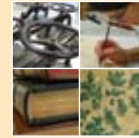




PRESERVATION EDUCATION CURRICULUM



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This curriculum is a teaching aid for an Introduction to Preservation course at Library and Information Science schools. It encompasses issues for libraries, archives, museums, and collections-holding institutions of all kinds. Educators are encouraged to modify, rearrange, and enrich the lesson plans in any way they see fit. Please read the section titled Before You Begin to gain a better understanding of the way the curriculum works.

- **Before You Begin** (How to Use the Curriculum)
- **Class 1:** Introduction
- **Class 2:** Context for the Cultural Record
- **Class 3:** Structure and Deterioration of Paper-based Materials
- **Class 4:** Structure and Deterioration of Multimedia Materials
- **Class 5:** Building-wide Concerns
- **Class 6:** Collections Care
- **Class 7:** Surveys and Assessments
- **Class 8:** Treatment Options
- **Class 9:** Preservation Reformatting
- **Class 10:** Creating Sustainable Digital Collections, Part 1: Digital Issues
- **Class 11:** Creating Sustainable Digital Collections, Part 2: Digital Preservation
- **Class 12:** Disaster Planning
- **Class 13:** Building a Preservation Program



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CLASS 1 LESSON PLAN

Introduction

Overview

The primary purpose of this class is to provide an overview of, and historical context for, the preservation of cultural heritage in its broadest sense and the preservation of collections more specifically. Why do we preserve collections? What is the cost of *not* preserving our cultural heritage? What have we learned from history? While the emphasis will be on library and archival collections, the basic principles here apply to cultural sites, museum artifacts, and other “nonlibrary” materials.

The lesson is divided into four parts:

Part I: Overview. This section will familiarize students with the history of preservation, concentrating specifically on the development of professional preservation programs in libraries and archives in the United States during the 20th century. Through guided discussion, students will define “preservation” and learn how it relates to, yet is different from, “conservation” and “restoration.” Students will also be introduced to the concept of preserving the artifact and/or preserving the information. A crucial issue is how to identify what information is inherent in an object or a collection. Do we preserve the object or collection at the (partial) expense of some of the information therein? How, in preserving, can we minimize the loss of information or knowledge?

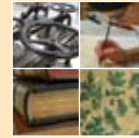
Part II: Prolonging the Life of Cultural Heritage Collections. This discussion covers the methods used to evaluate collections, identify preservation needs, and select materials for preservation, as well as the different approaches to caring for collections (e.g., providing a suitable environment, reformatting, individual treatment). In addition to laying out the components of a preservation program, this section emphasizes the role of preservation management at all levels of library and archival functions.

Part III: The Challenges of Managing Analog and Digital Collections. This section introduces students to the particular challenge of preserving digital collections. The emphasis will be on differences and similarities in preserving analog and digital texts. Students will consider the various kinds of resources needed to sustain preservation of both analog and digital collections.

Part IV: Course Overview. This section performs the same function as an overture does for an opera: it introduces the major themes of the class. The overview for this course should emphasize the depth, breadth, and complexity of the preservation field.



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CLASS 1 LESSON PLAN

Introduction

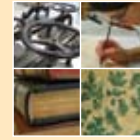
Learning Objectives

After this lesson, students will be able to:

- Define preservation.
- Explain its importance to cultural heritage institutions in general, and libraries and archives in particular.
- Understand how preservation needs are identified.
- Describe the components of a preservation program.
- Understand the basic issues underlying the preservation of analog and digital objects.



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CLASS 1 LESSON PLAN

Introduction

Resources for the Teacher

General Resources

Banks, Paul. "Preservation, Library Collections, and the Concept of Cultural Property." In *Libraries and Scholarly Communication in the United States: The Historical Dimension*. Edited by Phyllis Dain and John Y. Cole. Westport, Conn: Greenwood Press, 1990, pp. 89–110.

Presents an excellent overview of the history of and context for the preservation of cultural heritage.

Child, Margaret. "Preservation Assessment and Planning." In *Preservation of Library and Archival Materials*. Andover, Mass.: Northeast Document Conservation Center, 2008. http://www.nedcc.org/resources/leaflets/1Planning_and_Prioritizing/02PreservationAssessment.php

———. "Collection Policies and Preservation." In *Preservation of Library and Archival Materials*. Andover, Mass.: Northeast Document Conservation Center, 2008. http://www.nedcc.org/resources/leaflets/1Planning_and_Prioritizing/05CollectionsPolicies.php

Cloonan, Michèle V. "W(h)ither Preservation?" *Library Quarterly* 71 (April 2001): 231–42.

Considers the broad cultural aspects of preservation in light of recent technological developments.

Darling, Pamela W., and Sherelyn Ogden. "From Problems Perceived to Programs in Practice: The Preservation of Library Resources in the U.S.A., 1956–1980." *Library Resources & Technical Services* 25 (January/March 1981): 9–29.

