were spaced 30 minutes apart. The time permitted for

a quick reference interview, presentation of materials that had been selected earlier, and finding additional sources. Students were advised about the ways in which they might approach these sources and how to continue their research.

**Just as important was the time spent with each student, talking and listening.**

This, of course, was the fun part. It was an eye-opener for students to see Panama Canal photographs from the time of its construction along with reminiscences of those who worked on the project, thanks to the papers of Daniel Wright, an engineer and Virginia Tech graduate who began working on the project in 1904.

Just as important was the time spent with each student, talking and listening. A student who was interested in Tesla coils was delighted to see a 1914 *Scientific American* article—complete with photographs—called, "A Huge Tesla Apparatus: A Coil with a Seven-foot Spark Gap."

Bigger was definitely better. Perhaps the most surprising instance occurred with a middle schooler whose topic was listed as "turbine engine." She introduced herself by asking, "Do you know anything about the Heinkel He-178?" What are they teaching kids in school these days?! Apparently the first successful jet-powered aircraft was her topic idea. She was so thrilled to look at sources, including annual issues of *Aircraft Engines of the World* from the 1940s, that she came back the next week to do more research.

Although our project was largely impromptu, acquainting students from middle school with the archives was indeed a success. Students left with notes, digital photographs, photocopies, and the knowledge that they could come to Special



**Archives 101.** Marc Brodsky of Virginia Tech discusses the finer points of an Odd Fellows uniform coat with an elementary school student.

Collections, work with original materials, be taken seriously—all while enjoying themselves. We realized that we could, with modest goals, extend our expertise and the reach of materials to a younger audience in worthwhile ways. Given the almost accidental nature of this first foray into K–12 instruction, the opportunity would not be our last.

## The Second Time Around

Two months later, Special Collections hosted 50 sixth-graders who were studying the Civil War. Breaking the larger group into two groups of 25, we put on display more than 40 items: handwritten letters and diaries, legal and business documents, photographs, scrapbooks, artifacts, sheet music, and other published materials. Following a brief introduction to Special Collections, archivists described the materials while students were asked to move around, take a look, and ask questions.

Materials from the Charles F. McKenna Collections (1861–1998) and Dickson Family Papers (1769–1924) drew interest. The 1861 Tower rifled musket garnered lots of attention, along with the 18th-century bill of sale for “a Negro boy named Elijah.” We talked about reading handwritten documents and viewed a letter written and signed by “R. E. Lee.” Students examined three pamphlets published between 1850 and 1862 on emancipation, the Dred Scott decision, and the fugitive slave laws.

Others perused publications of military rosters seeking to verify some family history. Sketches drawn in 1861 by a cavalryman competed for the group’s attention along with a hand-colored photograph of two soldiers and a letter to a hospital steward that begins, “I have just received through your kindness the painful intelligence of my son’s death.” It was a group activity in which curiosity and wonder were exhibited every bit as much as were the documents and artifacts.

However, the sessions were not without incident. At one point with the first group, Brodsky drew blank stares when describing a daguerreotype in terms of shifting positive and negative images. In an age of digital photography, 11- and 12-year-olds are unfamiliar with the concept of a negative.

Time references also are a slippery concept for sixth-graders. One student asked Deitz, “Did you fight in the Civil War?” Yikes! The classic advice to know your audience is still worth heeding.

## Continued Outreach

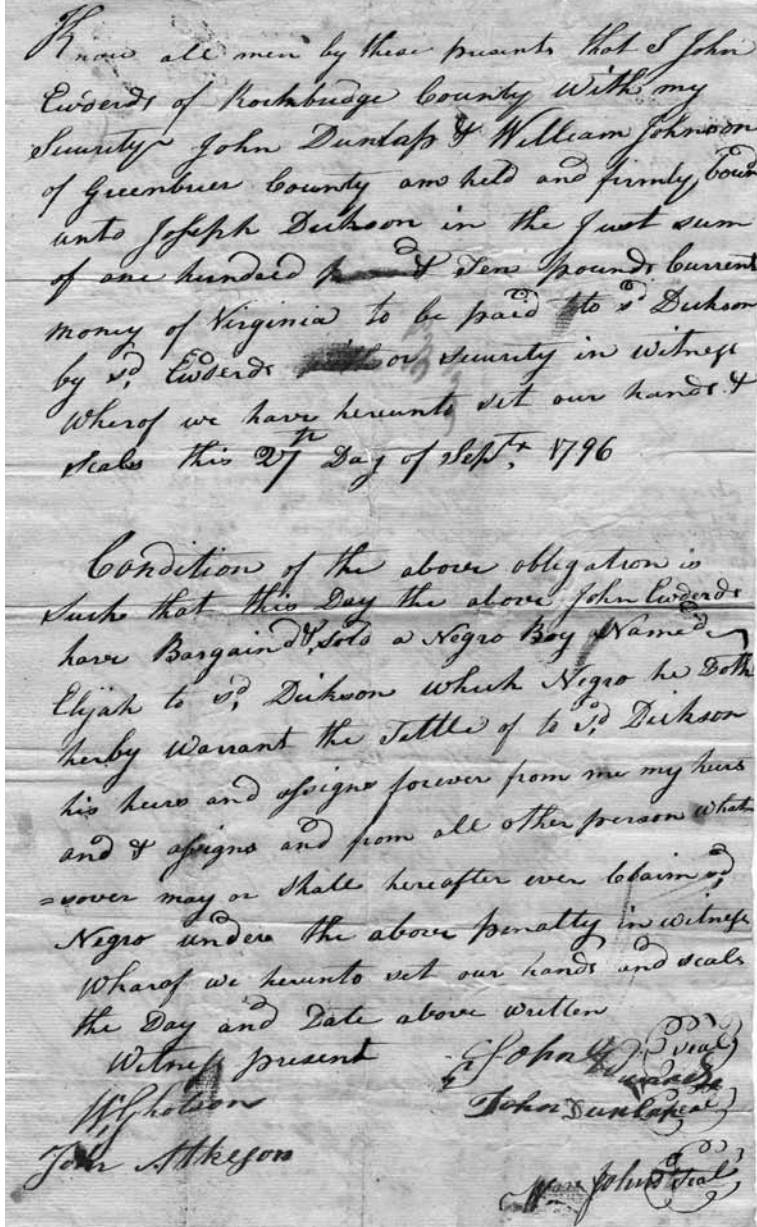
A group of students cited as “Best Readers” for their grade level, first through seventh, visited later in the year. We simplified our explanation of Special Collections for the youngest, asking, “How many of you have ever written or received a letter?” One or two hands flew up.

“Sent an e-mail or text to someone?” More hands.

“Own something that means a lot to you?” That got everyone involved.

So we said, “If people 100 years from now had things that belonged to you or that you had written, they might be able to learn about you, your life, and the kind of world in which you lived. That’s part of what we do.” It was an “aha” moment for the kids.

A number of items were selected for their visual qualities, including adventure books circa 1900 with stamped and printed covers and a mail-order catalog from the 1930s for little girls’ dresses, complete with color photographs, swatches of material, and prices of \$5 or less. The big hit was a scrapbook from a young man that included memorabilia collected during the 1920s and 1930s. Much of it had to do with his high school days, and included tickets to



**Of keen interest to students:** A bill of sale of a young slave named Elijah from Joseph Dickson of Greenbrier Co. to John Edwards of Rockbridge Co., September 1796.

athletic and theater events, invitations to dances, newspaper clippings, and poems. These were items that any school student would recognize, even though they were from a different era.

By the end of the year, we had offered presentations to four distinct groups. Without a formal program, we now have ideas of what we can do for K–12 students with a range of ages, skills, and objectives. Although the thought of inviting elementary, middle, and high school students to instructional sessions may, at first, sound daunting, our experience at Virginia Tech’s Special Collections has been rewarding—and definitely worth repeating.

