

OUTLOOK

November/December 2013

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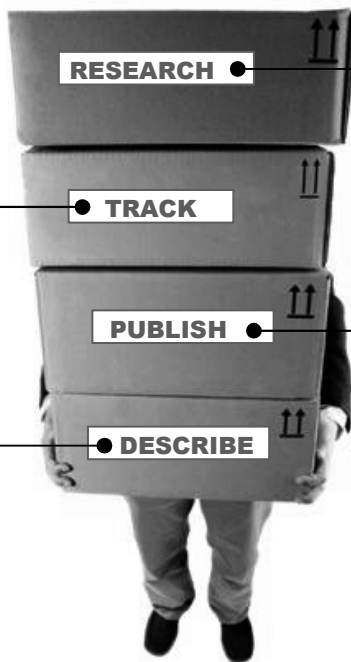
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Courtesy of the Association for Documentary Editing

Archivists as Editors

The Institute for Editing Historical Documents guides archivists through the editorial process.

Beth Luey

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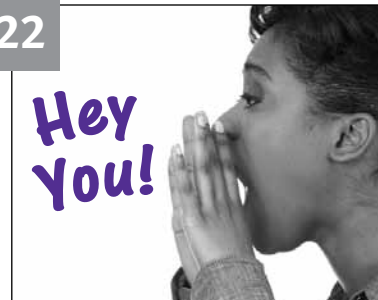
Courtesy of Project RIGHT Now-Carolinas.

Nurturing Community Inclusion

Project RIGHT Now-Carolinas! preserves African American history.

Stephen D. Booth

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SAA's Call for Volunteers

See the appointments available in 2014-2015, and learn how you can volunteer to serve on an SAA-appointed group!

Kathleen D. Roe

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COVER PHOTO: Ain't No Stopping Us Now. The Lesbian Herstory Archives is dedicated to preserving materials by and about lesbians and their communities. This shot from a 1979 march was captured by acclaimed photojournalist Bettye Lane, known for her photos documenting the feminist movement in the '70s and '80s. Ten essays on diversity in archives and the archival profession are featured in *Through the Archival Looking Glass: A Reader on Diversity and Inclusion*, edited by Mary Caldera and Kathryn Neal (SAA, forthcoming 2014). Caldera and Neal discuss the book and furthering the diversity conversation. See page 27. Photo by Bettye Lane. Courtesy of the Lesbian Herstory Archives Photo Collection.



PRESIDENT'S MESSAGE

Danna C. Bell

dbellr@att.net

The Meaning of Archives

I recently served as the keynote speaker for a cultural heritage symposium held at the Library of Congress. As I worked on my speech, I hunted for quotes about archives and archivists, about cultural heritage and its importance in our lives and careers. I was fortunate to stumble on the following Verne Harris quote: "Archives are not the quiet retreat for professionals and scholars and craftspersons. They are crucibles of human experience; a battleground for meaning and significance. A Babel of stories. A place and a space of complex and ever-shifting power plays."

I totally agree with Mr. Harris. Users can discover stories that highlight the human experience in archives. One of my favorite examples of this is from a series of diary entries by Theodore Roosevelt, the first dating February 14, 1884. There is a large "X" on the page and below it the words "The light has gone out of my life." The second entry, written two days later, describes his wife Alice, how they met and got married, and how three short years later he lost her in childbirth on February 14, shortly after losing his mother to typhoid fever. Most of us know Roosevelt as a rough rider, hunter, and strong man. Who knew that behind this persona was a widower trying to cope with the sudden loss of two of the most important women in his life? How did this

experience shape the man who eventually became president of the United States?

We have been chosen to protect these materials and, in some cases, help users find the stories and the meaning behind these stories. However, there are many who believe that these stories of power plays, meaning, and significance are not worth the medium on which they are stored. We've seen it with the companies and governments that decide to balance their budgets by shuttering or decimating their archives.

How do we help those who do not understand the importance of archives to understand the meaning of the collections in our care? We have advocated to public policy makers. But there is more to advocacy than just reacting when there is a crisis. Advocacy also includes making people aware of archives and archivists and what can be found in our collections. SAA has done this through initiatives such as American Archives Month

and *I Found It In The Archives!*, as well as by encouraging members to create elevator speeches to explain what archives are and what archivists do. We hope to do even

more. Instead of merely reacting to emergencies, we strive to be proactive agents helping our organizations make effective use of archivists and our repositories. But we can only do so much.

As I noted in my *Off the Record* blog post on the recent government shutdown, we need to connect with our users and ask them to communicate what archives mean to them, to their scholarly community, and to the broader public. There may be individuals who find

There may be individuals who find documents within our repositories that give them the strength to continue their research, recover after a loss, or find a connection to their communities. Find those stories. Share them with your colleagues, administrators, and communities.

documents within our repositories that give them the strength to continue their research, recover after a loss, or find a connection to their communities. Find those stories. Share them with your colleagues, administrators, and communities. Make them see the Babel of stories, the crucibles of human experience, and the meaning within your collections. ■

ARCHIVAL OUTLOOK



SOCIETY OF American Archivists

The Society of American Archivists serves the education and information needs of its members and provides leadership to help ensure the identification, preservation, and use of the nation's historical record.

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PATHWAY TO THE PROFESSION

A Guide to Successful Archival Internships

Alexis Braun-Marks, Jarrett M. Drake, Patrick Galligan, and Erin Platte

Little looms over graduate students more than the need to land a job following graduation. In turn, advisors, mentors, and managers strive to direct graduate students to pathways to enter the archival profession. One pathway—internships—has been a topic of great concern to many in the field.

Last August in her Presidential Address, “Feeding Our Young,” Jackie Dooley characterized the conversation within the archival profession about internships. Dooley’s comments led to a thoughtful blog contribution by graduate student Samantha Winn, whose post provoked an equally thoughtful response by SAA Council member Michelle Light. Regardless of the various viewpoints about their viability, internships in the archival profession (both paid and unpaid) are here to stay because, if nothing more, employers look for candidates equipped with skills difficult to obtain without an internship experience.

Rather than argue about their necessity, we will share our experiences to illuminate essential aspects of a successful internship. We believe our contribution is significant in two ways. First, we write from the combined perspectives of three recent MSI graduate students and one managing archivist. Given that the majority of thoughts opined about internships derive from the vantage point of a student or an employer, we contend that a

jointly written perspective offers an insight particularly useful on a subject affecting many different stakeholders.

Second, we share concrete examples from our various work environments that will adjoin many rhetorical arguments with practical experiences. To this end, we hope to outline principal considerations, encourage meaningful dialogue, and share multiple approaches. We have structured the article to cover the three stages of any partnership: before, during, and after. Each section has corresponding considerations that should be asked by both students and host institutions.

Before

Both parties should begin a successful internship with careful planning and conversation. The first round of communication between an intern and an institution should focus on the skills a student seeks to build. The second round of communication is equally important, allowing both parties to frame the relationship and establish a sense of direction. Both stages involve explicit conversations about expectations before the project begins and determine the extent to which the archivist functions as a supervisor or an advisor.

Effective framing originates from high-level leadership within an institution. For instance, for one project an author completed, students were required to explore a new area of professional interest within the university library. Once they selected an area to pursue, the first task was to solicit and identify a project mentor—not a supervisor or manager—but a mentor.

The difference between a supervisor and an advisor is more than a semantic one. The verb *to supervise* is derived from the Latin words for *over* (*super*) and *see* (*videre*). But if the goal is to help graduate students embark on their careers, then interns—especially those pursuing fields in which internships are commonplace—benefit best from *insight* instead of *oversight*.

The mentorship aspect of the aforementioned program is a policy that the library administration directs. The thought is that any value the library might gain from the students’ projects is secondary to the advice, guidance, and insight the mentor provides to the student. The arrangement cultivates a work environment that encourages students to think, decide, and perform as professionals but ensures them the freedom to experiment, fail, and ultimately succeed.

Continued on page 30 >>

THE PROVENANCE OF

Coming of Age during the Civil Rights Movement

Randall C. Jimerson,
Western Washington University



This year marks the fiftieth anniversary of the dramatic climax of the civil rights movement in Birmingham, Alabama. In April 1963 Reverend Fred Shuttlesworth and Dr. Martin Luther King Jr. began a campaign to end public discrimination in Birmingham, at the time the most segregated city in America. By May the “children’s crusade”—a march by hundreds of students in the city—filled city jails and led police commissioner Eugene “Bull” Connor to attack demonstrators with police dogs and fire hoses.

The campaign in Birmingham led President John F. Kennedy to declare civil rights a moral issue and to propose a civil rights bill (eventually passed in 1964). The August 28, 1963, March on Washington for Jobs and Freedom marked a high point of hope for progress on race relations. But, just eighteen days later on September 15, the dynamite bombing of the Sixteenth Street Baptist Church in Birmingham killed four young

girls and injured many others. Two black teenage boys also were murdered that day.

As a young teenager, I became acutely aware of these events occurring only a few miles from my home in the suburb of Homewood. As this fiftieth anniversary of the Year of Birmingham approached, I wrote a personal memoir of my family’s involvement in the civil rights movement—*Shattered Glass in Birmingham: My Family’s Fight for Civil Rights, 1961–1964*, which will be published in early 2014 by Louisiana State University Press.

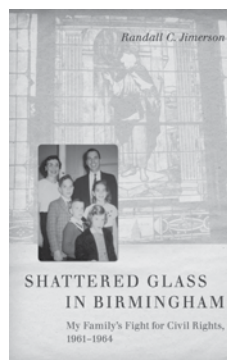
In writing about my own experiences, I realized that the three years I spent in Alabama largely shaped my own career choices and my perspective on the role

of archives and archivists. What do we do as a profession that might contribute in some way to our society?

I have long thought that archives contribute important benefits to individuals and to society as a whole. In recent years I have been particularly drawn to the concept of archives for social justice. As Verne Harris, Terry Cook, and many others argue, archives and archivists can provide valuable support for efforts to achieve social justice.

This resonates with me because of two formative experiences in my youth—two social changes that shaped my “baby boom” generation: the civil rights movement and the Vietnam-era peace movement. For now I will focus

Jimerson’s book, *Shattered Glass in Birmingham: My Family’s Fight for Civil Rights, 1961–1964*, will be published in early 2014 by Louisiana State University Press.



AN ARCHIVIST



(Above) The Jimerson children in 1963; Rand is on the left. *Courtesy of Randall C. Jimerson.* (Left) The glass from the Sixteenth Street Baptist Church that the Jimerson family donated on September 9, 2013, to the National Museum of African American History and Culture. *Courtesy of the Smithsonian Institution.*

on the first of these. I want to address this in very personal terms. This is my personal provenance, as an archivist.

Coming of Age during the Civil Rights Movement

I first became interested in history at age seven, when my family moved from Massachusetts to Virginia. It astonished me that gas stations in Virginia had three bathrooms: Men, Women, and Colored.

I was called a Yankee, and got in trouble for not saying “Yes, ma’am” to my second grade teacher. My mother took me to the library to get a book about the Civil War. She said it would help me understand the differences between North and South.

About the time I turned twelve, in April 1961—just at the centennial of the start of the Civil War (which my teachers insisted on calling the War Between the States)—my father accepted a job offer as director of the Alabama Council on Human Relations. The next month—on Mother’s Day—segregationists bombed one bus carrying Freedom Riders outside Anniston, Alabama, and

brutally attacked the demonstrators on a second bus when it reached the Birmingham Trailways station.