Describes a 25-year period of library preservation, spanning the establishment of the Council of Library Resources and the Research Libraries Group, as well as the founding of numerous preservation programs.

Harris, Carolyn. "Selection for Preservation." In *Preservation: Issues and Planning*, edited by Paul N. Banks and Roberta Pilette. Chicago: American Library Association, 2000.

Lowenthal, David. "Introduction." In *The Past Is a Foreign Country*. Cambridge: Cambridge University Press, 1987.

Weaves preservation into historical inquiry. No other writer provides so broad a cultural context for preservation.

Morrow, Carolyn Clark. "Defining the Library Preservation Program: Policies and Organization." In *Preservation: Issues and Planning*, edited by Paul N. Banks and Roberta Pilette. Chicago: American Library Association, 2000.

O'Toole, James M. "On the Idea of Permanence." *American Archivist* 52 (Winter 1989): 10–25.

Considers approaches to the preservation of archives that differ, in some respects, from the preservation of library materials.

Smith, Abby. *The Future of the Past: Preservation in American Research Libraries*. Washington, D.C.: Council on Library and Information Resources, 1999.

More than any other contemporary writer, Smith addresses the importance of preservation to scholarship. She has also framed the key issues that academic libraries must consider to serve the needs of the scholarly community.

———. *Why Digitize?* Washington, D.C.: Council on Library and Information Resources, February 1999.

A good introduction to the general issues surrounding digitization.

Ward, Christine. "Preservation Program Planning for Archives and Historical Records Repositories." In *Preservation: Issues and Planning*, edited by Paul N. Banks and Roberta Pilette. Chicago: American Library Association, 2000.

For Further Study

Boles, Frank. *Selecting and Appraising Archives and Manuscripts*. Chicago: Society of American Archivists, 2005.

Crowe, William. "Verner W. Clapp as Opinion Leader and Change Agent in the Preservation of Library Materials." Ph.D. dissertation, Indiana University, 1987.

Higginbotham, Barbra Buckner. *Our Past Preserved: A History of American Library Preservation, 1876–1910*. Boston: G.K. Hall, 1990.

Lukesh, Susan S. "E-Mail and Potential Loss to Future Archives and Scholarship, or the Dog that Barked." *First Monday* 4, no. 9 (September 6, 1999). http://www.firstmonday.dk/issues/issue4_9/lukesh/

Introduces a subject of general concern, e-mail, which serves as an excellent introduction to general digital preservation issues.

National Archives and Records Administration. *Intrinsic Value in Archival Material*. Staff Information Paper 21 (1982), revised 1999. <http://www.archives.gov/research/alic/reference/archives-resources/archival-material-intrinsic-value.html>

National Park Service. "What Makes a Book Rare?" *Conserve O Gram* 19, no. 1 (July 1993). <http://www.nps.gov/history/museum/publications/conservoogram/19-01.pdf>

Ogden, Sherelyn, ed. *Caring for American Indian Objects: A Practical and Cultural Guide*. Minneapolis: Minnesota Historical Society, 2004, pp. 3–7.

Ogden wrote this book with Native American curators and conservators to address collaborative approaches to caring for, treating, and displaying Native American objects.

———. "The Impact of the Florence Flood on Library Conservation in the United States of America: A Study of the Literature Published, 1956–1976." *Restaurator* 3 (1979).

Roggia, Sally. "William James Barrow: A Biographical Study of His Formative Years and His Role in the History of Library and Archives Conservation from 1931 to 1941." Ph.D. dissertation, Columbia University, 1999.

Schellenberg, T. R. "The Appraisal of Modern Public Records." In *A Modern Archives Reader: Basic Readings on Archival Theory and Practice*. Washington, D.C.: National Archives and Records Service, 1984.

Task Forces on Archival Selection. *The Preservation of Archival Materials: A Report of the Task Forces on Archival Selection*. Washington, D.C.: Council on Library and Information Resources, April 1993. <http://www.clir.org/pubs/abstract/pub36.html>

Sources for Terminology

American Institute for Conservation of Historic and Artistic Works. *Definitions of Conservation*. <http://aic.stanford.edu/about/coredocs/defin.html>

Association of Moving Image Archivists Web site. <http://www.amianet.org/about/mission.html>

National Library of Australia. *Library Preservation Glossary*. <http://www.nla.gov.au/chg/gloss.html>

Pearce-Moses, Richard. *A Glossary of Archival and Records Terminology*. http://www.archivists.org/glossary/term_details.asp

Videos/DVDs

Into the Future: On the Preservation of Knowledge in the Electronic Age. 1998. VHS and DVD. Available for purchase in 33- and 58-minute versions from the American Film Foundation at http://www.americanfilmfoundation.com/order/into_the_future.shtml.