Who knows for sure, but some of these kids might actually grow up to be archivists! ■



# SWEET HOME CHICAGO

## Highlights of ARCHIVES 360°

Rising temperatures, a scenic skyline, and a whole lot of events packed into six days—see what SAA has in store for ARCHIVES 360° attendees, August 22-27. SAA welcomes archives professionals to its home city for the premier event of the year to meet, learn, and grow in the company of archives professionals.

### All-Attendee Reception



Photo Courtesy of The Field Museum.

**58 teeth and a killer smile!** She's 67 million years old, 40 feet long, and 13 feet high. She's the largest, most complete, and best preserved T-Rex ever discovered. And on Friday, August 26, 7:30–9:30 p.m., she'll be the hostess as ARCHIVES 360° attendees gather at Chicago's Field Museum for the All-Attendee Reception. Read more about SUE and The Field Museum at [www.fieldmuseum.org](http://www.fieldmuseum.org).

### Repository Tours

Chicago-area archivists are opening their doors to ARCHIVES 360° Annual Meeting attendees on Tuesday, August 23, and Wednesday, August 24—and they have sights for you to see! Arrive early for the conference and visit these repository tours. Transportation is on your own. Highlights include a tour of the Chicago Public Library Special Collections. Visit the Vivian G. Harsh Research Collection of Afro-American History and Literature—the oldest and largest African American studies repository in the Midwest. Visit [www2.archivists.org/conference/2011/chicago/repository-tours](http://www2.archivists.org/conference/2011/chicago/repository-tours) for more information.

### Anniversary Sessions: SAA@75: Then, Now . . . WOW!

Take time out of your schedule to celebrate SAA's 75th! Eight education sessions related to SAA's 75th anniversary address the emergence of records management as a profession; early leaders in archives; descriptive standards; reference, access and outreach; the efforts to educate about archives; the role of regional archives associations; international women's collections; and the perspectives of seven past presidents. Visit [www2.archivists.org/history](http://www2.archivists.org/history).



### Get to Know Chicago

What does the ARCHIVES 360° Host Committee have in store for attendees? Visit the committee's blog, which features materials that will help you plan your time in Chicago when you're not in a conference session. Where to dine, shop, and take in a show, or how to navigate the CTA—it's all there. Visit <http://archives2011.wordpress.com/>.

### Get Published

Do you have the write stuff? Prospective authors should attend the **"Write Away"** breakfast forum on August 26 from 7:00 a.m. to 7:45 a.m. for an informal discussion about publishing with SAA. For more details, visit [www2.archivists.org/sites/all/files/GetPublished2011.pdf](http://www2.archivists.org/sites/all/files/GetPublished2011.pdf). In addition, *The American Archivist* Editor Mary Jo Pugh invites ARCHIVES 360° session speakers to consider publishing their work in the journal.



## ***This Archival Life: Celebrating 75 Years of SAA Stories***

Take part in the Oral History Section's audio recording activity, *This Archival Life*. Create a record of individuals' oral histories during this milestone year. It's easy to participate:

1. Check out a portable recording device (which involves some paperwork) at the Networking Café.
2. Record a friend's or colleague's story or tell your own.
3. Have fun!
4. Return the recording device.

## **Book Signing**

Meet the authors /editors of SAA's three new titles, and have them sign your copies.

*Where:* Exhibit Hall Grand Opening, Alcove next to Booth 415

*When:* Thursday, August 25, 5:30 p.m.–6:30 p.m.

- Kate Theimer—*A Different Kind of Web: New Connections Between Archives and Our Users*
- Cal Lee—*I, Digital: Personal Collections in the Digital Era*
- Peter Wosh—*Waldo Gifford Leland and the Origins of the American Archival Profession*

## **Salute to Authors**

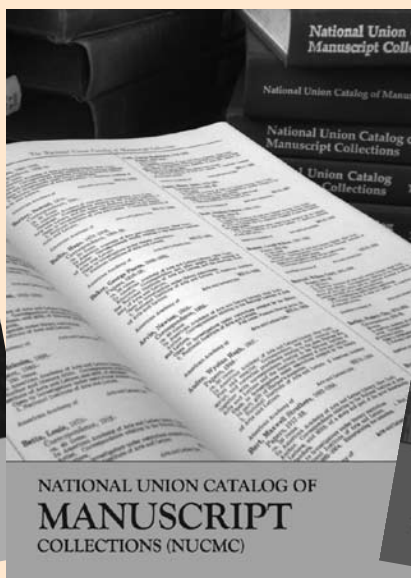
Cheers to the many contributors to SAA publications. Come and toast authors who in the past year have contributed to *The American Archivist*, *Archival Outlook*, SAA books or ePublications!

*Where:* SAA Bookstore (Columbus B)

*When:* Friday, August 26, 3:00 p.m. ■

**“I give you Chicago. It is not London and Harvard. It is not Paris and buttermilk. It is American in every chitling and sparerib. It is alive from snout to tail.” (H.L. Mencken)**

# **Collect Trading Cards!**



SAA has created 75 trading cards (plus 5 bonus cards!) featuring prominent people, places, events, organizations, and ideas that have played a role in the association's history. Just like baseball cards, these trading cards can be bought—and traded—at ARCHIVES 360°.

**1 pack of 20 cards for \$6**  
**2 packs (40 cards) for \$10**

Bonus cards include a **Gold Card** that can be filled out and returned to the registration desk where individuals will be eligible for daily drawings with valuable prizes, including books, a one-year membership in SAA, comp registration to the 2012 San Diego Meeting, comp registration to an SAA workshop, or an iPod.

# Contributors Make a Difference!

## SAA Salutes Donors Who Gave to Foundation in FY 2011

The SAA Foundation thanks the 215 individuals and organizations listed here for their donations in Fiscal Year 2011 (July 1, 2010, to June 30, 2011). The Foundation has an ambitious mission: "To enrich the knowledge and enhance the contributions of current and future generations by championing efforts to preserve and

make accessible evidence of human activity and records of enduring value." The \$25,852 in donations will be used to support the initiatives, scholarships, and awards that will make a difference for archives and archivists. Thank you for your generosity!

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## Foundation Board Adopts Articles of Incorporation and Bylaws, Awards \$30,425 for Education and Publications Development

At its May 2011 meeting, the Society of American Archivists Foundation Board of Directors approved a motion to adopt Articles of Incorporation and Bylaws and to take "all measures necessary to cause the existing Society of American Archivists Foundation, an unincorporated association, to be established as an Illinois not-for-profit corporation...." The Foundation will remain a 501(c)(3) organization; consistent with that designation, it "shall operate to support and benefit the Corporate Member and the achievement of any charitable and educational purposes thereof." SAA is the sole "corporate member."

The Board of Directors will take a new form upon filing of the legal papers. The Board will comprise 11 members, including the four individuals who serve on the SAA Executive Committee, the immediate past president of SAA, and six directors selected by

the corporate member. The SAA executive director and director of finance and administration serve as *ex officio*, nonvoting members of the Board.

During its meeting, the Foundation Board awarded grants to SAA for the following purposes:

- \$30,425 from the Linda Henry Fund to support development of the Digital Archives Specialist curriculum and research and development of the next iteration of SAA's Archival Fundamentals Series.
- \$5,000 from the Mosaic Fund to support one minority student scholarship in FY 2012.
- \$3,350 from the Margaret Cross Norton Fund to support SAA representation at the International Council on Archives' Section on Professional Associations quadrennial meeting in Edinburgh, Scotland, in September 2011.





# Certified Archivist More Than a Credential

Cheryl Oestreicher and Wesley Chenault

Auburn Avenue Research Library on African American Culture and History/Emory University

To get certified or not to get certified? That continues to be the question for many archivists.