Dad worked in Alabama for three years—August 1961 to August 1964—leaving shortly after Congress passed the landmark Civil Rights Act of 1964. He was the only white person in Alabama working full-time in civil rights.

After we moved to Birmingham’s deceptively quiet suburb of Homewood at the end of July 1961, my father—an ordained Baptist minister who had been a Federal prison chaplain in Virginia—preached a guest sermon at the church of a young minister who had attended the same seminary near Boston. But when certain members of the congregation found out that he was working for civil rights, they told Reverend Jimerson that he was not welcome in their Southern Baptist church. Our family spent most of the next year “trying out” other churches. We were asked not to return to two more churches before finding a place we could worship.

It took a few months before the Ku Klux Klan caught up with my father. They never burned a cross on our lawn, as they had done to my father’s predecessor at the Alabama Council, but I secretly wished for such an exciting event. I was old enough to think that would be a recognition that my Dad was doing the right thing.

But once the Klan got our telephone number, the hate calls began. In late evenings, especially when Dad was travelling out of town on business, I would answer the telephone and hear only heavy breathing on the other end of the line. Several times, though, a raspy voice drawled out threats such as “Your daddy’s gonna be six feet under!” On at least two occasions, my mother began writing down summaries of threatening phone conversations she received—including her insolent replies. This is a brief excerpt from one such transcript, written in pencil:

Caller: “I hear your husband and that nigger secretary of his sho’ are havin’ a time down there. You’d better check into it.”

Me: “You’re being very adolescent doing all this calling, you know. Who are you?”

“I’m askin’ the questions.”

“You’re being very immature with your telephoning.”

“Well, you’d better see what that nigger and your husband are doing.”

“I’m not worried about my husband. You can’t scare me that way. GOOD BYE.”

Mom’s last comment read: “She’s talking away as I hang up.”

Threats and intimidation even reached my brother, sisters, and me in school. In seventh grade my math teacher inexplicably interrupted class with a brief tirade against civil rights and human relations organizations, claiming that all of them were communists. At the time I wondered, “Does she know that my father works for the Alabama Council on Human Relations?” Now I am certain she did.

Meanwhile, my father travelled throughout the state, nurturing local groups sympathetic to desegregation. He became the only person in the state who was respected and trusted by both the white business community and black leadership. He became close friends with the black president of Miles College and worked closely with civil rights activist Reverend Fred Shuttlesworth.¹

In 1962, while trying to mediate negotiations between black student demonstrators and white drugstore owners in Talladega, my father was indicted for inciting the very demonstrations he had tried to resolve. During my father’s trial, Dad and Mom took my sister Ann and me out of school to witness the spectacle of Alabama justice—complete with spittoons in the aisles, jurors dozing in their seats, and a general sense of chaos and indifference.

In spring 1963, during the early days of the Birmingham demonstrations, Dr. Martin Luther King Jr. asked my father to set up a meeting with white clergymen, so that he could explain what he hoped to accomplish. Dad later had a private lunch with King to discuss strategy.

When the Birmingham campaign began to stall, Dad arranged several private meetings

between white businessmen and civil rights leaders, including Reverend Andrew Young, to discuss negotiations for a settlement.²

On the day of the Sixteenth Street Baptist Church bombing, Dad met with black leaders to express sympathy and to discuss how to respond to the tragedy. During the afternoon he visited the bomb site and picked up several large pieces of shattered stained glass as evidence of the crime. In 2002 my family donated part of this glass to the Birmingham Civil Rights Institute.³ On September 9, 2013, we donated the remainder of the stained glass to the National Museum of African American History and Culture in Washington, DC.⁴

Archival Traces

The growing number of archives and museums documenting civil rights represent part of what we mean by “archives for social justice.” In writing my family memoir of our years in Alabama, archival research supplemented—and often corrected—my memory of personal experiences.

My father always said he had been too busy doing things to save letters, daily logbooks, and other documents. Yet, by following the trail of provenance, I realized that he would have communicated regularly with his supervisors at the Southern Regional Council (SRC) in Atlanta. I found more than a cubic foot of his letters, reports, and documents in the SRC records at Atlanta University Center’s archives.

Other valuable documentation exists in the personal papers of his attorney, Charles Morgan Jr. (in the Alabama Department of Archives and History), and colleagues such as David Vann and Bishop C. C. J. Carpenter (in the Archives Department of Birmingham Public Library). Before my father died in 1995, I conducted several oral history interviews with him about Alabama. A biographer of Fred Shuttlesworth later provided a transcript of his 1988 interview with Dad. I found other oral histories of his associates in the archives of the Birmingham Civil Rights Institute.

Both my niece (for a school project) and I had interviewed my mother about her experiences. My sisters, Ann and Sue, contributed a dual interview they conducted for StoryCorps two years ago. They and my two brothers, Paul and Mark, also wrote brief accounts of the impact of their childhood

experiences for an epilogue to *Stained Glass in Birmingham*.

These and many other sources—primary and secondary, directly or indirectly about my father and other family members—made it possible to compile an accurate account of our family’s experiences.

Following the Call of Justice

When I became an archivist it seemed accidental—I needed a job while finishing my PhD and preparing to become a history professor—but in retrospect it appears to be a logical step based on my childhood experiences. I wanted to follow my father’s example: to contribute something to making life better for people, to help achieve what King called “the beloved community.”

Archival documentation makes it possible for us to reconstruct the lives of ordinary people, as well as the rich and powerful. It enables us to hold government leaders and others accountable for their actions. In doing so, we can contribute to the quest for a better society for all people. We can, in many but not all situations, respond to what Nelson Mandela identifies as “the call of justice.”⁵

For me, this has been a logical progression, one that makes me proud to be an archivist. However, I do not ask all of my fellow archivists to take the same path. Many of us will be constrained by our employers, institutional policies, personal values and opinions, and other factors from taking such a stance. I understand and respect that position.

The August 2013 Annual Meeting session at which I first presented these comments was titled “Ideal and Real: Striving for Archival Perfection in an Imperfect World.” We know we cannot be perfect. But we can try to be better. As archivists we can fulfill our responsibilities to our employers, donors, researchers, communities, and colleagues. In doing so—whatever our personal values may be—we can follow our “core values” as a profession. First among these, alphabetically and symbolically, is Access and Use. Our values also include: Accountability, Advocacy, Diversity, History and Memory, Preservation, Responsible Custody, Selection, and Service. Alphabetically last, but for me one of the most important, is Social Responsibility.

An archivist does not have to be a political activist to accept and follow these core values. But the Core Values of Archivists



Jimerson’s father (second from left) at the rededication of the Sixteenth Street Baptist Church in August 1964, eleven months after the bombing. Courtesy of Chris McNair Studios.

statement does provide a rationale that can support heeding the call of justice. For me, at least, this is an integral part of my personal commitment to archives and the archival profession. It is the necessary context for understanding my writings about social justice. It is my personal provenance as an archivist.

For me the “perfect” archival profession is multidimensional as well as multicultural. It cares as much about the poor as about the rich, about social and political conservatives as much as about liberals or radicals. It is an archival profession that should represent all of us, in our imperfections, in our daily lives, in our struggle to remain human and humane in a world fraught with temptations, dangers, and tragedies—as well as with love, hope, laughter, and joy. ■

Notes

This is a revised version of a paper presented during Session 707 “Ideal and Real: Striving for Archival Perfection in an Imperfect World” on August 17, 2013, during the CoSA/SAA Joint Annual Meeting in New Orleans.

¹ During the 2002 SAA Annual Meeting in Birmingham, I spoke for an hour with Reverend Shuttlesworth, who said that my father had shown great courage in those days.

² This connection became the basis for asking Ambassador Young to deliver the keynote address at the 2005 SAA Annual Meeting in New Orleans.

³ See my essay, “On Becoming a Donor,” *Archival Outlook* (November/December 2002), 6–8.

⁴ *The Washington Post* carried a front-page story about this donation on September 7, 2013. See: http://www.washingtonpost.com/lifestyle/style/piece-of-16th-street-baptist-church-being-donated-to-smithsonian/2013/09/06/dd78b26-1661-11e3-a2ec-b47e45e6f8ef_story.html.

⁵ For my exploration of these issues, see *Archives Power: Memory, Accountability, and Social Justice* (SAA, 2009).

The Academy of Certified Archivists

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In the past decade, more than 1,300 professional archivists have felt it was important to sit for the Certified Archivist examination.

The next Certified Archivist examination will be held August 13, 2014 in Albany (NY), Madison (WI), Phoenix (AZ), Tuscaloosa (AL) and Washington (DC) -- and wherever five eligible candidates want to take it.

For more information about the Certified Archivist examination, please go to the ACA website (www.certifiedarchivists.org) or contact the ACA office (518-694-8471 or aca@caphill.com).

Archivists Editors

Learning the Editorial Process through the Institute for Editing Historical Documents

Beth Luey, Association for Documentary Editing

Technology has made it possible—some would say necessary—for archivists to make their holdings accessible to a broad audience. For some collections, providing virtual access to images is enough. For most, though, images alone do not provide intellectual access. Perhaps the handwriting is difficult to decipher, full names are missing, or references to events are baffling. Inconsistent spelling may render simple word searches inadequate. Unless time and money are unlimited, archivists must decide which documents should be put online. In all these cases, archivists become documentary editors, making appropriate selection decisions and providing transcriptions, annotation, and tagging.

An Institute Revamp

Thanks to a grant to the Association for Documentary Editing (ADE) from the National Historical Publications and Records Commission, I have been working for the past three years with an advisory board to update the annual Institute for Editing Historical Documents to prepare new editors—archivists, teaching faculty, and independent scholars as well as the staff of editions—to apply the standards of the profession in the digital age.

For instance, archivists from the Mary Baker Eddy Library and the Moody Bible Institute attended the institute to prepare to digitize collections of religious figures. Other archivists who have attended are publishing the papers of a major twentieth-century composer, nineteenth-century abolitionist petitions, and Civil War documents.

Under a new three-year grant directed by my successor Bob Karachuk, ADE will collaborate with the Society of American Archivists and other professional associations to provide workshops tailored to the needs of specific groups.

Making Editorial Decisions

At the institute, new editors are guided in editorial decision making. We ask them to first describe the scope of the project and the intended audience—two questions that must be decided, at least tentatively, before moving forward. We also ask them to consider if they will produce a print edition, digital edition, or hybrid. With those



Institute participants try to decipher a particularly difficult document from the Adams Papers.

decisions made, we move on to the editorial process and consider a number of questions:

- How can editors formulate a selection policy that will be efficient, so that they don't have to agonize about whether to include each document?
- What should be done with documents that are not included?
- What sort of transcription policy makes sense for this collection—a strictly literal transcription, or one in which, say, end punctuation can be added silently and abbreviations expanded?
- How much annotation is needed, and what sources should be used?
- What information should be provided beyond the notes, such as maps, illustrations, or chronologies?
- How detailed should the index, or digital tagging, be?
- How many digital bells-and-whistles should be provided? For example, should links to annotation sources be provided?

As you might guess, the answer is almost always “it depends.” Documentary editions



A small group session at the Institute for Editing Historical Documents.

illustrate a range of acceptable practices, depending on the size of the collection, the nature of the documents, the resources available, the purpose of publication, and the anticipated audience.



Workshops in collaboration with SAA will focus on areas that are especially problematic for archivists. The most obvious “problem” for archivists is having an embarrassment of riches that create conflicting priorities. One collection may cry out for digitization because its condition is deteriorating. Another collection may be in high demand because of an approaching anniversary or increased public interest. It may be easier to raise funds for one collection than others.