Slow Fires: On the Preservation of the Human Record. 1987. VHS and DVD. Available for purchase in 33- and 58-minute versions from the American Film Foundation at http://www.americanfilm-foundation.com/order/slow_fires.shtml.



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CLASS 1 LESSON PLAN

Introduction

The Lesson

Part I: Overview (1 hour)

A. Historical Background: Continuities and Contradictions

1. Pre-20th century historical background
2. The 20th century and the rise of professionalism

Little has been written about the history of library and archival preservation. Barbra Buckner Higginbotham wrote *Our Past Preserved: A History of American Library Preservation, 1876–1910* (Boston: G.K. Hall, 1990), but perhaps the only other history is the Darling-Ogden article, cited in the **Resources** section, which covers the period from 1956 to 1980. Works tend to be written about particular people who have been influential in library and archival preservation, such as Verner W. Clapp and William James Barrow, or about specific preservation-related events such as the Florence flood. Therefore, the instructor must draw from a wide variety of sources to provide students with an adequate background. If this topic is to be covered in more detail, see **Taking It Further** for additional resources.

B. Defining Preservation, Conservation, and Restoration

1. Preservation
 - a. Umbrella term for all global activities that:
 - i. Minimize chemical and physical deterioration and damage
 - ii. Prevent loss of informational content
 - iii. Prolong the existence of cultural property
2. Conservation
 - a. One component of comprehensive preservation program
 - b. Physical treatment of individual items
 - i. Based on scientific principles and professional practices
3. Restoration
 - a. Physical treatment of individual items
 - i. Intended to return cultural property to known or assumed state

C. Preserving the Artifact or Preserving the Information?

1. Analog
 - a. Bibliographical approach
2. Digital

In-Class Activities

- Ask students to write down definitions for preservation, conservation, and restoration. Discuss the students' responses.
- Preservation stories appear regularly in the popular press; *The New York Times* is a particularly rich source. It can be useful to collect examples of recent disasters, art thefts, digital issues, and the like to demonstrate that preservation concerns are widespread and universal.

Part II: Prolonging the Life of Cultural Heritage Collections (1 hour)**A. Identifying Needs**

1. Risk assessment, surveys, building inspections (in brief; to be covered in more detail in **Class 5: Building-wide Concerns** and **Class 7: Surveys and Assessments**)
2. Library collections
 - a. Collection development policies
 - b. Cataloging
 - c. Selection for preservation (overview of collection- and item-level strategies)
3. Archival collections
 - a. Appraisal
 - b. Arrangement and description
 - c. Selection for preservation (overview of strategies specific to archives)
4. Institutional priorities

B. Developing a Preservation Plan (an overview, to be covered further in **Class 13: Building a Preservation Program)**

1. Relating needs to the institution's mission and priorities
2. Identifying current preservation functions
3. Determining resources
4. Creating a plan and a strategy

C. Components of a Preservation Program

1. Providing a suitable and stable environment
2. Disaster planning
3. Collections care and maintenance
4. Conservation
5. Library binding
6. Reformatting

In-Class Activities

- Have the class brainstorm various strategies for selecting library and archival collections for preservation (e.g., condition, use, importance, value). How do strategies differ for archival and library collections? For example, it is useful to compare appraisal in archives with the conspectus model in academic libraries. How do strategies differ on the collection level and the item level?

- Many students currently work in libraries, archives, and museums. Ask students to identify preservation activities that exist in their institutions. Even institutions that don't have formal preservation programs often have preservation activities. Are there areas in which preservation activities could be undertaken with minimal additional resources?
- Share/Pair—Discuss with your neighbor what type of librarian or archivist you wish to be. What preservation concerns might you need to consider in these areas of specialty?
- When discussing the components of a preservation program, it is sometimes helpful to illustrate institutional practices with models, such as the umbrella, concentric circle, and tree-ring models that have been widely used.

Part III: The Challenges of Managing Analog and Digital Collections (30 minutes)

- A. Differences and similarities
- B. Digitization versus preservation
- C. Who is driving the digital agenda?
- D. The preservation manager and new strategic alliances
- E. Resource issues

Part IV: Course Overview (30 minutes)

Spend one to two minutes on each week's topic. This part of the class session provides a backdrop for topics to be considered in the rest of the course. To familiarize students with leading preservation associations, organizations, and research efforts, a list of relevant Web sites can be distributed. (See [Resources for the Teacher](#) in Class 13.)

During the first class it might be a good idea to gauge the level of student interest for special screenings of preservation-related films. This can be done early in the semester when they are most helpful. There is so much material to cover in this course that it is difficult to justify spending much class time screening films.