In the case of two professionals beginning their mid-career stage, we approached certification as an intensive continuing education crash course. And because there is safety in numbers, we also approached it together!

Here are some tips for preparation for the Certified Archivist examination. But first, some background about us.

At the time of the exam in August 2010, Cheryl Oestreicher had nine years of experience working in libraries and archives, had earned an MLIS, and was less than one year away from completing a PhD in Modern History and Literature. Wesley Chenault had 14 years of experience in special collections and archives, an MA in Women's Studies, and a PhD in American Studies.

For several months we had numerous conversations about whether to take the exam. Because our backgrounds, degrees, and professional positions were different, we had excellent discussions about the pros and cons of certification. We had both thought about this over the years, but our collaboration was the impetus to actually take the exam. Instead of viewing it as "just" getting a certification, we approached it as a learning exercise to deepen our knowledge of archival practices, standards, and the profession.

## Tips for Preparation

After we received notification that our applications were approved, we began planning. About three months before the exam, we read through the Academy of Certified Archivists' guidelines and outlined a strategy. To prepare, we tailored our approach to our professional and educational backgrounds. With 23 years

of collective experience to draw upon, we knew neither of us would read the entire ACA bibliography. From the reading list we compiled a document to track citations, find the sources (online, library, personal copy), and mark when read.

## We approached it as a learning exercise to deepen our knowledge of archival practices, standards, and the profession.

Utilizing the ACA handbook, defined role delineation statements, and domains, we then looked at the tasks and knowledge statements within each domain to assess our individual strengths and knowledge. Given the time limits on our personal and professional activities, we prioritized and chose readings based upon individual interest and necessity. We shared notes from different sources, but both read the same texts when essential.

There were, however, select domains for which we developed individual strategies to get through material. Oestreicher chose to take the practice questions and identified areas of focus, such as selection and appraisal. Chenault instead concentrated on one domain a week and gave particular attention to law and ethics. We both studied the history and classics; read book reviews; and looked through journals for recent articles about technology, historiography, and emerging changes in the profession and best practices.

## Good Old-Fashioned Flashcards

As we read, we created flashcards of major points and pertinent information that were easily shared and exchanged regularly. As

experienced graduate students, we utilized our skimming skills to extract main theories, key dates, important persons, and pivotal events in archival history.

We had beneficial discussions once or twice a week during which we shared thoughts and perspectives about the readings, what we learned, how they contributed to our jobs and, most importantly, their importance to the archives profession. These conversations helped us think theoretically as well as practically about how these ideas do or do not apply to everyday archival tasks and environs.

We continued this strategy up until the day of the exam. The morning of, we again reviewed notes and flashcards and quizzed each other. Overall the flashcards and discussions were indispensable to our preparation.

What made taking the exam an especially positive and effective experience was our collaboration. We used each other as sounding boards for studying, but also to share related professional experiences and knowledge to enhance our learning.

If we were to do one part differently, we would have kept better track of what we read in addition to the ACA bibliography.

## Test Time

Taking the test itself was simultaneously painless and a bit stressful. As a multiple-choice examination, it is reminiscent of any other multiple-choice test. We both answered the easier questions first, left the ones we were less certain about, and eliminated answers to find the correct one. We both reviewed all our answers and made a few changes after completing the exam. There was ample time allowed to finish the exam.

Afterward, we met for lunch to compare our experiences. There were some questions that

stumped us both and some we answered differently. Based on our professional experiences, we had reservations about a few questions and answers. Also, we both counted how many questions we thought we had right to guess whether or not we had passed.

We discussed the challenge of utilizing a 100-question, multiple-choice exam to assess archivists' skills and knowledge. With seven domains plus general knowledge statements, that leaves roughly 10 to 15 questions for each. The archival profession consists of diverse positions at a wide variety of organizations. Policies, procedures, and standards vary from institution to institution, which is difficult to capture in exam questions. Overall, we found the questions to be fair and thorough.

Direct results from taking the examination are difficult to assess. Neither of us took it for the reasons some people do, such as to find a job or for a pay increase. However, what we continue to appreciate is the knowledge gained from studying. Reading gave us a better foundation of best practices and standards, a broader perspective of the field, an appreciation for current and past leaders and innovators, and stronger technical knowledge. Exam preparation provided a formal framework for our experiences and indicated objectives for professional development.

## Certification within the Profession

We remain invested in exploring the placement and relation of certification within the profession. Because the field is so diverse, we need to understand how both SAA and ACA define and develop the qualifications and duties of archivists. As we both are archival educators, taking the exam raised practical and ethical questions regarding how we provide instruction. How much archival history should students learn? How in depth should we go into each topic? What are our responsibilities to prepare students to possibly take this exam? How best can we provide theoretical and practical knowledge before they enter the workforce? Overall, how do we prepare them to be competitive in the job market?

As members of the Curriculum Development Team for the new Master of Archival Studies program at Clayton State University in Georgia, we explore these questions through the integration of select ACA tasks and knowledge statements as course outcomes. The team also looks to assessments and guidelines from SAA, ARMA, and DigCCurr. We see all of them as useful tools to create standards and consistency in educating and training future archivists.

In addition to archival education, we see the potential of our knowledge gained through studying and certification for outreach and advocacy activities. With a deeper understanding about the profession's past and present, we can more ably communicate with donors, researchers, resource allocators, and others both inside and outside the field.

## A Worthwhile Experience

For all these reasons, we found the examination experience to be worthwhile and certification to be valuable. Beyond our full-time jobs, we both had responsibilities of teaching and/or scholarly writing. Our collaboration, much like the formation of exam study groups, alleviated studying and testing anxiety, allowed us to share the workload, and helped us stay engaged. Collaboration moved us toward a shared goal.

Ours is a profession in which we never stop learning. There will continue to be developments in technology and revisions in best practices and standards. Above and beyond the CA credential, we perceive the value of certification as an opportunity to become more effective educators and practitioners. ■

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## FROM THE ARCHIVIST OF THE UNITED STATES

**David S. Ferriero**

National Archives and Records Administration  
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# Making Access Easier at the National Archives

For many years, a visit to the National Archives meant standing in long lines, then elbowing your way through crowds to view historic documents. Or spending hours in Archives reading rooms sorting through boxes of old documents or scrolling through frame after frame of microfilm.

Not any more.

Now, you can also visit us and do research from the palm of your hand with just a touch of your smartphone. Smartphone applications take you right to our website, blogs, Facebook, Flickr or Foursquare locations, or our materials on YouTube.

Rapid advances in technology have increased the demand for digital content on our own website and through social media. This has made our mission—providing access to our holdings—more efficient, more effective, and a whole lot easier. And fun!

Let's look at some examples.

We are on Foursquare, a location-based app. Users can get tips and see records when they check in at places around the country, drawing attention to our records from an audience who might not think that the holdings of the National Archives would interest them.

For instance, guests checking in to Grand Mesa National Forest can go to Online Public Access, a feature on our public website that searches all our records nationwide. There, they can call up an image of the park as it was in the 1970s in a record from our DOCUMERICA collection.

The Presidential libraries also launched on Foursquare, with facts and images about

the 13 most recent presidents, with “check in” opportunities across the country and beyond.

Other image-based social media platforms, like Flickr and Tumblr, encourage viewers to share interesting photographs from the National Archives holdings. Viewers can participate in crowdsharing by tagging the photographs in Flickr, such as identifying Civil War ships or the names of people in the photograph.

You can catch up on history by accessing past and current articles from this magazine on Scribd.com on your smartphone. Scribd will shortly launch a new reader feed with “channels,” which will automatically suggest *Prologue* articles to readers interested in history.