Archivists may also have more difficulty in formulating a selection policy, again because of the size of collections. It is rarely

possible to publish every document, and it may be necessary at the outset to determine

what percentage of a collection the editors can publish, given the amount of money and staff time available. Selection criteria should be transparent to both the staff and researchers. For example, an editor might decide to publish only public papers, or only documents created in a certain time period.

But the criteria must also be flexible enough to allow for changes as the project matures. For example, at the beginning of a project, editors typically decide to omit routine correspondence. As the project develops, it may become clear that later in the subject’s life, routine correspondence, such as invitations to public events or responses to these invitations, are important in understanding the social or political milieu in which he or she circulated. Tradesmen’s bills may seem routine, but researchers are often interested in a subject’s financial status, management of resources, or commercial network. Understanding the way researchers use a collection can be extremely helpful.

Archivists also must be familiar with transcription and annotation, including the basic principles, questions to be asked, policy formation, and verifying methods. Archivists are generally more experienced with indexing than other editors, so it may not be necessary to cover the topic in much detail.

All editorial decisions and policies need to be written up clearly, but this is especially important when volunteers or interns participate in the process, as is often the case in smaller institutions. Crowdsourcing transcription or annotation requires even more detailed written policies. A system of checking work for uniformity is crucial for any editorial project, but doubly so for one using volunteers, whether they are physically present or digitally distant.

Upcoming Workshops

Which of these issues should be covered, and in what depth, remain to be decided in discussions between SAA and ADE. Another question to be discussed is the ideal size for such a workshop and, depending on that, what teaching methods will work best. Our experience with the institute suggests that interactive learning, with opportunities for each participant to present special problems, is most productive. We have also learned that participants value the opportunity to build relationships with colleagues working with similar projects and settings. We look forward to creating a productive and stimulating collaboration and participating in excellent workshops. ■



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To Russia with Love

COLLABORATING WITH INTERNATIONAL PARTNERS

Jessie Hopper, University of Oklahoma

Russian Ballets by Colonel de Basil opened at the A.A. Bakhrushin State Central Theatre Museum in Moscow in August. Celebrating the life and career of dance impresario Colonel Wassily de Basil, the exhibit commemorated the 125th anniversary of his birth with materials from archives and museums across the globe, including the Ballets Russes Archive at the School of Dance at the University of Oklahoma (OU).

In 2011, the archive received a Faculty Challenge Grant, which provided for two graduate assistants from the School of Library and Information Studies, new hardware and software for digitization, and preservation materials. Over the past two years, the archive has gone from a collection of cardboard boxes in file cabinets to a modern specialized archive with proper preservation and processing procedures.

Russia, to send materials for *Russian Ballets by Colonel de Basil*. We were given a hard copy of the email in which the museum asked us to provide any materials that related to de Basil and his company, including photographs, programs, posters, articles, documents, and video. With only this email and few specific requests, we had to use our best judgment to guess which items from our archive would be useful.

Graduate assistant Michelle Merriman, dance fellow Sierra Codalata, and I searched collections for appropriate materials.

We currently use Filemaker Pro to catalog our collections. Although the program allows us to create custom databases for each collection, we do not have a linked master database that includes all the material. When we need to find specific materials, we must search each database individually to find the items. While identifying materials for the exhibit, one challenge we faced was the fact that the Ballets Russes Archive holds materials of three different companies, all of which carry the name Ballet Russe.

An Oklahoma Home

Whenever the conversation turns to the Ballets Russes Archive, people inevitably ask, "Why Oklahoma?" Following their performing careers with the Ballet Russe de Monte Carlo, Miguel Terekhov and his wife, Yvonne Chouteau, eventually relocated to Oklahoma City. Chouteau was raised in Vinita, Oklahoma, and is one of the five celebrated Native American ballerinas from the state. OU approached the couple to create a school of dance in 1961, focusing on classical ballet technique. The OU School of Dance has since remained a top ballet program.

Following the release of the documentary *Ballets Russes* in 2005, Terekhov and Chouteau asked the school's director Mary Margaret Holt how they could utilize the materials from their careers with the Ballet Russe. This led to the 2007 launch of the Ballets Russes Archive. Other contributions soon followed, and the archive has grown to encompass sixty-five collections featuring nearly six thousand items in about seventy-five linear feet.



Left: Colonel De Basil's Ballet Russe de Monte Carlo performance program from Royal Opera House Covent Garden, July 24, 1935. *Courtesy of the Nathalie Branitzka-Hoyer Collection, Ballets Russes Archive.* **Right:** Colonel De Basil's Ballet Russe de Monte Carlo performance program from Gran Teatro del Liceo, May 11, 1935.

Identifying Exhibit Materials

In March, Holt received a request from the A.A. Bakhrushin State Central Theatre Museum, which displays theatre relics from

Serge Diaghilev launched the Ballet Russe in 1909 and forever changed the history of dance. The company premiered such extraordinary works as *The Firebird*, *The Rite of*

Spring, and *Afternoon of a Faun*. The Ballet Russe reigned uninterrupted until Diaghilev's death in 1929.

In 1932, Colonel de Basil and René Blum brought together many of the dancers from Diaghilev's company as well as new stars under the company title Ballet Russe de Monte Carlo. For several years, they toured Europe and the United States. However, tension between the two company directors led to a permanent split in 1935. The Blum company kept the name Ballet Russe de Monte Carlo, and Colonel de Basil started a new company, the Original Ballet Russe.

The Ballets Russes Archive primarily contains material from artists who danced with the Ballet Russe de Monte Carlo, because the company was mostly based in the United States. The Original Ballet Russe spent more time in Central and South America, and fewer records have remained



Jessie Hopper and archivist Jeri Smalley processing the Tatiana Bechenova collection. *Courtesy of Ballets Russes Archive.*

intact. To determine which collections contained material from the de Basil company, we had to start by checking reference material to see which donors were members of the Original Ballet Russe.

The archive has two significant collections documenting dancers who spent much of their careers with Original Ballet Russe. Nathalie Branitzka-Hoyer danced in both Diaghilev's Ballet Russe and Colonel de

Basil's Original Ballet Russe. Her collection, the most diverse in the archive, contains programs and photographs from the early years of the company, including programs from the combined Blum and de Basil company and the first Australian tour of the Original Ballet Russe in 1936 and 1937.

The Tatiana Bechenova collection contains the most complete record of the Original Ballet Russe's time in Central and South America. Bechenova danced with the company from 1939 to 1947, and the collection contains more than nine hundred photographs and three hundred programs. Since the Bechenova collection was not fully processed, we spent a lot of time with the photographs to pinpoint the ones that

Continued on page 29 >>



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DISABILITY

Uncovering Our Hidden History

Sara White, Wisconsin Historical Society

The archival profession's current definition of diversity, which underrepresents people with disabilities' experiences and needs, was the focus of "Disability: Uncovering Our Hidden History," a session at the 2013 CoSA/SAA Joint Annual Meeting in August. The session offered strategies to incorporate disability more overtly into diversity considerations.

Barbara Floyd, university archivist and director of the Ward M. Canaday Center for Special Collections at the University of Toledo (UT), provided an understanding of how to document disability history based on her experience developing a regional disability archives. I shared the results of a survey on reading room and website accessibility and spoke of the need for continued research. Session Chair Lora Davis, assistant archivist at Colgate University Libraries, offered insight into archivists' further research and awareness of accessibility considerations.

Bringing Disability History to the Archives

While working at the Canaday Center in 2002, Floyd collaborated with the UT Disability Studies Program to sponsor a daylong history conference in northwest Ohio that addressed the public's awareness of disability history. The conference brought together seventy-five individuals from many organizations and developed the Regional Disability History Archives Project and provided the Canaday Center with contacts that helped it start an acquisitions program.

During the 1960s and 1970s, archivists began collecting women's history,

immigration history, and racial history to accommodate historians' interest in a fuller past. At the same time, the disability rights movement spun off from the civil rights movement, and disability history became an important component of empowerment for people with disabilities. Nevertheless, archival collections documenting disability remained sparse. Indeed, prior to the Canaday Center's acquisitions program, the Disability Rights and Independent Living Movement Research and Documentation Project of the Bancroft Library at the University of California, Berkeley, was one of few major efforts to document people with disabilities.

How we define disability as a profession impacts both our documentation of history and our users' access to that history.

The Canaday Center's acquisitions program expanded efforts to document an understanding of disability history, and the archives now has more than twenty collections of

organizational records and personal papers. Many of the collections are from organizations that have assisted the disabled, including the Assistance Dogs of America; the Autism Society of Northwest Ohio, a grassroots organization founded by parents of children with autism; and the Toledo Rotary Club containing the papers of Alva Bunker, a person with disabilities.

Bunker came to the Canaday Center's attention because the acquisitions program identified the need to find personal disability histories in addition to organizational collections. The Toledo Rotary Club, long preserved by the Canaday Center, worked to assist disabled individuals, including Bunker. Most families hid their disabled children to avoid embarrassment, but with

Continued on page 28 >>

Connecting personal histories and organizational records: Thanks to the Toledo Rotary Club, Alva Bunker (1901–1978), who lacked fully developed arms and legs and had no hands, received an education and held a job, which changed the world for persons with disabilities. Courtesy of Toledo Rotary Club Records, MSS-145, Ward M. Canaday Center for Special Collections, the University of Toledo.

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NORTH CAROLINA

SOUTH CAROLINA

Project RIGHT Now—Carolinas! Preserves African American History

Steven D. Booth, National Archives and Records Administration



Interior and exterior shots of the Russell School, one of 4,977 schools constructed across fifteen Southern states with contributions from the local black community and matching funds from Chicago philanthropist Julius Rosenwald, then president of Sears, Roebuck and Company. Project RIGHT Now—Carolinas! interviewed individuals associated with the schools to complete an oral history. *Courtesy of Project RIGHT Now—Carolinas.*

The challenges faced in obtaining records of African Americans and other historically underrepresented groups was the focus of discussion by archivists gathered at the spring 2011 joint meeting of the South Carolina Archival Association and the Society of North Carolina Archivists. Through these discussions, the archivists discovered that minority communities are reluctant to donate their materials to large research institutions and that acquiring diverse collections is not always a feasible solution. The better option: giving these

communities access to the necessary knowledge, resources, and skills to properly archive their own stories.

Launching Project RIGHT Now

With this thought in mind, Gabrielle Dudley and Dr. L. Teresa Church, along with eleven other archivists who had attended the meeting, established Project RIGHT (Research, Identify, and Gather Historical Treasures) Now—Carolinas! (PRNC). This volunteer consulting group consists of professionally trained archivists, public historians, and

librarians from underrepresented racial and ethnic backgrounds. They work in partnership with individuals, organizations, businesses, and cultural institutions from North Carolina and South Carolina to study and preserve local African American history through educational outreach, workshops, and programs. These activities afford communities the ability to “identify, retain, preserve, and develop primary-source collections held both publicly and privately.”

PRNC members meet monthly to discuss the status of ongoing projects and

prospective projects and to introduce new recruits. Currently there is no formal process to join PRNC, so both members and projects are solicited through word of mouth.

Members, who are employed or full-time students, typically dedicate their weekends to working on assignments. Although there is no real time commitment to complete a project, the group takes into consideration the client's expectations while negotiating feasibility and members' availability to assist. So far, the group has completed a number of outreach opportunities showcasing their expertise in the areas of instruction, oral history, and appraisal.