Suggested Graded Assignments

- Choose a preservation-related video or DVD to view, and write a critique. At what audience is the presentation aimed? What message is it trying to convey? Is the message accurate? Is it conveyed effectively? How might it have been done differently? See [Resources for the Teacher](#) for references to videos and DVDs (e.g., *Slow Fires*, *Into the Future*, and presentations on bookbinding, library binding, conservation, papermaking, deacidification, reformatting).
- Describe the collections (or a subset of the collections), their use, and existing collecting policies at the student's workplace or a local institution of interest. Make a list of materials that need to be evaluated for possible deaccessioning, and indicate those that might be a priority for preservation based on the institution's mission.
- Summarize current preservation activities at the student's workplace or a local institution of interest. What are they and who is responsible for them? Are existing preservation activities directed at collections that support the institution's mission and collecting policies? If not, what changes are needed?

Suggested Term Projects

- Write a term paper discussing the importance of mission and collecting policies to preservation efforts. Create or revise a mission statement and detailed collecting policy for the student's workplace or a local institution of interest, and devise criteria specific to the institution for identifying valuable collections that may be in need of preservation action.



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CLASS 1 LESSON PLAN

Introduction

Taking It Further—Beyond the Primary Lesson

Additional Topics for Discussion

The additional topics described below could be the subject of classroom discussion and activities if more time is available, or they could be incorporated into the primary lesson as desired, depending on the instructor's interests and background. Topics and activities are divided according to the three main parts of the primary lesson, and additional readings for students (upon which the discussions/activities are based) are provided.

Part I: Overview

- Historical Background: additional topics that could be discussed include:

- Early impulses to preserve
- The Renaissance and the rise of artists and works of art
- The Enlightenment and the Encyclopedists
- The Romantic movement's imperative to preserve
- The 20th century and the rise of professionalism

Part II: Prolonging the Life of Cultural Heritage Collections

- **Mission and Collecting Policy.** In an ideal world, a basic statement of a repository's mission and collecting goals would be put together before actually identifying and acquiring collections. In reality, however, at least some collections may have been gathered haphazardly over time. Devising a mission statement and collecting policy can help an institution look critically at all the materials it holds and decide whether they really belong in the collection.

Activity: Brainstorm a mission statement for a library/archives/historical collection (use a real situation or a case study).

- **Intellectual Control.** Depending on the background of the students in the course, some may be unfamiliar with methods for organizing archival collections. Discuss standard procedures for arranging archival collections and for producing finding aids and MARC records for these collections.

Activity: Show examples of online finding aids produced using the Encoded Archival Description (EAD) Standard.

- **Selection for Preservation.** Explore in more detail the various criteria to consider when selecting collections for preservation action. In many cases, libraries have chosen to preserve only those collections that are circulated and used. But the library community has also realized that research libraries have a responsibility to preserve collections that may be important for research in the future, even if they are not currently used. Thus, strategies have also been developed to select collections for preservation according to their quality and importance.

Activity: Provide a case study that illustrates different types of collections, divide students into groups, and ask them to brainstorm which collections should have priority for preservation, and why. Share the answers with the rest of the class.

Suggested Further Readings

Overview

Crowe, William. "Verner W. Clapp as Opinion Leader and Change Agent in the Preservation of Library Materials." Ph.D. dissertation, Indiana University, 1987.

Higginbotham, Barbra Buckner. *Our Past Preserved: A History of American Library Preservation, 1876–1910*. Boston: G.K. Hall, 1990.

Ogden, Sherelyn. "The Impact of the Florence Flood on Library Conservation in the United States of America: A Study of the Literature Published, 1956–1976." *Restaurator* 3 (1979).

Roggia, Sally. "William James Barrow: A Biographical Study of His Formative Years and His Role in the History of Library and Archives Conservation from 1931 to 1941." Ph.D. dissertation, Columbia University, 1999.

Prolonging the Life of Cultural Heritage Collections

Boles, Frank. *Selecting and Appraising Archives and Manuscripts*. Chicago: Society of American Archivists, 2005.

National Archives and Records Administration. *Intrinsic Value in Archival Material*. Staff Information Paper 21 (1982), revised 1999. <http://www.archives.gov/research/alic/reference/archives-resources/archival-material-intrinsic-value.html>

National Park Service. "What Makes a Book Rare?" *Conserve O Gram* 19/1 (July 1993). <http://www.nps.gov/history/museum/publications/conserveogram/19-01.pdf>

Schellenberg, T. R. "The Appraisal of Modern Public Records." In *A Modern Archives Reader: Basic Readings on Archival Theory and Practice*. Washington, DC: National Archives and Records Service, 1984.

Task Forces on Archival Selection. *The Preservation of Archival Materials: A Report of the Task Forces on Archival Selection*. Washington, DC: Council on Library and Information Resources, April 1993. <http://www.clir.org/pubs/abstract/pub36.html>