And if you follow one of our Twitter feeds, you could see a shortened link that will take you to a featured record, event, or video about the Civil War, a new exhibit, or a chance to #AskArchivists. Users can retweet or respond, passing the record around the social media universe.

All this represents the cutting edge of what we're doing to broaden and deepen access to our holdings. Our principal means for preserving them is the Electronic Records Archives, which moves from the development stage to the full operational stage in the Fall of 2011.

But many of the records people come to the Archives to see are *not* electronic—they are

traditional paper records, and we have about 10 billion pages of them. So how do we make *these* records accessible? Digitizing.

This process is expensive and time-consuming, so we are digitizing the

most-frequently-requested records first. Through a series of partnerships with commercial entities, we are getting many records digitized in return for, in some

cases, use for a limited time by the partner for a fee on its website. Eventually, these records will all be available free on our website, but without these partnerships, it would be impossible to scan these records ourselves.

But there are other ways we are providing access to high-interest records.

We are stepping in to help resolve Freedom of Information Act disputes between federal agencies and requesters. In its first year, it resolved four out of five of the cases that rose to the level of disputes.

We will eliminate, by the end of 2013, a backlog of about 400 million pages of unprocessed classified records. So far, we have streamlined the reviewing process and put a big dent in the backlog, evaluating about 14 million pages per month. And 91 percent of the pages reviewed are being declassified and going to the open shelves.

Since we oversee the federal classification and declassification programs, we are increasing our focus on making sure agencies classify only material that needs to be classified and only for as long as need be. ■

You can also visit us and do research from the palm of your hand with just a touch of your smartphone.



## McCall Family Donates Massive Archival Collection

The University of South Alabama received the Doy Leale McCall Collection, which contains more than one million documents from the early days of Alabama statehood to the Civil War and up to the early 20th century. The collection, a gift from the McCall family appraised at some \$3.1 million, features historical documents related to Alabama and the Black Belt. Visit [www.southalabama.edu/publicrelations/pressreleases/2011pr](http://www.southalabama.edu/publicrelations/pressreleases/2011pr).



## Archivists Take on Gaming World

Game on! "The Archivist" is a fictional video game character created in 2009 as an April Fool's Day joke by Blizzard Entertainment. The character is loosely based on a recurring, non-playing character, Deckard Cain, in the Diablo series. Diablo is an action role-playing game franchise owned and produced by Blizzard Entertainment. Visit <http://eu.blizzard.com/diablo3/characters/archivist.xml>.

## Solomon Islands Celebrates International Archives Day

The Solomon Islands Government instituted International Archives Day in Honiara, June 9, 2011. Staff of the National Archives of Solomon Islands organized activities including speeches, exhibits of historical materials, and public viewing of the country's repository and conservation center at the National Archives building.

## Pentagon Papers Released After 40 Years

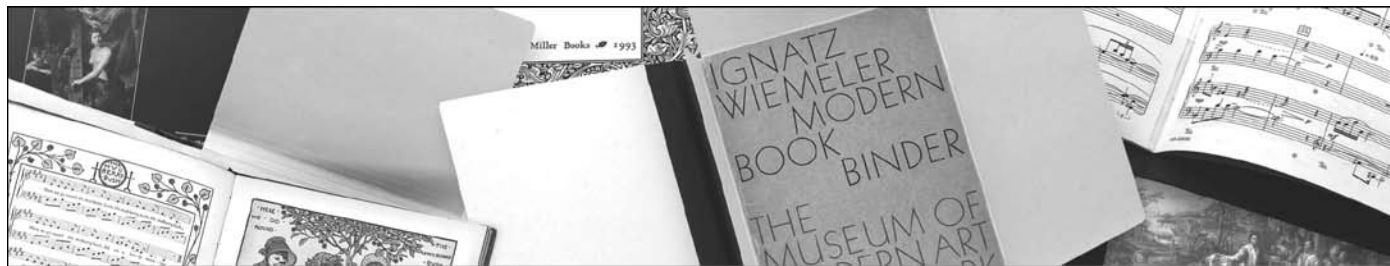
The Pentagon Papers, the massive, once-classified history of two decades of U.S. involvement in Vietnam, were released in their 7,000-page entirety 40 years after portions were first published. The declassified papers, officially titled "Report of the Office of the Secretary of Defense Vietnam Task Force," were published by the National Archives.

## A View of Harvard in the 17th and 18th Centuries

The Harvard University Archives launched an online guide to the 17th- and 18th-century records of the oldest institution of higher learning in the United States. *Harvard in the 17th and 18th Centuries* provides a key to locating thousands of items—diaries, commonplace books, correspondence, legal documents, University records, etc. that form the early documentary history of Harvard. Visit <http://hul.harvard.edu/huarc/h1718>.

## Reprint of Heritage Preservation's *Emergency Response and Salvage Wheel*

Heritage Preservation announced a new printing of *Emergency Response and Salvage Wheel*, sponsored by BELFOR USA. The 2011 edition is a resource on emergency preparedness and response to help protect collections. Visit [www.heritagepreservation.org/catalog/](http://www.heritagepreservation.org/catalog/).



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# Council Adopts “Core Values of Archivists” and FY 2012 Budget, Approves New “Digital Archives Specialist” Program

Since its inception in February 2009, the task force assigned to developing a “Statement of Core Values for Archivists” has scanned other professional associations’ statements and solicited member feedback on its various drafts. That work was concluded at the May 24–26, 2011, Council meeting as “**Core Values of Archivists**” was adopted as an official statement of the Society of American Archivists.

“In his 2008 presidential address, Mark Greene challenged SAA to follow the lead of many other professional associations by adopting a statement of values that define our profession,” said SAA President Helen Tibbo. “We’re delighted that this carefully crafted statement of core values, viewed in conjunction with SAA’s Code of Ethics, clarifies the core purposes of archival practice. And we’re very grateful to task force members Rand Jimerson, Rosalye Settles, Tamar Evangelestia-Dougherty, Rebekah Kim, and Shawn San Roman for their good work on behalf of the profession.” (See “Core Values of Archivists” on the SAA website at [www2.archivists.org/statements](http://www2.archivists.org/statements).)

To address its long-standing strategic goal of providing education and training “to ensure that [archivists] are aware of relevant standards and adopt appropriate practices for appraising, capturing, preserving, and providing access to electronic records,” the Council adopted a set of Committee on Education recommendations to expand SAA’s offerings to include a **Digital Archives Specialist (DAS) curriculum and certificate program**.

The DAS curriculum, which was created by a group of digital archives experts and focuses on born-digital records, encompasses a four-tier course structure (foundational, tactical and strategic, tools and services, and transformational courses) that guides the learner to choose courses based on specific knowledge, training, and needs. As an option, after completing required

coursework and passing appropriate course and comprehensive examinations, participants may earn a Digital Archives Specialist Certificate from SAA. The curriculum, which includes both face-to-face workshops and Web seminars, will launch in October 2011. More information is available via the SAA website.

The new DAS curriculum is just one of many factors that the Council considered in its discussion of the proposed **FY 2012 budget**. The adopted budget projects revenues of \$2,418,961, operating expenses of \$2,406,122, and expenditures of \$1,855 for the 75th Anniversary Project and \$10,000 for “replenishment of Council-directed funds,” for a projected bottom-line net gain of \$984.

“We’re grateful to the SAA Foundation for awarding grants that will support research and development of the DAS program and our Archival Fundamentals book series in FY 2012,” said SAA Treasurer Aimee Felker. “The Council’s decision to budget for ‘replenishment’ of our Education, Publications, and Technology R&D funds is an important step in ensuring that the organization can continue to grow—and it’s consistent with the membership’s decision in 2010 to approve a three-year stepped dues increase.”