St. Paul African Episcopal Methodist Church

In October 2011, PRNC held a workshop to commemorate the 147th anniversary of St. Paul African Episcopal Methodist Church. Founded in 1864, a year after the signing of the Emancipation Proclamation, St. Paul stands as one of the oldest black churches in Chapel Hill, North Carolina, and remains a

“beacon of hope, progress, spiritual revival, and religious freedom” within the community through traditional ministries and outreach programs like the church-sponsored bowling league.

Following the tradition of the black church, the workshop began with prayer and opening remarks. Velma Perry, a ninety-two-year-old church historian, then gave a presentation to more than forty parishioners from St. Paul and guests from surrounding churches, teaching them best practices to care for church records and artifacts. Attendees also were interested in preserving common household records, such as birth certificates, diplomas, letters, marriage licenses, obituaries, property deeds, family reunion programs, and newspaper clippings, as well as photographs, paintings, and music recordings.

“Some thought they'd been doing it wrong, which was not the case,” said Project Coordinator Holly Smith. “We just encouraged them not to laminate papers or glue photographs to scrapbooks and photo albums.”

To culminate the event, an exhibition was unveiled in the fellowship hall, curated by members of St. Paul, featuring documents and photographs tracing the origin,

improvements, and accomplishments of the church throughout the years.

“This was truly a great opportunity to learn more about St. Paul, and we hope to work with them again,” Smith added. PRNC is currently pursuing other opportunities to give similar presentations at several churches in the area.

Russell School Oral History Project

PRNC also completed the Russell School Oral History Project. Built in 1926, the Russell School was one of 4,977 schools constructed across fifteen Southern states with contributions from the local black community and matching funds from Chicago philanthropist Julius Rosenwald, then president of Sears, Roebuck and Company. The Rosenwald Fund helped to build schools for rural black children, educate teachers, and establish libraries. Led and founded by influential black educator Booker T. Washington, the program was administered at Tuskegee Normal and Industrial Institute until 1919. Between 1918 and 1932, North Carolina was home to more Rosenwald schools than any other Southern state.

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Beyond the Annual Meeting

Using a Live Web Chat to Connect with Component Group Members

Lauren Kata, Archives of the Episcopal Church, and Rachel Telford, Library of Congress Veterans History Project

For SAA component groups, it can be challenging to create meaningful connections and conversations outside the Annual Meeting. Many members are unable to travel to the conference every year, and relevant, time-sensitive topics may arise that aren't appropriate to the necessarily long timeframe required to propose and plan a conference session.

Discussing the Belfast Case

The Oral History Section recently faced this issue. Litigation surrounding a restricted collection of oral history interviews held at Boston College—known as the Belfast Case—has presented a number of legal and ethical issues of interest to our members. However, due to the complex, ongoing nature of the case—and the absence of sufficient legal expertise to advise us—section leadership agreed it wasn't appropriate to make an official statement on the case itself or promote a call to action. We focused instead on providing members with selected information about the case and issues, and sought out a forum for dialogue about the implications of legal problems in archives (not just at Boston College), as well as best practices.

We decided to host a live web chat, "Lessons Learned from Boston College and the Belfast Case." A web chat achieved multiple goals at once: it engaged the whole section in between and away from the Annual Meeting; productively addressed issues surrounding the Belfast Case; and fostered dialogue about issues relevant to archivists who work with oral history projects and collections.

The Chat

The premise of a moderated chat is simple and straightforward. It is the virtual equivalent of opening the floor for (moderated) questions and comments around a topic. It follows a basic outline and question-and-answer format. The steering committee invited two leaders in the oral history and archival communities to serve as panelists, and after researching several options, selected a chat platform called Blyve, which allows for up to five hundred participants at no cost.

In an attempt to ensure that our first web chat ran smoothly, we conducted several tests, first among the steering committee and then with our panelists. Multiple tests ensured that we were all comfortable in our

roles, familiar with the technology, and able to focus on the content of the chat.

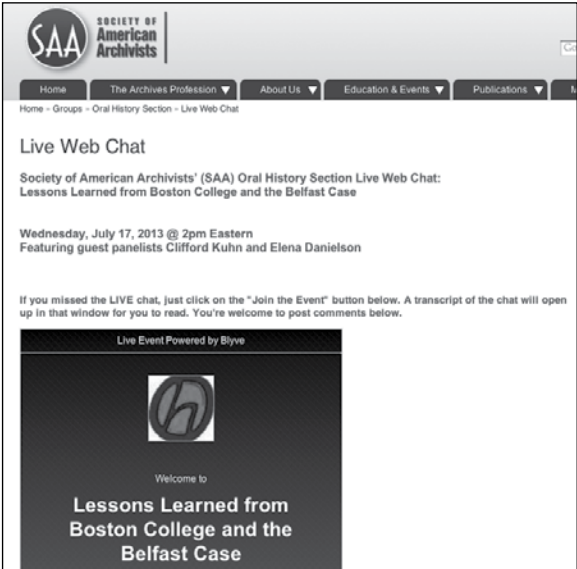
For sixty minutes, our panelists answered questions posed by chat participants, as well as several questions that had been prepared in advance by the moderators. Participant-submitted questions were moderated by steering committee leaders to ensure a steady pace and to prevent duplication and off-topic comments. In one case, several similar queries were distilled by the moderator into a single question.

The complete transcript of the chat can be found on the Oral History Section microsite. While the Blyve platform does not record the number of hits on the transcript, we know that more than 140 people joined us for the live event. Based on the results

of the web chat poll, participants included not only Oral History Section members, but also other SAA members and nonmembers. And while many participants asked questions, a majority of those surveyed after the event indicated that they participated to learn more about legal and ethical issues.

Lessons Learned

Though we view the chat as a success, we did learn a few lessons that we hope other sections and roundtables can use. First, communication is key. Although our chat was well advertised via listservs and



Visit the Oral History Section's Belfast Case information page at <http://www2.archivists.org/groups/oral-history-section/the-belfast-case-information-for-saa-members>.

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Environmental Design Archives Completes NHPRC Grant

The Environmental Design Archives (EDA) at the University of California, Berkeley, has completed a twelve-month project funded by the National Historical Publications and Records Commission (NHPRC). The project, *Living and Learning: The Architecture of Housing and Schools—Providing Access to the Records of Two Architects*, resulted in the archival processing of the Ernest J. Kump and Charles Warren Callister collections spanning the years 1928 to 2007. The collections include sketches, personal notebooks, lectures, correspondence, drawings, photographs, and project files. Information and user-friendly project indexes are available on the EDA website (www.ced.berkeley.edu/cedarchives/); complete finding aids are available on the Online Archive of California (www.oac.cdlib.org).



Charles Warren Callister, Mills College Chapel, pencil on trace, 1995.
Courtesy of the University of California, Berkeley.

Treasures of the Walt Disney Archives Exhibit Opens

Treasures of the Walt Disney Archives, an exhibition that features more than three hundred artifacts from nine decades of Disney history, opened at the Museum of Science and Industry in Chicago this October. The exhibit celebrates the accomplishments and innovations of Walt Disney and the ongoing legacy of the company that bears his name. Items featured include clips from several of Disney's earliest animated works; a partial re-creation of Disney's formal office; props from Disney live-action films, such as *Mary Poppins* and *Pirates of the Caribbean*; and animation models and artwork. The exhibit will run through May 4, 2014.

Georgia Archives Expands Hours for Public Access

There's some positive news for Georgia Archives supporters following the archives' threatened closure last fall. The archives, now a unit of the University System of Georgia, is open to the public for research Wednesday through Saturday from 8:30 am to 5:00 pm. Two additional reference archivists and a conservator have been hired since July. To arrange a group research visit, contact Archives Director Christopher Davidson at 678-364-3806 or christopher.davidson@usg.edu. ■

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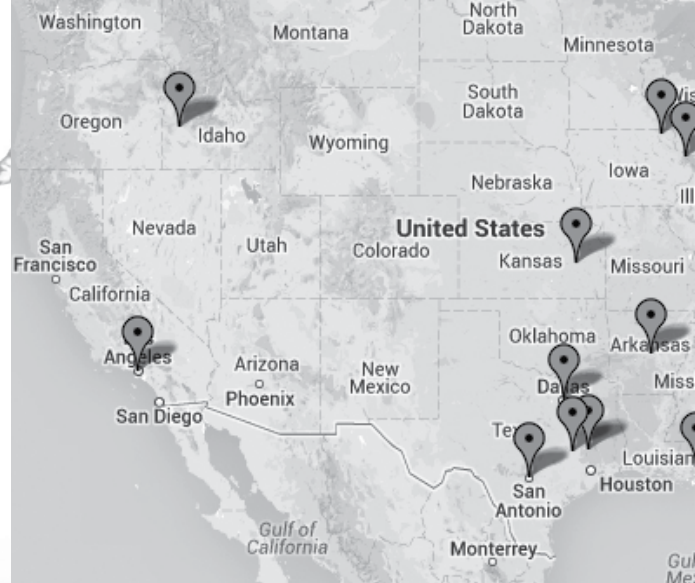
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“Jump In” with the Manuscript Repositories Section



Tara Z. Laver (Louisiana State University) and Chris Burns (University of Vermont)
Manuscript Repositories Section Steering Committee

Observant attendees at the CoSA/SAA Joint Annual Meeting in New Orleans last August may have spotted some participants sporting Mardi Gras beads adorned with a frog pendant. These weren't giveaways for competing in some Louisiana swamp people food challenge; rather, they were hard-won badges of honor for those who participated in the Manuscript Repositories Section's *Jump In* project, an initiative to encourage archivists to take the first steps in caring for electronic records.

The response to the project was so positive that we have decided to organize a second round of the initiative. If you thought about participating in the previous round but the timing wasn't right, now is your chance to make good on your best intentions. Read on for additional details about how you can participate.

The *Jump In* project came out of the section steering committee's decision in 2011 to focus on electronic records issues. At the 2012 section meeting in San Diego, our program featured a series of lightning talks followed by a breakout discussion group centered on how the section could help repositories to begin work in this area. Fortuitously, OCLC Research's Senior Program Officer Ricky Erway was just releasing her report, "You've Got to Walk Before You Can Run: First Steps for Managing Born-Digital Content Received on Physical Media." Her work provided further impetus and a blueprint for the *Jump In* initiative, which launched in November 2012.¹

The *Jump In* initiative invited archivists to use Erway's report as a guide to survey collections in their repositories for computer media and to submit a short report about their results. Those taking part had the chance to win free tuition for a one-day SAA Digital Archives Specialist (DAS) course, one of three publications from the SAA Bookstore, or the opportunity to share their survey results on a panel at the 2013 Manuscript Repositories Section meeting. Our goal for this project is to encourage institutions to tackle these big questions by taking one step at a time and to build a community of archivists who face similar challenges. This initiative supplements the existing tools, workshops, discussion forums, and efforts from other SAA component groups to assist in dealing with digital content by giving archivists an incentive and forum for addressing these important challenges.

Round One Results

When the project was initially rolled out last year, we weren't sure how it would be received. We sensed that many institutions needed and wanted to get started, and we hoped that our initiative would give some of them reason to do so. Twenty-three repositories ultimately participated, including colleges and universities of all sizes and types, religious and corporate archives, a presidential library, and an archives at a private K-12 school. Their survey results are available at <http://www2.archivists.org/groups/manuscript-repositories-section/jump-in-initiative-2013-results>.

As a culmination of the year's activities, five of the *Jump In* participants—Ashley Todd-Diaz (Emporia State University), Krystal Thomas (Florida State), Tim Binkley (Southern Methodist University, Perkins School of Theology), Gloria Gonzales (University of California, Los Angeles), and Pamela Nye (Westminster Schools)—presented an informative, interactive, and well-attended session moderated by Erway at the section meeting in New Orleans. Anne Thomason (Earlham College) was the winner of the free workshop registration; and Emporia, Northwestern University, and Texas A&M University all received a recent publication generously donated by SAA.

The first round of *Jump In* encouraged institutions to take their first steps and, in some cases, begin to build a digital archives program. Participants noted that the idea of having a "buddy system" made taking these first steps more manageable. The participating repositories identified more than 4,573 pieces of media, including floppy discs of all sizes, zip drives, flash drives, hard drives, EZ drives, jaz drives, servers, CDs and DVDs, laser discs, mini digital audio and video cassettes, and magnetic tape with a storage capacity of more than 20 terabytes.² Many reported that much of what they found was commercial CDs and DVDs, including recovery discs, software, and "packages" or published material, as well as blank discs.

Participants employed a variety of methods to conduct their survey. Some worked in teams of staff and students; others delegated

Big CHANGES Ahead

for the Annual Meeting

Kathy Marquis and Fynnette Eaton, Co-chairs, 2011–2013 Annual Meeting Task Force

The SAA Council created the Annual Meeting Task Force in 2011 for the purpose of “analyzing current practices related to the SAA Annual Meeting as well as possible future approaches.” The charge (<http://tinyurl.com/chtaz3m>) specified that four topics should be considered, each by a subgroup of the task force: social responsibility, meeting content, online accessibility, and meeting model.

From the beginning, the task force was intent not only on fact-finding, surveying, and reviewing current professional conference practices, but also seeking input from SAA members at every step along the way. We blogged, tweeted, wrote articles and handouts, and staffed a table at two Annual Meetings where we invited you to write your thoughts about the conference. Your comments reinforced our impressions about what was most important to you as members.

As in a concert, we’d like to stop first and introduce the “band”—the people who did the digging, surveying, comparing, and recommending:

Task Force Members:

Fynnette Eaton and Kathy Marquis (Co-chairs)
Jennifer Sharp (Member-at-Large)

Meeting Model Subgroup:

Lynn Eaton (Chair), Shari Christy, Ardys Kozbial, Berlin Loa, and Christie Peterson

Meeting Content Subgroup:

Carl Van Ness (Chair), Jacqueline Chapman, Courtney Chartier, Jelain Chubb, Jennifer Johnson, and Ben Primer

Social Responsibility Subgroup:

Rachel Vagts (Chair), Hillel Arnold, Lynda DeLoach, Jodi Koste, and Alan Lefever

Online Access Subgroup:

Rebecca Bizonet (Chair), Beverly Allen, Lisa Carter, Erin Lawrimore, and Wade Wyckoff

Our final report to the Council (<http://www2.archivists.org/groups/annual-meeting-task-force/final-report-of-annual-meeting-task-force>) recommended short- and long-term changes. Here is an overview of our findings.

Guiding Impressions

- Members are concerned about the cost of the meeting. We know from our research that this has been true since the Annual Meeting began. But the recent member survey also clarified that the proportion of early career members has risen in recent years.
- Not surprisingly, then, creative online solutions for access to meeting content were an increasing member priority. Wi-Fi at the conference site was at the top of this list.
- At the same time, we realized that many members are not aware of the factors affecting the cost of the Annual Meeting, nor SAA’s dependence on its profits for many other member benefits.
- Members want greater transparency and communication about how decisions are made affecting their benefits.
- Such communication would reveal that many of the changes members requested were, in fact, already happening or in process.

- Many members most value the networking opportunities the Annual Meeting provides more than the educational sessions.
- SAA’s resources are finite. With recommendations for additions and changes, we must also recommend subtractions.
- Finally, the Annual Meeting must continually evolve and change. Some innovations will be well received and become part of the current template. Others will prove not to be a great fit for our membership and can be abandoned to try other methods. We should keep trying new things!

Some Highlights from Our Research

The **Meeting Model** subgroup outlined four functional requirements for all conference venues:

1. Availability of quick lunch and snack options nearby; how far are most people willing to go for food and snacks during the day?
2. Hotels available nearby at multiple price points.
3. Wi-Fi available, whether free or available for purchase.
4. Ease of travel to the location (i.e., is the city a travel hub?) to ensure choice among multiple transportation modes (e.g., air, bus, train, car).

The **Meeting Content** subgroup surveyed the many new models for sharing information among members, focusing on “structured sharing” formats such as unconferences, Pecha Kucha, world cafes, and the lightning sessions that have been well received at the past several Annual

Meetings. These informal sessions facilitate networking opportunities, but require a different kind of leadership and preparation as well as room capacity and setup. At the other end of the spectrum, the group recommended focused debates and juried paper sessions.

The **Social Responsibility** subgroup learned that SAA has been actively tracking fair labor practices of its venues for some time, and they contributed contract language that may assist us when future difficulties arise—often years after contracts have been signed. They also noted that local service projects are already becoming a firm part of Annual Meeting planning.

And the **Online Access** group worked closely with the SAA office to share research on virtual conferencing and online access during the meeting, Wi-Fi options, and access to past meeting content. Comments at the task force table this year showed how members appreciated this year's program app and Wi-Fi. If you haven't noticed, access to conference recordings from 2006 to 2011 already is provided via SAA's website (<http://www2.archivists.org/conference>)!

The task force found both the Council and SAA staff to be very supportive, helping us locate information and individuals who could point us to information that we then incorporated into our final report. Staff listened closely to our initial thoughts and immediately began to incorporate some of our suggestions into the planning for the 2012 meeting in San Diego and beyond.

You may have noticed from the Call for Session Proposals for the 2014 Joint Annual Meeting in Washington, DC, that many of the suggestions for alternative session models were actively solicited. And you will see even greater changes when the annual meeting moves to Cleveland, Ohio, and we meet for the first time at a convention center. We're confident that there will be additional changes to the program because two of the task force subgroup chairs are the incoming co-chairs of the 2015 Program Committee.

Out of experimentation comes learning. Based on the Council's response to our final report (<http://www2.archivists.org/news/2013/council-adopts-principles-and-priorities-for-continuously-improving-annual-meeting>),

we expect to see a continuation of changes as SAA accepts the view that the Annual Meeting must continue to evolve to meet members' evolving needs. Perhaps not all of our recommendations will work. And not all of them are financially possible for an organization of our size and funding.

One of the greatest lessons that our group learned is the clear necessity of listening to and communicating with members so that there is a clearer understanding of what you value the most. Please remember that it is a two-way street. SAA needs to hear from members about what works and what does not work. You have contributed by writing your comments on the butcher paper at our registration-area table—and by responding to the online attendee survey in record numbers! Please continue to provide feedback whenever SAA asks for comments.

We are grateful to the task force members for their outstanding efforts in developing the report. The SAA Council, the staff—and especially you, the members—will bring our recommendations to fruition. Please take these ideas and run with them! ■

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Call for Volunteers to Serve on SAA-Appointed Groups

Kathleen D. Roe, SAA Vice President

SAA is small in size compared to national professional organizations for lawyers, historians, real estate brokers, teachers, and librarians. But it's not all about numbers—SAA can lay claim to being “big” in important ways. We deal with big issues and big needs, and we're fortunate to enjoy a really “big” commitment among our members to the profession and to furthering the work and impact of archives. Many of you already give generously of your time and energy to move the Society forward by serving on a committee, board, task force, or working group or as an SAA representative to an external group. Your service makes a big difference to the organization, to the profession, and to each of us individually.

If you're among those who would like to serve but aren't sure how to volunteer, here's a quick tutorial about joining the “big” crowd of our colleagues who already are involved in the workings of SAA.

As SAA vice president, it's my honor and responsibility to make the appointments that will take effect in August 2014. Generally this means filling about one-third of the more than 240 appointed positions within SAA. I'm delighted (and relieved) to have the good counsel of five of our colleagues who've agreed to serve as the 2014 Appointments Committee. The committee is chaired by Nancy Lenoil from the California State Archives. She is joined by Michelle Ganz from Lincoln Memorial University, Helen Kim from Visual Communications, and Christie Peterson from Johns Hopkins University. Herb Hartsook of the University of

South Carolina, last year's Appointments Committee chair, will serve as an ex officio member.

The Appointments Process

Here's how the appointments process works: The committee solicits volunteers from the membership via a web form (see www2.archivists.org/membership/volunteer). After the deadline, the committee takes nominations from the current leaders of our various groups based on the volunteer pool. And then the committee works its way through the entire list of vacancies and volunteers, giving careful attention to balancing the needs of each group. We'll follow SAA's longstanding policy to make appointments that reflect the diversity of our membership, from years in the profession to race, ethnicity, gender, geographic region, and repository type. I make all final decisions about appointments.

Is there really a chance to be appointed through this process? Archives breeds skeptics, but, yes, we honestly strive to make the process transparent and open to all. To improve your chances of being appointed, don't volunteer for every group (as some have done in the past); instead, focus on one or two groups and make a case for why serving on that group aligns with your background and/or your passion. To ensure as many people as possible can serve, we adhere to the rule that an individual may be elected or appointed to only one position at a time, and those appointed are not reappointed to a second term unless there is a

critical requirement for particular expertise or to complete a body of work.

So check out the list of appointments available. If you're not familiar with the group or position, look at the SAA website to review the group's description, see what recent work has been done, and even talk to people who are currently involved. (Group descriptions, microsites, and rosters can be viewed via the “Groups” tab on the main navigation bar at www.archivists.org.) Whether you're into advocacy, standards, continuing education, publications, or even finance (okay, numbers make me nervous), there are many fascinating, perplexing, and exciting issues and opportunities that need the energy and attention of our members. Working on issues and topics together with others of like (and different!) mind is an incredible opportunity to grow professionally and personally, an opportunity that I've valued throughout my career.

If there are more volunteers than positions available—which unfortunately can be the case—there are other ways to be engaged: Volunteer for service in your favorite roundtable or section. Propose an Annual Meeting session. Or get started by attending a meeting of a committee or board, working group, or the Council. All SAA group meetings are open to members, and we're always delighted to have visitors.

I hope you'll put your name forward as a volunteer, or encourage a talented colleague to do so—and I look forward to the possibility of working with you to serve SAA and our profession!

Appointments Available in 2014–2015

The following groups will have vacancies (number of vacancies indicated in parentheses) beginning in August 2014. For descriptions of the groups, see www.archivists.org/leaders/.

To volunteer to serve, visit www2.archivists.org/membership/volunteer.