## In other actions, the Council:

- Adopted two recommendations for bylaws amendments to be proposed at the August 2011 Annual Membership Meeting to support the Council’s proposed constitutional amendment regarding referendum voting. See [www2.archivists.org/news/2011/constitution-and-bylaws-amendments-proposed-on-voting-methods](http://www2.archivists.org/news/2011/constitution-and-bylaws-amendments-proposed-on-voting-methods).
- Adopted a briefing paper to inform discussion at the Annual Membership Meeting of a proposed constitutional amendment rescinding the eligibility of institutional members’ primary

contacts to hold elected office within SAA. See [www2.archivists.org/news/2011/constitution-amendment-proposed-on-eligibility-to-hold-office](http://www2.archivists.org/news/2011/constitution-amendment-proposed-on-eligibility-to-hold-office).

- Adopted two changes in the **Strategic Plan’s “Technology” priority**. The first alters the charge of the current Communications Technology Working Group to include convening a public forum at the 2011 Annual Meeting to “identify what technology resources, capabilities, and uses individual members and groups want from SAA,” to disseminate that information via online channels, and to “solicit additional comments . . . and supplement findings through research on trends in user adoption of technology (i.e., such resources as the Pew Internet and American Life Project).” The second adds a new Desired Outcome #4 (“SAA will harness and cultivate the technology expertise of its members to inform strategic planning, educational programming, and internal and external communication”) and establishes a Technology Futures Working Group to “survey the current and emerging technology landscape and advise SAA members, the Council, and staff on new developments and tools that significantly affect the documentary record and/or can be applied by the archival endeavor.”
- Approved a recommendation to amend Section 5.E. of the SAA Bylaws to correct an inconsistency between the Bylaws and the Constitution on the matter of ballot distribution: “Ballots shall be distributed to all individual eligible voting members according to a method and schedule approved by the Council” (strikethrough indicates deletion, underline indicates addition).
- As SAA is the sole “corporate member” of the Society of American Archivists Foundation, adopted the Articles of Incorporation and Bylaws of the

Foundation. (In a separate action, the Foundation Board of Directors also adopted the Articles of Incorporation and Bylaws.)

- Adopted two recommendations of the Government Affairs Working Group: 1) that SAA support funding of \$10 million for the National Historical Publications and Records Commission in FY 2012 and 2) that SAA encourage the NHPRC to seek broad input from the archives community, including SAA and its members, other national and regional archives organizations, and state historical records advisory boards, on the priority functions and directions for agency funding that would best address the agency's legislative purpose (i.e., "... collecting and preserving and, when it considers it desirable, in editing and publishing papers of outstanding citizens of the United States, and other documents that may be important for an understanding and appreciation of the history of the United States").
- Agreed to create a new SAA "Archival Innovators Award" that will recognize "individual archivists, groups of archivists, repositories, and organizations that demonstrate, through a combination of ... criteria, the greatest overall current impact on the profession or their

communities. The SAA Awards Committee will administer the award, which will be publicized widely and is scheduled to be given for the first time at the 2012 Annual Meeting.

- Approved revisions in the College and University Archives Section's bylaws that bring the section into compliance with Section IX of the SAA Governance Manual regarding the structure of elected positions.
- Provided feedback to the Preservation Section regarding proposed bylaws revisions that would bring the section into compliance with Section IX of the SAA Governance Manual.
- The Council members who do not serve as officers elected Scott Cline to be their representative on the Executive Committee in 2011–2012. Tom Frusciano and Deborra Richardson will serve on the 2011–2012 Nominating Committee.

Minutes of the Council meeting are posted at [www.archivists.org/governance/minutes/index.asp](http://www.archivists.org/governance/minutes/index.asp).

The Council will meet again on August 22 and 27, in conjunction with the 2011 Annual Meeting in Chicago. A call for agenda items for the August 22 meeting

will be issued in mid-July, with a deadline of July 22. Submit your agenda items to SAA President Helen Tibbo ([tibbo@email.unc.edu](mailto:tibbo@email.unc.edu)) or Executive Director Nancy Beaumont ([nbeaumont@archivists.org](mailto:nbeaumont@archivists.org)). ■



#### FUN FACT:

An advertisement by Abercrombie & Fitch in the *New Yorker* in February 1962 was highlighted as a good use of archival material for ad purposes. Correspondence between then *American Archivist* Editor Ken Munden and the president of Abercrombie & Fitch, John H. Ewing, regarding the ad's quotes from Ezra Fitch dated February 13, 1913, is featured in the 1963 issue of *The American Archivist* (Vol 26: 1).



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## Hunter to Lead *The American Archivist*



**Gregory S. Hunter**, PhD, CA, CRM, has been appointed Editor of *The American Archivist*, for a term of January 1, 2012, through December 31, 2014. Hunter will succeed Mary Jo Pugh, whose second three-year term ends in December 2011. His selection by the SAA Council at its May 24–26 meeting

in Chicago completes a five-month process that included broad distribution of a call for applicants.

Hunter is director of the Doctor of Philosophy in Information Studies program at Long Island University's Palmer School of Library and Information Science, where he also serves as professor and director of the Certificate in Archives and Records Management program. He is president of Hunter Information Management Services, Inc.

His professional background includes stints with the Chase Manhattan Archives, the United Negro College Fund archival programs, and the ITT Corporation. From 2004 to 2009, he served as principal archivist and records manager on the team that designed and built the Electronic Records Archives for the National Archives and Records Administration.

Hunter was elected the first president of the Academy of Certified Archivists in 1989. A 2004 Fellow of the Society of American Archivists, he received the SAA *Preservation Publication Award in 2001 for Preserving Digital Information* and the 2004 Waldo Gifford Leland Award for *Developing and Maintaining Practical Archives, Second Edition*.

"Greg Hunter possesses the skills and talents that we were looking for in the next editor of *The American Archivist*," said SAA President and Search Committee Chair Helen Tibbo. "His vision for the journal, together with his demonstrated ability to collaborate and motivate teams, will be critically important as we build on Mary Jo Pugh's many accomplishments."

## “Quotable”

If archivists are no longer commonly depicted as antiquarians stooped over old ledgers in dusty basements, they are not generally acknowledged as people consciously constructing social memory to meet or reflect contemporary needs, values, and assumptions—or as the professionals who control the past by deciding which stories and storytellers (i.e., records creators) of that past will be remembered and be retold in the future.

— Terry Cook in *Controlling the Past: Documenting Society and Institutions—Essays in Honor of Helen Willa Samuels* (SAA, 2011)

## 2011 American Archives Month Details: See Insert!

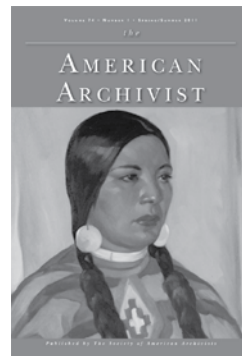
SAA is focusing its public awareness efforts on a year-long campaign—I Found It In The Archives!—that reaches out to archives users nationwide to share their stories about what they found in the archives that has made a difference in their lives. Beginning in October 2011, the *I Found It!* campaign will be fully integrated with American Archives Month. **Take a look at how you can participate by reading the insert that is included in this issue of *Archival Outlook*.**

## What Is DAS?

Are you challenged by the born-digital records in your institution's collections? You're not alone! SAA is committed to providing education and training to ensure that archivists adopt appropriate practices for appraising, capturing, preserving, and providing access to electronic records. The Digital Archives Specialist (DAS) Curriculum and Certificate Program was designed to provide you with the information and tools you need to manage the demands of born-digital records. You can choose individual courses—or take your learning to the next level by earning a Digital Archives Specialist Certificate. Learn more here: [www2.archivists.org/prof-education/das](http://www2.archivists.org/prof-education/das).