Application deadline: January 20, 2014

Vacancies

SAA/ALA/AAM Joint
Committee on Archives, Libraries,
and Museums (aka CALM) (3)

Awards Committee (Co-Chair) (1)

C.F.W. Coker Award Subcommittee (1)

Distinguished Service Award Subcommittee (1)

Diversity Award Subcommittee (1)

Emerging Leader Award Subcommittee (1)

Josephine Forman Scholarship Award Subcommittee (1)

F. Gerald Ham and Elsie Ham Scholarship Subcommittee
(1, must be an SAA Fellow)

Philip M. Hamer and Elizabeth Hamer Kegan Award
Subcommittee (1)

Oliver Wendell Holmes Travel Award Subcommittee (1)

Archival Innovators Award Subcommittee (1)

J. Franklin Jameson Archival Advocacy Award
Subcommittee (1)

Sister M. Claude Lane, O.P., Memorial Award
Subcommittee (1)

Waldo Gifford Leland Award Subcommittee (1)

Mosaic Scholarship Subcommittee (3)

Theodore Calvin Pease Award Subcommittee (1)

Donald Peterson Student Scholarship Award
Subcommittee (1)

Harold T. Pinkett Minority Student Award
Subcommittee (1)

Fellows' Ernst Posner Award Subcommittee (1, must
be an SAA Fellow)

Preservation Publication Award Subcommittee (1)

Spotlight Award Subcommittee (1)

Committee on Advocacy and Public Policy (3) **NEW!**

Committee on Education (3)

Digital Archives Specialist (DAS) Subcommittee (2)

Committee on Ethics and Professional Conduct (2)

Diversity Committee (4, 3 regular members and 1 designated
representative of the Lesbian and Gay Archives Roundtable)

Finance Committee (1)

Host Committee (10–12)

Membership Committee (3)

Program Committee (10)

Standards Committee (3)

Technical Subcommittee on Describing Archives:
A Content Standard (2)

Representative to ALA Committee on Cataloging: Description
and Access and MARC Advisory Committee (1)

Representative to International Council on Archives Section
on Professional Archival Associations (1)

Representative to National Information Standards
Organization (1)

SAA Foundation National Disaster Recovery Fund for Archives
Grant Review Committee (3)

To Volunteer

Submit the application at

www2.archivists.org/membership/volunteer

by January 20, 2014.



FROM THE ARCHIVIST OF THE UNITED STATES

David S. Ferriero

National Archives and Records Administration
david.ferriero@nara.gov

NARA Provides Important Services during Federal Government Shutdown

The recent shutdown of the federal government was, and continues to be, a challenge for the staff of the National Archives and Records Administration (NARA). From October 1 until October 17, we were “officially” closed, with the exception of minimal functions to protect our holdings. Our doors, like those at many other federal agencies around the country, were locked because Congress had not appropriated any funds for most government agencies to operate beyond September 30. A very small group of dedicated NARA staff, such as facility and security managers and financial and legal staff, ensured our buildings and holdings were secure and tackled any problems that arose.

The closure had an impact on researchers and museum visitors across the country. It was especially disheartening for us to turn away student groups and families from all over the nation. Many arrived at our main building in Washington, DC, on their once-in-a-lifetime trip to see what some have called America’s “crown jewels”—the Declaration of Independence, the Constitution, and the Bill of Rights—and were not able to enter.

Working through the Shutdown

Some components of the archives, however, continued to operate during the shutdown with essential personnel because of legal requirements, their funding source, or emergency situations.

The National Personnel Records Center (NPRC) in St. Louis, which holds the military files of Americans who served in

uniform during the twentieth century, responded to 46,000 requests for information from those files during the shutdown. Four of our staff were “on call” to respond to high-priority requests for specific documents from veterans’ files, such as those dealing with medical emergencies and burial benefits that were promised to our men and women who served in the Army, Navy, Marines, Air Force, and Coast Guard.

For example, NPRC responded to a request from the son of a Marine veteran who served in World War II. The father was in an Illinois hospice suffering from severe dementia, and the son needed his service record to prepare for the imminent funeral service. In another case, the VA National Cemetery System asked for proof of military service for a Korean War Army veteran from Indiana so he could be buried with full military honors.

One unit that did not shut down was our Federal Records Centers Program (FRCP). At seventeen locations around the country, the program provides records storage and services for other federal agencies and delivers those records when the agencies need them. The FRCP charges the other agencies for the storage and services and does not require congressionally approved funding.

The Office of the Federal Register, which is part of NARA, was required by law to continue to publish the *Federal Register*. During the shutdown, the *Federal Register* published documents directly related to the government’s role relating to threats to human life or the protection of property. Examples of topics of documents that

agencies could submit for publication during the shutdown included the constitutional duties of the president, food and drug inspections, air traffic control, responses to natural or manmade disasters, law enforcement, and supervision of financial markets. Twelve Federal Register employees came into work every day to perform legal reviews, compiling and scheduling of exempt documents, and IT support services for exempted systems.

Shutdown Aftermath

In the aftermath of the shutdown, I’m very proud of our staff, who are back at work at facilities around the country. They are rescheduling and rearranging events, dealing with a long list of requests for information, and working harder to eliminate the backlog of records that must be processed.

One event that has been delayed is the opening of the new David M. Rubenstein Gallery, which will house a new permanent exhibit, “Records of Rights.” The exhibit showcases documents that illustrate how rights have been debated and expanded throughout American history. Because our building in downtown Washington had to be closed, museum staff and construction workers were unable to work on the exhibit. The opening is now scheduled for December 10, about a month later than planned.

The shutdown was difficult for us, but planning for it well ahead of time paid off, and we were able to maintain essential functions where we were required to do so. And it helps a lot to have a first-rate staff. ■

Ballot Set for 2014 Election

Fourteen candidates vying for three different offices are slated for SAA's 2014 ballot. Candidates' responses to the questions listed below, along with their biographical information, will be posted to the SAA website in January.

Vice President/President-Elect: One of the goals of SAA's Strategic Plan is advocating for archivists and archives. What role does SAA play in advocating for the archival profession to institutions, communities, and the American public?

Council: What are your priorities for advancing SAA's Strategic Plan? How do we create an organization that nimbly embraces change, including changing member needs, yet is stable enough to advance the profession?

Nominating Committee: Define your vision of diverse leadership for SAA and describe how you would select candidates to make this vision a reality.

Any eligible member of SAA may also be placed on the ballot by submitting a petition signed by fifty individual members; petitions must be received at the SAA office in Chicago by February 10, 2014.

The online ballot will be administered by VoteNet Solutions in March.

2014 Slate of Candidates

Vice President/President-Elect



Scott Cline
City of Seattle



Dennis Meissner
Minnesota Historical Society

Council

Doug Boyd, University of Kentucky
Pam Hackbart-Dean, Southern Illinois University-Carbondale
James Roth, John F. Kennedy Presidential Library and Museum
Edward "Ted" Ryan, The Coca-Cola Company
John Slate, City of Dallas
Rachel Vagts, Luther College

Nominating Committee

Cristela Garcia-Spitz, University of California, San Diego
Jim Gerencser, Dickinson College
Erik Moore, University of Minnesota
Erin O'Meara, Gates Archive
Jill Severn, University of Georgia
Eira Tansey, Tulane University

Supplement Celebrates SAA Milestone

The American Archivist Online Supplement to Volume 74 features nine of the SAA 75th Anniversary sessions at the ARCHIVES 360^o conference in Chicago in August 2011. Nearly three dozen presentations were converted to articles addressing a dizzying array of topics: creating and maintaining descriptive standards for the past thirty years; the difficulties and joys of wearing the many hats of a solo archivist; SAA and the regionals; roundtables as incubators for leadership, particularly the Congressional Records Roundtable; information access in an evolving digital and post-9/11 world; international women's collections; archival education activities across complementary domains; the evolution of reference, access, and outreach; and the role of Waldo Gifford Leland, Lester J. Cappon, and Solon J. Buck in the formation of the U.S. archival profession. Also included is an introduction by guest editor William E. Landis. The stellar content from these nine sessions has been published incrementally since 2011 and is now available as a complete collection. Check it out at www2.archivists.org/american-archivist/supplement/aaos74 or archivists.metapress.com.

DACS Now Available in Three Formats

Call it a three-peat! *Describing Archives: A Content Standard*, Second Edition (DACS) is now available in three formats: web, PDF, and print. DACS is an output-neutral set of rules for describing archives, personal papers, and manuscript collections, and can be applied to all material types. To learn more, go to www2.archivists.org/standards/describing-archives-a-content-standard-second-edition-dacs.

First Digital Archives Specialist Certificates

Congratulations to the first Digital Archives Specialists (DAS)! Fourteen archivists were the first to earn a DAS Certificate from SAA after completing the required coursework within twenty-four months and passing the comprehensive examination in August 2013. "As a lone arranger, DAS courses filled my knowledge gap, and I'm now designing a digital archives for my organization," said new Digital Archives Specialist Nancy Hadley of the American Institute of Architects. To learn more, go to <http://www2.archivists.org/news/2013/14-earn-digital-archives-specialist-certificates-from-saa>.

Joint Annual Meeting of the Council of State Archivists,
National Association of Government Archives and Records Administrators,
and the Society of American Archivists

Archives ★ Records

E N S U R I N G A C C E S S

Washington, DC ★ August 10–16, 2014

Call for Student Paper and Poster Presentations

The 2014 Student Program Subcommittee is accepting proposals for two special sessions dedicated to student scholarship during the Joint Annual Meeting of CoSA, NAGARA, and SAA in Washington, DC, August 10–16, 2014. Work from both master's and doctoral students will be considered.

Graduate Student Paper Session

The work of three current archives students will be selected for presentation during a traditional open session format. Each speaker will be allotted fifteen minutes to present a paper. Thirty minutes will be reserved for audience questions and discussion. Proposals may relate to the student's applied or theoretical research as well as research pertinent to the profession. Participant selection will be based on the quality of proposals submitted. Presenters and paper titles will be listed in the Preliminary and Onsite Programs.

Graduate Student Poster Session

The fourteenth annual Graduate Student Poster Session will showcase the work of both individual students and SAA Student Chapters.

Individual posters may describe applied or theoretical research that is completed or underway; discuss interesting collections with which students have worked; or report on archives and records projects in which students have participated (e.g., development of finding aids, public outreach, database construction, etc.). Submissions should focus on research or activity conducted within the previous academic year (Fall 2013–Summer 2014). Poster dimensions: 32 inches by 40 inches (may read vertically or horizontally).

Student chapter posters may describe chapter activities, events, and/or other involvement with the archives and records professions. A single representative should coordinate the submission of each Student Chapter proposal. Poster dimensions: 32 inches by 40 inches (may read vertically or horizontally).

Submission Instructions and Deadlines

To submit a paper or poster proposal, please complete the proposal form at <http://www2.archivists.org/conference/2014/washington/student-call> no later than **February 3, 2014**. (Proposals received after this date will not be considered.) Emailed submissions or submissions in any other format will not be accepted.

CoSA, NAGARA, and SAA encourage broad participation in the Joint Annual Meeting. Presenters are limited to participating in one session. Presenters include speakers, session chairs, commentators, and poster presenters. Please alert the 2014 Student Program Subcommittee if you have agreed to participate in another accepted proposal.

Student paper and poster presenters must register and secure institutional or personal funding to attend the Joint Annual Meeting. Unfortunately, CoSA, NAGARA, and SAA are not able to provide complimentary registration to student presenters from the United States and Canada.

Proposals are due on February 3, 2014.

Proposals received after this date will not be considered. If you have any questions, please contact Student Program Subcommittee Chair Jillian Cuellar at studentsessions@archivists.org.

Mary Caldera and Kathryn Neal

For Mary Caldera and Kathryn Neal, editing SAA's upcoming book *Through the Archival Looking Glass: A Reader on Diversity and Inclusion* was both a personal and professional undertaking. As a Latina and lesbian, Caldera was well aware of the absences in archives from the start of her career and came to value those who were forging change, while also making a commitment to creating a more inclusive archive herself. Neal knew that there were relatively few archivists of color in the profession but remained undaunted as a new archivist and questioned how the profession could recruit and retain archivists of color in greater numbers.

Now Caldera and Neal are working to further the conversation on diversity in archives and the archival profession. *Through the Archival Looking Glass*, which will debut this winter in the SAA Bookstore, features ten essays that not only address this pivotal topic but also spark further contemplation, debates, and discussion. Read on for more about Caldera's and Neal's thoughts on diversity.

SAA: What does diversifying the archival record mean to you?

MC: Ensuring that future generations have an inclusive and representative historical record. Imagine a parallel world populated only by the people (both creators and subjects) documented in our archives. Only when that world is as diverse and multifaceted as our own will we have diversified the archival record.

SAA: How do you feel the conversation about diversity in archives has changed in the past ten years?

KN: In some respects, the conversation itself has become increasingly diversified over the past decade. The amount of archival literature, on subjects ranging from representation in the archives and within the profession itself to issues of objectivity



Mary Caldera



Kathryn Neal

and power, has increased remarkably. Within SAA, the conversation appears to have become a mainstay in the Annual Meeting program and within its infrastructure. Diversity is now an integral part of SAA's mission and core organizational values and figures prominently throughout its 2013–2018 Strategic Plan. The Diversity Committee, formed in 2003, has expanded its membership to include more stakeholders from affinity groups within the organization. The awards and scholarship program also has expanded to include the Diversity Award and the Josephine Forman and Mosaic Scholarships. The growth of social media has created still more venues for conversation.

SAA: Mary, you describe in the introduction to *Through the Archival Looking Glass* a pivotal moment when you discovered the newsletter of the Lesbian Herstory Archives (LHA). What did that discovery mean to you?

MC: The concept of community archives opened a world of possibilities to me. The idea that all individuals and communities have the power to create and preserve the archival record and not be dependent on exclusive cultural institutions was empowering. Secondly, the very idea that lesbians existed through the ages, formed communities, and left vestiges of their existence—that there was a lesbian history to be saved—helped me formulate a socio/historical/political identity. Taking the long view, which was possible only after studying our history, allowed me to place my experience in a historical framework and the

struggle for social justice in perspective.

SAA: What's one step archivists can take to further diversify their collections?

MC: Each of us can examine and question our own prejudices, values, and assumptions as well as those of our institutions. It is not just about prejudices related to different groups

of people, either. Many of us have deeply entrenched beliefs about what forms of expression and formats we should preserve (text and paper, for example).

KN: As one step, we should ask ourselves questions about our past and current collecting practices, including: What stories do our existing holdings tell? Which voices, perspectives, or formats are not represented? What roles might our own attitudes, values, and motives play in this process?

SAA: If you could witness any moment in history, what would it be and why?

KN: There are too many moments to name only one, so I'll highlight an era instead. I would like to go back to the 1920s to eavesdrop on interactions between Langston Hughes, Jessie Redmon Fauset, Alain Locke, and other writers, musicians, artists, and scholars during part of the Harlem Renaissance. It would be exciting to hear them debate and share their hopes for this cultural movement.

MC: I would love to witness any first public manifestation of a bloodless uprising: the Seneca Falls Convention, the March on Washington, the first New York Pride Parade, the first United Farm Workers strike. I imagine those moments, for the participants, were marked by fear overcome by empowerment and a sense that social justice is not only possible but inevitable. Why would I want to witness those moments? Hope. We all need hope. ■



Lisa Gregory started in September as the digital projects librarian for the North Carolina Digital Heritage Center, based in the North Carolina Collection at the University of North Carolina at Chapel Hill Library. Gregory will work with cultural heritage institutions and organizations to digitize historic North Carolina materials and publish them online.



Jennifer Motszko has been appointed manuscript archivist librarian at the University Libraries at University of North Carolina-Greensboro, where she has worked since 2008. Motszko holds master of arts in history and master of library and information science degrees from the University of Wisconsin-Milwaukee.

Disability continued from page 12

an alcoholic father and an overburdened mother, Bunker's care depended on others. The Toledo Rotary Club sent Bunker to Detroit to be fitted with prosthetic legs and provided him access to an education. Although not as well known as Helen Keller, Bunker gained national attention. One article quoted the director of a home for disabled children in New York who said, "Though very well acquainted with the literature on the subject, I think I have never been more impressed with any achievement than that by Mr. Alva Bunker." However, despite the Rotary's work, Bunker remained overlooked in history until archivists made a connection between organizational records and personal histories.

Giving the Disabled Access

Disabled history is only part of the recognition due to disabled individuals. In recent years, archivists began reviewing how best to accommodate researchers with disabilities. In 2008, the SAA Archives Management and Records Management Roundtables' Joint Working Group on Accessibility in Archives and Records Management completed an accessibility survey to understand how to accommodate the physical and sensory needs of people with disabilities.

I reported on the joint working group's research and compilation of "The Best Practices for Working with Archives Employees with Disabilities" and "The Best Practices for Working with Archives Researchers with Disabilities" at the 2012 SAA Annual Meeting. After my report, I

encouraged attendees to share their ideas and concerns. Attendees acknowledged that obtaining input from users with disabilities in a nonintrusive and noninsulting manner was one of their greatest challenges.

Due to these struggles, the joint working group sent an online questionnaire about working with people with disabilities to the Archives and Archivists discussion list. I used input from attendees to extend research with a two-part survey for archival users with visual, physical, and hearing disabilities. I sent the survey to members of H-Net Disabilities, a listserv with approximately six hundred members, informing them that their names would not be disclosed. Eleven initial responses came from members committed to fulfilling the survey, but only four returned completed questionnaires.

Although further work is needed to gain a better understanding of users with disabilities, the survey offers some insight. The survey raised questions regarding disabled users' unwillingness to disclose their situation in public. A few respondents replied they are happy that "someone is brave enough" to pursue the work, but chose not to discuss their situations. In addition, my definition of disability as being physically, visually, or hearing impaired was questioned by some respondents. One individual backed out of the survey because she believed she was "not disabled enough" with a spinal cord injury to answer the questions.

The second part of the survey, which focused on web accessibility, illustrates why continued work remains important. The most in-depth replies came from respondents with sensory disabilities using websites, indicating that they struggled more with website content than reading room accessibility. For the survey, I selected

websites of five archives and asked participants ten questions based on their use of the main website, online catalogue, and EAD finding aid.

One question asked, "What factors do archives consider with regards to people with disabilities when designing their websites and uploading digital collections?" According to respondent #1, digital collections are merely scanned images of archival collections without accessible mediums. Furthermore, this respondent acknowledged that he rarely discloses his disability unless obtaining information requires disclosure of his vision impairment. A recent *The American Archivist* article by Wendy Duff, Elizabeth Yakel, and Helen Tibbo ("Archival Reference Knowledge," which appeared in Vol. 76, No.1) also touched on the idea of disclosing disabilities, asking if individuals should have to mention their disabilities in order to get quality customer service.

Continued Research

Questions regarding website accessibility continue to remain a topic for research. Session Chair Lora Davis recognized that website accessibility will always remain in flux, but continued research will improve knowledge and accommodations offered to users. As Floyd's work pointed out, recognizing people with disabilities begins with acknowledging their place in history. Furthermore, as one survey respondent pointed out, disability cannot be seen as simply a physical or sensory impairment. How we define disability as a profession impacts both our documentation of history and our users' access to that history.

How do you view disability and think research should proceed? ■

To Russia with Love continued from page 11

would best fit the exhibitors' needs and to enter the metadata in our database. The major challenge in trying to include items from unprocessed collections is not having a database to search. While we had gone through the material to sort it into appropriate boxes and folders, we did not have anything written down with regards to the metadata and physical description to note exactly where each item was held. We had to keep processing quickly to make sure we did not miss something that might be relevant to the exhibition.

Dr. Camille Hardy, a dance history professor at OU, assisted us with our search, recommending photographs she was familiar with from her forty years of research on the topic. She also brought in a contributor, Robert Johnson, who loaned photographs of his mother Nina Youskevitch, a dancer with Original Ballet Russe.

To Russia

The Bakhrushin requested we send digital copies to avoid the expense of sending materials overseas. We have a limited amount of server space that was allotted to

us through the School of Dance. We needed more space, as we were beginning to digitize our collections and we had to digitize all the materials that we were sending to the Bakhrushin. To send the materials, we engaged in collaboration with the OU Libraries. We entered into an agreement to use their server space to store the digitized files and to work with their personnel to create better access to our materials, both internally and for our users. The library also facilitated our sharing the files through Amazon CloudFront, a web service for content delivery that allowed us to efficiently send the materials to the museum.

Trying to connect all these disparate pieces was at times frustrating because there was often a lack of communication between the parties. In retrospect, we should have been more assertive in trying to gather the information we needed rather than waiting to have it handed to us. For all those difficulties, getting the confirmation that our material had indeed made it to Moscow

was exhilarating. We were unsure which, if any, of our materials would be incorporated into the exhibit. Luckily, Holt, with support from the College of Fine Arts, was able to

travel to Moscow for the opening. She met with the curator and staff of the museum as well as other members of the Ballet Russe community, and she returned with a number of photographs of the archive's programs and images displayed in the exhibit.

Collaboration can present many challenges. Whether it is across oceans, across campus, or even across the building, competing interests and personalities must be integrated to produce the best outcome for all involved. Communication is key.

Collaboration can present many challenges. Whether it is across oceans, across campus, or even across the building, competing interests and personalities must be integrated to produce the best outcome for all involved. Communication is key. By understanding the motives and needs of all of the stakeholders involved, expectations are more easily realized. Knowing that the time and effort expended paid off in such an exciting way provided an enormous sense of accomplishment for all those involved in the project. ■

Beyond the Annual Meeting continued from page 16

blogs, we realized later that more details about the event would have prevented confusion and ensured that the chat met expectations. For example, some users were expecting audio or video components, while others anticipated an open, unmoderated discussion forum. As web chats are not yet common among SAA groups, this was a good takeaway lesson for us.

Second, careful moderation is necessary to ensure a steady flow of information. Without moderation, our panelists would have been overwhelmed by questions, and

a few off-topic comments could have derailed a discussion that was meant to cover more than just the Belfast Case. By moderating the questions, we were able to manage the pace of the chat, and ensure that a variety of relevant questions and comments were addressed. Though we weren't able to answer every question, we covered as much as was possible within the sixty-minute timeframe.

A final lesson: archivists want and need these types of forums to connect outside the SAA Annual Meeting. Other professional associations and SAA component groups are exploring live web chats; the Oral History Section is interested in hosting another chat in the future. Nothing can replace in-person

networking and information-sharing opportunities, but leaders within SAA can and should pursue innovative approaches to keeping members engaged and informed. Current and free web-based hosting platforms such as Blyve, online spaces like Google Hangout, and social media events like Tweet chats offer groups opportunities to virtually meet and engage in nontraditional ways, thus broadening one of SAA's stated benefits of membership: participation in a professional community.

Visit the Oral History Section's Belfast Case information page at <http://www2.archivists.org/groups/oral-history-section/the-belfast-case-information-for-saa-members>. ■

Pathway to the Profession continued from page 3

Considerations

- Which skills does a student want to acquire?
- How will an internship at this institution develop those skills?
- How much are we willing and able to invest in an internship?
- What will the internship produce tangibly and intangibly?