## Check Out the Latest Issue of *The American Archivist*!

Highlights of the Spring/Summer issue of *The American Archivist* (74:1) include Theodore Calvin Pease Award winner Emily Monks-Leeson's student paper, "Archives on the Internet: Representing Contexts and Provenance from Repository to Website," "Re-engineering Archives: Business Process Management (BPM) and the Quest for Archival Efficiency" (J. Gordon Daines III), "Using Web Analytics to Improve Online Access to Archival Resources" (Christopher J. Prom), "Preserving the H-Net EMail Lists: A Case Study in Trusted Digital Repository Assessment" (Lisa Schmidt), "What Do You Mean the Museum Went Bankrupt? Lending Artifacts to Outside Institutions" (Tamar Chute), and many more. Check out the online version at <http://archivists.metapress.com/home/main.mpx>.



## New Interactive Archivist Case Study on Using Blogs as Departmental Websites

Take a look at SAA's latest *Interactive Archivist Case Study*, "The Challenges and Benefits of Using Blogs as Departmental Websites," by John M. Murphy, Cory L. Nimer, and J. Gordon Daines III. After the Harold B. Lee Library Information Technology Division adopted WordPress as the organization's Web content management system, the opportunity arose for Special Collections to develop a more dynamic site. The authors examine the possibilities for curators to control their own content and to reach out to their communities, as well as for the community to contribute to the conversation. To read this and other case studies utilizing Web 2.0 to improve the archival experience, visit <http://interactivearchivist.archivists.org/case-studies/blogs-as-websites/>.

*Putting a name to a face is often helpful, and now SAA members can do just that. This department spotlights one member at a time with the goal of helping all members get to know each other.*

## Beth Heller

Beth Heller combines a love of artifacts with a love of mountains in her job as Library Director for the American Alpine Club (AAC). She believes that fragile resources must be simultaneously protected and accessible. Read about Heller's involvement in the archives profession, into which she just stumbled!

### SAA: How did you know you wanted to work in the archives profession?

**BH:** Frankly, it was an accident. I quit being a psychotherapist (my first career) and was working five jobs in a mountain town in Colorado, trying to figure out what to do next. I was part of a spoken word performance troupe, and we were invited to read at a Colorado Libraries conference. I read a poem about wanting to be a librarian and subsequently was offered a part-time job at the local library. I liked it and decided to go back to school. In the process of choosing schools I "discovered" the field of conservation in the form of the Preservation and Conservation program at the University of Texas. At the advanced age of 40 I moved to Austin hoping they would let me in, and I distinctly remember telling Chela Metzger and Karen Pavelka, the conservation faculty at UT at the time, that my goal was to work in a small historical society or museum with very diverse collections. Little did I know what was in store for me!

### SAA: Describe an interesting project on which you have worked.

**BH:** I am very interested in the intersection between old and new technologies. The AAC is in the middle of creating a new website and database based on the idea that a central benefit of belonging to a club is that the club and each individual member acts as a knowledge base. The library's role is to acquire, preserve, and present that knowledge. We completed migration from our outdated proprietary library catalog system to a new open-source one called Koha. Next, we'll migrate from PastPerfect to Omeka. Figuring out the strategy for simultaneously improving our methods of description for new archives, processing our backlog to better standards, gaining physical and intellectual control of archives that have lived in boxes marked "library-unknown" for 50 years or more, and getting all data into online exhibits and finding aids with new media functionality—it is a seriously interesting challenge.

### SAA: What is a memorable moment from an SAA event?

**BH:** I'm a new member and have had very little opportunity to attend SAA events, but I hope to find more time to participate in the future. I was fortunate enough to have Snowden Becker (Center for Home Movies) work for us for a little while and she gave her "Becoming a Film-Friendly Archivist" presentation, which was truly informative and useful. Because my education focused on conservation, I have been teaching myself what I need to know about archives work, so the e-mail lists and other SAA publications have been a great resource.



### SAA: Do you have a hobby when not working?

**BH:** I rock climb, do yoga, Nordic ski, and keep trying to get back to needle felting. I also have a small book and paper conservation practice out of my home, but finding balance among a very demanding full-time job, having a life, and developing a business has been difficult. I believe in the power of serendipity, and think some way will find me when it's time. ■

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To learn more about the *Expanding Audiences for History* technology initiative, or to make a gift in support of this effort, please contact the Georgia Historical Society toll free at 1.877.424.4789, via e-mail at [ghs@georgiahistory.com](mailto:ghs@georgiahistory.com), or visit us online at [www.georgiahistory.com](http://www.georgiahistory.com).

*This project is made possible in part by a grant from the U.S. Institute of Museum and Library Services (IMLS). IMLS is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums. The Institute's mission is to create strong libraries and museums that connect people to information and ideas.*



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## KUDOS



**Lisa A. Mix** is the new head of the Medical Center Archives at New York-Presbyterian Hospital/ Weill Cornell Medical College. Since 2002 she worked at the University of California, San Francisco, as manager of archives and special collections.



**Sharon Gibbs Thibodeau** retired from the National Archives after 36 years of service where she held many positions, including deputy assistant archivist and acting assistant archivist in the Office of Records Services, Washington, D.C. She was also an active member of the SAA Council and was selected a Fellow in 2008.



NYU Institute of Fine Arts.

**Peter Wosh** of New York University talked about "What Do Archives Do?" along with co-panelist **Joan M. Schwartz** of Queens College (Ontario) during the conference "Photo-Archives III: Hidden Archives" at the Institute of Fine Arts at NYU in April. It was the third in a series in which the panelists brought archival insights to the art historical discussion.



**Deborra Richardson**, chair and chief archivist at the Smithsonian Institution Museum of American History, has written a children's book *Treasures at the Museum* (forthcoming Sept. 2011, The Elevator Group). The story is about a brother and sister who learn the importance of their family's historical items when they take a trip to a museum and its archives with their aunt. The children talk about personal family history and events in American history, and learn about archives. A behind-the-scenes tour helps the children preserve a few of the photos and other memorabilia they brought from home.

## IN MEMORIAM

**Michael A. Lutzker** passed away on May 9, 2011, after a long struggle with the residuals of strokes. He obtained a PhD from Rutgers and taught history, with a particular interest in peace studies, at the College of Staten Island, City University of New York, and New York University, from which he retired in 2001. Lutzker directed the NYU archivist program and was curator for a Jackie Robinson exhibit for that Foundation. A founder of the Archivists Roundtable of Metropolitan New York, he was also active in SAA. His 1982 article in *The American Archivist* concerning Max Weber, bureaucratization, and recordkeeping was required reading on many graduate archival syllabi during the 1980s and 1990s.



## Archiving Protests continued from page 9

### Lessons Learned

Many academic archives house rich collections that document historical periods of campus unrest. A broad spectrum of student dissent remains woven within the fabric of campus culture even today. Although the documentation of the Sodexo protests by the Emory University Archives was ultimately successful, the process was essentially ad hoc, which only reaffirms the need for college and university archivists to establish a consistent set of criteria for archiving campus protests and demonstrations.

The Emory experience suggests that archivists documenting student dissent or other campus controversies (whether via targeted Web crawls or by more traditional means) should be guided by the following principles:

**Archivists play positive roles in preserving the reliability and authenticity of records that have been harnessed in criminal trials across the globe.**

- Develop meaningful dialogs with the various constituencies on campus (students, faculty, administrators, and staff) as a matter of policy, so that potentially important relationships are in place *prior* to a contentious event. Establish communications with “unofficial” student groups—like SWS at Emory.
- Be familiar with the resources, whether technological or personnel-related, that the archives has at its disposal. When documenting student protests in the digital age, timeliness is crucial.
  - During and immediately after a campus event, seek balance among the different types of donors who are contacted and aim for a variety of perspectives, including those of students, faculty, and administrators, in addition to the protestors themselves.
- Archivists should strive to keep abreast of potential developments and campus controversies. The archivist in the 21st century needs to keep an ear to the ground and be willing to move quickly. ■

## Documenting Captured Records continued from page 7

and asked for a discussion of what their next move should be. The proposals were far ranging and widely different. “I kind of thought that Saddam was Iraq, Iraq was Saddam. That is a common phrase that people used to say,” Palkki notes.