Creating meaningful experiences in which graduate students thrive starts with archivists, students, and other organizational leaders sharing responsibility for students' success by matching them with committed institutions and setting a mutually agreeable course of direction. This direction is important at the beginning of an internship, and effective framing of an intern-advisor dynamic assures its continuity during the internship.

During

Stakeholders are requiring institutions to assess and demonstrate the value and efficiency of programs. Internships should be approached in the same manner. David Paper, professor of management information systems with research interests in change management and process reengineering, indicates that in an ideal *business process improvement* model, "people's roles change from controlled to empowered, managers change from supervisors to coaches." This sentiment speaks to where the conversation surrounding internships is heading. Borrowing these and other concepts from the for-profit world—specifically ways of documenting, improving, assessing, and placing value on processes—could give archives the tools needed to place value and identify areas for improvement.

Continuous process improvement (CPI), which often results in process reengineering, can promote incremental improvement to increase efficiency or a complete overhaul to achieve maximum effectiveness during a short timeframe. CPI applied to an

internship could be a targeted conversation both about the project and the process of identifying areas of weakness or could pinpoint the need for a complete project redirect to improve the student experience as well as the project outcome. In our own experiences, having targeted conversations throughout the internship enhanced project outcomes as well as our overall satisfaction.

Additionally, inviting the intern to discuss shortcomings of training materials or documentation can help to reengineer the internship program in a way that engages and empowers students to contribute. For example, the staff training manual at one author's institution is a working document that is continually improved and modified based on student input.

Considerations

- Determine what is working well and look for areas of improvement.
- Include benchmarks throughout to assess and reflect.
- Be considerate of an individual's time by posing questions that are both meaningful and purposeful to the project and the process.

Empowering interns to be flexible and contribute to the conversation encourages archivists to engage not as a manager or supervisor but as a mentor. It allows for the opportunity to refresh and rethink processes.

After

Open dialogue and continuous process improvement are critical aspects of a successful internship and must be incorporated throughout the course of the internship. Additionally, as the experience winds to a close, it is important for both parties to consider how this opportunity and any resulting deliverables—either tangible or intangible—can be used to promote the career of the graduate student and the host institution.

Establishing open dialogue from the start leads to the development and initiation of projects in which students build and expand their skills and ultimately create a deliverable. Asking interns to work on these

types of projects will help them to build their résumés and professional portfolios, assisting in the promotion of the intern as he or she enters the job market.

At the same time, an intern's work should also be used to promote the host institution by enhancing its profile within the field. As an example, one author created an online exhibit through Omeka as the final stage of her internship project. The exhibit featured and promoted her work while also promoting and creating access to a portion of the institution's collection.

Promoting the deliverable also leads to continued relationships after the internship. The aforementioned author is still working with the host library to increase exposure to the exhibit and is continuing to build and maintain the professional relationships developed during the internship. The host institution's investment in the graduate student's future career in turn manifests itself through continued relationships and promotion of the institution.

Considerations

- How can both parties promote the student's work?
- How can the student's work be used to promote his or her career?
- How can the institution be promoted through the student's work?

Conclusions

There is no set recipe that will guarantee a perfect internship, but our experiences as students and manager indicate that communication is a foremost ingredient to success. Open dialogue and continuous process improvement are but two examples of how critical it is to communicate during every stage of an internship. As such, we do not intend these considerations to be ruminated in silo; rather, they derive their meaning and reach their full potential only when all stakeholders engage them.

Moreover, a successful internship yields two types of benefits: direct and indirect. Directly, internships assist in student development and further the mission

of an institution—the most obvious and desirable outcomes of the entire experience. But indirectly, internships provide an opportunity for archivists to shape the future of the archival profession by investing in their interns as not only students but also as future colleagues. As a result, this indirect benefit produces more purpose-driven archivists who possess the leadership capabilities to usher our profession forward.

Archivists are, by nature, deeply invested in preserving legacy. Through the records we collect, the services we provide, and the patrons we serve, we perform a vital role by ensuring that future generations inheriting our society have an understanding of who

we are and how we came to be. Now is the time to focus on another legacy, the one developing within our own profession. It's *that* legacy—the current students and interns—who will soon be chiefly responsible for the preservation of our societal legacy, and the litmus test for their success tomorrow depends on the training current archivists provide them with today. ■

Notes

Alexis Braun Marks, CA, is university archivist at Eastern Michigan University. She has hosted numerous graduate students from Eastern Michigan University, the University of Michigan, and Wayne State University.

Jarrett M. Drake completed his graduate degree from the School of Information at the University of Michigan in 2013. He was recently hired as the digital archivist at Princeton University.

Patrick Galligan completed his MSI degree from the School of Information at the University of Michigan in 2013. He has begun work as a digital archivist at the Rockefeller Archive Center.

Erin Platte completed her MSI degree from the School of Information at the University of Michigan in 2013. She currently works at the Stephen S. Clark Library at the University of Michigan.

This article is a concise version of a panel titled “**Making Your Student Job Work for You: or Getting the Most Out of Your Internship,**” which was presented at the annual meeting of the Michigan Archival Association in June 2013.

Nurturing Community Inclusion continued from page 15

Today, the Russell School is one of two that remain in Durham County and the adjacent counties of Orange, Chatham, and Person. After the school closed around 1945, the church on the adjacent property, Cain's Chapel Baptist Church, purchased the building. The Friends of Russell Rosenwald School, made up of former students, family members, and community members, was formed to maintain the property. On August 5, 2009, it received landmark recognition and joined the National Register of Historic Places.



Courtesy of Project RIGHT Now—Carolinas.

“The purpose of the Russell School project was to document the history of the school through oral histories of those who attended the school, several of whom still live in the neighborhood,” said PRNC Chair Shauna Collier.

Using video and audio digital recorders, PRNC members interviewed eight former students in their eighties and nineties who shared not only school memories, but also memories of growing up in the Jim Crow South from the 1920s through the 1950s. Members also conducted interviews with a relative of Julius Rosenwald and members of the Friends of Russell Rosenwald School.

Since completing the project, Collier has partnered with a professor and three students from the School of Journalism at the University of North Carolina—Chapel Hill to produce the documentary *The Russell School: The History and Restoration of a Rosenwald School*. A rough cut of this production is available on YouTube (<http://www.youtube.com/watch?v=S3QF-jKNOAU>). Through an agreement with the Friends of Russell Rosenwald School, the interviews will be deposited, preserved, and made accessible at the Durham County Public Library.

Continuing Outreach

Most recently, PRNC joined forces with Angaza Laughinghouse, founder of Black Workers for Justice, to provide guidance for maintaining his personal papers and the organization's records, which document the black labor movement in North Carolina.

To help spread the word about their efforts, PRNC members have presented at local, regional, and national library and archival conferences, including the *Cultural*

Heritage Archives: Networks, Innovation and Collaboration symposium hosted by the American Folklife Center at the Library of Congress this past September.

Members are also working to build an online presence and expand their reach beyond the Carolina region. Several original members have since relocated and have expressed an interest in starting a chapter in their current city. “I believe that Atlanta has so many opportunities for a similar group to be put in place,” said original PRNC member Gabrielle Dudley. “For so long, society has either silenced or pushed communities of color into the margins of history. Teaching these communities about how the archives can be a place of social justice is empowering and important.”

PRNC effectively promotes diversity in the archives, but also promotes the profession as a whole. There continues to be a misconception and lack of knowledge about the archival field. PRNC affords clients the opportunity to witness who archivists are, what they do, and how they do it. These archivists showcase the spectrum of diversity within the field, representing various academic backgrounds, institutions, and specializations.

Together, PRNC members have developed an archival outreach program that will have extraordinary impact on communities in North Carolina and South Carolina for years to come. ■



FROM THE EXECUTIVE DIRECTOR

Nancy P. Beaumont

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Months Later . . .

For months I've anxiously awaited the opportunity to announce the sites of SAA's 2015, 2016, and 2017 annual meetings. (Although I did let the cat out of the bag about 2015 at the Annual Membership Meeting in New Orleans.)

Since December 2012, when we issued a request for proposal (RFP) to twelve potential host cities based on initial input from the Annual Meeting Task Force and feedback from the Council, the folks at Conference & Logistics Consultants and I have been researching, evaluating, and negotiating with potential sites. Throughout the past year, the SAA Council has discussed site options in light of the Task Force's preliminary and final recommendations and our research. In August the Council adopted "Principles and Priorities for Continuously Improving the SAA Annual Meeting,"¹ which includes significant guidance on site selection.

It turns out that the first principle under "Site Selection and Contract Requirements"—**We will experiment with meeting in cities of varying sizes using a combination of a convention center and room blocks in several hotels at varying price points**—makes for a very complex web of contracts involving convention centers (often county- or city-government owned); at least two and sometimes three hotels; and, to SAA's benefit, convention

and visitors bureaus that are willing to underwrite the costs of meeting space in the convention centers using their "marketing dollars" to bring conferences to their cities. (Without this relatively new type of incentive, convention centers would remain beyond the reach of small associations like SAA.)

Last Wednesday afternoon (the day before Thanksgiving) I received four contracts for 2015 and three for 2017. We're reviewing them now and hope to sign them before the week is out. The good news is that they meet some very important priorities for SAA.

- **We will stipulate in all RFPs that free wireless access in meeting spaces is a key component of our needs:**

All contracts include free wireless in the convention center meeting spaces and hotel guest rooms.

- **We will stipulate in all RFPs the importance of fair labor practices, sustainable (green) practices, and donation of excess food and beverage to worthy causes:**

We are very pleased, in particular, that our negotiations have led to contract language allowing for full disclosure of the duration of each union's contract and the next (and all) applicable renewal dates; notification to SAA at least one year in advance of the conference dates of any contract renewal

negotiations that could coincide with or overlap the conference dates; and options to terminate without liability in the event of strikes, threats of strike, or work stoppages.

- **We will experiment with new formats and content for education sessions:** Although this principle falls under "Priorities for New Approaches to Meeting Content and Structure," it certainly affects site selection. To the extent possible, we have tried to anticipate how this priority might play out in terms of meeting space requirements and have negotiated for maximum flexibility in the space usage.

These things take time, but months later I'm happy to announce that SAA will hold its 2015 Annual Meeting at the beautiful new Cleveland Convention Center in Cleveland, Ohio (August 17–22), and its 2017 Annual Meeting at the Oregon Convention Center in Portland, Oregon (July 24–29).

I hope to announce our 2016 site—which does not involve a convention center—before the end of the year. ■

Notes

¹ See <http://www2.archivists.org/news/2013/council-adopts-principles-and-priorities-for-continuously-improving-annual-meeting>.

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2014 FELLOW NOMINATIONS AND AWARDS COMPETITION

Contributions to the Archives Profession

- Fellows
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- Spotlight Award
- Diversity Award
- Archival Innovator Award
- Emerging Leader Award

Advocacy/Public Awareness

- J. Franklin Jameson Archival Advocacy Award
- Philip M. Hamer and Elizabeth Hamer Kegan Award

Writing/Publishing

- C.F.W. Coker Award
- Fellows' Ernst Posner Award
- Preservation Publication Award
- Theodore Calvin Pease Award
- Waldo Gifford Leland Award

Scholarships

- F. Gerald Ham Scholarship
- Mosaic Scholarship
- Josephine Forman Scholarship

Travel Assistance

- Harold T. Pinkett Minority Student Award
- Oliver Wendell Holmes Award
- Donald Peterson Student Award



For more information, go to: www.archivists.org/recognition. Deadline for nominations: February 28, 2014.