### Future Development

The CRRC plans to continue to build the research database, increase the number of documents made available, and begin an oral history program. The center is exploring the possibility of obtaining new collections outside of the records of Al-Qaeda in Afghanistan and Saddam’s Iraq.

“A lot of people have asked us, where are those records that were captured in Panama?” says Palkki. “I’ve found very different answers, ranging from they were left in a couple of vans in Southern Florida and everything was destroyed to hearing that they remain in a basement somewhere.”

In the war on terror, primary source documents are instrumental in understanding political regimes and institutions. ■



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# CALL FOR PROGRAM PROPOSALS

## "BEYOND BORDERS" 2012 SAA ANNUAL MEETING

August 6-11 \* San Diego, California

The 2012 SAA Annual Meeting convenes August 6-11 in the spectacular beauty and diversity of continental America's most southwestern city, San Diego! The 2012 Program Committee invites you to imagine moving "Beyond Borders" through your excellent session proposals and your energetic participation as conference presenters.

**Program Theme:** Thinking "Beyond Borders" enables us to envision new opportunities beyond our institutions and specializations, to expand our perceptions of history, culture, memory, and recordkeeping to arrive at a more inclusive and holistic view of the great work of archives. In 2012 we have the opportunity to free ourselves from the imaginary borders of our past and leverage the opportunity, knowledge, and experience that lie beyond.

The 2012 Program Committee seeks sessions and presentations that celebrate the courageous entrepreneurial and collaborative spirit of archivists who work with colleagues and constituents to change the world, one researcher, one collection, or one project at a time. How can we use the power of our professional diversity to do more with less? How can we advance archival knowledge and increase resources by collaborating with partners we have never imagined before? How can archives work together to overcome real or imagined barriers to our success? The 2012 Annual Meeting is your opportunity to shine, to share the spotlight with your colleagues, and to strive for a world of archives without borders!

**Proposal Evaluation:** Session proposals are welcome on any aspect of archives practice—local, national, and international—and its intersection with other professions and domains. Proposals will be evaluated on the strength of the 150-word abstract, the diversity of the speakers and their experience, the completeness of the proposal, and relevance to the meeting theme. Session proposals that incorporate one or more of the following will be given special consideration:

- A strong connection to the program's theme (Beyond Borders).
- Inclusion of diverse or international perspectives and initiatives.
- Relevance for the broad range of SAA members and other interested attendees.
- An intention to address the impact of the given topic for SAA and/or the archives profession.
- Endorsements by SAA Sections and Roundtables. (Sections and Roundtables are invited to endorse up to two session proposals.)

**Session Formats:** The Program Committee encourages submission of proposals that may include, but are not limited to, the following formats:

- Traditional. Open session (i.e., unlimited attendance) of 90 minutes, consisting of two or three fully prepared papers of 15 minutes each and a comment-and-discussion

period. Please do not propose sessions of more than three presenters. A chair is not required for this format; chair duties may be performed by one of the speakers. Paper titles are required.

- **Work in Progress.** Open session of 90 minutes, consisting of two presentations of 15 minutes each, describing ongoing research topics and including at least 60 minutes for feedback and discussion. Paper titles are required.
- **Panel Discussion.** Open session of 90 minutes, consisting of a panel of three to five individuals who informally discuss a variety of theories or perspectives on the given topic. A moderator or commentator is recommended. No paper titles are required.
- **Workshop.** Limited-enrollment session of 90 minutes, usually designed to teach or refine skills. No paper titles are required.
- **Seminar/Roundtable.** Limited-enrollment session of 90 minutes, usually designed as a directed discussion among attendees sharing a common experience or preparation.
- **Special Focus Session.** Open session of 60 minutes designed to highlight innovative archives or records management programs, new techniques, and research projects. Audience participation is significant. No paper titles are required.
- **Poster Presentation.** Report in which information is summarized using brief written statements and graphic materials, such as photographs, charts, graphs, and/or diagrams mounted on poster board. Presenters will be assigned a specific time at which they must be with their poster to discuss it with attendees.
- **Lightning Talks (NEW!):** Sixteen lively and informative 5-minute talks in a 90-minute Lightning Talk session format, or eleven 5-minute talks in a 60-minute session. The session chair secures commitments from speakers and compiles all presentation slides to ensure timely speaker transitions. Proposals in this category may suggest recommended presenters, but commitments should be secured soon after the proposal is accepted.

Archivists and records managers who participate in the program must register and secure institutional or personal funding. Participants who are not archivists or records managers, or who are from outside the United States and Canada, may be eligible for complimentary registration upon request. SAA cannot provide funding for speakers, whether they are international, non-archivists, non-records managers, members, or nonmembers.

### Proposals for the 2012 SAA Annual Meeting are due on October 3, 2011.

To prepare and submit a proposal, visit [www2.archivists.org/conferences/2012/san-diego](http://www2.archivists.org/conferences/2012/san-diego). For more information, contact 2012 Program Committee Co-chairs Petrina Jackson and Rob Spindler at [conference@archivists.org](mailto:conference@archivists.org).

## CALL FOR SAA WORKSHOP PROPOSALS

The Committee on Education invites proposals for half-day, one-day, or two-day workshops and seminars. Proposals that are accepted may be offered at various locations around the country, including pre-conference workshops at the SAA Annual Meeting. Criteria for workshop material and what reviewers look for can be found in the "Workshop and Seminar Development" part of the Continuing Education section under the "Education and Events" menu on SAA's website at [www.archivists.org](http://www.archivists.org). Questions? Contact [education@archivists.org](mailto:education@archivists.org).

**Workshop and Seminar proposals submitted by October 3, 2011, will be reviewed specifically for the pre-conference programs that will be held in San Diego, August 6–11, 2012.**

Proposals should build on SAA's current continuing education curriculum at [www.archivists.org/prof-education/course\\_catalog.asp](http://www.archivists.org/prof-education/course_catalog.asp). Proposals may be developed with a specific group in mind or for the

broader audience of all SAA members. Programs are presented in one of the following formats:

- **Workshop:** Intensive, problem-focused learning experience that actively involves up to 35 participants in identifying and analyzing problems and in developing and evaluating solutions.
- **Seminar:** Education session in which 45 or more participants obtain information from a knowledgeable resource person in a given content area that allows time for questions, interaction, and discussion.
- **Web Seminar:** A 90-minute session that involves the use of a PC and telephone, allowing instructors to give a short program using a PowerPoint™ presentation and interact with participants via phone and e-mail.

The Proposal Form is found at [www2.archivists.org/conference/2012/san-diego](http://www2.archivists.org/conference/2012/san-diego).



**Tongue twister.** In the South Carolina upcountry, textile mills and the communities created by them were once a dominant part of the landscape. This image was taken by a traveling photographer in the mill village of Piedmont, ca. 1933. Of course, another observation is that a boy hamming it up appears to be a constant throughout history! *Courtesy of Betsy S. Johnson, SC Century Farms Program, Pendleton District Commission.*







## FROM THE EXECUTIVE DIRECTOR

**Nancy P. Beaumont**

nbeaumont@archivists.org

# Building a Foundation

In articles throughout this issue, you'll see references to the Society of American Archivists Foundation. That's because several significant steps were taken at the May 2011 meetings of the Society of American Archivists Foundation Board and the SAA Council:

- Both bodies approved the articles of incorporation and bylaws for the SAA Foundation as well as motions to take "all measures necessary to cause the existing Society of American Archivists Foundation, an unincorporated association, to be established as an Illinois not-for-profit corporation...." (The SAA Council engaged in this process as the sole "corporate member" of the Foundation.)
- The Foundation Board, in honor of SAA's 75th Anniversary, approved creation of a new Strategic Growth Fund, whose purpose is to hold and manage funds in support of the SAAF's strategic priorities—including professional and public education, publications, and research.

- The Board awarded grants to SAA to support research and development of the Digital Archives Specialist curriculum and the next iteration of SAA's Archival Fundamentals (book) Series, and it voted to support one Mosaic Scholarship in FY 2012 (from the growing Mosaic Scholarship Fund) to supplement SAA's funding for one scholarship out of operations.

It's because we're always thrilled to acknowledge the generosity of our donors! Listed on pages 14 and 15 of this issue are the 251 individuals and institutions whose contributions in FY 2011 will advance the Foundation's work on behalf of archives and archivists. We're reminded, too, of the extraordinary gift of more than \$300,000 from Linda Jean Henry's estate in 2008—a gift that already is making a difference as we launch new research and development efforts.

And it's because the Board's vision in this 75th Anniversary year is that each SAA member might donate \$75 to the

Foundation's new Strategic Growth Fund to achieve such important goals as:

- Development of continuing education products, including webinars that will reach the entire profession with state-of-the-art information. As all repositories face the demands of the digital age and declining resources, the need for affordable and convenient continuing education becomes even more critical.
- Provision of graduate-level scholarships to a diverse applicant pool. Scholarships will help to attract bright and energetic individuals to the profession and help make it possible for them to attend graduate education programs.
- Ongoing funding for collection and analysis of workforce statistics. The research is far too important in helping us understand the profession and its future to rely on tenuous grant funding.

The paperwork is done and the Foundation is in place. One more reason to celebrate 75 years! ■

## Proposed Constitutional and Bylaws Amendments

**Several items of business will be brought before the membership at the Annual Membership Meeting on Saturday, August 27, 11:30 a.m.–1:00 p.m., at the Hyatt Regency Chicago on the Riverwalk:**

- The SAA Council proposes two constitutional and two bylaws amendments on the subject of referendum voting. The proposed amendments would move decision-making on matters of constitutional and bylaws amendments and dues from those attending the Annual Membership Meeting to a referendum of the full membership.
- The SAA Council proposes amending the SAA Constitution, Article III.A.4., to rescind the eligibility of institutional members' primary contacts to hold elected office within SAA. For a briefing paper on this issue, see: [www2.archivists.org/sites/all/files/0511-III-B-BriefingPaperConstAmend.pdf](http://www2.archivists.org/sites/all/files/0511-III-B-BriefingPaperConstAmend.pdf).

For more information about the proposed amendments, see the SAA website at: [www2.archivists.org/news/2011](http://www2.archivists.org/news/2011).

# BEST BUYS!



**Many Happy Returns: Advocacy  
and the Development of Archives**

*Edited by Larry Hackman*

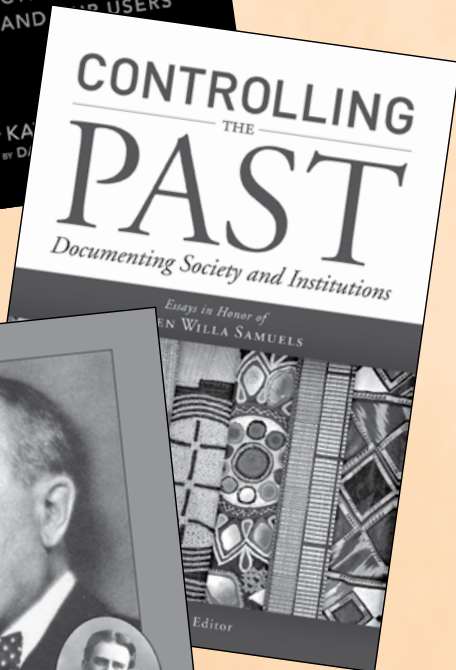
List \$56 / SAA Member \$39.95



**A Different Kind of Web:  
New Connections Between Archives  
and Our Users**

*Edited by Kate Theimer*

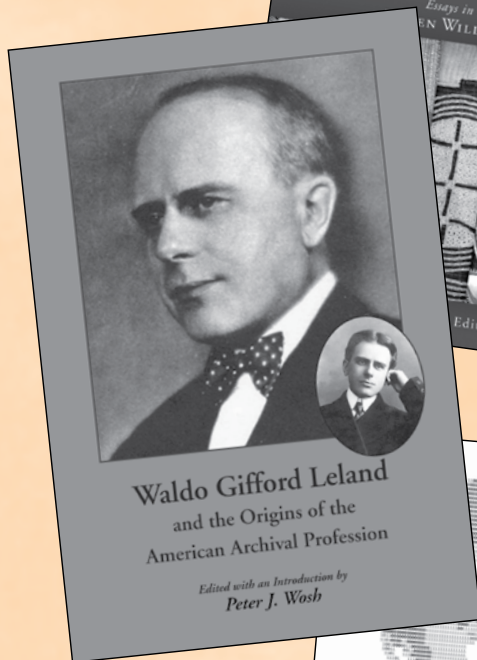
List \$69.95 / SAA Member \$49.95



**Controlling the Past: Documenting  
Society and Institutions—Essays in  
Honor of Helen Willa Samuels**

*Terry Cook, Editor*

List \$56 / SAA Member \$39.95

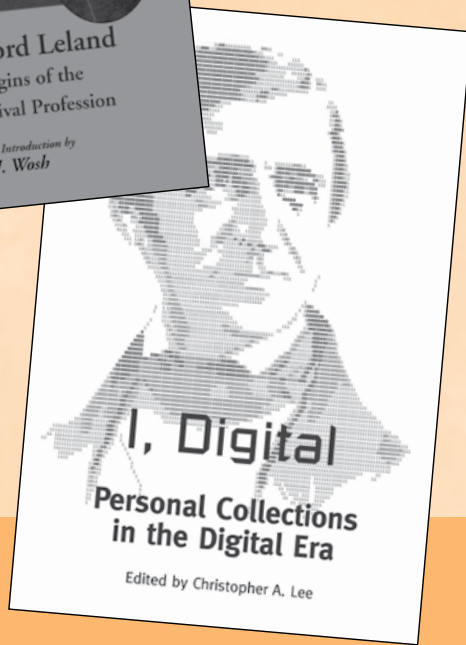


**Waldo Gifford Leland and the  
Origins of the American Archival  
Profession**

*Edited with an Introduction by*

*Peter J. Wosh*

List \$62.95 / SAA Member \$44.95



**I, Digital:  
Personal Collections in the Digital Era**

*Edited by Christopher A. Lee*

List \$69.95 / SAA Member \$49.95



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## What can \$75 buy? A lot of “WOW” when 6,000 individuals pitch in!

2011 marks SAA’s 75th anniversary and you can help celebrate this milestone by participating in the “75 for 75” campaign, which seeks to build the SAA Foundation for the advancement of the archives profession. **The campaign’s goal:** Each SAA member donates \$75 to the Foundation. **The result:** More than \$400,000 provides the financial undergirding to advance the Foundation’s work on behalf of archives and archivists for years to come! Contributions would achieve:

- Development of continuing education products, including webinars that will reach the entire profession with state-of-the-art information.
- Provision of graduate-level scholarships to a diverse applicant pool. It is essential that the archival profession attract students from diverse backgrounds that reflect the needs of the profession.
- Funding for collection and analysis of archival workforce statistics.

Add some “WOW” — now! — by donating at  
<http://www2.archivists.org/foundation>